

ROCKPORT-FULTON ISD



Volume 1

Counseling & Guidance Program Guide

Aligned with the Texas Model for Comprehensive School Programs

Empower,
Elevate, & Excel

Enroll,
Enlist, & Employ

Start Here,
Go Anywhere!

A System of Excellence

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Introduction

Texas Education Code 33.005 states that school counselors must plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs.

Disclaimer: This handbook was designed as a guide for school counselors and other stakeholders in Rockport-Fulton ISD as a procedures manual and guide to include tools for the work of counseling students while building a system of excellence aligned with the Texas Model for Comprehensive School Counseling. The information for this handbook was compiled from existing resources within our district and community, state and regional training and guidance, and other school counseling exemplar programs across the state. Much of the information is specific to RFISD including procedures that may have been in place for some time but may not have been in writing or compiled and published in one area for the public or school staff to access. Other procedures have been modified with the input and approval of the Counseling team and administration. This guide will be enhanced and updated yearly to align with our expanded programming, legislative updates, strategic planning, Texas Model updates, and the Effective Advising Framework.

As with any handbook, it is intended to be a guide—not a regulatory manual. This resource is developed to be a **living** document that is updated and expanded, as it meets the needs of our school counselors, to help them better meet the needs of students. The school counselor is an essential member of the educational team who supports and enhances student achievement and success.

Volume 1 - development began in the year 2024-2025 and will be enhanced and updated yearly upon review by our Counselor Advisory Team (CAT).

RFISD Counselor Directory and Counselor Advisory Team (CAT)

School	Name	Email
Director of Federal Programs & CCMR <i>(Counseling & Health Services)</i>	Candy Morris	cmorris@rfisd.us
High School College & Career Counselor	Rhonda Mieth	rmieth@rfisd.us
High School Dean of CTE & Account.	Amber Ladd	aladd@rfisd.us
High School Postsecondary Success Advisor	Elizabeth Bowe	ebowe@rfisd.us
High School	Sandra Corpus	scorpus@rfisd.us
High School	Jackie McLendon	jmclendon@rfisd.us
Middle School	Jamie Ledford	jledford@rfisd.us
Middle School	Dana Durham	ddurham@rfisd.us
Fulton Elementary	Katie Ledbetter	kledbetter@rfisd.us
Fulton Elementary	Sadie Landrum	slandrum@rfisd.us
Live Oak Learning Ctr.	Salena Hicks	shicks@rfisd.us
Live Oak Learning Ctr.	Taylor Burns	tburns@rfisd.us

Advisory Member Community Member	Gail Roaten	gail.roaten@gmail.com
Advisory Member ESC2	Melody Pro-Smith	Melody.Pro-Smith@esc2.us



Meet our RFISD Counseling & College, Career, & Military Readiness Team



Please see CIS page for Communities & Schools Staff



Sandra Corpus
RFHS A-K



Jackie McLendon
RFHS L-Z



Rhonda Mieth
RFHS Seniors &
College/Career



Dana Durham
RFMS



Jamie Ledford
RFMS



Sadie Landrum
Fulton Elem.



Katie Ledbetter
Fulton Elem.



Salena Hicks
Live Oak Elem.



Taylor Burns
Live Oak Elem.



Senior Success
Advisor -E2E

Amber Ladd
Dean of CTE &
Accountability



Candy Morris
Director of Federal
Programs & CCMR

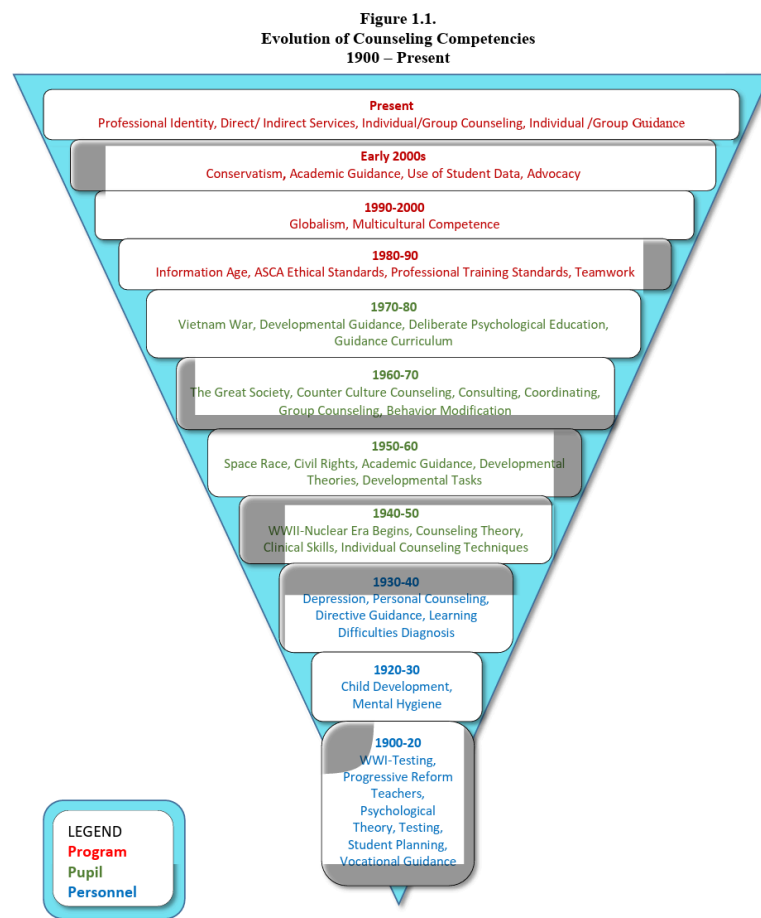
Effective Advising Framework Team Roles and Responsibilities

The purpose of the Texas Model for Comprehensive School Counseling is to outline a process for tailoring counseling programs to meet the needs of the vast array of students in Texas public schools. **The ultimate goal is to create a comprehensive program that seamlessly integrates social skills development with career and life readiness, ensuring support for students is proactive rather than reactive.**

SECTION I - Roles and Responsibilities of School Counselors and Related Staff

Section I of the model presents professional responsibilities of school counselors including training requirements, professional orientation, and school counselor competencies.

The image below depicts the evolution of school counseling over the years.



4 -

Texas School Counselor 80/20% Counselor to Non-Counselor Duties

Texas requires school districts to implement a counseling program where counselors are spending at least 80% of their time on counseling competencies with 20% or less on non-counseling duties. RFISD has implemented a tracking tool for counselors to use to track

their day-to-day activities. This tracker is aligned with requirements from TEA and can be submitted during audits.

Counselor to Student Ratios

The American School Counselor Association recommends a 1:250 Counselor to Student ratio while the Texas School Counselor Association, the Texas Association of Secondary School Principals, and the Texas Elementary Principals and Supervisors Associations recommend a 1:350 Counselor to Student ratio.

RFISD Current Counselor to Student Ratio Status:

District LPC floats to all 4 campuses to service Tier III students needing additional one-on-one and small group counseling services.

RFHS Grades 9th-12th - approx. 1:325

RFMS Grades 6th-8th - 1:340

Fulton Elementary Grades 3rd-5th 1:310

Live Oak Learning Center PK-2 - **1:700+**

School counselors must stay abreast of the latest legislative requirements and components of a school counseling program. Some of the responsibilities in addition to providing general counseling services include but are not limited to:

- ❖ Maintaining appropriate certification or licensure and attending professional development that is aligned with the counseling model and district programs.
- ❖ Following the Code of Ethics
- ❖ Staying updated on topics such as (not limited to):
 - Character Development
 - CTE Programs of Study
 - CCMR-College Career Military Readiness
 - Financial Aid
 - Advanced Placement and Dual Credit
 - Graduation Requirements
 - Special Programming Support
 - MTSS - Multi-Tiered System Supports (Academic and Social/Emotional)
 - Parent and Family Engagement support
 - Mental Health - Proactive Awareness and Response Protocols
 - Suicide Awareness
 - Bully Prevention
 - Child Abuse and Human Trafficking
 - At-Risk criteria
 - Foster Care
 - McKinney Vento-Homeless
- ❖ Collaborate with school leadership teams, school staff, and community partners to plan, implement, review data, and evaluate the school counseling program and make adjustments accordingly.
- ❖ School counselors should proactively provide guidance lessons on required legislative topics as well as regular guidance on character education, social/emotional learning, positive mental health, while integrating and promoting college and career exploration.
- ❖ Secondary counselors are required to develop personal graduation plans with all middle school students who are not successful on state assessments.
- ❖ Secondary counselors are required to develop personal graduation plans with all freshmen and

their parents and include review of the 4-year plan, endorsement and career interests with parent signature. Although parent signature is not required every year, it is required upon any change in endorsement declaration and/or change in a CTE program of study.

- ❖ All counselors support CCMR initiatives and align guidance with EAF grade level expectations by integrating college and career exploration starting at PK level and introducing programs of study, other pathways, and endorsement options as early as 3rd grade.

SECTION II - Program Implementation Cycle Overview

The Program Implementation Cycle, introduces a process for tailoring the program model to suit local needs. The program implementation cycle requires five separate steps - **organizing, planning, designing, implementing, and evaluating**.

The RFISD Counseling team meets regularly to review current programming, research best practices, and collaborate on enhancements to the comprehensive counseling plan. Beginning in the spring of the 2024-2025 school year, the team initiated efforts to align the program with the district's strategic plan, priorities, student profile, and the Effective Advising Framework.

SECTION III - Foundational components including the Mission, Definition, Rationale, Assumptions, Beliefs, and Goals

RFISD Counseling Mission

The Rockport-Fulton ISD Counseling Program is committed to delivering a comprehensive, developmental counseling program aligned to the Effective Advising Framework, the district's strategic plan, and the Pirate Profile, ensuring all students are supported in a safe environment. Through individualized advising and planning, students will explore postsecondary opportunities, develop essential academic, career, and social-emotional skills, and graduate prepared for success in college, career, and life.

Definition of a Comprehensive School Counseling Program (CSCP)

A Comprehensive School Counseling Program (CSCP) is a developmental and systematic framework that organizes resources to meet the needs of students through four delivery system components. A comprehensive program is vital to the achievement of excellence in education for all students and is an integral part of each school's education program.

School counselors shall work with other stakeholders to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association. The school counselor(s) shall design the program to include the four components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support.

RFISD Counseling Rationale

The RFISD Counseling Department works in partnership with educators and families to offer guidance to students and provide them with the critical skills needed for social-emotional learning and career awareness as they work to achieve both academic success and personal growth. Professional school counselors use data from attendance, discipline reports, surveys, screeners, and district and state assessments to identify and address the unique needs of students, schools, and the community.

As our team continues to utilize research-based theories and ethical practices, our counseling program takes a proactive, comprehensive approach that fosters lifelong skills. It focuses on key areas such as career awareness, interpersonal and intrapersonal effectiveness, and personal health and safety—all designed to support holistic student development and long-term success.

RFISD Counseling Assumptions

The RFISD comprehensive school counseling program is guided by the following assumptions in order to be proactive and effectively implemented:

- ❖ RFISD Counselors are guided by the [Ethical Standards of the American School Counseling Association](#) and [The Texas Model for Comprehensive School Counseling Programs](#).
- ❖ RFISD Counselors engage in scholarly research-based professional development activities.
- ❖ RFISD will continue to prioritize the recruitment of professionally certified school counselors to lead and implement the program effectively.
- ❖ All students, parents, teachers, and other stakeholders will have equitable access to the comprehensive school counseling program.
- ❖ RFISD will maintain a positive and supportive work environment, encouraging professional school counselors to actively contribute to addressing the needs and providing feedback to enhance the educational experience.
- ❖ Administrators fully understand and support the priorities and demands of the counseling program. RFISD is committed to dedicating the necessary time for designing, evaluating, and monitoring data to ensure the program remains proactive and responsive to student needs.
- ❖ Counselors will be provided with an office, computer, and supplies to carry out their program.
- ❖ Counselors will maximize the use of Wellness Centers and Career Exploration Centers -
 - **RFISD has incorporated WELLNESS CENTERS to maximize opportunities for small group counseling, staff training, and staff/student mental health relaxing spaces.**
 - **RFISD counseling teams have begun the development and implementation of career exploration centers through the work of the Effective Advising Framework planning and implementation grant.**

RFISD Counseling Department Belief Statements

- ❖ We believe every student has dignity, worth, and the right to be treated with respect in a safe, supportive, and inclusive environment.
- ❖ We believe all students are capable of learning, achieving their full potential, and making meaningful contributions when nurtured, encouraged, and held accountable for their choices.
- ❖ We believe a strong sense of care, connection, and belonging is essential to student success and well-being.
- ❖ We believe every student deserves access to a comprehensive, developmentally appropriate school counseling program that supports academic, personal, social/emotional, and college and career readiness.
- ❖ We believe school counselors are student advocates who collaborate with parents, staff, and the broader community to promote student growth and success.
- ❖ We believe school counseling programs should be proactive, prevention-focused, and tailored to meet the diverse needs of all students.
- ❖ We believe human connection is irreplaceable and foundational to effective counseling and relationship-building.
- ❖ We believe data-informed practices, reflective evaluations, and continuous improvement are

essential for maintaining an effective counseling program.

- ❖ We believe ongoing professional learning and staying current with best practices and legislative requirements are vital to meeting students' evolving needs.
- ❖ We believe coordinated efforts among counselors, educators, families, and community partners enhance the impact of our work and the development of each student.

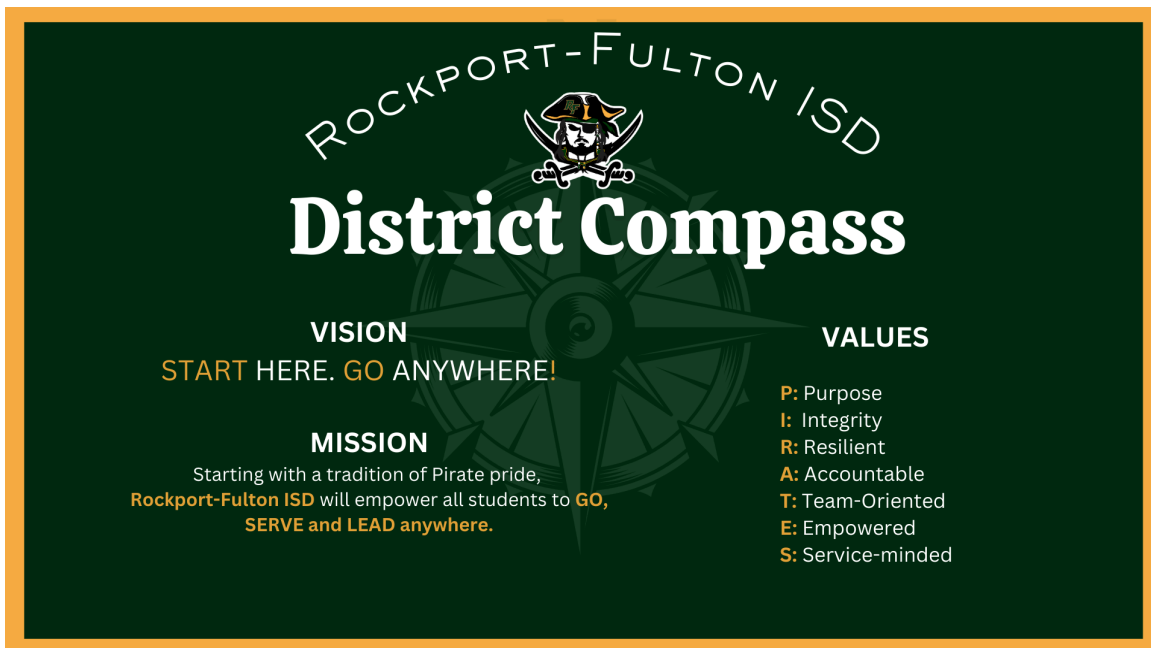
RFISD Counseling Department also believes in the district balanced scorecard and the RFISD community beliefs which are:

- ❖ **Students** deserve to be safe and supported and are worthy of our time, effort and care so they set high expectations for themselves in a way that respects themselves and others.
- ❖ **Parents, Families, and Community** serve as role models and true partners with our schools to support, inspire, and empower students for success and learning in life.
- ❖ **Staff Members** are joyful and passionate professionals who have an innovative spirit and creative mindset.
- ❖ **Campus Administrators** communicate, support, lead by example and hold themselves and others accountable to be the standard for what educators should be.
- ❖ **Superintendent and Central Office Staff** are systems thinkers who are courageous visionaries who lead with integrity and the highest ethical standards.
- ❖ **The Board of Trustees** is highly involved, clear communicators who embrace diversity and are visionaries for our district becoming the best version of itself as possible.

RFISD Community Agreements:

Students First.

- ❖ Respect - team, task, and technology and actively participate.
- ❖ Take Risks and Be Vulnerable Learners.
- ❖ Assume Positive Intent and Center on Impact.



RFISD Counseling Goals

Our school counseling program, guided by the Texas Model for Comprehensive School Counseling Programs, is committed to meeting all competency indicators. In collaboration with leadership teams and input from stakeholders, our counselors support the healthy development of every

student—empowering them to lead with character, impact their community, and believe in their ability to change the world. Counselors will review data quarterly to evaluate and adjust program goals and strategies, ensuring alignment with core components of an effective school guidance program.

❖ **RFISD Counseling Dept. -District Strategic Plan Priority 1 (Student Success)
Strategic Objective 1.3 - Equip students with the skills and knowledge to be fully prepared for college, career, military, and life beyond high school.**

➤ Key Strategic Actions:

- 1.3.1 Create and implement student health and well-being guidance and academic counseling programs within a system of excellence document.
- 1.3.2 Implement early exposure to College, Career, and Military Pathways.
- 1.3.3 Create and implement the RFISD Pirate Path Student Profile with integrated durable skills across the curriculum.

➤ Progress Measures:

- District creation of timelines and expectations for campus required components
- Implement K-12 initiative for College/Career/Military exposure and a system for monitoring Xello usage and lesson/activity completion
- Pirate Path Profile Rubric

➤ Long-Term Actions:

- Increase district calibration counseling meetings linked to a System of Excellence Document (Model Guide) to a minimum of 4 annual meetings with Counseling Advisory Team (CAT)
- Increase percentage of students meeting a CCMR indicator from 75% to 83% or above by 2029
- Increase the proficiency of RFISD graduates on the durable skills rubric as measured in our RFISD Pirate Path Profile Rubric. The goal will be set with an annual 5% increase from the baseline.

Additional RFISD Goals created by CAT and EAF teams:

- ❖ 100% of RFISD students will have the opportunity to receive guidance lessons to support the development of skills in social-emotional learning, problem-solving, character development, and career planning through integrated classroom lessons and programs such as Character Strong and Xello.
- ❖ 100% of RFISD students will have access to age-appropriate peer support programs, including the Kindness Squad (PK–2) and Hope Squad (Grades 3–12), to promote mental health awareness, kindness, bullying prevention, and suicide prevention.
- ❖ School counselors will partner with staff and community agencies to ensure 100% of students have access to social/emotional support resources and college and career planning tools.
- ❖ 6th–8th grade students will demonstrate growth of social-emotional content delivered daily by teachers during Flex time using Character Strong, CHAMPS, and PBIS frameworks, as measured by 95% showing mastery through lesson completion.
- ❖ At least 80% of 6th–8th grade students will use Xello to identify their learning preferences, interests, and potential career paths.
- ❖ 100% of 8th grade students will have the opportunity to participate in an individual counseling session to review high school graduation requirements, explore post-secondary options, and create a four-year graduation plan.

❖ **Related actions:**

- Throughout the school year, school counselors provide individualized support to students by facilitating referrals to mentoring programs, Communities In Schools (CIS), Licensed Professional Counselors (LPCs), and other community mental health resources as needed.

SECTION IV - A Detailed Focus of the Four Service Delivery Components of the Program: Guidance Curriculum, Responsive Services, Individual Planning, System Support

The Texas Model for Comprehensive School Counseling Programs provides a conceptual framework to foster the growth of all students at the elementary and secondary stages of development. The model supports the educational, career, personal, and social development of all students through the four delivery components.

- ❖ **Guidance Curriculum** - Guidance curriculum consists of instruction that is developmental, preventative, and proactive. Examples of delivery include classroom instruction, large and small group activities, school presentations, parent workshops, and community events.
- ❖ **Responsive services** - Responsive services are designed to collaborate with and intervene on behalf of each student whose immediate needs, concerns, or problems are distracting or impeding his/her academic, career, or personal/social development. Examples of delivery include individual and small group counseling, consultation, managing referrals, crisis counseling, and peer facilitation or conflict manager training 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.
- ❖ **Individual planning** - Individual planning activities assist each student in setting and achieving academic, career, and personal/social goals and in pursuing community involvement. Examples of delivery include reviewing test scores, interpreting results, and making a plan of action, discussing academic achievement and planning for interventions, reviewing behavior plans, discussing personal management and implementing service-learning projects.
- ❖ **System support** - System support & integration activities require the staff of the guidance and counseling program to contribute their knowledge and skills in promoting the infusion of the program throughout the school and overseeing program content. Examples of delivery include communication of the counseling program to others, program coordination, professional development for other staff, consultation with staff, collaboration and partnering within the school, district and community, community outreach and participating in building responsibilities similar to other staff.

GUIDANCE CURRICULUM

The purpose of this component is to teach students how to develop transferable skills. The guidance curriculum is taught in units in the classroom through differentiated, developmental learning activities with planned lessons for various sized groups of students.

Classroom lessons are Tier I intervention. They are implemented from Needs Assessments, surveys, screeners, TAPR data, [Counseling Tracking](#) (sample template) logs, Skyward data/student meeting logs, and discipline referrals, and workforce data. All students will get opportunities to participate in classroom guidance lessons (SEL and CCMR-related lessons).

RFISD is integrating the [Effective Advising Framework](#) (EAF) into its Comprehensive Counseling program through the EAF grant. During the 2024-2025 school year, RFISD partnered with ESC

Region 2 for the planning phase and applied for the competitive Year 2 grant. We are proud to share that RFISD was selected by TEA to receive the EAF Implementation Grant and, beginning in 2025-2026, will expand and build upon the work initiated during the planning phase.

The Scope of the Classroom Counseling (Guidance) Curriculum

The guidance curriculum of RFISD is designed to help students acquire age-appropriate knowledge and skills within the scope of the following required content areas:

- ❖ **Intrapersonal Effectiveness** - Fostering self-awareness, self-management, and responsible behavior aligned with various environments and expectations.
- ❖ **Interpersonal Effectiveness** - Building respectful communication, relationship skills, and conflict resolution strategies for interacting with diverse individuals.
- ❖ **Graduation Requirements and Post-secondary Information** - Equipping students with the knowledge, motivation, and planning skills for academic success and postsecondary readiness.
- ❖ **Personal Health and Safety** - Promoting wellness, resilience, and personal safety through healthy habits and protective decision-making skills.

Campus counselors will develop a scope and sequence using age-appropriate activities to meet the needs of the students on the respective campuses.

[Character Strong Character Education](#)

[Xello Career Exploration](#)

[Xello 9-12 implementation plans](#) -RFHS

[Xello Scope and Sequence Elementary](#)

[Xello Scope and Sequence Secondary](#)

[RFISD Counseling Year at a Glance \(YAGs\)](#) (live document-enhancing month by month) -see YAGS for specific timeframes

Live Oak Elementary PK, K, 1, 2 Character Education, Mental Health, and CCMR				
Kindness	Respect	Responsibility	Gratitude	Empathy
Perseverance	Honesty	Cooperation	Courage	Creativity

Fulton Elementary 3-5 Character Education, Mental Health, and CCMR				
Kindness	Respect	Responsibility	Gratitude	Empathy
Perseverance	Honesty	Cooperation	Courage	Creativity

Rockport-Fulton Middle School 6-8 Character Education, Mental Health, and CCMR				
Kindness	Respect	Responsibility	Gratitude	Empathy
Perseverance	Honesty	Cooperation	Courage	Creativity

Rockport-Fulton High School 9-12 **Character Education, Mental Health, and CCMR**
**monthly integration of character trait aligned with [Pirate Path Student Profile](#)*

Kindness	Respect	Responsibility	Gratitude	Empathy
Perseverance	Honesty	Cooperation	Courage	Creativity

Secondary Post-Secondary Checklists for Students

[Freshman](#)

[Sophomores](#)

[Juniors](#)

[Seniors](#)



THE PIRATE PATH
CORE VALUES



Purpose-Driven

I believe that having a clear sense of purpose inspires me to set meaningful goals, work hard, and make a positive impact on my school and community.

Integrity

I believe that embodying honesty and selflessness contributes to my success and the well-being of my school and community.

Resilient

I believe that persistence, drive, and determination are essential for me to reach my goals and not let obstacles define my path.

Accountable

I believe that developing a strong work ethic helps me stay motivated and focused on my long-term goals.

Team-Oriented

I believe that leadership is cultivated through my involvement in school and community, where I can learn to take risks and work collaboratively.

Empowered

I believe that self-assurance and flexibility are key attributes that enable me to navigate challenges and adapt to changing circumstances.

Service Minded

I believe that fostering a positive mindset and a willingness to support others contributes to the overall success of my school and community.

RESPONSIVE SERVICES & School Safety Related

****Awareness and Proactive Resources are included in this section***

The purpose of the **responsive services** component is to assist those students who have immediate personal concerns or problems that interfere with their personal-social, career, and/or educational development.

RFISD counselors have developed a list of resources for both proactive approaches and awareness in addition to responsive related protocols and resources.

Information, Services, and Resources - (in alphabetized order)

Please note that there may be some resources or forms that are only accessible to RFISD staff.

RESOURCES

Community Resources-Aransas County Area

Academics (Family Access Information)

- [Skyward](#)

ADHD related information

- [Mightier](#)
- [CDC](#)
- [CHADD](#)

Anti-Bullying

- [Texas State Anti-bullying Resources](#)
- [Bullying Check List for Schools](#) (employee access only)
- [RFISD Anti-Bully Resources](#)

Anxieties

- [Feeling Anxious Anxiety Tools](#)
- [Anxiety coping skills practice](#)
- [Feelings, Scaling, and Goal Setting](#) (employee access only)

Attendance

- State law requires 90% attendance. See RFISD Student/Parent Handbook

College, Career, Military, Readiness

- [My Texas Future - Planning Resources](#) - explores careers and college programs
- [Niche.com](#)
- [FASFA](#)
- [College Board SAT](#)
- [ACT](#)
- [PSAT](#)
- [ASVAB](#)
- [Common App](#)
- [Apply Texas](#)

Child abuse and neglect

- [Child Advocacy Center of CC](#)
- [Department of Family Protective Services](#)

Dating violence

- [definition](#)
- [types of dating violence](#)
- [a parent's guide to dating violence](#)
- National Dating Abuse Hotline 1-866-331-9474
- [Texas Family Code 71.0021 / dating violence](#)
- [Warning signs of dating violence/abuse](#)
- [Is your relationship healthy? - quiz](#)

Drug Abuse (Red Ribbon Week 2025 Oct 27-31)

- [Substance Abuse resource](#)

Educator Mental Health

- [Educator Mental Health](#)
- [Resources for Educator Mental Health](#)

- [Recharge and Reset](#) (C)

Family abuse/violence

- National Domestic Violence Hotline 1-800-799-7233
- Definition - What is the meaning of violence in the family? Family violence is when someone uses abusive behavior to control and/or harm a member of their family, or someone with whom they have an intimate relationship.

Family divorce

- [Texas Child Support FAQ's](#)
- [Mediation in divorce](#)
- [Supporting Students Through Divorce](#)
- [Fentanyl Presentations](#)

Foster Care

- [Foster Care & Student Success - TEA](#)
- [At-Risk related supports for staff and students](#)

Grief

- [☰ Young People and Grief](#) (Employee Only)
- [Addressing Grief](#)
- [When Students Grieve, How Can Educators Help?](#) (C)
- [Children's Bereavement Center of South Texas](#)

Harassment

Homeless

- [McKinney Vento](#)

Intervention or Postvention of a Traumatic Event

- [National Traumatic Stress Network](#)

Mental Health

- [Texas School Mental Health Resources](#)
- School Mental Health Guide and Toolkit TEA

Pregnancy Related Resources

- PRS pregnancy related services (see RFHS Nurse and Health Service Coord. for more info)
- [Pregnancy Center of the Coastal Bend](#)
- [Pregnancy and Parent Education Resources](#)
- [Healthy Texas Women Program](#)
- [CHIP Perinatal Coverage](#)
- [The Nurse Family Partnership](#)
- [WIC Nutrition Program](#)
- [Early Childhood Intervention](#)

Safety

- [TEA EOP](#)
- [SSSP TEA & Counselor Role](#)

STDs

- [Mayo Clinic](#)
- [Treatment](#)

Suicide Awareness

- [RFISD Suicide Protocols](#) (employee access only)
- [RFISD Suicide Postvention](#) (employee access only)
- [988 Lifeline](#)

Texas School Counseling Mental Health Resources and Toolkits

- [Texas School Mental Health Toolkit](#) site and [Toolkit pdf](#)
- [TX Mental Health Toolkit](#)-Texas State

Trauma

- [STARR Resources](#)
- Violence

INDIVIDUAL PLANNING

The Texas Model for Comprehensive School Counseling Programs identifies **Individual Planning** as a key component focused on guiding students in setting personal, academic, career, and postsecondary goals. This process helps students develop the knowledge and skills necessary to navigate school successfully and transition into life beyond graduation with confidence and purpose.

At RFISD, the counseling team continues to collaborate and work to strengthen this component by building cohesive **systems** that align with **district priorities** and the **Effective Advising Framework (EAF)**. This system integrates **character education, career exploration**, and targeted supports to promote **Social Emotional Learning (SEL), College, Career, and Military Readiness (CCMR)**, and **life-ready competencies**.

Working in collaboration with students, staff, parents, and community partners, the counseling team is working to ensure that **grade-level expectations** are clearly defined and aligned with the **district strategic plan** and the **RFISD Student Pirate Profile**. Through this alignment, RFISD will provide students with a clear pathway to success, fostering growth in both personal development and future readiness.

SYSTEM SUPPORT

The counselors provide indirect services to students supporting the school system through consultation with teachers and parents, participating in school improvement planning, attending staff development activities, modeling SEL and career exploration guidance activities to support teacher implementation, and helping implement school-wide activities aligned to the district's strategic plan.

SECTION V - Program Curriculum

The **Program Curriculum** component of the Texas Model provides students with **planned, developmentally appropriate lessons and activities** designed to help them acquire the knowledge, skills, and attitudes necessary for academic success, personal growth, career exploration, and lifelong well-being.

The purpose of this area is to ensure that **every student** has access to a **comprehensive, proactive curriculum** that addresses four key content areas. Through direct instruction, group activities, and integration into classroom learning, counselors and educators equip students with skills that prepare

them to **navigate life challenges, build healthy relationships, and plan for future success.** **The Four Content Areas include Intrapersonal Effectiveness, Interpersonal Effectiveness, Post-secondary Planning and Career Readiness, and Personal Health and Safety**

1. Intrapersonal Effectiveness: Developing self-awareness, self-management, and a strong sense of personal identity.

Purpose: To help students understand their emotions, values, and strengths so they can make responsible decisions and set meaningful goals.

Examples:

- Building self-confidence and growth mindset
- Practicing decision-making and goal-setting
- Identifying personal strengths and interests
- Managing stress and coping with challenges

2. Interpersonal Effectiveness: Learning to build and maintain healthy, respectful relationships with others.

Purpose: To equip students with the communication and collaboration skills needed to work effectively with peers, teachers, family members, and the broader community.

Examples:

- Conflict resolution strategies
- Practicing empathy and respect for diversity
- Effective communication and teamwork skills
- Leadership development and peer mentoring

3. Postsecondary Planning and Career Readiness: Preparing students for life after high school by exploring and planning for future academic and career opportunities.

Purpose: To guide students through **college, career, and military readiness (CCMR)** planning, ensuring they graduate with a clear pathway aligned to their interests and abilities.

Examples:

- Creating and updating **Personal Graduation Plans (PGPs)**
- Exploring careers using **Xello** or similar platforms and visiting industries and colleges
- Participating in college and career fairs or job shadowing
- FAFSA/TAFSA completion and scholarship preparation
- Understanding endorsements and pathways in high school

4. Personal Health and Safety: Developing habits and behaviors that promote physical, mental, and emotional well-being.

Purpose: To teach students how to stay safe, make healthy choices, and respond effectively to challenges related to personal health and safety.

Examples:

- Anti-bullying and Suicide education and prevention
- Substance abuse awareness and prevention
- Internet and digital safety
- Coping with stress, grief, and trauma
- Building healthy boundaries and self-advocacy



(Example)

CHARACTER STRONG LESSON PLAN

GRADE: KINDERGARTEN

LEARNING OBJECTIVE: KINDNESS FOUNDATIONS WEEK #1 AUG 18 - AUG 22

WELCOME & INTRODUCTION

- DISCUSS WHAT ROLL OF A SCHOOL COUNSELOR IS "MY JOB IS TO HELP KIDS FEEL HAPPY, SAFE, AND READY TO LEARN. I HELP WHEN YOU HAVE BIG FEELINGS OR NEED A FRIEND."

MINDFUL BREATHING: RAINBOW BREATHING

- BREATHE IN AND AS WE BREATHE IN WE BRING OUR ARMS UP LIKE WE ARE DRAWING A RAINBOW AND THEN BREATHE OUT AS WE LOWER OUR ARMS - DO IT WITH THEM FOR SEVERAL TIMES AND EXPLAIN THAT WE CAN USE RAINBOW BREATHING ANYTIME WE NEED TO FEEL CALM, IF NERVOUS ABOUT TRYING SOMETHING NEW OR FEELING MAD.

"WHAT DOES IT MEAN TO BE KIND? CAN ANYONE GIVE ME AN EXAMPLE?"

- BRIEF DEFINITION:
 - "KINDNESS MEANS ACTING WITH UNDERSTANDING, GENEROSITY AND CARE"
 - PLAY YOUTUBE VIDEO WITH THE KINDNESS SONG.
 - REFLECTION: WHAT DID YOU LEARN ABOUT KINDNESS FROM THE SONG?

KINDNESS BRAINSTORM & CHART (4 MINUTES)

- ON WHITEBOARD, WRITE "WAYS WE CAN SHOW KINDNESS."
- INVITE STUDENTS TO SHARE IDEAS
 - SHARING TOYS
 - HELPING A FRIEND PICK UP THEIR AREA
 - SAYING "THANK YOU" TO YOUR TEACHER
 - SMILING AT A FRIEND WHEN THEY ARE SAD
- REINFORCE THAT KINDNESS CAN BE WITH WORDS AND ACTIONS. TALK ABOUT HOW WE CAN SHOW KINDNESS WITH THE WAY WE GREET OTHERS AND HOW WE SAY HELLO CAN MAKE SOMEONES DAY BRIGHTER. REVIEW THE GREETINGS POSTER AND PRACTICE WITH A PARTNER.

CLOSING REFLECTION & KINDNESS CHALLENGE (3 MINUTES)

- REFLECTION QUESTION:
 - "HOW WILL YOU SHOW KINDNESS TODAY AT SCHOOL OR AT HOME?"
- KINDNESS CHALLENGE:
 - GIVE EACH STUDENT A KINDNESS COUPON TO TAKE HOME. TELL THEM:
 - DO ONE KIND THING TODAY.
 - GIVE YOUR COUPON TO THE PERSON YOU WERE KIND TO.

MATERIALS NEEDED:
 KINDNESS POSTER, KIND GREETING POSTER, DRY ERASE MARKERS, KINDNESS COUPONS

Confidentiality

Confidentiality is an ethical, not a legal term in school counseling. All school counselors are ethically bound by confidentiality in counseling sessions with students. Confidentiality means that the content of a counseling session will not be revealed to a third party unless the student's own personal safety or the personal safety of another is involved. In all other instances, parents and students can expect that counseling sessions will be held in strict confidence. There is some ambiguity about what constitutes "personal safety" among counselors, but in all cases, parents are immediately notified when there is a credible indication, by word or action, that a student means to do harm to him/herself. Students who indicate an intention to do harm to others are immediately counseled, parents or guardians are called, and it is reported to a school administrator. In addition, all school personnel is considered "mandatory reporters" for child abuse. When abuse is suspected, all school personnel are required by law to contact the Department of Family Protective Services to intervene on behalf of the child.

Non-Discrimination Statement RFISD

It is the policy of RFISD not to discriminate on the basis or race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act Of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973 as amended.

Program Evaluation Processes

The professional school counselor will retrieve and analyze data collected during the school counseling program year to make sure the data is moving in a positive proactive direction. The counseling advisory committee, the campus academic team, and the campus improvement committee assist with evaluating the impact of the counseling curriculum and interventions using data collected through needs assessments from campus staff, parent meetings, discipline referrals, and attendance reports.

The professional school counselor reviews data collected from needs assessments from campus staff, parent meetings and the counseling advisory committee along with campus improvement committees, Texas academic performance reports (TAPR), discipline referrals, public education information management system (PEIMS), counseling daily [tracking](#) logs, and attendance reports. We will evaluate all the data and look for proactive trends in which the comprehensive school counseling program can address these needs. As we implement needs assessments, we will make adjustments to our model accordingly.

Summary

The RFISD Comprehensive School Counseling Program focuses on both prevention and intervention to support all students. While counselors address individual needs, all students benefit from classroom counseling activities that enhance academic achievement, career exploration, self-awareness, interpersonal skills, and community involvement. By mastering these areas, students develop a strong self-concept, improve relationships with peers and adults, and gain a clear sense of purpose. This empowers them to make informed decisions, build healthy relationships, and lead successful, fulfilling lives.

RFISD-other staff resources

RFISD - some might have restricted access

(contact Candy Morris cmorris@rfisd.us if access is needed)

1. [District Strategic Plan - Balance Score Card](#)
2. [Pirate Path Student Profile](#)
3. [At-Risk identification](#)
4. [Authorization to release confidential information](#)
5. [Procedures for outside counselors](#)
6. [Mentoring Forms](#)
7. [RFHS level down request form](#)
8. [RFHS schedule change request form](#)
9. [RFHS 22 credit form](#)
10. [IGC - Individual Grad. Committee-](#)
11. [Parent Permission for small group](#)
12. [Community Resources](#)
13. [Counselor Crisis Response Plan](#)
14. STAAR EOC verification - [form](#) (HS)
15. [Substitute Assessments](#)
16. [Texas School Mental Health Best Practices and Toolkits](#)
17. [Transcript Audit Form](#)
18. [Counselor onboarding checklists](#) -restricted access
19. [Texas Counseling Model](#)

20. Required legislative topics

21. School safety info for staff: RFISD Safety Drill Resources and RFISD Emergency Operation/Crisis Plan (EOP)- staff only access (see campus and district Admin HUB)