COMPREHENSIVE SCHOOL COUNSELING PROGRAM (CSCP) EXAMPLE TEMPLATE

Example Foundation Template

Cass Day School CSCP Mission Statement

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

Program Definition- below are the defining elements of our CSCP

- Delivery- Campus school counselors deliver the comprehensive school counseling program with support from administration and campus staff.
- Competencies- To plan, implement, and evaluate the CSCP; to collaborate with and promote the CSCP to our stakeholders.
- Clients-Students are served through our campus with the possibility to expand to the families and community, as needed and supported.
- Organizational Elements-Elements that go into making our school counseling program organized to help ensure that unnecessary elements are left out and needed elements are maintained are:
  - ✓ The master counseling yearly calendar
  - ✓ Following the 5th Edition TX Model for CSCP
  - ✓ SCUTA
  - ✓ Weekly schedules
  - ✓ Weekly PLC's (professional learning community)
  - ✓ TX Model guidance lesson curriculum indicators/goals
  - ✓ Annual Agreement with Principal
  - ✓ District and CDS Counseling Handbook for systems and procedures
  - ✓ Research-based interventions such as Solution Focused Brief Counseling

Program Rationale

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

1. The importance of our school counseling program as an equal partner in the educational process is to support students' personal/social needs that must be met before students can achieve academic success. "Maslow before Blooms"
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 education/career readiness competencies. Our students need to acquire post-secondary education/career readiness competencies to become successful future leaders and contributors to a global society.

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3. The school counseling program will enable students to develop their full potential because our mission is to *help students become our future leaders and contributors to a global society.*
4. The rationale for the SC program can be determined by reviewing assessment results. The conclusions we can draw from our various CDS assessments are high crisis numbers (1.2 crises per day), more crises and discipline referrals in spring semester, number of failing classes increased as year progressed, Feb/May/Apr had highest discipline referrals; counselors spend a significant amount of time on system support.
5. The goals of our campus include safety and student academic success.
6. Current theories and professional trends of our school counseling program include Solution Focused Brief Counseling.

Program Assumptions – see completed checklists on pg. 56.

Program Goals (highlighted) & Process

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

- Getting along with friends or others/ difficulty making friends
- Teasing, bullying, sexting, cyberbullying
- Dealing with change/new situations at home with family
- Physical/ sexual abuse, neglect, or domestic violence
- Handling stress healthfully
- Anger management
- Destigmatizing mental illness
- Study skills
- Improving grades

We reviewed the following data points:

- Group data
- Yearly guidance reports
- Staff evaluation
- Staff/student needs assessments
- Crisis numbers
- Discipline referrals
- Failure reports

We found the following patterns in our data:

- All counselors are above the recommended TEA percentage of 10%-15% for system support.
- All counselors low on TEA percentage of 35%-40% for guidance curriculum but, this can be fixed through data re-distribution and through hiring more school counselors.
- Out of 176 days we had more than one crisis per day.
- We had more crises in the spring semester than in the fall.
- Our group data indicated knowledge gained through pre/posttests.
- Discipline data showed the highest referrals in Apr, May, and February.

- Academic data showed more failing classes as year progressed.
- Staff evaluations patterns showed overall very high marks for the school counseling program.

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

- High crisis numbers (1.2 crises per day)
- More crises and discipline referrals in the spring semester.
- Counselors spend a significant amount of time on system support.
- Lower school students had the highest number discipline referrals.
- Upper school students had the highest number of failing grades.

The most significant needs identified in needs assessments were:

- Getting along with friends or others/difficulty making friends.
- Teasing, bullying, sexting, cyberbullying.
- Dealing with change/ new situations at home with family.
- Physical/ sexual abuse, neglect, or domestic violence.
- Handling stress healthfully.
- Anger management.
- Destigmatizing mental illness.

Advisory council input/insight to be incorporated into CSCP goals:

- We will share 2-4 CSCP goals at the first building leadership team (BLT) meeting to elicit revisions/additions.
- TBD through discussion of student concerns at weekly PLC meetings and monthly BLT meetings.

Program Goals for the 2021-22 Year

#1. By May 2022, students will decrease the number of failed classes by 10% from the previous school year to the current school year. Source: CDS Failure Term Report from Skyward

#2. By May 2022, students will decrease the number of discipline referrals by 10% from the previous school year to the current school year. Source: CDS Annual Discipline Report from Skyward

#3. By May 2022, students will decrease the number of crisis incidents by 10% from the previous school year to the current school year. Source: CDS Crisis Reports

CSCP Design Priorities

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

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

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

1. Prevention needs
2. Remediation needs
3. Crisis needs

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

1. Interpersonal Effectiveness
2. Intrapersonal 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. Program Management (plan/implement CSCP)
2. Advocacy
3. Guidance (theories, plan lessons, groups, involve others)
4. Professional Standards (ethics)
5. Professional Behavior (relationships, use of time)
6. Consultation
7. Coordination
8. Leadership
9. Counseling (interventions for students personal/social development, individual/group counseling)
10. Student Assessment

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

1. Guidance curriculum 35-40%
2. Responsive Services 35-40%
3. System Support 10%
4. Individual Planning 15-25%

Example Program Design Template

Guidance Curriculum Services

1. Strategic Content Area-Intrapersonal Effectiveness

Needs Assessment Findings- Staff/students noted the great need for strategies to handle stress healthfully and manage anger.

Guidance Curriculum Lesson Topic/s- stress and anger management

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SMART Goal/s-

- ✓ By May 2022, students will decrease the number of discipline referrals by 10% from the previous school year to the current school year.
- ✓ By May 2022, students will decrease the number of crisis incidents by 10% from the previous school year to the current school year.

2. Strategic Content Area-Interpersonal Effectiveness

Needs Assessment Findings- Staff/students noted high need for strategies to better get along with/make friends and to deal with change/new situations at home with family.

Guidance Curriculum Lesson Topic/ss- friendship, conflict resolution, family changes

SMART Goal/s-

- ✓ By May 2022, students will decrease the number of discipline referrals by 10% from the previous school year to the current school year.

3. Strategic Content Area-Personal Health & Safety

Needs Assessment Findings- Staff/students noted high need for strategies to handle harmful behaviors (bullying/sexting/cyberbullying) and abuse (physical/sexual abuse/neglect/domestic violence) and destigmatizing mental illness.

Guidance Curriculum Lesson Topic/s- child abuse prevention, destigmatizing mental illness, anti-bullying.

SMART Goal/s-

- ✓ By May 2022, students will decrease the number of discipline referrals by 10% from the previous school year to the current school year.
- ✓ By May 2022, students will decrease the number of crisis incidents by 10% from the previous school year to the current school year.

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

Needs Assessment Findings- Staff/students noted the great need for strategies to improve study skills and academic achievement.

Guidance Curriculum Lesson Topic/s- success in school, organizational/study skills

SMART Goal-

- ✓ By May 2022, students will decrease the number of failed classes by 10% from the previous school year to the current school year.

Campus Responsive Services

*All topics on page 91 are issues at CASS MS, so we picked the 3 top issues and grouped some others into them.

Identified Need #1- Failure of core classes.

Preventative, Remedial, or Crisis- Preventative

Intervention/Plan of Action- Attend grade level team meetings to learn about student concerns from teachers/staff.

Outcome/Follow- Meet with students mentioned in concerns.

Identified Need #2- Student stress and anxiety.

Preventative, Remedial, or Crisis- Remedial

Intervention/Plan of Action- Stress management groups, healthy coping skills groups; all student support groups will address stress and include a stress management mini-lesson.

Outcome/Follow- Group posttests to determine success of above intervention.

Identified Need #3- Student crisis outcries ("3 Hurts" emergencies)

Preventative, Remedial, or Crisis- Crisis

Intervention/Plan of Action- Create/apply CDS Crisis Protocol Steps.

Outcome/Follow- See protocol, meet with student to do a day-after-crisis-incident check in.

Individual Planning Priorities

Domain- Career

Goal- IIIAii. Students will take advantage of their educational opportunities: understand the cost associated with postsecondary education and that post-secondary education requires resources.

School Counselor Considerations- Conceptual Cube components of guidance curriculum, postsecondary

Advocacy- NA

Domain- Education

Goal/s- IIIDi. Students will demonstrate awareness that education and training is needed to achieve career goals: assess/modify educational (6-year) plan to support career goals.

School Counselor Considerations- Conceptual Cube components of individual planning, postsecondary planning & readiness

Advocacy- Educate parents/guardians on importance of 6-year plans.

Domain- Personal

Goal/s- III3ii. Students will learn how to apply goal setting in career readiness; set and achieve some long- and short-term goals.

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School Counselor Considerations- Conceptual Cube components of individual planning, intrapersonal effectiveness

Advocacy- NA

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 Example Template

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-8:30	Crisis Follow-up (RS)	Staff Referrals/SST (SS)	Crisis Follow-up (RS)	Staff Referrals/SST (SS)	Crisis Follow-up (RS)
8:30-9	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)
9-9:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	New Student Scheduling/ Advising (IP)	Weekly Counseling Team Meeting (SS)
9:30-10	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	New Student Scheduling/ Advising (IP)
10-10:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	New Student Scheduling/ Advising (IP)
10:30-11	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
11-11:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
11:30-12	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Counselor Corner during Student Lunches (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
12-12:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Counselor Corner during Student Lunches (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)

12:30-1	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Counselor Corner during Student Lunches (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
1-1:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
1:30-2	In School Suspension Conferences (RS)	Guidance Lessons (GC)	In School Suspension Conferences (RS)	Group Counseling (GC)	In School Suspension Conferences (RS)
2-2:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	Weekly Principal-Counselor Meeting (SS)
2:30-3	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	Weekly Principal-Counselor Meeting (SS)
3-3:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	New Student Scheduling/ Advising (IP)
3:30-4	Session Follow-up/ Recordkeeping (SS)	Session Follow-up/ Recordkeeping (SS)	Session Follow-up/ Recordkeeping (SS)	Session Follow-up/ Recordkeeping (SS)	Session Follow-up/ Recordkeeping (SS)

Counseling Department Monthly Calendar Example Template

This calendar is based on the following guidelines.

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

Components

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

Content Areas

- Interpersonal Effectiveness
- Intrapersonal Effectiveness
- Personal Health and Safety
- Post-Secondary Planning and Career Readiness

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

Program Goals for the 2021-22 Year

a. By May 2022, students will decrease the number of failed classes by 10% from the previous year to the current school year. Source: SMS Failure Term Report from Skyward

b. By May 2022, students will decrease the number of discipline referrals by 10% from previous school year to current school year. Source: CDS Annual Discipline Report from Skyward

b. By May 2022, students will decrease the number of crisis incidents by 10% from the previous school year to the current year. Source: CDS Crisis Reports

3. Campus Improvement Plan Goals:

- Goal 1: Increase student success through expanded opportunities for all students with a focus on college and career readiness.
- Goal 2: Increase collaboration with stakeholders through consistent procedures, practices, and communications.
- Goal 3: Increase engagement of school community in addressing growth issues while maintaining focus on the CDS Mission.
- Goal 4: Maintain financial strength and stability while addressing needs and providing appropriate resources.
- Goal 5: Provide a safe and supportive learning environment.

CALENDAR

KEY

- GC: Guidance Curriculum
- RS: Responsive Services
- IP: Individual Planning
- SS: System Support
- NCD: Non-counseling duty

August

Content Area- Personal Health & Safety

CSCP Goals Addressed- a, b, c

Domain- Personal

Guidance Curriculum Lesson Topics (GC)-

- Meet the counselor: handling "3 hurts" emergencies vs counseling request forms, Campus Crime Stoppers/incident reports with school resource officer, guidance curriculum pretest administration to student body, schedule change protocol (if needed)
- Crisis prevention- child abuse awareness

Major Projects/Events-

- Create yearly counseling calendar (SS)
- New student class selection (IP)
  Plan 1st semester guidance lessons (SS)
- Counseling program presentation to staff (SS)
- Assist with scheduling data entry (if needed) (NCD)
- Parent/student schedule consults (IP)
- Cardinal Camp & Meet the Teacher -present counseling program (GC)
- Train all Cardinal Student Mentors (RS)

September

Content Area- Interpersonal Effectiveness

CSCP Goals Addressed- a, b, c

Domain- Academic

Guidance Curriculum Lesson Topics (GC)-

- Crisis prevention- destigmatizing mental illness
- Conflict resolution- role play (rumors/gossip)
- Good grades strategy- how to do grade self-checks

Major Projects/Events-

- Advise students on class/scheduling concerns (IP)
- Student concern check-ins (RS)
- Data entry for schedule changes (NCD)
- National Suicide Prevention Week activities (GC)
- Plan/start 1st semester group counseling (GC)
- Team/SST consults for new school year (SS)
- Assist with creating campus plan for completion Personal Graduation Plans (PGP) and utilizing career interest inventory (SS)
- Parent Counselor Corner during Back to School Night (SS)

October

Content Area- Post Secondary Planning/Career Readiness

CSCP Goals Addressed- a, b, c

Domain- Social

Guidance Curriculum Lesson Topics (GC)-

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- Crisis prevention- antibullying/substance abuse prevention.
- Conflict Resolution- Letters to Bullied Girl story with conflict resolution application activity.
- Good grades strategy- organizing backpack regularly.

Major Projects/Events-

- Trauma-informed/crisis review presentation to staff (SS)
- CREST preparation (SS)
- Academic concern student conferences (RS)
- 1st semester group counseling (GC)
- Red Ribbon Week schoolwide activities (GC)
- Assist with At-Risk Report submissions (NCD)

November

Content Area- Post Secondary Planning/Career Readiness

CSCP Goals Addressed- a, b

Domain- Career

Guidance Curriculum Lesson Topics (GC)-

- Crisis prevention- mindfulness
- Good grades strategy- body language in the classroom
- Create PGPs using career interest inventory results

Major Projects/Events-

- Behavioral concern student conferences (RS)
- Parent presentation: Intro to PGPs (SS)
- CREST submission (SS)
- LSSSCA Conference (SS)
- Document group outcomes and refer/consult (SS)
- Assist with spring registration preparation in Skyward (NCD)
- 1-1 Meetings to advise students on PGPs during Counselor Corner in cafeteria, as needed (IP)

December

Content Area- Intrapersonal Effectiveness

CSCP Goals Addressed- a, b

Domain- Personal

Guidance Curriculum Lesson Topics (GC/IP)- Minute Meetings

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Major Projects/Events-

- Cardinal Student Mentor training (RS)
- Group counseling- mini groups (GC)
- Assist with PGP data entry (NCD)
- Mid-year counseling program audit (SS)
- Plan 2nd semester guidance lessons (SS)
- Parent Counselor Corner during band concert (SS)

WINTER BREAK

January

Content Area- Interpersonal Effectiveness

CSCP Goals Addressed- a, c

Domain- Social

Guidance Curriculum Lesson Topics (GC)-

- Crisis prevention- cyberbullying/sexting awareness with School Resource Officer
- Good grades strategy- grade self-check review

Major Projects/Events-

- Students visit rising campus (if needed) (GC)
- Advise students on 2nd semester class/scheduling concerns (if needed) (IP)
- Counseling program mid-year presentation to staff (SS)
- 1st semester group data analysis/presentation (SS)
- Assist with spring registration planning (SS)
- Start planning 2nd semester groups (SS)

February

Content Area- Personal Health & Safety

CSCP Goals Addressed- a, b, c

Domain- Personal

Guidance Curriculum Lesson Topics (GC)-

- Crisis prevention- ways to manage stress.
- Conflict resolution-anger management role plays.
- Good grades strategy- keeping schoolwork organized.

Major Projects/Events-

- Plan and start 2nd semester groups (GC)
- National School Counseling Week activities (SS)
- Personal financial awareness- schoolwide activity (IP)
- Academic concern student conferences (RS)
- Friend and/or dating violence prevention- schoolwide activity (RS)
- TSCA Conference (SS)

March

Content Area- Intrapersonal Effectiveness

CSCP Goals Addressed- a, b

Domain- Academic

Guidance Curriculum Lesson Topics (GC)-

- Crisis prevention- healthy eating to manage moods.
- Using PGPs to select classes (if needed).
- Good grades strategy- using a planner.

Major Projects/Events-

Continue 2nd semester group counseling (GC)

- 1-1 Meetings to advise students on class selection or future plans during Counselor Corner in cafeteria, as needed (IP)
- Parent presentation: college & career readiness (SS)
- Behavior concern student conferences (RS)

April

Content Area- Post Secondary Planning/Career Readiness

CSCP Goals Addressed- a, c

Domain- Academic

Guidance Curriculum Lesson Topics (GC)-

- Looking ahead to college: Big Future website exploration
- Crisis prevention- using healthy coping skills
- Good grades strategy- taking effective notes (if needed)

Major Projects/Events-

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- Continue 2nd semester group counseling (GC)
- Team/SST consults for students struggling to pass grade (SS)
- Meet with students struggling to pass grade (RS)
- Local college field trip (IP)
- Parent presentation: suicide prevention (SS)

May

Content Area- Post Secondary Planning/Career Readiness

CSCP Goals Addressed- a, b, c

Domain- Career

Guidance Curriculum Lesson Topics (GC)- Schoolwide College Week Activities

Major Projects/Events-

- Cardinal Student Mentor celebration (RS)
- Document group outcomes and refer/consult (SS)
- Staff evaluation of counseling program (SS)
- Staff/student/parent needs assessment for next year's guidance/group topics (SS)
- Guidance curriculum posttest (GC)
- Open House/Parent Counselor Corner (SS)
- Career Technical Education field trip (IP)

June

Content Area –NA

CSCP Goals Addressed- a, b, c

Domain- Academic, Personal, Social, Career

Guidance Curriculum Lesson Topics- NA (no students on campus)

Major Projects/Events-

- Program planning meeting with principal (complete Annual Agreement) (SS)
- Program development for next year (SS)
- 2nd semester group data analysis (SS)
- EOY counseling program presentation to staff (SS)
- Comprehensive school counseling program (CSCP)- evaluation, analysis, revisions, creation for next year (SS)
- Create/present next year's CSCP goals to leadership team for feedback/revision (SS)

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