

Weimar Independent School District Comprehensive School Counseling Plan 2020-2021

Weimar Elementary

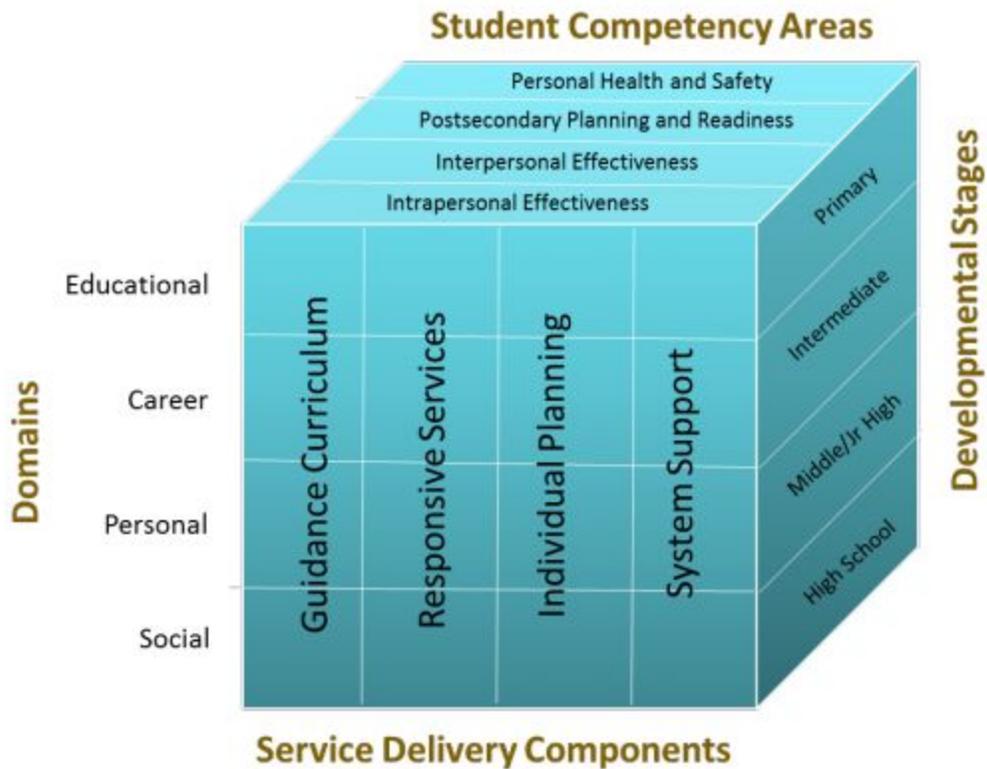
Weimar Junior High

Weimar High School

The Texas Model for Comprehensive School Counseling Programs in Texas public schools is an integral part of the total educational program. Through a systematic and planned program, school counselors apply specialized knowledge and skills to provide developmentally appropriate support and interventions for all students. The Texas Education Code (§33.005) specifies that "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." Furthermore, the school counselor shall design the school counseling program to include the following four components:

1. **Guidance Curriculum** "to help students develop their full educational potential, including the student's interests and career objectives;"
2. **Responsive Services** "to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;"
3. **Individual Planning** "to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development;"
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."

**Figure 4.1.
The Conceptual Model**



Brief Description of Service Delivery Components

Guidance Curriculum. The guidance curriculum is designed to systematically provide lessons to students that facilitate growth, development, and transferable skills in the areas of educational, career, personal, and social development. The need for students to become advanced critical thinkers, efficient problem solvers, and demonstrate appropriate behavior and disposition offers justification for a guidance curriculum. The guidance curriculum can be taught in units through differentiated learning activities in the classroom with planned lessons for various sized groups of students at all grade levels.

Responsive Services. The purpose of responsive services is to support students and offer support in their time of need. Similarly, responsive services can have the three levels of school counselor response, those of prevention, remediation, and crisis, to needed or critical situations.

Prevention refers to the work of school counselors to ensure all students are educated and knowledgeable of competencies necessary to address troublesome circumstances before they become habitually problematic. Preventive measures help reduce or eliminate the likelihood of those situations occurring again.

Remediation is a necessary school counselor action once a challenging situation has taken place and the student needs assistance in resolving the problem. During a crisis, the school counselor intercedes immediately in high risk situations that may greatly impact the student's personal, social, academic, or career development.

Crisis response may have local processes and procedures that structure immediate action, and confirmation of those actions may include communication and collaboration with campus and district level administrators.

Responsive services may also include consultation with teachers, parents, and others who can assist the student with problematic issues. Additionally, referral to community services outside the school may be considered. At all levels of intervention, school counselors reflect and consult as needed to change or refine processes relevant to each situation.

Individual Planning. The purpose of individual planning is to assist students in developing and addressing academic, career, personal, and social goals. Students need opportunities to understand and monitor their own development considering their individual needs, specialized circumstances or services, and cultural implications. In delivering individual planning services, school counselors use knowledge, the ability to integrate district and state requirements, and student preferences to assist students in developing realistic and attainable goals.

System Support. System support is essential to the total school counseling program. System support can be categorized in two areas: program management activities and support services. Program management activities establish, maintain, and enhance the total school counseling program. Through this indirect service component, school counselors plan, organize, implement, manage, and evaluate their school counseling programs to increase the efficiency and efficacy of direct services that are provided.

System support is the foundation of the school counseling program. Without system support, the three direct service delivery components might be a collection of disorganized and ineffective services. Support services include indirect services to students through school counselor relationships with other adults as well as campus, district, and community programs and services that can be beneficial to students. Through school counselors' coordinated and consultative efforts, the strengths and resources of these individuals and entities is harnessed on behalf of students' educational, career, personal, and social development.

1. Guidance & Counseling Curriculum and Information



The mission of the Guidance, Counseling, and College Readiness areas is to implement a comprehensive developmental guidance and counseling program in grades PreK-12 that promotes student success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development to meet the needs of the students. The comprehensive developmental guidance and counseling program model is embedded into the Weimar ISD academic curriculum and covers these strands:

- Self-knowledge and acceptance
- Interpersonal and communication skills
- Responsible behavior

- Conflict resolution
- Decision making/problem solving
- Motivation to achieve/Study Skills
- Goal setting
- Career planning and Awareness
- Peer Relationships
- Substance Abuse Programs
- Personal Safety
- Self Esteem and Body Image

In Texas, four strategic curricular content areas have been identified for the Guidance Curriculum:

| | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intrapersonal Effectiveness | <ul style="list-style-type: none">● Positive student self-concept● Effective executive functioning skills● Appropriate behavior to the situation and environment |
| Interpersonal Effectiveness | <ul style="list-style-type: none">● Effective interactions with diverse populations● Effective and appropriate communication skills● Recognition of personal boundaries, individual rights and privacy needs of others● Effective conflict resolution skills● Development of healthy relationships |

| | |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Post-Secondary Education and Career Readiness</p> | <ul style="list-style-type: none"> ● Motivation to succeed in personal endeavors ● Demonstration of career exploration skills ● Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning ● Demonstration of awareness of the importance of postsecondary education ● Understanding of the relationship of academics to the world of work and to life at home and in the community |
| <p>Personal Health and Safety</p> | <ul style="list-style-type: none"> ● Incorporation of wellness practices into daily living ● Demonstration of resilience and positive coping skills ● Possession of assertiveness skills necessary for personal protection |

Specific Guidance Curriculum activities at Weimar ISD:

1. At Weimar Elementary School, Manners of the Heart is a respect-based Heart Health and Character Education/Social Emotional Learning Curriculum that assists children in developing necessary skills to stay in school, perform better in school, maintain healthy relationships and develop better problem solving skills. All students get weekly guidance lessons to assist with the implementation of this program.

2. Individual Planning and Services

Weimar ISD provides counseling activities to assist all students to plan, monitor, and manage their own academic achievement as well as their personal and career development.

Weimar ISD provides the following counseling services to our students:

- Individual Planning
- Small Group Counseling
- Classroom Guidance
- Crisis Counseling
- Academic, Career, and College Planning

Issues that can be addressed during Individual Planning:

1. Personal and Social Issues

- Development of healthy self-concept and self-image
- Development of both short and long term goals both personally and academically
- Mental Health

2. Academic

- Study Skills
- Educational Opportunities
- Lifelong learning goals-what does it mean to graduate from high school then pursue higher educational goals
- Utilization of test scores and data-TSI, SAT, STAAR, EOC
- Weimar ISD Course Guide [Weimar ISD Course Guide 2020-2021](#)
- 4 year plans
- Dual Credit Planning
- Testing Services

3. Career

- Knowledge of career opportunities and career planning using XELLO

Weimar ISD Comprehensive Counseling Plan

- Occupational training
- Development of an education/career plan

Sample Individual Planning Topics

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

Some of Weimar ISD Individual Planning Topics:

1. Meet the Teacher and Parent Meetings such as Open House in the spring
2. College and Career Fairs
3. Apply Texas Luncheons
4. Blinn College FAFSA Night
5. Mobile Blinn Bus
6. Individual Scheduling Meetings discussing Four-Year Plans-8th grade-12th grade

7. College Visits and College Awareness (Pre-K through 12)
8. XELLO Career Planning
9. Personal Graduation Plan meetings
10. Gifted and Talented Project Planning
11. SAT School Day
12. TSI Testing
13. ARD/504 Meetings

Helpful College/Career Planning Websites:

[Advisor Toolkit - SCHOLAR](#)

Apply Texas Instructions:

<https://sites.google.com/a/esc12.net/escscholar/college-and-career-readiness/apply-texas-how-to>

[BigFuture | Find the Best College for You](#)

[Pay for College | Selecting a Financial Aid Package](#)

[College For All Texans: Home](#)

[Apply for Financial Aid](#)

[GenTX](#)

[What Should I Major in? Create your college and career plan](#)

[Career and Technical Education | Texas Career and Technical Education](#)

<http://assessment.texasgenuine.org/>

[THECB: Home](#)

[CareerOneStop: Careers and Career Information](#)

SAT VOCAB-<http://vocabahead.com/>

3. Responsive Services

Weimar ISD has services that include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. In responsive services the school counselor responds effectively to problematic or critical incidents to support students and offer services in their time of need. School counselors are highly qualified to meet the immediate needs of students. Societal and school climate changes influence student development. Therefore, a school counselor must be capable of providing responsive services at the preventive, remedial, and crisis levels (Gysbers and Henderson, 2012)

Consultation: School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

Personal Counseling: Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary such as referrals to Texana or the Family Crisis Center.

Click on Links Below to visit informational websites for free resources: In addition to the following resources, please visit the Weimar ISD website, click Parents and Students, and click which resources you are interested in. If you click the Report Bullying tab, click the anonymous report, and you are redirected to the Report Bullying page as well as resources such as Youth and Family Services, and Texas Project First.



[Texana - Home](#)

<https://suicidepreventionlifeline.org/>

[Suicide Prevention Resource Center](#)

[Family Crisis Center \(Bastrop\)](#)



FAMILY CRISIS CENTER

*Serving Bastrop, Colorado, Fayette, and Lee Counties
in Central Texas*

[StopBullying.gov](#)-Bully Prevention

[Bigger Than Bullies: Home](#)



<https://www.d2l.org/>

[Recognizing the Signs of Human Trafficking in Schools: A Guide for Texas Educators](#)

[TEHCY Support Center: Home](#)



**Texas Department of
Family and Protective Services**

[Anonymous Bully Reporting Technology For K-12 Schools | Cyb...](#)

Mental Health & Substance Use

Several topics have been identified as high priority issues at the state and local levels. Weimar ISD works with students, staff, parents, and the community to identify priorities where students will be served through the responsive services component. The following list provides examples of topics that have been identified for service provision through the responsive services.

Responsive Services Topics

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

Identified Need:

Preventive; Remedial; or Crisis (circle one)

Intervention/Plan of Action:

Outcome/Follow-up:

Weimar ISD Counselors take all of the above topics seriously and take all necessary steps to help and serve our students what is in their best interest.

****** Weimar ISD Crisis Management Plan here**

4. System Support

Weimar ISD's system support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs.

Professional Development: The counselor is regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to professional journals.

In-Service: The counselor attends system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. The counselor may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: The counselor provides important contributions to the school system by consulting, partnering, collaborating, and teaming.

Public Relations: The counselor designs activities to orient the staff and community about the comprehensive school counseling and guidance program.

Community Outreach: Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information. Community involvement includes Stanzel, Boys and Girls

Club, Weimar Public Library, Weimar Chamber of Commerce, Weimar Parents as Teachers, Weimar Rotary Club, and Weimar Lions Club.

Consultation with Staff: The counselor consults regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

Curriculum Development Support: The counselor participates in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning. (Site-Based Committees, District and Campus Improvement Plans)

Advisory Committees: The counselor forms and participates in counseling and guidance advisory committees at both the system and the individual school level. The counselor actively serves on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs. (PTO, PTA)

Program Management and Operations: Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.

