Harper Elementary Comprehensive School Counseling Program
Harper Elementary

Contributors: Princeton ISD Elementary Counselors
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Foundation

Comprehensive School Counseling Program (CSCP) Mission Statement:

The mission of the Harper Elementary School Counseling Program is to support the academic success, personal/social development, and career preparation of our diverse population using the best practice school counseling strategies and a tiered approach to meet the needs of all students.

Comprehensive School Counseling Program (CSCP) Vision Statement:

The Harper Elementary School Counseling Program envisions a supportive and inclusive school community where all students are empowered to reach their full potential. Through a comprehensive and proactive approach, students will develop the academic skills, social-emotional strengths, and future readiness needed to become confident, resilient, and responsible individuals prepared for lifelong success.

Program Definition

Below are the defining elements of our CSCP:

Delivery

Princeton ISD Counselors are responsible for delivering the school counseling program along with the principal, assistant principal, teachers, paraprofessionals, guest speakers and parents. This is collaboratively done for the success of the school counseling program.

Competencies

Student Competency: Students have a positive self-concept

- Become aware of their personal traits
- Become aware of the importance of liking themselves
- Student Competency: Students utilize effective executive functioning skills
- Become aware of the need to use time effectively
- Describe the steps in a goal – setting process

Student Competency: Students behave appropriately to the situation and environment

- Follow CHAMPS appropriately in various school settings
- Be able to follow rules and directions and complete tasks

Student Competency: Students incorporate wellness practices into daily living

- Describe feelings related to stress
- Identify healthy activities to do when alone

Student Competency: Students demonstrate resilience and positive coping skills

- Identify changes that have occurred in themselves

- Find strategies for feeling secure in a new class or school

Clients
On Princeton ISD Elementary School Campuses students are the primary focus. However, other clients that are served include parents and staff members.

Organizational Elements
Princeton ISD Elementary Counselors focus on scheduling and planning prior to school starting. They track their time in the following program components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Princeton ISD counselors, teachers, parents, and principals collaborate together to help create a fluid calendar.

Program Rationale

Below are the 6 statements that make up the rationale for our CSCP:

1. The comprehensive counseling program is an integral component of the school's academic mission. The comprehensive school counseling program, driven by student data, is based on standards in academic, career, and personal/social development, which promote and enhance the learning process for all students.
2. The school counseling program ensures equity and access to a comprehensive counseling program which is based on the TEA standards in academic, career, and personal/social development.
3. The comprehensive school counseling program is data-driven and provided by a state-credentialed school counselor who systematically delivers instruction to all students.
4. The rationale for the comprehensive counseling program can be determined by reviewing data, including but not limited to, needs assessment, behavior referrals, academic performance, and attendance.
5. Goals for the school counseling program include academic success, safety, acceptance, equity, empowerment, personal growth, and respect.
6. Current theories and professional trends of our school counseling program include Solution-Focused Brief Counseling, Play-Based Therapy, and Cognitive Behavior counseling, and other appropriate methods for school counselors.

Program Assumptions – see completed checklists in Texas Model Guide on page 56

Program Goals (highlighted) & Process

Needs Assessment Results: parent information about bullying - Parent & Student Bullying Prevention Toolkit, Parent access to grades - parent orientation, parent square, parent portal tutorials, Teachers report a need for more whole group counseling, information to support skills taught in the lessons, allow for scheduling homeroom class lessons, increase small groups opportunities, follow up with staff when small groups conclude.

We reviewed the following data points:

- Student survey
- Parent survey
- Teacher reports

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Modified for Harper Elementary by: Amanda McIntire Updated: 9/04/2026

*addresses 1-4, 7-10, A, B, C

- BTA reports
- Bullying reports
- Mental health notes
- Time tracker data

The following patterns will be evaluated in our data:

- Incident types
- Incidents by grade level
- Incidents by semester

We found the following areas of significance in our data points:

- In the 25-26 school year, Harper elementary conducted seven bullying investigations; zero were confirmed as bullying. All cases were found to be in violation of the student code of conduct and discipline was issued accordingly.
- In the 25-26 school year, Harper elementary conducted 16 cases of suicidal ideation.
- In the 25-26 school year, Harper elementary school conducted BTA threat assessments for a total of 1 threat to others.
- In the 25-26 school year, 23% of parents believe their student is bullied at school.
- In the 25-26 school year, 8% of parents believe drug use is a problem at school.
- In the 25-26 school year, 8% of parents believe vaping is a problem at school.
- In the 25-26 school year, 36.2% of students do not feel positive behavior is recognized at school.*
- In the 25-26 school year, 44.2% of students do not believe that teachers can do their job due to student behavior.*
- In the 25-26 school year, 49.1% of students do not enjoy coming to school.*
- In the 25-26 school year, 23.2% of students do not feel safe in school.*
  * denotes decline from previous year

The most significant needs identified in needs assessments were:

- 10% increase in parent perception of bullying.
- Increase in bullying cases initiated.

In 2025-26 the following were implemented and can contribute to the data listed above:

- ROAR store for a positive reward system
- Staff survey for teacher perspectives of counseling program success
- 4 Attendance small groups 1 in 3rd, 2 in 4th, 1 in 5th
- Added TCHATT 27 referrals to parents, 1 applicant, 0 sessions
- Training all staff in YMHFA by 2027
- Increase whole group counseling lessons From 302 in 24-25 to 336 25-26
- Offer counselor taught, in the classroom, guidance lessons (2 presented)

Program SMART Goals for the 2026-27 Year

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Modified for Harper Elementary by: Amanda McIntire Updated: 9/04/2026

*addresses 1-4, 7-10, A, B, C

Goal 1: By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.

Strategies:

- Develop and implement a K–5 counseling scope and sequence that incorporates Changemakers and required counseling topics aligned to student developmental needs.
- Provide teachers with weekly SEL lessons and resources that are brief, accessible, and easy to integrate into classroom routines.
- Deliver monthly counselor-led whole-group lessons that introduce, reinforce, and build upon skills taught through the classroom lessons.
- Establish consistent schoolwide SEL language and expectations so students hear and practice the same skills across classrooms and counseling lessons.
- Collaborate with teachers regularly to provide resources and identify opportunities to reinforce counseling skills.

Measures:

- Percentage of planned weekly SEL lessons completed by homeroom teachers using Canva analytics
- Percentage of planned monthly whole-group counseling lessons documented on time tracker
- Staff feedback on counseling program end of year survey

Goal 2: By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.

Strategies:

- Establish consistent schoolwide expectations and language for CHAMPS, Zones of Regulation, and coping strategies.
- Provide teachers with brief, accessible resources and visuals to support implementation within daily classroom routines.
- Teach and reinforce three schoolwide coping strategies—deep breathing, thought reframing, and grounding techniques—through classroom and counselor-led lessons.
- Provide students with opportunities to practice identifying their Zone and selecting an appropriate coping strategy before or during moments of dysregulation.
- Reinforce the use of regulation strategies across multiple school settings, including the classroom, special class, recess, and lunch.
- Collaborate with teachers to provide additional resources and support consistent use of the strategies.
- Monitor implementation quarterly and adjust resources and/or supports based on behavior data.

Measures:

- Percentage of students reporting they can identify and use at least one taught coping strategy when dysregulated

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- Percentage of teachers reporting student's use of coping strategy when dysregulated on end of year survey
- Percentage of observed opportunities in which students appropriately use a taught coping strategy across classroom, special class, recess, and lunch settings

Goal 3: By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Strategies:

- Develop and maintain a monthly counseling schedule that prioritizes proactive, whole-group counseling lessons for all K–5 students
- Protect designated counseling lesson times to ensure consistent delivery of Tier 1 services across grade levels
- Align whole-group counseling lessons with the K–5 counseling scope and sequence, Changemakers curriculum, identified student needs, and required counseling topics
- Balance responsive services, individual support, small groups, and other counseling responsibilities while maintaining a focus on proactive Tier 1 programming

Measures:

- Percentage of direct student contact time allocated to whole-group counseling lessons each month
- Percentage of planned whole-group counseling lessons completed
- Percentage of K–5 students receiving scheduled whole-group counseling lessons
- Percentage of total direct student contact time dedicated to proactive whole-group counseling, with a target of at least 40% by May 2027

CSCP Design Priorities

Clients- ranked by importance according to our goals (1 is most important):

1. Students
2. Teachers
3. Parents
4. Administrators
5. Stakeholders

Student Needs- ranked by importance according to our goals (1 is most important):

1. Preventive Needs
2. Remedial Needs
3. Developmental Needs
4. Crisis Needs

Student Competencies- ranked by importance according to our goals (1 is most important):

1. Intrapersonal Effectiveness
2. Interpersonal Effectiveness

3. Personal Health and Safety
4. Post-Secondary Education and Career Readiness

School Counselor Competencies- ranked by importance according to our goals (1 is most important):

1. Guidance
2. Counseling
3. Advocacy
4. Coordination
5. Leadership
6. Program Management
7. Consultation
8. Professional Behavior
9. Professional Standards

Counselor Time/Program Component- ranked by importance according to our goals (1 is most important):

1. Guidance Curriculum - 40%
2. Responsive Services - 40%
3. System Support - 10%
4. Individual Planning - 10%

Program Design

Guidance Curriculum Services

1. Strategic Content Area- Intrapersonal Effectiveness

- **Needs Assessment Findings**- 16 occurances of suicidal ideation by 12 students.
- **Guidance Curriculum Lesson Topics**- All Year - Kindness Club, August - Harper Way, October - Personal health and safety, December - problem solving, October - peer pressure, April - self-control

SMART Goals-

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

2. Strategic Content Area- Interpersonal Effectiveness

- **Needs Assessment Findings**- Discipline referrals and teacher input indicates need for the following topics: School behavior, cooperation w/ peers, problem solving, anger management, coping skills, self-esteem/self-concept
- **Guidance Curriculum Lesson Topics** - All Year - Kindness Club, Safety Patrol, September - Bully prevention, Ned Show Mindset Mission, October - Peer Pressure, November - Friendship, December - accepting responsibility, March - conflict resolution, April - self-control, Gossip/Rumors, Reputation

SMART Goals-

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3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

3. Strategic Content Area-Personal Health & Safety

- **Needs Assessment Findings**- discipline referrals, attendance, and teacher input indicates need for the following topics
- **Guidance Curriculum Lesson Topics**- September - Anti-Bullying, November -Hygiene, puberty, germs, October - personal safety/safe touch, drug prevention, Computers specials- social media safety

SMART Goals-

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4. Strategic Content Area-Post Secondary Education and Career Readiness

- **Needs Assessment Findings**- n/a
- **Guidance Curriculum Lesson Topics-** January - Smart Goal/Growth Mindset, February - Perseverance, May - College & Career lesson, Successful in Sixth/Launching to a new grade.

SMART Goals-

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Campus Responsive Services

Identified Need 1- Coping Skills

- Preventative, Remedial, or Crisis- Preventative, remedial, and crisis
- Intervention/Plan of Action- counseling support through individual, group, and guidance lessons
- Outcome/Follow Up- Open communication with family, teacher, and student to provide check-in as needed

Identified Need 2- Social Skills

- Preventative, Remedial, or Crisis- Preventative, remedial, and crisis
- Intervention/Plan of Action- counseling support through individual, group, and guidance lessons
- Outcome/Follow Up- Open communication with family, teacher, and student to provide check-in as needed

Identified Need 3- Executive Functioning Skills

- Preventative, Remedial, or Crisis- Remedial & Crisis
- Intervention/Plan of Action- Counseling services based on student need
- Outcome/Follow Up- Open communication with family and student to provide check-in as needed

Individual Planning Priorities

Domain- Personal Planning
Goal- Identify attributes for achievement and growth
Goal- Identify barriers to achievement and growth
School Counselor Considerations- Grade level diversification
Advocacy- Equity for all students

Domain- Educational Planning

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Goal- Goal setting, Growthmind Set, and Perseverance
School Counselor Considerations- Grade level diversification
Advocacy- Equity for all students

Domain- Career Planning
Goal- Introduction to different options
School Counselor Considerations- Grade level diversification
Advocacy- Equity for all students

System Support Tools

Monthly Calendar- see attached calendar at end of this CSCP.

Program Balance Chart/Weekly Schedule- see next page.

KEY for the following tools:

GC: Guidance Curriculum

RS: Responsive Services

IP: Individual Planning

SS: System Support

NCD: Non-counseling duty

Program Balance Chart/Weekly Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-8:30	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
8:30-9	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
9-9:30	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
9:30-10	**Individual Planning**	**Individual Planning**	**Individual Planning**	**Individual Planning**	**Individual Planning**
10-10:30	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**

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10:30-11	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
11-11:30	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
11:30-12	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
12-12:30	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
12:30-1	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
1-1:30	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
1:30-2	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**	**Guidance Curriculum**
2-2:30	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
2:30-3	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
3-3:30	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
3:30-4	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
4-4:30	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**	**Responsive Services**
4:30:5	**System Support**	**System Support**	**System Support**	**System Support**	**System Support**

Counseling Department Monthly Calendar

This calendar is based on the following guidelines.

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1. The Texas Model School Counseling Program Guide Components and Content Areas of:

Components	Content Areas
Guidance Curriculum	Interpersonal Effectiveness
Responsive services	Intrapersonal Effectiveness
Individual Planning	Personal Health and Safety
System Support	Post-Secondary Planning and Career Readiness

2. The program goals of the Comprehensive School Counseling Program:

Counseling Program Goals for the 2026-2027 Year

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

3. Campus Improvement Plan Goals:

- Goal 2 Increase Attendance: Communicate SEL topics with parents/guardians to foster home/school relationship
- Goal 3 Reduce Drop-out Rate: Continue district wide character education program and guidance lessons on specific areas of concern/interest
- Goal 3 Reduce Drop-out Rate: Continue district wide character education program and guidance lessons on specific areas of concern/interest
- Goal 4 Safe & Orderly School: Continue district wide character education program and guidance lessons on specific areas of concern/interest
- Goal 4 Safe & Orderly School: Anger management counseling in ISS and DAEP
- Goal 4 Safe & Orderly School: Educate students on conflict resolution and deescalating tools
- Goal 4 Safe & Orderly School: Utilize peer mediation techniques and sessions with the counselor

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CALENDAR

August

Content Area: Harper Way; Character Traits: safety, responsibility, respect

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Interpersonal, Intrapersonal Effectiveness

Guidance Curriculum Lesson Topics (GC): Harper Way - school expectations

Major Projects/Events: Meet the counselor table during meet the teacher, Family night prep and planning, BIP Training for SpEd students, Social Skills small groups

Individual Planning: Accommodations preparation and behavior planning

Character Trait: Safety, Respect, Responsibility - includes resources for teachers, weekly announcements, read-alouds, classroom lessons, awards, and parent resources.

Small Group Counseling: Establish social skills schedule, evaluate the need for lunch bunch groups, schedule grade level small groups for quarter one. Conduct small groups pre-survey.

Individual Counseling: New year check-ins with previous counseling students.

Guidance Lesson:

Name of Lesson: The Harper Way: Core Values - Safety, Respect, Responsibility

Where lesson came from: Changemakers

Target grade(s): K-5

Lesson Topic: Establish school wide rapport and community while building routines.

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September

Content Area: Bullying Prevention

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Postsecondary Readiness, Interpersonal Effectiveness
Guidance Curriculum Lesson Topics (GC): Bullying Prevention
Major Projects/Events: Q1 Parent Newsletter, Student Council, Kindness Club, Safety Patrol Kickoff
Individual Planning: Monitoring behavior interventions and adjusting sensory or behavior needs to best support students, meeting with students lacking executive functioning skills as identified by grades and staff.
Character Trait: Self-Regulation - includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Small Group Counseling: Continue small groups and conduct mid-point check-in, adjust based on need
Individual Counseling: Individual student meetings with students in counseling.
Guidance Lesson:

Name of Lesson: What is Bullying? Be An Upstander
Where lesson came from: Changemakers
Target grade(s): K-5
Lesson Topic: Bully Prevention

Guidance Lesson: YES! Anti-Bullying Assembly

Name of Lesson: YES! Anti-Bullying Assembly
Where lesson came from: Youth Equipped to Succeed Company
Target grade(s): 4th Grade
Lesson Topic: Anti-Bullying

October

Content Area: Personal Health and Safety, Anti-Victimization

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health & Safety
Guidance Curriculum Lesson Topics (GC): WHO for K-2, Drug prevention, healthy choices
Major Projects/Events: Red Ribbon Week, Bully Prevention Month, Anti-Victimization K-2, StuCo Elections
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Self-Control- includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Small Group Counseling: Wrap up Q1 small groups, conduct small group post-survey, and plan Q2 groups.
Individual Counseling: New student check-ins, individual counseling as needed
Guidance Lesson:

Name of Lesson: Red Ribbon Week: Making Healthy & Safe Choices
Where lesson came from: WHO Program Anti-Victimization
Target grade(s): K-2 with age appropriate modification
Lesson Topic: Personal Health & Safety

Guidance Lesson:

Name of Lesson: Red Ribbon Week: Making Healthy & Safe Choices
Where lesson came from: WHO Program & Counselor Created using Described and Captioned Media Program's "Wise Owl" videos. Parts of videos are used as appropriate for different grade levels.
Target grade(s): 3-5 with age appropriate modification
Lesson Topic: Making Healthy & Safe Choices

Guidance Lesson: NED Show

Name of Lesson: Mindset Mission
Where lesson came from: **NED Show Company: All for KIDZ**
Target grade(s): K-5
Lesson Topic: promotes positive attitudes, academic achievement, and better behavior by transforming the way students face challenges.

November

Content Area: Personal Health & Safety

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Personal Health & Safety
Guidance Curriculum Lesson Topics (GC): Personal Health & Safety - hygiene & Puberty
Major Projects/Events: School-Wide Gratitude Challenge, Food Drive, Angel Tree
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Gratitude - includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Small Group Counseling: Mid-point check-in small counseling groups, adjust based on need
Individual Counseling: New student check-ins, individual counseling as needed.
Guidance Lesson:

Name of Lesson: Personal Gratitude
Where lesson came from: Changemakers
Target grade(s): K-5
Lesson Topic: The importance of gratitude and the impact it has on our emotions.

Guidance Lesson:

Name of Lesson: Healthy Me
Where lesson came from: Counselor Created using Human Relations Media Puberty and Hygiene videos, and Healthy habits for kids
Target grade(s): K-5 with age appropriate modification
Lesson Topic: Healthy Habits- K-2, Hygiene- 3rd & 4th grade, Body Changes- 5th grade

December

Content Area: Optimism & Friendship

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness
Guidance Curriculum Lesson Topics (GC): Bullying, friendship, self-advocacy
Major Projects/Events: Angel Tree, Kindness club initiative, StuCo Angel Tree Project
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Optimism - includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Small Group Counseling: Wrap up Q2 small groups, conduct small group post-survey, and plan Q3 groups.
Individual Counseling: New student check-ins, individual counseling as needed
Guidance Lesson:

Name of Lesson: Friendship
Where lesson came from: Responsive Counseling
Target grade(s): K-5
Lesson Topic:

- KG - 2nd: What is Friendship?
- 3rd - 5th: Friendship & Boundaries

Guidance Lesson:

Name of Lesson: Optimism
Where lesson came from: Changemakers
Target grade(s): K-5
Lesson Topic: Finding ways to be Optimistic.

Guidance Lesson:

Name of Lesson: Problem Solving & Accepting Responsibility
Where lesson came from: Responsive Counseling
Target grade(s): K-5
Lesson Topic: Problem Solving & Accepting Responsibility

WINTER BREAK - UPDATE NEEDED JAN - MAY Coming Soon

Written by: Elementary Counselors
Modified for Harper Elementary by: Amanda McIntire
Updated: 9/04/2026

*addresses 1-4, 7-10, A, B, C

January

Content Area: Goal Setting/Power of Yet

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness
Guidance Curriculum Lesson Topics (GC): Goal Setting/Growth-Mindset
Major Projects/Events: School-wide goal setting initiative
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Resilience/Grit - includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Small Group Counseling: Establish social skills schedule, develop lunch bunch groups, schedule grade level small groups for quarter three. Conduct small groups pre-survey.
Individual Counseling: New year check-ins with previous counseling students.
Guidance Lesson:

Name of Lesson:
Where lesson came from: Changemakers
Target grade(s): K-5
Lesson Topic:

Guidance Lesson:

Name of Lesson: Positive Self Talk/Perseverance
Where lesson came from: Responsive Counseling
Target grade(s): K-5
Lesson Topic: Positive Self Talk/Perseverance

February

Content Area: Self-Control/Conflict Resolution

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Planning and Career Readiness
Guidance Curriculum Lesson Topics (GC): Asking for help/Perseverance
Major Projects/Events: Random Acts of Kindness by Kindness Club, STAAR Nights for Parents, school-wide friendship challenge, Nana Puddin'
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Honesty - includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Guidance Lesson:

Name of Lesson: Honesty & Self-Control
Where lesson came from: Character Strong
Target grade(s): K-5
Lesson Topic: Honesty & Self-Control

Guidance Lesson:

Name of Lesson: Coping Strategies & Self-Regulation
Where lesson came from: Responsive Counselor
Target grade(s): K-5 with age appropriate modification
Lesson Topic: coping with stress, planning for success, stress and healthy habits, self-confidence

Guidance Lesson:

Name of Lesson: Test Taking Tips
Where lesson came from: Counselor Created using Ned Show Testing Tips
Target grade(s): 3-5 with age appropriate modification
Lesson Topic: Testing Anxiety, coping with stress, planning for success, stress and healthy habits, self-confidence

March

Content Area: Conflict Resolution/Problem Solving Steps

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Planning and Career Readiness

Guidance Curriculum Lesson Topics (GC): Conflict Resolution/Problem Solving Steps

Major Projects/Events: Mental Wellness challenge for students and staff, STAAR Nights for Parents

Individual Planning: Accommodations preparation and behavior planning

Character Trait: Cooperation - includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.

Executive Function: Flexibility - includes resources for teachers, weekly announcements, read-alouds, classroom lessons, awards, and parent resources.

Guidance Lesson:

Name of Lesson: Cooperation & Flexibility
Where lesson came from: Character Strong
Target grade(s): K-5
Lesson Topic: Cooperation & Flexibility

Guidance Lesson:

Name of Lesson: Conflict Resolution/Problem Solving Steps
Where lesson came from: Responsive Counseling
Target grade(s): K-5
Lesson Topic: Conflict Resolution/Problem Solving Steps

April

Content Area:

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety
Guidance Curriculum Lesson Topics (GC): Social Interactions w/ Peers
Major Projects/Events: Kindness Club Animal Shelter Drive
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Courage- includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Executive Function: Emotional Regulation - includes resources for teachers, weekly announcements, read-alouds, classroom lessons, awards, and parent resources.

Guidance Lesson:

Name of Lesson: How to Apologize
Where lesson came from: Responsive Counseling
Target grade(s): K-2 with age appropriate modification
Lesson Topic: How to Apologize

Guidance Lesson:

Name of Lesson: Courage & Emotional Regulation
Where lesson came from: Character Strong
Target grade(s): K-5
Lesson Topic: Courage & Emotional Regulation

Guidance Lesson:

Name of Lesson: Gossip/Rumors/Reputation
Where lesson came from: Responsive Counseling
Target grade(s): 3-5
Lesson Topic: Gossip/Rumors/Reputation

May

Content Area: Careers

CSCP Goals Addressed:

1. By May 2027, the school counselor and homeroom teachers will strengthen Tier 1 counseling support by implementing weekly teacher-led SEL lessons and monthly counselor-led lessons using the Changemakers curriculum and other required counseling lessons.
2. By May 2027, classroom teachers will integrate CHAMPS, zones of regulation, and coping strategies into their routines, with students demonstrating the use of taught coping strategies (deep breathing, thought reframing, grounding techniques) in at least 3 different settings (classroom, hallway, cafeteria) when dysregulation is present measured by student and staff surveys, behavior reports, and observations.
3. By May 2027, the school counselor will allocate 40% of direct student contact time to delivering proactive, whole-group counseling lessons to all students, as measured by monthly time-tracking logs and lesson documentation.

Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety
Guidance Curriculum Lesson Topics (GC): Careers
Major Projects/Events: 4th-5th grade Career Presenters, College bulletin board, Community/family jobs bulletin board
Individual Planning: Accommodations preparation and behavior planning
Character Trait: Kindness Closer- includes resources for teachers, weekly announcements, brain-breaks and classroom mindfulness, read-alouds, playground activities, classroom lessons, and awards.
Executive Function: Stress Tolerance - includes resources for teachers, weekly announcements, read-alouds, classroom lessons, awards, and parent resources.
Guidance Lesson:

Name of Lesson: Kindness Closer& Stress Tolerance
Where lesson came from: Character Strong
Target grade(s): K-5
Lesson Topic: Kindness Closer& Stress Tolerance

Guidance Lesson:

Name of Lesson: Career Exploration
Where lesson came from: Counselor created using career exploration and career interest survey tools
Target grade(s): K-5 with age appropriate modification
Lesson Topic: Career Exploration, Connecting academic importance and goal setting to future.

June

Content Area: Review Data and prepare for new school year

CSCP Goals Addressed: Review data, determine growth achieved, set new goals

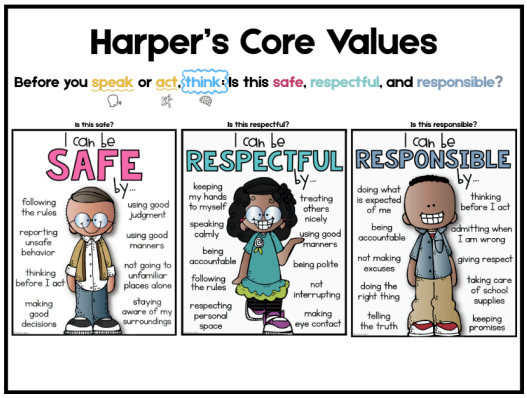
Domain: Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Postsecondary Planning and Career Readiness

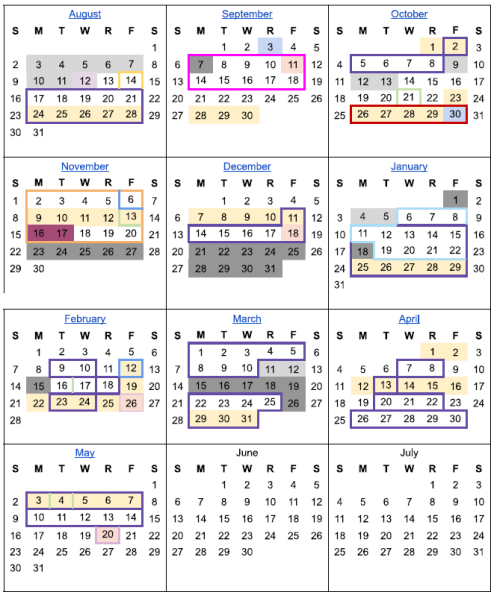
Guidance Curriculum Lesson Topics (GC): Review

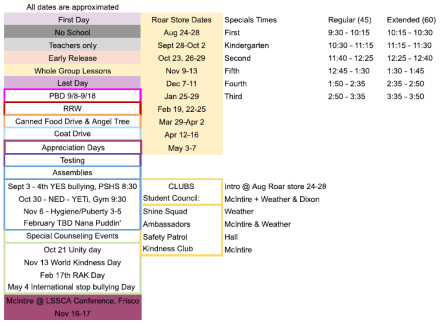
Major Projects/Events: Planning, modifications, and adaptation of lessons to meet the goals of the upcoming school year. Revision of CSCP.

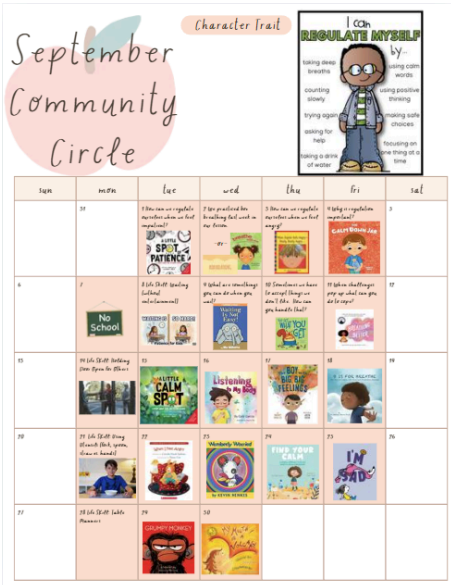
Links:

[Changemakers]
[WHO Program Anti-Victimization]
[The Responsive Counselor]
[Community Circle Read Alouds]
[Wednesday Changemakers Lessons]
[NED Show Company: All for KIDZ]
[Youth Equipped to Succeed Company]
[Nana Puddin']









For a closer look at anything seen here, please reach out to amcintire@princetonisd.net or call 469-952-5409

Written by: Elementary Counselors
Modified for Harper Elementary by: Amanda McIntire
Updated: 9/04/2026

*addresses 1-4, 7-10, A, B, C