



Clint ISD School Counseling Program at a Glance

Our Clint ISD School Counseling Program complies with the Texas School Counseling Comprehensive Model Requirements. The end goal is that through our guidance lessons our students will be able to demonstrate and internalize the mindsets & behaviors as identified by the American School Counseling Association. In Clint ISD, our school counselors utilize ReThinkEd and Quaver to teach our guidance curriculum. As per SB 179, our school counselors will devote at least 80% of their time to providing services within the following four school counseling components. They submit their 80/20 calendar on a weekly basis.

1. **Guidance Instruction Component (Direct)**- We systematically teach our guidance curriculum through whole group lessons, individual and or small group activities/experiences. These experiences help all students develop intrapersonal effectiveness, interpersonal effectiveness, post secondary education and career readiness in addition to health and safety awareness and skills. School Counselors teach the following competencies:

- **Self-Awareness (Intrapersonal/Post Secondary Planning)**
 - a. Identifying Emotions
 - b. Accurate Self Perception
 - c. Recognizing Strengths and the connection between academic strengths and post secondary goals.
 - d. Self-Confidence
 - e. Self- Efficacy
- **Self- Management (Intrapersonal/Post Secondary Planning/Personal Health/Safety)**
 - a. Impulse Control
 - b. Stress management
 - c. Self-Discipline
 - d. Self-motivation to succeed. Awareness of importance of post secondary education.
 - e. Goal-setting- career exploration skills. Gather information for post secondary education & career planning
 - f. Organizational Skills
- **Social Awareness (Interpersonal)**
 - a. Empathy
 - b. Appreciating diversity
 - c. Respect for Others
- **Responsible Decision Making (Intrapersonal/Personal Health/Safety)**
 - a. Identifying Problems
 - b. Analyzing situations
 - c. Problem Solving
 - d. Evaluating and reflecting
 - e. Ethical responsibility/responsible behavior
- **Relationship Skills (Interpersonal/Personal Health/Safety)**
 - a. Communication
 - b. Social Engagement
 - c. Relationship-building
 - d. Teamwork



2. Individual Planning Component (Direct)- the purpose of the individual planning component is to provide education/activities/experiences to assist all students to plan, monitor, and manage their own academic achievement as well as their social/emotional and career development. Examples of activities/education include:

- Goal Setting, goal attainment & evaluation
- Knowledge of personal strengths and weaknesses & impact on goals
- Awareness of educational strengths, uniqueness and or weakness
- Awareness and understanding of TX graduation requirements
- Registration and Endorsement selection
- Knowledge of career exploration & Inventory
- Knowledge of Programs of Study and Endorsements available
- Development of an education/career plan
- College, Career and Military options
- ApplyTexas
- Understanding score reports from assessments like SAT, PSAT, ASVAB, etc.
- IEPs, modifications, accommodations, behavior plans discussed through 504s, RTIs, ARDs, LPAC
- Personal financial awareness or management/financial considerations for education
- Assertiveness and effective communication

3. Responsive Services Component (Direct)- the purpose of this component is to help students who present immediate personal concerns or problems. Services include individual counseling, crisis counseling, agency referrals, consultation and collaboration with parents, teachers or other professionals, support groups and or problem solving skills. Some topics addressed via this component include the following:

- Relationships
- Abuse and or Neglect
- Grief, loss, death
- Family problems/Concerns/divorce
- Coping Skills
- Suicide Outcries/self harm
- Academic Success/Failure
- Attendance
- Drop outs/homelessness
- Severe Stress/anxiety
- Substance Abuse
- School age pregnancy
- Emergent issues in intervention or postvention of traumatic event
- Bullying, conflict, harassment issues

4. The System Support component (Indirect) this component includes indirect management and or participation in activities that indirectly benefit students. Some activities within this component include:

- Planning, Collaboration and or Management activities required to assure the delivery of a high-quality counseling guidance program such as lesson planning, counseling department meetings, calendar updates and reviews etc.
- Faculty/Staff and community education
- Attending Professional Development
- Record keeping such as endorsements, credits earned, EOC, POS, etc.
- Consultation with teachers, parents, advisory council
- Participation in school improvement plan and or leadership committee meetings.



THE DISTRICT OF INNOVATION

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