Lovelady High School
COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Comprehensive School Counseling Program (CSCP) Mission Statement

The mission of Lovelady High School's (LHS) Comprehensive School Counseling Program is to support the academic success, post-secondary and career preparation, and personal and social development of our diverse student population using best-practice school counseling strategies and a tiered approach in meeting the needs of all students. Together with our stakeholders, our tiered approach incorporates direct and indirect services, ensuring equity and access for every student to help them become future leaders and contributors of a global society with 21st-century skills.

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Program Definition

Below are the defining elements of our CSCP:

- Delivery—Campus school counselors deliver the comprehensive school counseling program mainly to students but also to families and staff, with support from the administration and campus staff.
- Competencies - To plan, implement, and evaluate the CSCP; to collaborate with and promote the CSCP to our stakeholders. Students will demonstrate Interpersonal Effectiveness, Intrapersonal Effectiveness, and Post-Secondary Planning.
- Clients—Students are our primary clients, but they also include families, staff and faculty, and the community.
- Organizational Elements -
    - Master counselor yearly calendar
    - Follow the 5th edition TX Model for CSCP
    - Annual agreement with the principal
    - District counseling handbook for policies and procedures
    - Research-based interventions such as Solution Focused Brief Counseling and Reality Therapy

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Program Rational

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

1. Our school counseling program is an equal partner in the educational process. Its purpose is to support students' personal/social needs and facilitate and support academic success.
2. Students first need to acquire the intrapersonal/interpersonal competencies and the personal health/safety competencies to feel healthy and motivated enough to achieve the post-secondary/career readiness competencies. Our students need post-secondary education/career competencies to become successful future leaders and contributors to a global society.
3. The school counseling program will enable students to develop their full potential because our mission is to help students become future leaders and contributors to a global society.
4. Conclusions are based on previous Needs Assessments.
5. The goals of our campus are based on previous Needs Assessment data.
6. Our school counseling program's current theories and professional trends include Solution-Focused Brief and Reality-Based counseling.

Program Assumptions

- Professionally certified counselors are hired
- All students, parents, teachers, and other recipients have equal access to the program
- The work setting reflects:
    - Administrative commitment to and support of the program
    - A positive work environment
    - An adequate budget
- School administrators are working to understand and support the program's priorities and demands
- Program and Staff Development:
    - Time and opportunity are provided for designing and evaluating the program
    - Relevant training is available
- Budget: an adequate budget is established to support program needs and goals
- Materials, supplies, and equipment: the school counselor has items necessary to support the development and implementation of the program
- Facilities: the facilities accessible to the school counselor are sufficient and appropriate

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Program Goals & Process

Needs assessment Results - see Google Forms data; the most significant needs of staff/students/parents in needs assessment include:

- Healthy coping strategies for home and life
- College and Career Readiness

Failure report - based on Spring Semester 2026

- credit/grade support

Data Points-we reviewed the following data points

- Student needs assessments
- Faculty needs assessments
- Parents Need Assessment
- Failure Report for 1st, 2nd and 3rd Nine Weeks
- Counseling time tracking

We found the following patterns in our data:

- Teachers and students both identified stress management as a top priority.
- Parents and students identified college and career readiness as a top priority.
- Failure reports were analyzed at the end of the spring semester of 2026. The same students appeared in multiple failure reports.

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

- Based on spring semester 2025 failure reports, the number of students who fail three or more classes is ten percent. This percentage was reduced to 5% for Spring of 2026.
- Based upon documentation from teaching and administrative staff, the number of students with excessive absences is concerning.
- Based on the limited needs assessment data, most parents identified college and career readiness as necessary for themselves and their students.

Advisory Council input/significance to be incorporated into CSCP goals:

- At the first leadership meeting, we will share CSCP goals to elicit revisions/additions.
- TBD through discussion of student concerns at counseling meetings and leadership meetings

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Program SMART Goals for the 2026-2027 School Year

#1— By the end of the summer of the 26/27 school year, the number of assigned Edgenuity courses at the beginning of the year will have at least a 50% completion rate. This goal will be attained by partnering with our Credit Recovery teacher and liaising with students and parents about the responsibility of completing the courses online.

#2—We will increase postsecondary readiness (the number of Dual Credit students) by 25% for the 26/27 SY as compared to the 25/26 SY numbers. This goal will be attained by partnering with Collin College and the PISD CCMR/Academic Counseling Coordinator by increasing the number of students participating in Dual Credit Programs.

#3— By the end of the 2026 SY, reduce the number of credits lost due to attendance by 25%. We will accomplish this by collaborating with our Dean of Students, who in turn will work with our attendance specialists, to provide intervention support for students at risk of losing credit through attendance. Will counsel students academically, as needed, to make sure students are aware of what excessive absences will do to their academic plan.

Updated September 2026 - J. Clayton, A. Douglas, L. Epps, & M. Magruder

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CSCP Design Priorities (1 is the most important in all lists)

Clients - ranked by importance according to our goals:

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

Student Needs - ranked by importance according to our goals:

1. Prevention
2. Remediation
3. Crisis (Even though this is ranked third here, crisis management is always the top priority in real time)

Student Competencies - ranked by importance according to our goals:

1. Post-Secondary Education/Career Readiness
2. Regular Attendance
3. Personal Health & Safety

School counselor Competencies - ranked by importance according to our goals:

1. Counseling (intervention for students' personal/social development, individual/group counseling)
2. Guidance (theories, planning lessons, groups, involving others)
3. Program Management (Plan / Implement CSCP)
4. Consultation
5. Coordination
6. Leadership
7. Advocacy
8. Professional Standards (Ethics)
9. Professional Behavior (relationships, use of time)

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Counselor Time/Program Component - ranked by importance according to our goals:

1. Individual Planning: 25 - 35 %
2. Responsive Services: 25 - 35 %
3. Guidance Curriculum: 15 - 25 %
4. System Support: 15 - 20 %

Program Design Template

Guidance Curriculum Services

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

    - Guidance Curriculum Lesson Topic/s -
        - college and career readiness, planning, timelines, and time management.

2. Strategic Content Area - Intrapersonal Effectiveness

    - Guidance Curriculum Lesson Topic/s -
        - stress management and coping skills

3. Strategic Content Area - Personal Health & Safety
    - Counselor observations, referrals, and crises -
        - Noted high need for strategies to handle harmful behaviors (bullying (neuroplasticity) / cyberbullying / suicidal thoughts and ideations/self-harm) and abuse (dating violence / sexual abuse/neglect), attendance related issues
    - Guidance Curriculum Lesson Topics -
        - Anti-Victimization, bullying, abuse, and Internet safety

4. Strategic Content Area - Interpersonal Effectiveness

    - Guidance Curriculum Lesson Topic/s -
        - Signs of Suicide (SOS)
        - Stopping the Pain - self-injury

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Campus Responsive Services

Identified Need #1 - Failure of courses/completion of graduation requirements

- Preventative, Remedial, or Crisis - Preventative
    - Intervention/Plan of Action - Meet with students who fail to complete graduation requirements on their first attempts. Credit Recovery Contracts will be discussed and filled out with students assigned credit recovery.
- Outcome/Follow-Up - Failure report and transcript audits; change in program of study. Outcomes are on an individual basis.

Identified Need #2 - Attendance

- Preventive, Remedial, or Crisis - remedial
    - Intervention/Plan of Action: Collaborating with Dean of Students and Attendance specialists as needed for attendance issues.
- Outcome/Follow-Up - Meeting with students as needed

Identified Need #3 - Post Secondary Education & Career Readiness

- Preventative, Remedial, or Crisis - Preventative
    - Intervention/Plan of Action: Meet with individual students to complete a four-year graduation plan based on their career interests. Present students with different career interests surveys to explore their interest options. Hold small group session/s about post-secondary and career readiness topics.
    - Intervention/Plan of Action: Partnering with Collin College and PISD CCMR coordinator to increase number of students participating in DC programs
- Outcome/Follow-Up: A four-year graduation plan revision every spring. Evaluating program throughout the year to ensure all students have post-secondary opportunities via our Dual Credit program.

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Individual Planning Priorities

Domain - Career

- ☐ Goal - III.B.ii Students will make connections between personal skills, interests and abilities, and career choices
- ☐ School Counselor Considerations - Conceptual Cube components of guidance curriculum and individual planning, high school, postsecondary
- ☐ Advocacy - NA

Domain - Education

- ☐ Goal—III.D.i Students will demonstrate awareness that education and training are needed to achieve career goals by accessing/modifying an endorsement/program of study to support career goals.
- ☐ School Counselor Considerations - Conceptual Cube components of guidance curriculum and individual planning, high school, postsecondary planning, and readiness
- ☐ Advocacy - Educate parents/guardians on the importance of Endorsements / Programs of Study

Domain - Personal

- ☐ Goal - III.C.iii Students will apply decision-making skills to career planning, course selection, and career transition
- ☐ School Counselor Considerations - Conceptual Cube components of guidance curriculum and individual planning, high school, intrapersonal skills postsecondary planning and readiness
- ☐ Advocacy - NA

System Support Tools

- ☐ Monthly calendar - see attached calendar at the end of this CSCP
- ☐ Program Distribution Chart from The Texas Model for Comprehensive School Counseling Program

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2026 - 2027 LHS Counseling Calendar

1st Semester

July

1: Make/Record Counselor Intro Video
7: YMHFA (Magruder out)
14: YMHFA (Epps out)
28: YHMFA (Amanda out)
29: Panther Pick Up 10th Grade Schedule
8:30a to 11:30am; 12:30p to 3:30pm

August

3: Schedule Correction Request Open
12: First Day of School
14: Last day to Request Schedule Corrections Close@3p
20-21: BOY Exams
19: Parent Orientation Current DC students (10th/PHS/Online)
24: Fall Dual Credit Classes Begin
25: District Counselor Meeting
27: Send Students/Teachers/Parents Needs Assessment

September

1: Peanut Butter Drive Begins
2: Last Day to Drop Honors
3-4: Academic Success Meetings 9th grade (Biology)
4: ALL Needs Assessments Close
7: Labor Day - No School
9-10: Academic Success Meetings 10 grade (IPC/Chem)
11: Early Release/Homecoming
14-18: SOS 9th grade (Alg1 and Geo)
17: Last Day to register for PSAT 9 (Hillary??)
21: First CAT Meeting @5:30p Online
31: Peanut Butter Drive Ends

October

5-8: Mental Illness Awareness Week
6/7: 1st Nine Weeks testing
8: End of 1st Nine Week
9: Staff Workday
13: Youth Mental Health
9/12/13: Staff Development
14th: Beginning of 2nd 9 week
15: Dual Credit Student Interest Mtng (9th) KW
16: Dual Credit Student Interest Mtng (10th) KW

October

16: PSAT 9
19: TSI Registration Opens (Hill?)
22: Dual Credit Parent Interest Mtng-PHS KW
26-30: National Red Ribbon Week
26-30: **10th Grade Self-Harm Video (Alg 2 & Geom, Alg Reasoning)**
30: DC W/D Deadline

November

4: TSI Registration Dealline
9-11:TSI Testing
13: Anti-Bullying/Cyberbullying Pre-Test Epps
16: 9th Grade Course Selection Video (KAYLA)
16-20: Anti-Bullying/Cyberbullying Activity (All Eng. classes-teachers choose day) Epps
16-20: Hope's Door Dating Violence (World Geo.) Jill
19: CBE Testing
19th: Course Selection Parent Meeting (KAYLA (Online))@6p w/PHS
20: Anti-Bullying/Cyberbullying Post-Test Due Epps
TBD: Fall Attendance Meetings AP, Dean, Counselor
23-27: Thanksgiving Break
30: 9th Grade Course Re gin (World Geo)

December

Dec. 1- Dec 11: 9th Grade Course Requests (World Geo)
1: English 1 STAAR Retest
2: Biology & U.S. History Retest
3: Algebra 1 & English 2 Retest
4: EOC Makeup Day
11: 2nd Sem. Last Day to Drop Honors
TBD: Final Attendance Meeting AP, Dean, Counselors
16/17: 2nd Nine Weeks Testing
18th: Early Release
21: Winter Break Begins
??KW: Send 8th Parent Email about PIN on 1/14 (KAYLA)

****Please note that our calendar is tentative as dates are subject to change.****

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2026 - 2027 LHS Counseling Calendar

January

4: Staff Development
4: Reclassify Students
4: Manually Deny Credits
4: Check Transcripts EOS
5: Give PEIMS Coordinator Class Count (Rise/LS)
5: Run Class Size Reports
5: Counselor Meeting
5: Middle School Counselor Training
6: Second Semester Begins
8: Due GPA & Rank by 3pm
9: GPA Verification Deadline
11-20: 10th Grade Course Request (IPC/Chem)
13: TSI Test Scores HARD Deadline
14: Parent Info Night-incoming 9th-LHS cafe In-person 6:00pm
18: No School
21-29: 8th Grade Course Selection
29: CBE Testing

February

1: Midyear CAT Meeting (Online @5:30p)
1-5: Counselor Appreciation Week
4-5: DC Application Days
10-11: Practice STAAR English 1 and English 2
15: No School
16: District Counselor Meeting
17: 9th grade Anti-Victimization Child Advocacy Center(Jill)
??: Mar. 27th TELPAS Testing Window (Hillary)
22-23: DC Status Check-Cafeteria
25: Practice Bio STAAR
25:10th gr YES! Aim for Success parent meeting 7:00pm
26: Early Release

March

4: Practice EOC Algebra 1
5: DC Paperwork Due and All steps completed
9-10: Nine Weeks Testing
10: End of 9-weeks
11: YMHFA
11-12: Work Day

March

TBD: YES, AIM for Success-Parent Meeting (Jill??)
22: 10th grade Body Boundaries (Video-Google Classroom) Opens (Jill send) (WIN Time)
25: YES, AIM for Success-10th graders (2, 3, 4 pds)
15-19: Spring Break
30: 10th grade PSAT
30: District Counseling Meeting
31:10th grade Body Boundaries (Video-Google Classroom) Closes

April

2: DC W/D Deadline
7: Paraprofessional Appreciation Day
5-9: AP Appreciation Week
19-23: Safe, Supportive, and Positive School Climate Guidance. 9th Grade Common Sense Media, "What you send in that Moment" Epps Eng 1
19-23:10th Grade CSM- "Curated Lives" Epps Eng 2
7: Eng 1 STAAR/EOC
8: Eng 2 STAAR/EOC
15: Bio STAAR/EOC
20: US History/EOC
21: Administrative Assistant Appreciation Day
26: District Counseling Meeting
27: Algebra 1 STAAR/EOC
29/30: Spring Attendance Meetings

MAY

3-7: Teacher Appreciation Week
4: Principal's Appreciation Day
4: 9th grade "Career One Stop" Activity Opens (Science)- Teacher Led/Teacher Choose Date (WIN Amanda)
4: 10th Grade "Texas Reality Check" Activity Opens Teacher Led/Teachers Choose Date (WIN Amanda)
7: CBE Testing
7: 9th grade "Career One Stop" Activity Closes
7: 10th Grade "Texas Reality Check" Activity Closes
10: Spring CAT Meeting
17: Final Attendance Meetings
17-21: Denial of Credit for Attendance 2nd Semester
18-19: EOY Testing
20: Last Day of School (Half Day)
Summer School Notifications
20: Teacher Grade Change Help

****Please note that our calendar is tentative as dates are subject to change.****

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Guidance Curriculum Topics

★ Suicide Prevention -
- Mindwise Innovations - *Signs of Suicide (SOS)*
  - Students will watch age-appropriate video clips and participate in a guided discussion about depression, suicide, and what to do if they are concerned about a friend. Following the video, students will complete a response slip that asks if they would like to speak to an adult about any concerns. School staff will conduct brief meetings with any student asking to talk. After the discussion, students will complete a brief depression screening tool. This tool cannot provide a diagnosis of depression but does indicate whether a young person should be referred for evaluation by a mental health professional.
- Human Relation Media - *Stopping the Pain*
  - The number of adolescents who participate in acts of self-injury is growing exponentially. The forms and severity of self-injury can vary, although the most commonly seen behaviors are cutting, burning, and head-banging. At the core of the behavior is the overwhelming need for relief from extreme tension, anxiety, or overwhelmingly painful feelings. In this program, several teens describe what led them to self-injury, how they got help, and how they found healthy ways to deal with their problems. Identifies some reasons why young people self-injure: to punish themselves for not being “perfect,” to relieve emotional stress, to feel less numb, and to feel in control when everything else in their lives seems out of control. Emphasizes that it is possible for self-injurers to address their problems in more healthy ways and to learn coping skills. Advises viewers on how they can help friends or classmates who self-injure.

★ Character Traits & Personal Skills -
- *Jostens Renaissance*

- The program helps schools build a culture and climate that encourages educators' morale and retention, academic achievement, and character development.

★ Grief-Informed and Trauma-Informed Practices / Anti-Victimization (Prevention of Child Abuse, Family Violence, Dating Violence & Human Trafficking)
- Hope's Door - *Decide, Don't Slide: The Dynamics of Dating Abuse*
  - The speaker facilitates interactive discussion on the definition, dynamics, characteristics, and forms of abuse; abuser tactics; power and control; how to recognize abuse; and how to help oneself or others. This program includes discussions, video clips, games, and activities.
- Hunt County Child Advocacy Center Adaptation: *"Body Boundaries"*
  - Body Boundaries introduces the basics of recognizing, resisting, and reporting. The curriculum activities build upon these concepts and include identifying welcome and unwelcome touches, demonstrating basic resistance skills, recognizing personal safety zones/personal space, and identifying people to tell.
- Child Abuse & Neglect, Human Trafficking, Family Violence - Dallas Children's Advocacy Center - *Child Abuse*
  - interactive discussions on the definition, dynamics, characteristics, and forms of abuse; abuser tactics; power and control; how to recognize abuse; and how to help oneself or others. This program includes discussions, video clips, games, and activities and can be facilitated with a small class, a combination of classes, or a grade-level assembly.

★ Bullying/Cyberbullying Prevention, Intervention & Postvention -
- *Speak Up - A video lesson on bullying.*
  - Students use Cartoon Network's "Stop Bullying: Speak Up Special" video to take structured notes from young people's real stories as they learn about the mental and emotional impact of bullying. Through group and class discussion, students will identify the "do's" and "don'ts" for helping prevent and respond to bullying and ways that they can be an ally to others. Ideas for developing a strategy and a support system are shared.

- Human Relation Media - *I was Cyberbullied*
  - The program presents three real-life stories from kids who were targets of cyberbullying attacks and offers viewers practical suggestions for how to avoid being victimized by this new, rapidly spreading type of bullying. Each story highlights important tips such as: only posting the type of information online that you would be comfortable with others seeing; remembering that once an email or photo is posted online, you can't take it back; avoiding responding to vicious texts or emails that might escalate a situation further; and know when to turn to a trusted adult for help. Renowned "bully coach" Joel Haber leads a discussion on how severe and damaging cyber bullying can be and touches upon recent cases of children committing suicide after being cyberbullied. This timely program will strike a chord with all viewers—those who may have been victimized as well as those who may have thought that cyberbullying was "no big deal."

★ Child Abuse & Neglect, Human Trafficking, Family Violence - Dallas Children's Advocacy Center - *Child Abuse*
- interactive discussions on the definition, dynamics, characteristics, and forms of abuse; abuser tactics; power and control; how to recognize abuse; and how to help oneself or others. This program includes discussions, video clips, games, and activities and can be facilitated with a small class, a combination of classes, or a grade-level assembly.

★ Internet Safety -
- Common Sense Education - *What You Send in "That moment when…"*
  - We've all faced thorny situations where what we say or do could potentially harm someone. Being honest is important, but is there such a thing as being too honest? Sometimes, innocent but insensitive comments or actions can easily escalate to digital drama or even cyberbullying. Help students recognize and navigate these types of situations that happen online.

- Common Sense Education - Curated Lives
  - Social media allows us to choose how we present ourselves to the world. We can snap and share a pic at the moment or carefully stage photos and select only the ones we think are best. When students reflect on these choices, they can better understand the self they are presenting and the self they aim to be.

Small Groups - Some of the possible topics offered

★ Effective Time Management - *Counselor developed.*
- Group participants will learn ways to improve their time management skills by reducing time-wasting behaviors and thinking patterns and increasing organization participation in hands-on activities that will help them practice these skills. Participants will also learn tips and tricks for quickly saving time and effort when trying to complete a packed schedule.

★ Managing Stress - *Counselor developed*
- Students will recognize that they often spend time worrying about things they cannot control. They will identify the differences between what they DO and DON'T have control over (Control: one's *own* choices, behaviors, and attitudes / No Control: the past, *others'* choices, behaviors, and attitudes). Students will acknowledge that it is a much better use of time and energy to focus on things that are *within* their control.

★ Effective Communication - *Counselor developed*
- The small group will focus on using communication skills to help resolve conflict – and prevent them from occurring, articulating messages with a pleasant attitude, and handling and communicating negative feelings positively.

Note: *Students will be surveyed to determine other topics of interest.*