

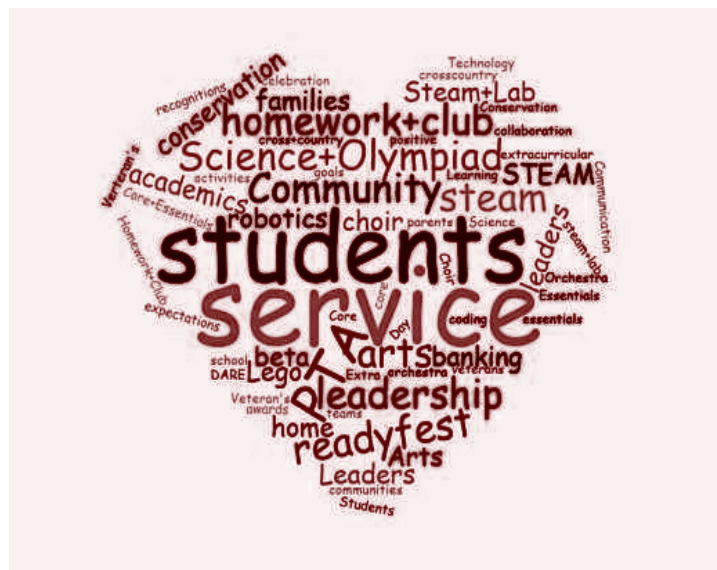
Russell McDowell Intermediate School

3rd-5th grade Counseling Program Plan 2025-2026

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R.M.I.S. CARES



Russell McDowell Intermediate School

Comprehensive Counseling Framework

Comprehensive developmental school counseling is a program integrated into the entire educational program and is designed to reach all students. It is accountable and evaluation-based.

The program addresses the following domains of students' lives:

- ★ Academic Development-: Learning to Learn
- ★ Career Development- Learning to Work
- ★ Personal/Social Development- Learning to Live
- ★ Community Involvement- Learning to Contribute

This program is implemented through the following components:

- ★ School Counseling Curriculum
- ★ Individual Student Planning
- ★ Responsive Services
- ★ System Support
- ★ Student Advocacy

Mission

The school counseling mission statement at Russell McDowell Intermediate School is to value individuality and support our students in reaching their maximum potential in the areas of academics, career, and personal/social needs. We believe in providing students with a safe and accessible environment where individual strengths are valued and supported. At R-MIS we provide data-driven interventions and activities to support students in the areas of academic, emotional/social development, and career awareness.

This program promotes academic, career, and social/growth and community involvement of each student.

Vision

School Counseling Vision Statement: The Vision of the Russell McDowell Intermediate School Counseling Program is to provide a safe environment that provides students with support for all individual needs through collaboration with families and school staff. Our goal at R-MIS is to provide students with the tools necessary to be productive and caring members of society as they grow and develop. Students at R-MIS respect and appreciate all people from diverse backgrounds. Students are responsible and ready to learn in the classroom and beyond. R-MIS students strive to show empathy and encourage others within the school building and in the community. They implement problem-solving skills and set goals to show they are ready to grow in critical-thinking skills and career awareness.

Philosophy

At R-MIS, our counseling program is an **essential** and **integral** part of our district's education program. It is vital for our students to achieve personalized learning and develop meaningful educational plans while in school and beyond.

Russell Independent Intermediate School Counselor

Job Description:

Goals:

1. **Attendance:** I will reduce at-risk students (students who missed 7+ days of school in the previous year) by 55 percent during the 2025-2026 school year providing targeted interventions.
2. **Academic:** By October 2026, the number of 3rd-5th grade students scoring novice on the K-PREP test in reading will decrease by 12%.
3. **Personal:** 80% of students in grades 3rd-5th will end the 2025-2026 school year with 0 office referrals due to behavior. Those students that received 2 or more office referrals will decrease by at least 10% for the 2025-2026 school year.

4. **Trauma/SEL:** The trauma team will develop support in the classroom that includes social and emotional learning standards, how to support students that have experienced trauma, and how to provide ALL students with an environment where they feel their opinions are valued. Teachers will be provided SEL standards to incorporate in lessons along with counseling lessons that will be provided to students by the counselor bi-weekly. Student survey data will indicate improvements in feeling heard by staff and other students to a minimum of 85% of students (that take the survey) feeling heard and valued.

Responsibilities:

- ★ Conducts counseling sessions with all students individually and in small groups.
- ★ Confers with itinerant teachers, classroom teachers, principals, and supervisors to assess current counseling needs of elementary students.
- ★ Participates in the development and evaluation of the counseling plan.
- ★ Conducts home visits, as appropriate.
- ★ Administers appropriate tests to elementary students and interprets the results, as warranted, to teachers, principals, parents, and students.
- ★ Maintains a current file of appropriate agencies and professional consultants. Suggests appropriate person or agency to the principal/parents for individual students.
- ★ Assists in the transition of students between elementary and middle school.
- ★ Keeps a daily log of conferences with students, teachers, parents, and appropriate others.
- ★ Assumes responsibility for his/her own professional growth and development.
- ★ Performs other duties as assigned by immediate supervisor or superintendent.
- ★ In the event of NTI day(s) and/or virtual learning days, lessons are developed via Google Classroom along with daily check-ins online.

R-MIS Counseling Program (Confidentiality)

*The counselor shall require that a request for student information be made in writing on official stationery.

*The counselor shall not abridge confidentiality unless:

1. Where there is a clear and present **danger** to the client or other persons;
2. To consult with other professionally competent persons when this is in the client's interests;
3. When the client waives this privilege in writing;
4. When students are referred to an outside agency, laws dealing with the agency's rights shall apply.

Counseling Program Components

This program is organized, facilitated, and implemented by a licensed School Counselor in close collaboration with parents, teachers, and administrators.

As a developmental program, it addresses the school counseling needs of all students by facilitating and enhancing their development in **academic** achievement, **career** development, **personal/social** skills and community involvement. The comprehensive plan impacts a **safe** learning environment. Counseling services and activities are delivered through five components:

Components of a Comprehensive School Counseling Program & Suggested time Allocations (ASCA model-based)

★ 1. Counseling Curriculum

Elementary Counselors: 35%-45%

★ 2. Individual Student Planning

Elementary Counselors: 5%-10%

★ 3. Responsive Services

Elementary Counselors: 30%-40%

★ 4. System Support

Elementary Counselors: 30%-40%

★ 5. Student Advocacy

Student advocacy is work done on behalf of a student or group of students that ensures suitable access and opportunities. It may occur in all other components OR may work specifically for educational equity.

Therefore, it does not have a recommended counselor time distribution.

Knowledge and Skills Students Acquire

The RMIS School Counseling Program provides **ALL** students with regular opportunities to acquire foundational knowledge and skills in academic development, career development, personal and social development, and community involvement. These skills represent state and national standards.

Academic Development

1. Applying skills needed for educational achievement.
2. Applying the skills of transitioning between educational levels.
3. Developing and monitoring personal education plans.

Personal/ Social Development

1. Understanding self as an individual and a member of local and global communities.
2. Interacting with others in ways that respect individual and group differences
3. Applying personal safety skills.

Career Development

1. Knowing where and how to obtain information about the world of work.
2. Applying employment readiness skills and the skills for on-the-job success.
3. Applying career exploration and planning skills to achieve life career goals.

Community Involvement

1. Knowing where and how to apply personal skills to contribute to the community.
2. Applying communication, teamwork, and problem-solving skills as a member of a community.
3. Creating a sense of connectedness in a community through ongoing community service projects and activities.

Individual Activities/Support:

The counselor uses a curriculum for individuals to respond to student-identified needs or interests based on a survey, teacher/parent recommendation, and/or counselor recommendation.

Small Group Activities:

Counselors use the curriculum for group activities outside of the classroom to respond to students' identified interest and needs based on survey, teacher/parent recommendation, and/or counselor recommendation.

Parent Education and Support:

The counselor uses curriculum for parent training and support groups as well as education/resources related to counseling objectives of interest to parents/guardians. Family connection workshops are hosted throughout the year to support guardian needs.

Community Events:

Students participate in events outside of their school that support the development of their skills, knowledge, and understanding of their communities and the world in which they live.

Resources:

The counselor maintains a community resource list to refer students or families to.

Needs Assessment:

Needs assessment surveys will be administered at all levels (3rd-5th) mid-year (January) and to 5th grade students (May).

Domains of Counseling Curriculum (Examples)

Academic Development Intermediate School

Self-Advocacy-Courage (3-5)
Following Directions-Cooperation (3-5)
Decision Making-Responsibility (3-5)
Test Taking Skills (3-5)
Organizational Skills-Responsibility (3-5)
Goal Setting-Perseverance (3-5)
Effective Communication (3-5)
Transition to middle (5th grade)

Career Development Intermediate School

Strengths and Interests (3-5)
Working Together (3-5)
School/Work Habits (3-5)
Career Awareness/Exposure (3-5)

Personal/Social Development Intermediate School

Self Knowledge-Mindfulness (3-5)
Respect Diversity-Empathy (3-5)
Harassment/Bullying-Empathy (3-5)
Personal Responsibility-Responsibility (3-5)
Social/Friendship-Kindness (3-5)
Problem Solving (3-5)
Too Good for Drugs-Responsibility (3rd and 4th)
Mindfulness (3-5)
D.A.R.E. (5th- taught by school resource officer in counseling rotation)
Empathy (3-5)
Self-Concept (3-5)

Community Development

Community Awareness (3-5)

Leadership Skills (3-5)

Community Service (3-5)

Teamwork (3-5)

*Students will be provided in person whole group counseling classes twice weekly. In the event of NTI days/virtual learning, counseling assignments will be assigned weekly via Google Classroom.

Individual Planning

Elementary: Focus is on awareness of and reflection on self-concept, learning styles, interpersonal skills, and general career discussions, including what they want to be when they grow up, decision-making, and personal responsibility. Students are supported through parent/teacher conferences and transition planning.

Examples of Individual Activities:

- ★ Goal Setting
- ★ Academic and Behavior Supports (504)
- ★ Check Academic Progress

Examples of Educational Planning:

Students are guided through age-appropriate activities that enable them to become aware of potential occupations, the preparation needed, and how chosen careers fit into the market with potential income levels.

Elementary Examples:

- Education Plan
- Goal Setting
- Career Awareness

Examples of Transition Planning: The School Counselor will assist students in the transition from school to school, school to career, and school to the community.

Elementary School:
Orientation Activities
Transition Assistance

Responsive Services

Responsive services are counseling activities designed to meet the immediate needs, concerns, or problems that impede or distract students from their academic, personal/social, and/or career involvement. The counselor will be accessible to students and proactive in responding to issues at the time they become known. Responsive services include individual and small group counseling, consultation with staff, parents, and community agencies on the student's behalf, referral to outside resources, crisis counseling for prevention, intervention, and follow-up, and peer facilitation.

Suggested time

Elementary Counselor: 30%-40%

Suggested Strategies for Implementation

Small Group Counseling

Counseling is provided on a small group basis for students in solving problems and building skills. Groups are picked per parent/teacher recommendation and/or counselor recommendation. Consent is signed by the guardian.

Individual Counseling

Individual counseling is provided to students expressing the need for help in dealing with interpersonal relationships, personal concerns or other developmental issues. Individual supports are based on teacher/parent recommendation, student reach-out, and/or counselor recommendation.

Consultation/Collaboration

School counselors work with students, teachers, parents, other educators, and community resources regarding strategies to help students.

Crisis Management

Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations and are typically offered short-term and may involve counseling staff both within and from outside the district.

Social Service Integration/Referral

Referrals are made when the student's needs or issues are beyond the scope and impact of a school program. Russell McDowell Intermediate School makes parents/guardians aware of community resources. If a child's safety is at risk or the potential of someone

else being harmed is a possibility, it is the law that the school counselor reports to CPS.

Responsive Service Indicators

- ★ Individual counseling services are available to all students; small group counseling is available for specific types of issues or interventions upon request or referral.
- ★ Responsive services are planned in consultation with teachers, administrators, and parents/guardians as appropriate to the situation.
- ★ The Russell Independent School District has a crisis plan in place.

Student Advocacy

Student advocacy provides structure and proactive involvement of the counselor to ensure that each and every student receives access to learning and opportunities to achieve high standards. The school counselor advocates in the school community for all students and creates opportunities for all students to nurture their dreams of high aspirations.

Program Evaluations

Russell McDowell Intermediate School is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation. Surveys are provided to allow the students, teachers, and guardians to reflect on the program. In addition, an end of the year report will be provided to show the use of time, etc.

★ Student Progress

The RMIS counseling plan exists to support the schools and district's mission to inspire and empower all students to reach their maximum potential.

R-MIS School Counseling Curriculum Guide 3rd grade

Click the link below:

**[R-MIS 3rd Grade School Counseling Curriculum Guide
2025-2026](#)**

R-MIS School Counseling Curriculum Guide 4th grade

[R-MIS Counseling Curriculum Guide 4th Grade 2025-2026](#)

R-MIS School Counseling Curriculum Guide 5th grade

**[R-MIS Counseling Curriculum Guide 5th Grade
2025-2026](#)**