

Magazine Public Schools
Comprehensive School Counseling
Program
2020-2021

Magazine School District
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Foundation

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs. This model provides the mechanism through which school counselor teams design, coordinate, implement, manage, and evaluate their programs to promote students' success. The model provides a framework for the program components, the school counselor's role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change.

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within a comprehensive school counseling program. Arkansas school counselors also utilize the Arkansas Comprehensive School Counseling Program Guide, the Arkansas School Counselor Toolkit, and G.U.I.D.E for life which is a five-step process designed to help students achieve personal success through Growth, Understanding, Interactions, Decisions, and Empathy.

Maintaining integrity for the profession is held standard for all Arkansas school counselors. Arkansas school counselors adhere to the Code of Ethics for Arkansas Educators as well as the 2016 ASCA Ethical Standards for School Counselors. Additionally, evaluations for school counselors are performed by building administrators through the Arkansas Teacher Excellence Support System (TESS) for school counselors. TESS serves as an administrative conference and provides an opportunity for reflection and identification of contract tasks, duties, and the school counselor's professional goals for the following school year.

Team

Team Members:

Mackenzie Young - K-12 Counselor

Julie Raggio - Academic Counselor

Additional team members:

Dr. Beth Shumate - Superintendent

Karen Gipson - Elementary Principal, Pre-K Director

Blake Beggs - High School Principal

Donna Robinson- Wellness Center Coordinator

Julie Greek- District RN

Katy Chambers - District School Nurse

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 can be a place where children are given the tools and resources to create and walk through opportunities for a better future.

Program Goals:

Magazine High School: From looking at ESSA scores, in collaboration with administration, the counseling program is directing the focus to increase graduation rates. Currently, graduation rates are at 90%. The goal is to get them to 100%. Increasing graduation rates is important because of the post-secondary trajectory that obtaining a high school diploma takes you on. We plan to actively watch and identify the students that are falling behind proficiency and ensure that they are at school but also having the supports to succeed academically.

Magazine Elementary School: After reviewing ESSA scores, the Magazine Elementary school counseling program is making the goal of increasing attendance by 2% by the end of the school year. This will be done through reviewing attendance biweekly and calling guardians to check-in by the counselor and principal.

[ASCA Standards and Competencies](#)

II Management

Management of Counselor Program:

Magazine Counselors use various means to self-assess.

Use of Time

For the 2020-2021 school year, the district purchased the SCUTA app to assist in tracking the use of time and for accountability. It is aligned with the ASCA National Model recommendations to keep accurate records and help develop a data-driven school counseling program.

Arkansas Administrative Conferences

Counselors meet with administrators to develop a collaborative overview of the school counselor's program and 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.

Arkansas Advisory Council The Magazine School Counseling Program does not currently have an advisory council. However, this may be an aspect we will consider integrating in the future. An advisory council would be a valuable tool for sharing information about our program, describing how it impacts students, and gaining insight from our stakeholders. This insight could guide goal-setting, while also creating strong community partnerships.

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.

At **Magazine Elementary School** the Counselor provides the following indirect and direct services:

Direct Services	Indirect Services
Classroom Guidance lessons - bimonthly	Assessment Interpretation
Small-Group Counseling Sessions	Attendance Support
Individual Counseling Sessions	Conflict Resolution
Crisis Counseling	Parent Meetings
Academic Advisement	School-Wide Programs
Referrals for Mental Health Services	Elem. Snack Pack Coordinator
Child Maltreatment Reports	Consultation with parents
Parent Communication	Consultation with teachers
Teacher Communication	Consultation with Admin
Parent Communication	Crisis Post-Vention Team
Mandated Reporter	Member of Building Leadership Team

At **Magazine High School** the Counselor provides the following direct and indirect services:

Direct Services	Indirect Services
Individual Counseling	Consultation with Admin
Small group counseling	Consultation with Community Services
Academic + Career Planning	Referrals for Mental Health Services
Test Score Interpretation	Child Maltreatment Reports
Meeting with Parents	Member of Building Leadership Teams
Meeting with Teachers	Boys/Girls State Referrals
Community Services Liasion	Scholarship Advertisement
Mandated Reporter Caller	Schedule Changes
Scholarship + Aid Guidance	PSAT Accommodations / Ordering/ Registration

School-Wide Programs	McKinney Vento Liasion
Attendance Support	Transcript Creation for New Students
Career / Post Secondary Planning	Sending College Records
Crisis Counseling	Schedule Changes

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 month, on student contract days, engaging in administrative activities.

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

Committees

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

Duties

- SnackPack Coordinator
- Concurrent Credit Enrollment
- Scholarship Advertisement
- Student Schedule Changes
- Entering Student Grades
- New Student Transcript Creation
- Sending College Records
- Emergency Response Team
- PSAT Ordering and Registration
- PSAT Accommodations Requests

School Counseling Annual Calendar

School: Magazine Elementary School School Year: 2020-2021

Ongoing Tasks	
<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 	
August	January
<ul style="list-style-type: none"> • Open House • Set up SnackPack Program • Deliver SnackPack Forms • Organize School Supply Cabinet • SBMH Team Meeting 	<ul style="list-style-type: none"> • Kindness Challenge • Guidance Lessons • SnackPack Program
September	February
<ul style="list-style-type: none"> • Guidance Lessons - (Meet the Counselor) • P/T Conferences • SBMH Team Meeting • Individual Counseling • SnackPack Program 	PT conferences Guidance Lessons Snack pack Program
October	March
<ul style="list-style-type: none"> • Red Ribbon Week • Guidance Lessons - drug-free/anti-bullying • Individual counseling • Snack pack Program • DESE Fall Co-Op Meeting 	Continue Lessons Snack pack Program
November	April
<ul style="list-style-type: none"> • Guidance Lessons - Good Touch/Bad Touch - Personal Safety • SnackPack Program 	Continue Lessons Snack pack Program

<ul style="list-style-type: none"> ● Connect Students to Peer Mentorship Program (High School Heroes) 	
December	May
<ul style="list-style-type: none"> ● Toys for Tots ● Continue Guidance Lessons ● Snack pack Program 	End of year report Review Data for student outcome goal plan

School: Magazine High School (Grades 7-12) Year: 2020-2021

Ongoing Tasks	
<ul style="list-style-type: none"> ● Referrals to SBMH ● Individual Counseling ● Schedule New Students ● Identify homeless students ● Professional Development ● Provide transcripts to students, parents, colleges/universities ● Post/Advertise National ACT Registration Dates ● Display/Provide up-to-date admissions, scholarships, and housing information about colleges/universities, technical schools, etc. ● Write letters of recommendations for college admission/scholarships 	
August	January
<ul style="list-style-type: none"> ● Parent/Student Orientation ● Master Schedule/Student Schedules ● Provides school supplies for students in need ● Update teachers on TAC ● ALE Enrollment ● New Student Scheduling ● SnackPack Coordination ● Meet with Seniors to discuss new scholarships 	<ul style="list-style-type: none"> ● Update graduation credit check sheets for every student ● Print updated transcripts ● Enroll Students/Schedule Changes ● Schedule UAFS Jr/SR Visit ● Career Action Planning - 7th and 8th-grade students

<ul style="list-style-type: none"> ● Attend ATU Counselor Workshop ● Organize/display new ACT registration flyers, practice test booklets, waivers, etc. ● Advertise the availability of ACT waivers for 11th/12th grade students on free/reduced lunch 	
September	February
<ul style="list-style-type: none"> ● PT Conferences ● Senior College/Career Fair ● Attend Annual ArkACRAO 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 & Career Readiness Workshop - U of A ● Schedule College + Military Recruiter Visits 	<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 - discuss the importance of ACT
October	March
<ul style="list-style-type: none"> ● Coordinate Red Ribbon Week ● Attend annual 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 Interp for Juniors ● Arkansas Governor's School presentation and nominations ● FAFSA Coordinator for SRS 	<ul style="list-style-type: none"> ● Meet with 9th-11th students ● Coordinate the registration of Virtual Arkansas online classes for HS and concurrent credit- Ensure paperwork and applications are complete ● Determine Honor Graduates ● Oversee/Advertise/Provide application process to seniors for all local scholarships and coordinate with community embers ● 9th-11th class visits to register students for next year's classes
November	April

<ul style="list-style-type: none"> • Oversee administration of APNA survey • Serve on/ Atten School Improvement MTG • Meet with 7th and 8th-grade Students 	<ul style="list-style-type: none"> • Assist students in next year's course selection • Guide 9th-11th students through the process of documenting an updating community service hours • Work on master schedule changes for next year in Eschool
December	May
<ul style="list-style-type: none"> • Make Needed Student Schedule Changes for 2nd Semester • Transcripts Review • Professional Development 	<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

Program Results

This is the first year that data has been tracked in a way that is measurable. Program data results are not available for previous years but will be available for the current school year in May of 2021.

III Program Delivery

Delivering the Counseling Core Curriculum

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. 10% will be designated as administrative duties as assigned.

Classroom Lessons The school counseling core curriculum addresses academic growth, career exploration, and social-emotional learning. This curriculum is intentional, planned, and developmentally appropriate based on student needs. Classroom guidance lessons do not exceed three per day or ten per week. Elementary students receive lessons on a rotating, bi-weekly basis.

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 Core Curriculum Lessons – Individual/Group

A comprehensive school counseling program involves planned classroom

lessons for all students in collaboration with classroom teachers. The counselor is limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week. Magazine School District also provides individual and group counseling services to students as needed. These services may include regularly scheduled meetings with students based upon a referral as well as responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, and may include the administration of a risk-assessment. Responsive Services also include intervening on behalf of students exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity. Students are referred to school counselors by teachers, parents, school-based mental health personnel, school administrators, or themselves.

The core curriculum addresses academic growth, career exploration/development, and social/emotional needs. Some of the topics presented in classroom counseling lessons, individual counseling, or small group counseling are described below:

“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
- Choose Love Movement (High School)
 - Courage

- Gratitude
- Forgiveness
- Compassion in Action

Orientation Programs

Orientation helps students make a smoother transition from one school setting to another and is also a process for parents and stakeholders to learn about the procedures and services available at each level. 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 can go meet teachers before the first day of school. As new students enter school throughout the year, counselors facilitate tours and orientation information.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short and long-term goals for educational decision-making including the selection of courses designed to help students prepare for college- and career-plans. Informational resources are available and organized in such a way as 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 interest areas. Students in eighth grade will have an individualized Student Success Plan which will be updated each year.

Assessment + Testing

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities, the Student Success Plan, 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.

Responsive Services/Conflict Resolutions

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication. Conflict solving for students could include: dealing

constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others. Magazine School District uses a variety of programming to instill and foster positive group conflict resolution skills. Current programs include Sanford Harmony, PBIS, and Choose Love.

Bullying Prevention

Act 190 states that comprehensive school counseling programs provide strategies, protocols, and staff training on recognizing bullying behaviors, responding to bullying, assisting students who are targets of bullying, and empowering students to become allies for targeted students. West Fork School District has a policy addressing bully prevention in the student handbook. Additionally, all certified staff periodically receive training on bully prevention.

All students in grades K-6 participate in classroom guidance lessons that address bully prevention. Various resources are utilized.

All students in grades 9 through 12 are made aware of district anti-bullying policies during a school-wide orientation. Students are informed of how to anonymously report instances of school bullying on the district website and are reminded that the school counselor and dean of students are in-person resources.

Suicide Prevention

Act 190 states that comprehensive school counseling programs have strategies and protocols to identify and help students at risk for suicide as well as protocols for responding to death by suicide.

All certified staff periodically receive suicide awareness training, which includes identifying risk factors, an appropriate response to students, and a referral to the school counselor or other mental health professional. Additionally, all teachers and staff members are provided with the district crisis plan. This plan addresses steps to be taken should any employee have reason to believe, either by direct knowledge or a report from another person, that a student or staff member is in any danger of harming

himself/herself.

Suicide prevention training is annually presented to teachers and staff members. School counselors provide age-appropriate suicide awareness and prevention guidance to all students every school year. If any employee has reason to believe, either by direct knowledge or a report from another person, that a person is in any danger of harming him/herself, that employee is to report the situation to the principal and/or counselor. If the person has threatened or has displayed alarming warning signals, appears to have a plan, or is in imminent danger and requires intervention, counselors will assess the situation and notify the student's parent(s) or guardian. Consultation with School-Based Mental Health and/or Mobile Assessment may be used as needed. Parents will be provided with referral sources and failure of parents to provide professional support may result in school officials reporting negligence to the DHS. Confidentiality shall be maintained throughout these procedures unless the safety of the student is at stake. Please see the attached Emotional, Behavioral, Crisis Intervention Plan.

B. Indirect Counseling Services

While the majority of our counseling time will be devoted to direct services, a lot of our time will be applied to our students indirectly. Through the field 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 as requested by the support team. Other referrals may also be written providing support to our students individually. Examples may be child maltreatment or abuse reports. Furthermore, some of our time will be devoted 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. Teachers use counselors as a resource, seeking consultation on specific student's problems and general issues. A major part of the counselor's role is to collaborate with teachers and parents. Typically, consultation involves:

- Interactions with parents, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom counseling guidance curriculum
- Interpreting student information, such as results of standardized tests for students and team members
- Consulting regularly with other specialists (e.g., SBMH therapists, case managers psychologists, representatives from community agencies)
- Assist parents in accessing services their child needs through school and community resource

Referrals

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and establish policies and procedures for interagency communication. Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

- Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school.
- Maintaining contacts with outside resources.
- Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues.
- Developing a student referral system and following up on referrals. Counselors refer students to School-Based Mental Health services and provide information for local private mental health agencies.
- Refer students to the Alternative Learning Program as needed.
- Complete child maltreatment reports as needed.

Collaboration Teams

Counselors serve as a contributing member of decision-making teams to provide feedback and intervention support to students.

- Students with special needs Individual Education Plan meetings
- Response-to-Intervention to help low performing and at-risk students.
- Section 504 Accommodation plan meetings
- English Language Learners
- Parental & Family Engagement

- Positive Behavioral Intervention Support
- Alternative Learning Program
- Leadership Meetings
- Professional Learning Communities

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:

- RTI Committee
- Parental & Family Engagement
- Positive Behavioral Intervention Support
- Advanced Placement and Gifted and Talented
- Alternative Learning Program
- Leadership Meetings
- Test Administrator
- Section 504 Accommodation plan meetings
- Car Duties – Before/After School
- eSchool Building Coordinator
- Scheduling

IV. Accountability

Counselors reflect on and evaluate our comprehensive counseling program 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 may use the following tools for assessing and sharing the results of the comprehensive school counseling program.

The following tools will be used 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 Teacher Excellence and Support System (TESS)
- School counselor reflections
- Review of goal setting action plan results

Sharing results of the data ensures that others are aware of and understand the process school counselors use to develop programs that support student success.

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: Following up with students post-graduation is an important step in ensuring that they are pursuing their post-secondary goals. Graduated seniors will be followed up through social media check ins done by the counselors.

[Self Assessment](#)

ACT 190
[ACT 190](#)