Andrews ISD
School Counseling Program



School Counseling Program
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Mission Statement and Purpose:

The mission and purpose of the Andrews ISD campus counseling services is to provide a comprehensive counseling program promoting academic and social/emotional success at a developmentally and grade appropriate level.

To accomplish this mission, the counseling program will partner with parents and guardians, community leaders, and teachers to assist students in acquiring the knowledge, skills, and vision to become productive students, responsible citizens, and lifelong learners in a diverse and changing world.

Program Definition:

The AISD counseling program is an integral part of each campus's total educational program. It is developmental by design and sequentially organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The comprehensive developmental school counseling program is vital to the achievement of excellence in academics, social behaviors, and overall success of AISD students.

Student needs are priority in AISD counseling services and mission of service. Issues and concerns that students may encounter that affects the educational environment and process potentially are:

- School Attitude and Behaviors
- Mental Health Supports
- Peer Relationships
- Study Skills
- Career Planning
- Suicide Prevention
- School Safety
- Harassment Issues
- Bullying and Victimization
- Peer Pressures
- Conflict Resolution
- College Choices
- Death of family member or friend
- Family and Divorce
- Substance Abuse
- Family Abuse
- Scholarships and Financial Aid
- Student Identity
- Drop-out Prevention
- Pregnancy Related Services

- Guidance Counseling

AISD's comprehensive school counseling program meets the needs of K-12 students through four delivery system components:

1. Guidance Curriculum Services
2. Responsive Services
3. Independent Planning Services
4. School System Supports.

In the event of responsive services, the parents or legal guardians must give consent for further counseling sessions (after the initial meeting).

Program Rationale:

The AISD counseling program is an equal partner in the overall educational process serving as a bridge among all stakeholders. The comprehensive program strives to ensure that the student competencies are met and that students are better equipped in academic, social, behavioral, and life-long skills to better function in the community and achieve individual potential.

<u>Student Competencies</u>
Intrapersonal Effectiveness-
Student Competency 1.A: Students have a positive self-concept
Student Competency 1.B: Students utilize effective executive functioning skills
Student Competency 1.C: Students behave appropriately to the situation and environment

Interpersonal Effectiveness-
Student Competency 2.A: Students interact effectively with a diverse population
Student Competency 2.B: Students utilize effective and appropriate communication skills
Student Competency 2.C: Students recognize personal boundaries, individual rights and privacy needs of others
Student Competency 2.D: Students utilize effective conflict resolution skills
Student Competency 2.E: Students develop healthy relationships

Post-secondary Planning and Career Readiness-
Student Competency 3.A: Students are motivated to succeed in personal endeavors
Student Competency 3.B: Students demonstrate career exploration skills
Student Competency 3.C: Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning
Student Competency 3.D: Students will demonstrate awareness of the importance of postsecondary education
Student Competency 3.E: Students will understand the relationships of academics to the world of work and to life at home in the community

Personal Health and Safety-

Student Competency 4.A: Students incorporate wellness and practices into daily living
Student Competency 4.B: Students demonstrate resiliency and positive coping skills
Student Competency 4.C: Students possess assertiveness skills necessary for personal protection

AISD recognizes the importance of a strategic school counseling model that is present and active in intervening in societal problems such as school dropout, youth suicide, substance abuse, harassment, peer pressure and violence among youth. Counseling program efforts are geared to benefit students in setting high goals, holding high expectations, and envisioning valuable futures.

Program Goals:

The basic goal of school counseling is to enhance the AISD student's educational development through interventions and strategies so that students are best equipped to achieve successful results in the areas of intrapersonal effectiveness, interpersonal effectiveness, postsecondary planning and readiness, and personal health and safety.

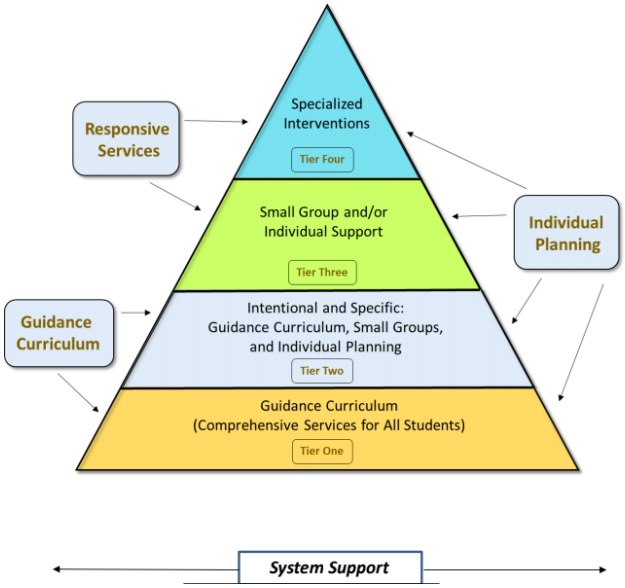
- Academic- Support at-risk students academically with an increase of independent planning services that result in assessment improvement and closing the academic gap in all subpopulations.

- Social- Promote student mental health through publications, school and parent communications, and SEL curriculum activities.

- Behavioral- Decrease the amount of office referrals by raising awareness for respectful behaviors and promoting conflict management and responsive services.

- Post-Secondary- Support students in appropriate course selection and increase the importance of post-secondary opportunities while providing more exploration in career choices.

Program Design and Priorities:



1. Guidance Curriculum Services
    - Purpose is to help all student develop transferable skills relative to their education, career, personal and social development.
    - Facilitate growth and development in intrapersonal effectiveness, interpersonal effectiveness, postsecondary education and career readiness, and personal health and safety.
    - Deliver effective guidance curriculum within a collaborative schedule working with teachers and staff.
    - Curriculum:
        - Second Step Program (grades K-8) TIER I guidance Curriculum
        - Rainbow Days Curriculum Based Support Group (grades 6-12) TIER II/III guidance Curriculum
        - Curriculum Topics (not exhaustive)
            - Appreciation for all individuals and cultures
            - Decision making skills
            - Effective Communication skills
            - Forms of bullying
            - Motivation
            - Personal boundaries
            - Relationships
            - Responsibility and Respect
    - Documented in Counselor's schedule

        - Office Hours and Schedule must be posted

2. Responsive Services
    - Purpose is to intervene on behalf of those students whose immediate personal circumstances, concerns, or problems interfere with healthy personal, social, educational, and career development.
        - Preventative- students engage with counselors prior to issues becoming chronic or problematic.
        - Remedial- students work in intervention services to assist in the student resolving the issue.
        - Crisis- immediate response to a critical incident involved specific campus and district protocols; administration must be fully involved in all scenarios.
    - Through responsive services, students can receive responsive support dealing with the possible topics (not exhaustive):
        - Academic success or failure
        - Attendance
        - Bullying and Conflict
        - College and Career
        - Death of family member or friend
        - Familial situations affecting student
        - Traumatic events affecting student
        - Grief or loss of loved ones
        - School age pregnancy or teen dating
        - School attitudes and behaviors
        - Truancy and Drop out
        - Stress and Anxiety
        - Study Skills
        - Substance Abuse
        - Suicide and self-harm
    - Documentation of meeting in individual student's Skyward account

3. Independent Planning
    - Purpose is to guide all students as they plan, monitor, and manage their own educational, career, personal, and social development.
    - Through individualized planning, students can:
        - Set personal, educational, career and social goals
        - Learn about school and world of work
        - Make plans to achieve goals
        - Communicate the significance of their culture and family values.
        - Select future preferences of career opportunities.
        - Analyze personal strengths and weaknesses.
        - Assess personal progress toward goals
        - Assist students in making decisions.

- Documentation of meeting in individual student's Skyward account

4. School System Support
    - Purpose is to be intentional with designing and managing the counseling program while support campus that directly benefit students.
        - Through system support, counselors will:
            - Consult with administration and staff on the needs of the students or total school program
                - Scheduling
                - Testing (as applicable)
            - Provide support to parent educational programs
            - Participate in Campus Improvement plans
            - Assist in interpreting campus data and assist in student guidance and interventions
                - Response to Intervention
                - SPED/504 meetings as needed
    - No more than 20% of time should be devoted to this area as a campus counselor.

5. Elementary and Secondary Program Balance
    - Purpose is to outline the four services and the balance of the program. The percentage balance of the program will vary based on individual campus need and the need of the students served.
    - Counselors will document the four services, either in Skyward for individual attention and on the counselor's preferred documentation for small and large group guidance.
    - Counselors will post schedules in order to communicate to staff and students.

- Clearfork Elementary:
  Guidance Services __18__%
  Responsive Services __31__%
  Independent Services __2__%
  Systems Support __37__%

- Devonian Elementary:
  Guidance Services __8__%
  Responsive Services __12__%
  Independent Services __1___%
  Systems Support __54__%

- Underwood Elementary:
  Guidance Services ___9___%
  Responsive Services __29____%
  Independent Services ___3___%

Systems Support __43__%

- Andrews Middle School:
  Guidance Services __8__%
  Responsive Services __21__%
  Independent Services __27__%
  Systems Support __28__%

- Andrews Education Center:
  Guidance Services __3__%
  Responsive Services __40__%
  Independent Services __30__%
  Systems Support __23__%

- Andrews High School:
  Guidance Services __22__%
  Responsive Services __21__%
  Independent Services __21__%
  Systems Support __24__%

Mental Health Support:

All Counselors are trained in the Texas Mental Health First (MHFA) Aid Program.

AISD is in partnership with the Texas Tech Health Science Center: Campus Alliance for Telehealth Resources. This program is an outside entity that works virtually with Prekindergarten through 12th grade students and their parents concerning mental health needs. The referral process goes through the campus representative listed below:

- Clearfork- Keesha Parker
- Devonian- Celeste Everts
- Underwood- Jaycee Stewart
- AMS- Linda Moore
- AEC- Shannon Jefcoats
- AHS- Jody Keesee

Parents or legal guardians must give consent to this program, and the program is delivered through virtual means with licensed psychologists or psychiatrists through the Texas Tech Health Science Center.

District Counselor:

AISD offers a District Counselor for our student and families in need of long-term mental health support utilizing a face-to-face interaction involving students and family, as needed, for the counseling sessions. The referral process can go through the campus counselor's office or directly contacting Kirsten Blakeney in the district administration office.

Dog Therapy Support Program:

AISD offers certified dog therapy handlers and certified dogs on identified campuses, as well as district-wide, for extended counseling opportunity with students in crisis. The handlers and dogs attend extensive training and program requirements before services begin on a campus *(see Dog Therapy Supplement)*. The dogs assist with comfort services and create communication channels for students in need while working with counselors through the counseling office. Dogs and handlers also work within large scale crisis situations as needed throughout the district.

Campuses offering dog therapy services are outlined below:

- Clearkfork- Keesha Parker, handler
- Devonian- Celeste Everts, handler
- Underwood- Jaycee Stewart, handler
- AMS- Tiffany Tijerina, dog handler
- AHS- Jody Keesee, dog handler
- District- Suzanne Mata, dog handler

Substance Abuse Support and Regional Partnership:

AISD is in partnership with the Permian Basin Regional Council on Alcohol and Drug Abuse Center. This program is an outside entity that works with the Alternative Education Center offering drug and substance abuse awareness through virtual sessions in a 4 hour awareness session. Parents or legal guardians must give consent to this program, and the program is delivered through virtual means with PBRCADA trained instructors.

PBRCADA also creates resources for student and parent intervention throughout the district through video resource:
https://drive.google.com/file/d/1l3_CMUvG7DPpTnlwz63dcVfqlVCNWg8p/view?usp=sharing

AISD works with the Andrews County Court system delivering Texas Youth Tobacco Awareness Program classes (TYTAP) for those students who are in need of further intervention due to excessive tobacco usage. Although this is geared for repeat tobacco offenders, any parent and student can attend; parents and students are responsible for the fees.

AISD also partners with West Texas Centers to provide outside mental health resource and support to our students.

Parent and Community Outreach:

AISD offers school day and evening events for parents and community on presentations dealing with drug and alcohol abuse, VAPING dangers and awareness, social media awareness and trends, postsecondary education awareness, financial aid awareness, and college fair.

All counselors preview guidance curriculum with parents and community annually, as well as showcase information on the Andrews ISD webpage and send information through Parentsquare.

Website Resource Page:

AISD Counselors develop webpages with numerous resources for in district and out of district mental health, counseling, social, behavioral, and academic guidance. Parents and guardians can access the webpages at the following sites on the Andrews ISD website under the Student Services tab:

- Clearfork
- Devonian
- Underwood
- Middle School
- AEC
- High School
- District Counselor Care

School Counselor Competencies:

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION

SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES
CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES
SUBCHAPTER A. SCHOOL COUNSELORS AND COUNSELING PROGRAMS

Sec. 33.002. CERTIFIED SCHOOL COUNSELOR.
(a) From funds appropriated for the purpose or other funds that may be used for the purpose, the commissioner shall distribute funds for programs under this subchapter. In distributing those funds, the commissioner shall give preference to a school district that received funds under this subsection for the preceding school year and then to the districts that have the highest concentration of students at risk of dropping out of school, as described by Section 29.081. To receive funds for the program, a school district must apply to the commissioner. For each school year that a school district receives funds under this subsection, the district shall allocate an amount of local funds for school guidance and counseling programs that is equal to or greater than the amount of local funds that the school district allocated for that purpose during the preceding school year. This section applies only to a school district that receives funds as provided by this subsection.
(b) A school district with 500 or more students enrolled in elementary school grades shall employ a school counselor certified under the rules of the State Board for Educator Certification for each elementary school in the district. A school district shall employ at least one school counselor for every 500 elementary school students in the district.
(c) A school district with fewer than 500 students enrolled in elementary school grades shall provide guidance and counseling services to elementary school students by:

(1) employing a part-time school counselor certified under the rules of the State Board for Educator Certification;
(2) employing a part-time teacher certified as a school counselor under the rules of the State Board for Educator Certification; or
(3) entering into a shared services arrangement agreement with one or more school districts to share a school counselor certified under the rules of the State Board for Educator Certification.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., Ch. 1276, Sec. 6.005(a), eff. Sept. 1, 2003.
Amended by:
Acts 2009, 81st Leg., R.S., Ch. 1328 (H.B. 3646), Sec. 39, eff. September 1, 2009.
Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 27, eff. June 14, 2013.
Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 28, eff. June 14, 2013.

Sec. 33.003. PARENTAL CONSENT.
The board of trustees of each school district shall adopt guidelines to ensure that written consent is obtained from the parent, legal guardian,
or person entitled to enroll the student under Section 25.001(j) for the student to participate in those activities for which the district requires parental consent.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 33.004. PARENTAL INVOLVEMENT.
(a) Each school shall obtain, and keep as part of the student's permanent record, written consent of the parent or legal guardian as required under Section 33.003. The consent form shall include specific information on the content of the program and the types of activities in which the student will be involved.
(b) Each school, before implementing a comprehensive and developmental guidance
and counseling program, shall annually conduct a preview of the program for parents and guardians. All materials, including curriculum to be used during the year, must be available for a parent or guardian to preview during school hours. Materials or curriculum not included in the materials available on the campus for preview may not be used.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 33.005. DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAMS.
A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program.

The school counselor shall design the program to include:

(1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
(2) 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;
(3) 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
(4) 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.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., Ch. 1487, Sec. 2, eff. June 17, 2001.
Amended by:
Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 29, eff. June 14, 2013.

Sec. 33.006. SCHOOL COUNSELORS; GENERAL DUTIES.

(a) The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.
(b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:

(1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students:
(A) who are at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide;
(B) who are in need of modified instructional strategies; or
(C) who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged;
(2) consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;
(3) consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;
(4) coordinate people and resources in the school, home, and community;
(5) with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans;
(6) deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum; and
(7) serve as an impartial, nonreporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying under Section 37.0832.

(c) Nothing in Subsection (b)(7) exempts a school counselor from any mandatory reporting requirements imposed by other provisions of law.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., Ch. 1487, Sec. 3, eff. June 17, 2001.
Amended by:
Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 30, eff. June 14, 2013.Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 31, eff. June 14, 2013.Acts 2017, 85th Leg., R.S., Ch. 522 (S.B. 179), Sec. 10, eff. September 1, 2017.

Sec. 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 under Section 28.025;
(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 under Section 61.0776;
(7) the automatic admission of certain students to general academic teaching institutions as provided by Section 51.803;
(8) the eligibility and academic performance requirements for the TEXAS Grant as provided by Subchapter M, Chapter 56;
(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 as provided by Section 54.366 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 under Section 51.803 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.

Amended by: Acts 2007, 80th Leg., R.S., Ch. 973 (S.B. 282), Sec. 2, eff. June 15, 2007.Acts 2009, 81st Leg., R.S., Ch. 1342 (S.B. 175), Sec. 4, eff. June 19, 2009.Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 29(a), effective beginning with the 2014-2015 school year. Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 30(a), eff. June 10, 2013.Acts 2017, 85th Leg., R.S., Ch. 481 (H.B. 2537), Sec. 1, eff. June 9, 2017.Acts 2017, 85th Leg., R.S., Ch. 550 (S.B. 490), Sec. 1, eff. June 9, 2017.

Sec. 33.009. POSTSECONDARY EDUCATION AND CAREER COUNSELING ACADEMIES.

(a) In this section, "center" means the Center for Teaching and Learning at The University of Texas at Austin.
(b) The center shall develop and make available postsecondary education and career counseling academies for school counselors and other postsecondary advisors employed by a school district at a middle school, junior high school, or high school.
(c) In developing academies under this section, the center shall solicit input from the agency, school counselors, the Texas Workforce Commission, institutions of higher education, and business, community, and school leaders.

(d) An academy developed under this section must provide counselors and other postsecondary advisors with knowledge and skills to provide counseling to students regarding postsecondary success and productive career planning and must include information relating to:

(1) each endorsement described by Section 28.025(c-1), including:

(A) the course requirements for each endorsement; and

(B) the postsecondary educational and career opportunities associated with each endorsement;

(2) available methods for a student to earn credit for a course not offered at the school in which the student is enrolled, including enrollment in an electronic course provided through the state virtual school network under Chapter 30A;

(3) general academic performance requirements for admission to an institution of higher education, including the requirements for automatic admission to a general academic teaching institution under Section 51.803;

(4) regional workforce needs, including information about the required education and the average wage or salary for careers that meet those workforce needs; and

(5) effective strategies for engaging students and parents in planning for postsecondary education and potential careers, including participation in mentorships and business partnerships.

(e) The center shall develop an online instructional program that school districts may use in providing the instruction in high school, college, and career preparation required by Section 28.016. The program must be structured for use as part of an existing course.

(f) The center may access the P-20/Workforce Data Repository established under Section 1.005(j-1) in developing training, instructional programs, and technological tools under this section and conducting related evaluations. The center may be provided access to the data repository through collaboration with the Texas Higher Education Coordinating Board or a center for education research established under Section 1.005. The agency and the coordinating board may not condition the center's access to the data repository on agency or board review of the proposed training, instructional programs, technological tools, or related evaluations developed by the center.

(g) A teacher of a course described by Section 28.016(c)(2) or (3) may attend an academy developed under this section.

(h) From funds appropriated for that purpose, a school counselor who attends the academy under this section is entitled to receive a stipend in the amount determined by the center. If funds are available after all eligible school counselors have received a stipend under this subsection, the center shall pay a stipend in the amount determined by the center to a teacher who attends the academy under this section. A stipend received under this subsection is not considered in determining whether a district is paying the school counselor or teacher the minimum monthly salary under Section 21.402.

(i) From available funds appropriated for purposes of this section, the center may provide to school counselors and other educators curricula, instructional materials, and technological tools relating to postsecondary education and career counseling.

(j) The center shall comply with any applicable provision of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) in performing its duties or exercising its authority under this section.

Added by Acts 2015, 84th Leg., R.S., Ch. 988 (H.B. 18), Sec. 5, eff. June 19, 2015.

School Counselor Parent Permission Form

Dear Parent/Guardian.

A request has been made for your child to speak with the school counselor. Please check the appropriate response below and sign this form if you give permission for our School Counselor to assist your child, _____.

_____ Yes, I give my permission for my child to speak with the school counselor

_____ No, I choose not to use this service at this time.

_____ _____

Parent/Guardian Signature Date

_____ - Phone number where you can be reached

_____ - email address

_____ - Child's Teacher _____ Child's Grade Level

Please include any helpful information you would like to share about your child:

Please Note: Parent permission is required after the student's initial visit to the school counselor. All information is kept confidential. This will NOT be a part of your child's cumulative records.

Padre Permiso Formado para Consejera de escuela

Queridos Padre/Guardián,

Se ha hecho una solicitud para que su hijo hable con el consejero de la escuela.
Marque la respuesta apropiada a continuación y firme este formulario si otorga permiso a nuestro consejero escolar para ayudar a su hijo, _____.

_____ Sí, Doy permiso para que mi hijo hable con el consejero escolar.

_____ No, Elijo no usar este servicio en este momento.

_____ _____

Padres/Guardián Signature Fecha

_____ - Número de teléfono donde puedes ser contactado

_____ - Dirección de correo electrónico

_____ - Maestra de niños _____ Grado del niño

Por favor incluya cualquier información útil que le gustaría compartir sobre su hijo:

Tenga en cuenta: Se requiere permiso de los padres después de la visita inicial del estudiante al consejero de la escuela. Toda la información se mantiene confidencial. Esto NO será parte de los registros acumulativos de su hijo.

Support Group Counseling Permission Form

Dear Parent/Guardian.

A request has been made for your child to participate in a Counseling Support Group. This support group focuses on the development of social, emotional, and coping skills, and is led by our trained campus counselor in a safe and supportive environment.

Please check the appropriate response below and sign this form if you give permission for your child, _____to participate in this opportunity.

_____ Yes, I give my permission for my child to speak with the school counselor

_____ No, I choose not to use this service at this time.

_____ _____

Parent/Guardian Signature Date

_____ - Phone number where you can be reached

_____ - email address

_____ - Child's Teacher _____ Child's Grade Level

Please include any helpful information you would like to share about your child:

Please Note: Parent permission is required to participate in this supportive group. This will NOT be a part of your child's cumulative records.

TIER I-II Social and Emotional Guidance Curriculum- Scope and Sequence

Second Step Digital Program (grade K-8):

Kinder

Unit 1	Growth Mindset and Goal Setting	Competencies: Self Awareness, Self- Management, Relationship Skills
Unit 2	Emotion Management	Competencies: Self Awareness, Self- Management, Social Awareness, Relationship Skills
Unit 3	Empathy and Kindness	Competencies: Self Awareness, Social Awareness, Relationship Skills
Unit 4	Problem Solving	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

1st Grade

Unit 1	Growth Mindset and Goal Setting	Competencies: Self Awareness, Self- Management
Unit 2	Emotion Management	Competencies: Self Awareness, Self- Management, Social Awareness
Unit 3	Empathy and Kindness	Competencies: Self Awareness, Social Awareness, Relationship Skills
Unit 4	Problem Solving	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

2nd Grade

Unit 1	Growth Mindset and Goal Setting	Competencies: Self Awareness, Self- Management, Relationship Skills
Unit 2	Emotion Management	Competencies: Self Awareness, Self- Management, Social Awareness, Relationship Skills
Unit 3	Empathy and Kindness	Competencies: Self Awareness, Social Awareness, Relationship Skills
Unit 4	Problem Solving	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

3rd Grade

Unit 1	Growth Mindset and Goal Setting	Competencies: Self Awareness, Self- Management, Responsible Decision Making
Unit 2	Emotion Management	Competencies: Self Awareness, Self- Management, Responsible Decision Making
Unit 3	Empathy and Kindness	Competencies: Self Awareness, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 4	Problem Solving	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

4th Grade

Unit 1	Growth Mindset and Goal Setting	Competencies: Self Awareness, Self- Management, Relationship Skills, Responsible Decision Making
Unit 2	Emotion Management	Competencies: Self Awareness, Self- Management, Responsible Decision Making
Unit 3	Empathy and Kindness	Competencies: Self Awareness, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 4	Problem Solving	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

5th Grade

Unit 1	Growth Mindset and Goal Setting	Competencies: Self Awareness, Self- Management, Responsible Decision Making
Unit 2	Emotion Management	Competencies: Self Awareness, Self- Management, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 3	Empathy and Kindness	Competencies: Self Awareness, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 4	Problem Solving	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

6th Grade

Unit 1	Mindset and Goals	Competencies: Self- Awareness, Self- Management, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 2	Recognizing Bullying and Harassment	Competencies: Social Awareness, Relationship Skills, Responsible Decision Making
Unit 3	Thoughts, Emotions, and Decision	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

Unit 4	Managing Relationship and Social Conflict	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

7th Grade

Unit 1	Mindset and Goals	Competencies: Self- Awareness, Self- Management, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 2	Recognizing Bullying and Harassment	Competencies: Social Awareness, Relationship Skills, Responsible Decision Making
Unit 3	Thoughts, Emotions, and Decision	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 4	Managing Relationship and Social Conflict	Competencies: Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

8th Grade

Unit 1	Mindset and Goals	Competencies: Self- Awareness, Social Awareness, Relationship Skills, Responsible Decision Making
Unit 2	Recognizing Bullying and Harassment	Competencies: Social Awareness, Relationship Skills, Responsible Decision Making
Unit 3	Thoughts, Emotions, and Decision	Competencies: Self-Awareness, Self-Management, Responsible Decision Making
Unit 4	Managing Relationship and Social Conflict	Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making

Rainbow Days Curriculum Based Support Group (grades 6-12/as applicable):

Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision Making, Sense of Purpose and Future	
Session 1	Getting to Know You
Session 2	A Celebration of Me
Session 3	Feelings
Session 4	Handling Anger
Session 5	Dreams and Goal Setting
Session 6	Making Healthy Choices
Session 7	Friends
Session 8	Resisting Negative Peer Pressure
Session 9	Putting It All Together
Session 10	Celebration and Commitment
Session 11*	Chemical Dependency: A Family Disease
Session 12*	Changes and Challenges in My Life

7 Mindsets, grade 9-12

Unit 1	Dream Big; Embrace Creativity; Think Positive; Act and Adjust	Competencies: Decision Making, Growth Mindset; Resilience, Self-Management, Self-Awareness, Relationship Skills
Unit 2	Focus on Strengths; Interests; Be Authentic	Competencies: Hope, Resilience, Self-Management, Self-Awareness
Unit 3	Maximize Positive Relationships; Team Building; Leading with Value	Competencies: Empathy, Social Awareness, Resilience, Self-Management, Self-Awareness, Relationship Skills
Unit 4	Ownership; Energy; Growth	Competencies: Self-Management, Decision Making, Resilience, Growth Mindset, Self-Awareness
Unit 5	Treasure Yourself; Be More Grateful; Thank it Forward; Elevate your Perspective	Competencies: Self-Awareness, Resilience, Hope, Relationship Skills, Growth Mindset, Empathy
Unit 6	Stretch Yourself; Make a Difference; Receive Gracefully; Create a Legacy	Competencies: Self-Awareness, Growth Mindset, Hope, Empathy, Relationship Skills
Unit 7	Embrace Every Moment; Get in the Zone; Vulnerability; Act with Purpose	Competencies: Self-Awareness, Self-Management, Decision Making, Resilience, Relationship Skills, Growth Mindset

iLead: Maxwell Leadership Foundation
(Grades K-12)

Objective 1	Identify and explore the values of leadership
Objective 2	Take ownership of one's choices (actions, influences)
Objective 3	Practice leadership values and develop those skills
Objective 4	Evaluate oneself with an applied knowledge
Objective 5	Lead oneself and take turns leading others