

The Texas Model for Comprehensive School Counseling Programs provides a conceptual framework to foster the growth of all students at the primary, intermediate, middle/junior high, and high school stages of development. The model supports the educational, career, personal, and social development of all students through the four school counseling program service delivery components of guidance curriculum, individual planning, responsive services, and system support. Delivery of school counseling program services are organized through sequenced age-appropriate activities designed to impact students' development through the curricular content areas of intrapersonal effectiveness, interpersonal effectiveness, postsecondary education and career readiness, and personal health and safety that align with program foundations and domains.

**Guidance and
Counseling Services**

The District's guidance and counseling services shall be designed primarily to provide ongoing assistance to enhance the educational development of all students and shall be included in and monitored through the District and campus planning process.

Guidance services shall be coordinated with the regular instructional program so that they contribute to a unified educational program. Guidance services shall operate with central coordination and shall be a cooperative project of the entire professional staff. Teachers shall use opportunities in the classroom, in extracurricular activities, and in contact with parents to achieve guidance objectives. Qualified counselors shall provide personal, academic, and career guidance to all students.

The guidance services may assist individuals of groups of students in:

1. Improving academic achievement;
2. Improving school attendance;
3. Improving school attitudes;
4. Developing self-confidence;
5. Developing healthy interpersonal relationships;
6. Developing life satisfaction;
7. Obtaining information to assist in choosing a potential career;
and
8. Delivering ongoing mental health education, crisis intervention, individual and small group counseling, and parent conferences to discuss early mental health intervention referrals.

Mental health education shall also include presentations to parents and staff development on topics that include, but are not limited to, suicide prevention, child trauma, sexual abuse, anxiety, depression, and other mental health conditions.

**Use of Counselors’
Time**

Each counselor at elementary, middle, and high schools shall plan, develop, implement, and evaluate his or her campus guidance and counseling program components and services using the following use of time as outlined in the *Texas Model for Comprehensive School Counseling Programs 5th Edition* to ensure program balance.

Elementary School
Level

Percentage of time spent on each activity at elementary schools:

- 35–45 percent for guidance curriculum
- 30–40 percent for responsive services
- 5–10 percent for individual planning
- 10–15 percent for system support

Middle School Level

Percentage of time spent on each activity at middle schools:

- 35–40 percent for guidance curriculum
- 30–40 percent for responsive services
- 15–25 percent for individual planning
- 10–15 percent for system support

High School Level

Percentage of time spent on each activity at high schools:

- 15–25 percent for guidance curriculum
- 25–35 percent for responsive services
- 25–35 percent for individual planning
- 15–20 percent for system support