

Magazine Public Schools



Comprehensive School Counseling Program

2023 - 2024

Magazine School District

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Foundation

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[ASCA School Counselor Professional Standards & Competencies \(2019\)](#)

[ASCA Ethical Standards for School Counselors \(2016\)](#)

[ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student \(2014\)](#)

[G.U.I.D.E for Life](#)

Beliefs:

The Magazine School District Counselors believe that all students should have access to high quality school counseling services provided in a safe and nurturing environment. These counseling services are driven by the ASCA Model and result in student success. This requires partnerships with the school, students, family and the community.

Mission:

The Magazine School District Counselors will provide an equitable and accessible comprehensive school counseling program that focuses on every child, every day, whatever it takes to achieve a better future.

Vision:

Magazine School District Counselors envision a district where the environment is safe - emotionally, socially, and academically. Magazine schools is a place where children are given the tools and resources to create and walk through opportunities for a better future.

Program Goals

Magazine Elementary School (K-6):

After reviewing ESSA scores, the primary goal of the School Counseling Plan for Magazine Elementary School is improved attendance. Since attendance directly correlates to student success, counselors will:

- ★ Monitor daily attendance through eSchool and Cognos reports
- ★ Target those students at risk or at increased risk of absenteeism

Once the target group is identified, counselors will:

- ★ Make parental and student contact.
- ★ Increase motivation for attendance by rewarding perfect attendance quarterly and offering semester test exemption incentives.

Magazine High School (7-12):

The primary goal of Magazine High School is that all students (100%) will graduate with the necessary skills to implement a post-graduation plan for successful employment.

We will achieve this goal by:

- ★ Identifying students at risk for failure through student attendance, grade reports and teacher referrals,
- ★ Ensuring students attend school with needed academic supports in place, and
- ★ Providing guidance in developing a post graduation program, whether it is technical education or a four year degree through the use continual monitoring of the [Annual Student Outcome Goal Plan](#).

Management

Magazine Counselors will utilize the [Arkansas School Counseling Self-Assessment](#) to assess the efficacy of the Comprehensive School Counseling Plan.

Use of Time

For the 2023-2024 school year, each counselor in the Magazine School District determines the method they use to collect this information to assist in tracking the use of time and for accountability. The method must be aligned with the ASCA National Model recommendations to keep accurate records and help develop a data-driven school counseling program.

Arkansas Administrative Conferences

Counselors will meet with the administrators of each building to develop a collaborative overview of the school counselor's program and to monitor the percent of the time to be allotted to school counseling activities. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and the impact it makes on students.

Direct, Indirect, and Administrative Activities Act 190, The School

Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing direct and indirect counseling services to students. Magazine school counselors engage in a variety of direct and indirect student services. Individual and small group counseling are based on student needs. Parents, teachers, and staff may also refer a student for counseling services. Additionally, support is provided for students with immediate concerns. Indirect services are provided on behalf of a student. This may include consultation, referrals, or participation as a contributing member of a decision-making team.

The following is a list of some of the Direct and Indirect services provided by the Counselors at Magazine Elementary School:

Direct Services	Indirect Services
Classroom Guidance Lessons	Creating and Maintaining a Calendar of Services
Small Group Counseling Sessions	Implementing and leading school-wide programs and activities (Red Ribbon Week, Kindness Club)
Individual Counseling Sessions	Attendance Support
Crisis Counseling	Parent Meetings
Conflict Resolution	Integrating character traits into guidance lessons
Parent/Teacher Conferences	Guiding Coalition participation to advance District initiatives
Referrals to outside agencies for student/family services	Data evaluation meetings which support the school Improvement Plan
Grade-level consultations with	Coordinating Testing

stakeholders	
Student observations to assess behavior	Assessment Data Collection
Academic Advisement	Assessment Data Analysis
Child Maltreatment Reporting	PBIS program support and implementation

The following is a list of some of the Direct and Indirect services provided by the Counselors at Magazine High School:

Direct Services	Indirect Services
Individual Counseling	Creating and Maintaining a Calendar of Services
Small Group Counseling	Implementing and coordinating school-wide programs and activities (Red Ribbon Week, Kindness Club)
Academic Advisement/Placement and Career Planning	Conducting analysis of data to drive instruction planning
Test Score Analysis and Interpretation	Planning and Coordinating Career Days
Community Services Liason	Integrating character traits into guidance lessons
Parent/Teacher Conferences	Guiding Coalition participation to advance District initiatives
Referrals to outside agencies for student/family services	Data evaluation meetings which support the school Improvement Plan
Scholarship and Financial Aid Guidance	Coordinating Testing
Attendance Support	Community Outreach

Student Graduation Conferences	Assessment Data Analysis
Crisis Counseling	Distribute Scholarship Information
Student Observation	Schedule Changes
Child Maltreatment Reporting	PBIS program support and implementation

ACT 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each month, on student contract days, engaging in administrative activities.

At Magazine School District, the counselor assists with the following administrative activities:

Committees

- Parental Involvement
- Elementary Safety Committee
- Elementary Emergency Response Team
- ACSIP Committee
- Wellness Committee

Duties

- Scholarship Advertisement
- Entering Student Grades
- New Student Transcript Creation
- Sending College Records
- Emergency Response Team
- PSAT Ordering and Registration
- PSAT Accommodations Requests

Calendars:

Magazine Elementary School Calendar (K-6):

Ongoing Tasks	August
<ul style="list-style-type: none"> Individual Counseling Small Groups School Improvement Plan Committee 504 Meetings IEP Observations Referrals to School-Based Mental Health Counseling Professional Development Evaluate Comprehensive School Counseling Plan 	<ul style="list-style-type: none"> Open House August 8th 12:00-6:00pm Deliver Small Group Counseling Forms Organize School Supply Cabinet SBMH Team Meeting
September	October
<ul style="list-style-type: none"> Guidance Lessons- “Meet the Counselor” Parent/Teacher Conferences September 19th 2023 2:15-8:15pm SBMH Team Meeting 	<ul style="list-style-type: none"> Red Ribbon Week Guidance Lessons Drug-Free/Anti-Bullying Individual Counseling DESE Fall Co-op Meeting SBMH Team Meeting
November	December
<ul style="list-style-type: none"> Guidance Lessons Good Touch/Bad Touch and Personal Safety Introduce Peer Mentorship Program (Kindness Club) SBMH Team Meeting 	<ul style="list-style-type: none"> Toys for Tots Introduce The G.U.I.D.E. for Life Guidance Lessons Curriculum SBMH Team Meeting
January	February
<ul style="list-style-type: none"> Kindness Challenge “Growth” Guidance Lessons SBMH Team Meeting 	<ul style="list-style-type: none"> Conferences “Understanding” Guidance Lessons

	<ul style="list-style-type: none"> • SBMH Team Meeting • Parent/Teacher
March	April
<ul style="list-style-type: none"> • “Interaction” Guidance Lessons • Parent/Teacher Conferences March 5th 2023 2:15-8:15pm • SBMH Team Meeting 	<ul style="list-style-type: none"> • “Decisions” Guidance Lessons • SBMH Team Meeting
May	June
<ul style="list-style-type: none"> • “Empathy” Guidance Lessons • SBMH Team Meeting 	<ul style="list-style-type: none"> • End of year report • Review data for student outcome goal plan • Evaluate overall efficacy of Comprehensive School Counseling Plan • Plan and submit CSCP for 2024-2025

Magazine High School Calendar(Grades 7-12)

Ongoing Tasks	August
<ul style="list-style-type: none"> • Individual Counseling • Referrals to SBMH • Small Groups • Schedule New Students • Provide Transcripts • Recommendation Letters • Identify Homeless Students • School Improvement Plan Committee • 504 Meetings • IEP Observations 	<ul style="list-style-type: none"> • Open House August 10th 12:00-6:00pm • Parent/Student Orientation • Provide school supplies for students in need • Update teachers in TAC • ALE Enrollment • New Student Scheduling • Master Schedule • Organize School Supply Cabinet • Meet with Seniors to discuss new

<ul style="list-style-type: none"> • Referrals to School-Based Mental Health Counseling • Provide up-to-date admissions, scholarships, and housing information about colleges, technical schools, etc. • Advertise National ACT Registration Dates • Professional Development • Evaluate Comprehensive School Counseling Plan 	<p>scholarships</p> <ul style="list-style-type: none"> • Attend ATU Counselor Workshop • Display new ACT registration flyers, practice test booklets, waivers, etc. • Advertise the availability of ACT waivers for Juniors and Seniors based on free/reduced lunch • SBMH Team Meeting
September	October
<ul style="list-style-type: none"> • Parent/Teacher Conferences September 19th 2023 2:15-8:15pm • SBMH Team Meeting • Senior College/Career Fair • Attend Annual ArkaACRAO Articulation Workshop • Coordinate military recruiter visits • Attend annual UAFS Counselor Workshop • Classroom visits - 9th Grade • Senior Classroom Visits • Advertise area college nights • Attend ACT College and Career Readiness Workshop at UA. • Schedule College Visits 	<ul style="list-style-type: none"> • Coordinate Red Ribbon Week • Attend DESE Fall Co-op Meeting • Attend Fall WATC Counselor/Principal meeting at UAFS • Administer PSAT/NMSQT • 10th Grade Class visits for identifying interests/determining careers • ASVAB Administration Oversight • ASVAB Interpretation for Juniors • FAFSA Coordinator for Seniors • SBMH Team Meeting
November	December
<ul style="list-style-type: none"> • Oversee administration of APNA survey • Attend School Improvement Meeting 	<ul style="list-style-type: none"> • Schedule changes for second semester • Transcripts review • SBMH Team Meeting

<ul style="list-style-type: none"> • Meet with 7th and 8th grade students • SBMH Team Meeting 	
January	February
<ul style="list-style-type: none"> • Update graduation credit check sheets for every student • Print updated transcripts • Enroll students • Submit schedule changes • Schedule UAFS Junior/Senior visit • Career action planning for 7th and 8th grade students • Arkansas Governor's School presentation and nominations • SBMH Team Meeting 	<ul style="list-style-type: none"> • Schedule Chad Cargill ACT Prep Workshop • UAMS Career Connections Presentations • Schedule 10th grade students to UAFS campus for the WATC Next Step visit • Junior class meetings to discuss the importance of the ACT • SBMH Team Meeting
March	April
<ul style="list-style-type: none"> • Parent/Teacher Conferences March 5th 2023 2:15-8:15pm • Coordinate the registration of Virtual Arkansas online class for HS and concurrent credit (ensure paperwork and applications are complete) • Determine Honor Graduates • Oversee application process for seniors for all local scholarships and coordinate with community members • 9th, 10th, and 11th grade class visits to register students for next year's classes 	<ul style="list-style-type: none"> • Assist students in next year's course selections • Guide 9th, 10th, and 11th grade students through the process of documenting and updating community service hours • Work on Master Schedule changes for next year • SBMH Team Meeting

<ul style="list-style-type: none"> • SBMH Team Meeting 	
May	June
<ul style="list-style-type: none"> • Apply appropriate seal to diplomas • Confirm scholarship offers from colleges/universities • 8th grade class visits to register for 9th grade classes • Identify students for Summer Credit Recovery Program • SBMH Team Meeting 	<ul style="list-style-type: none"> • End of year report • Review data for student outcome goal plan • Evaluate overall efficacy of Comprehensive School Counseling Plan • Plan and submit CSCP for 2024-2025

Magazine School Counselors will review the [ASCA Professional Standards and Competencies](#) annually.

Magazine School Counselors abide by the [Code of Ethics for Arkansas Educators](#).

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students.

Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned, and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. The core curriculum addresses academic growth, career exploration or development, and social/emotional needs. Delivery can be provided in the classroom or utilizing interdisciplinary lessons. Outside of the classroom, counselors can provide Tier 2 small group support to students based on data that indicates that this intervention will be beneficial to the growth of the student. 90% of the school

counselor's time will be spent on direct and indirect student services and 10% will be designated as administrative duties as assigned.

A. Direct Counseling Services

Knowing that 90% of our counseling time is to be spent on direct and indirect services, the majority of our time will be in offering direct services to our students through classroom lessons, individual and/or group counseling, along with responsive services/conflict resolutions. With the optimum goal being the developmental of our students, we will work with parents, teachers, students and administration to provide services that will promote growth academically, socially and emotionally.

Classroom Lessons

The school counseling core curriculum is limited to three forty-minute class sessions per day, not to exceed ten (10) class sessions per week. These lessons address academic growth, career exploration, and social-emotional learning. This curriculum is intentional, planned, based on ASCA standards and developmentally appropriate based on student need. They also address the components of the School Counseling Improvement Act of 2019.

Examples: sexual harassment prevention, bullying, suicide awareness, character lessons, and conflict/resolution.

Individual and Group Counseling

Student need for individual and group counseling is determined by data review. Student need determines the intervention. Counselors should follow up with students to ensure they are continuing to develop skills taught during sessions.

Examples: Social/emotional groups, behavioral support.

Academic Advisement/Goal Setting

Academic advisement begins in elementary school and continues through high school. The counselors promote understanding of the relationship between classroom performance and success in their chosen career path. Academic goals are determined by interpretation of assessment data. Informational resources are available and organized to guide students and provide information relevant to their plans. Counselors and teachers assist students in understanding the relationship between school and classroom performance and their future college or career aspirations. Counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on their individual areas of interest.

Social/Emotional

Counselors provide students with opportunities to develop “G.U.I.D.E. for Life”

Essential Skills:

Growth: Manage Yourself

- Develop problem solving skills
- Practice mindfulness
- Persevere

Understanding: Know Yourself

- Increase self-awareness
- Know your strengths and weaknesses
- Develop critical thinking skills

Interaction: Build Relationships

- Treat others with respect
- Communicate effectively
- Seek out and offer help when needed

Decision Making: Make Responsible Choices

- Consider personal beliefs, safety and the situation
- Think through potential consequences
- Put your best self forward

Empathy: Be Aware of Others

- See other perspectives
- Value the Feelings of Others
- Appreciate Diversity

Examples: school wide initiatives, individual and group counseling sessions, modeling, classroom guidance lessons

Orientation Programs

At the beginning of the school year, teachers, counselors, and administration meet with parents to discuss expectations and how the child, parent, and teacher can work together for a successful year of learning. Student and parents are able to go meet teachers before the first day of school. As new students enter school throughout the year, counselors facilitate tours and orientation information.

Career Planning

Grade level appropriate activities are provided for career planning and exploration through career & technical education programs, career days, and building level programs.

Accelerated Learning Opportunities

Students are offered accelerated learning opportunities through the College Board Advanced Placement Program and through concurrent courses offered on our high school campus and online.

Assessment & Testing

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities, core curriculum, and standardized test results.

Counselors use different assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

Parent Partnerships

School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure that all stakeholders are provided with appropriate representation in decisions made within the school.

Examples: Academic placement meetings, meetings with counselors regarding assessment data, building tours, new student orientation, family interventions and support.

Conflict Resolution

Magazine School District uses a variety of programming to instill and foster positive group conflict resolution skills. Educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups.

Examples: Sanford Harmony, PBIS, and Choose Love

Bullying Prevention

Bullying mandates are reviewed each year followed by classroom discussion of how to identify bullying behavior, appropriate interventions, and how to report observed bullying behavior. Counselors provide programs for school employees on how to recognize bullying behaviors. Professional Development is also provided by the district. Classroom lessons and individual counseling is used to teach students skills so that the students can learn how to respond when they see bullying taking place.

Suicide Prevention

Classroom guidance lessons provide age appropriate suicide awareness and prevention guidance to all students every school year. Students are provided information for accessing school counselors and are encouraged to seek assistance if they or someone they know is struggling with social or emotional issues, including suicidal thoughts. Counselors work individually with struggling students, and make referrals for therapy. Suicide prevention training is presented to teachers and staff members.

B. Indirect Counseling Services

Through the use of consultation, we will meet and collaborate with parents, teachers, and community agencies concerning a student's behavior/discipline, academics, and attendance. Based upon our collaborations, we will continue to provide our services through either referral for School-Based Mental Health services or providing direct services. Other referrals may also be written providing support to our students individually. Examples may be child maltreatment or abuse reports. Our counselors will also devote time to attending team meetings where decisions are made concerning our students' academic, social and emotional well-being. Among these are IEP, 504, RTI, Parent & Family Engagement and SBMH meetings.

Consultation

Consultation in school counseling programs occurs on behalf of a student. It can include interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

Referrals

Indirect services include referring a student for school-based mental health services and making child maltreatment reports. Counselors establish and maintain close working relationships with staff of a variety of school and community agencies.

Examples: SBMH services, ALE programs, and Child Maltreatment Reports

Collaboration Teams

Serving as a contributing member of decision-making teams, which include:

- Section 504
- Response to Intervention RTI
- Parental Involvement
- PBIS
- PLC Communities

- Team Meetings

C. Administrative Activities

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of his/her time each, to student contact days, engaging in administrative activities.

The following is a list of counselor administrative activities:

- Parental & Family Engagement
- Positive Behavioral Intervention Support (PBIS)
- Alternative Learning Environment Program
- Leadership Meetings
- Test Administration
- Section 504 Accommodation plan meetings
- Scheduling

Accountability

Counselors reflect on and evaluate comprehensive counseling programs to ensure that we are meeting the needs of our students and can identify how our students have changed due to the interventions of the program. Counselors at Magazine Public Schools will use the following tools to assess the Magazine Public Schools’

Comprehensive School Counseling Program

- Use-of-Time calculator
- Surveys from parents, students, community members, and/or educators
- School Counseling program self-assessment
- School counselor reflections
- Review of goal setting action plan results

The following will be used to share the results and to determine changes/updates to the comprehensive school counseling program.

- Inclusion in the school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan

Follow up

Graduated seniors will be sent a follow up survey constructed by counselors to ensure continuing pursuit of post-secondary goals.

Additional Resources

The Comprehensive School Counseling Plan ensures that services are coordinated in a manner that provides comprehensive support to all students. It is reviewed annually and updated as needed by the school counselors in collaboration with administrators and other stakeholders. Each member of the Magazine Public Schools counseling team was given the opportunity to provide input and work collaboratively with other stakeholders in creating the Comprehensive School Counseling Plan with the guidance of the directives found in Act 190.

[Act 190 \(School Counselor Improvement Act of 2019\)](#)

[Arkansas School Counselor Toolkit](#)