



**MAGNET COVE ELEMENTARY**  
"Where the Pride Begins"  
**COMPREHENSIVE SCHOOL COUNSELING**  
**PROGRAM**



**Magnet Cove School District**

**FOUNDATION**

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**Beliefs**

- The school counselor shall be an advocate for all students.
- Each student should be provided with social/emotional learning support along with academic and career support to be successful.
- The school counseling program should consist of developmentally appropriate material for each stage of learning.
- The school counselor will collaborate with parents, teachers, administrators and community members in order to fulfill the needs of students.

**Vision**

The vision of the Magnet Cove Elementary School comprehensive counseling program is that all students are well prepared and ready to make college and career choices. Students are lifelong learners and successful in their chosen paths. Students are leaders who are kind, respectful and accepting of others. They are hard working individuals who persevere to achieve success and reach their full potential.

**Mission**

The mission of the Magnet Cove Elementary School counseling program is to provide comprehensive, developmental and professional counseling services for all students. By delivering activities that promote social/emotional, academic and career development, students will have a sense of belonging, understand the importance of learning and become productive, independent and responsible citizens.

## **PROGRAM GOALS**

**2020-2021 Increase attendance rates of chronically absent students. Students will move from the 10% or more absences category to the 5-9% absences category.**

The 2019-2020 school year ended 03-13-20 so the absence rate is based on the 1st, 2nd and 3rd nine weeks of school - 133 total days. This includes any student missing 10% or more of the school year (about 13 or more absences). This also includes any absence whether excused or unexcused. It was found that about 12% of our students were absent 13 or more days during the time period. Approximately 83% of students are free and reduced lunch and based on progress monitoring and teacher survey, making low growth academically.

Students missing 10% of the school year are considered chronically absent. Poor attendance can contribute to a host of difficulties for students including chances for a successful future. The following findings are from the report, *Absences Add Up: How School Attendance Influences Student Success*:

- Student attendance matters for academic performance.
- Poor attendance contributes to the achievement gap for students struggling with poverty and from communities of color.
- Poor attendance in the first month of school can predict chronic absence for the entire year.
- Absenteeism in kindergarten can affect whether a child develops the grit and perseverance needed to succeed in school.
- Absenteeism influences not just chances for graduating but also for completing college.
- Improving attendance is an essential strategy for reducing achievement gaps.
- When students reduce absences, they can make academic gains.

### **Current Actions in Place**

#### **School Interventions:**

1. Parents notified by phone call or letter after child has 2 unexcused absences.
2. Students with 4 or Less EXCUSED ABSENCES PER SEMESTER will be exempt from end of semester remediation days
3. Welcoming environment where each student is greeted daily by the counselor, other staff members and classroom teachers to support and convey the importance of student presence and to help the students develop trusting relationships.

#### **Counselor Interventions:**

4. PANTHER PRIDE - Earn a letter and spell the phrase, Panther Pride, for a special prize. Each day that every student and the teacher from a class are present, the class will earn one letter of the phrase. The letters will be placed outside the classroom and after all letters are earned, a special prize/celebration for the class is earned.

## **Additional actions to be taken to help achieve the goal of improved attendance:**

### **Counselor Interventions:**

1. Counselor will provide cards to each classroom teacher, containing information on attendance to be given to each family during open house. (or sent to families who do not attend)
2. Attendance tips/information/reminders for parents in the school newsletter
3. AttenDANCE Party Semester Award - A special dance party during the school day for students with 4 or less excused absences (awarded each semester)
4. Counseling groups for students with attendance issues focusing on school importance, organization, self sufficiency, student/family needs and recognition for improved attendance. Attendance group counseling topics: Responsibility and respect: organization, planning and goal setting; connecting school attendance to success throughout school; connecting school attendance to career success. For students experiencing anxious feelings about school or having other distress, individual or group counseling topics will include recognizing, understanding and managing feelings.
5. Attendance mentors- Older students will be trained by counselor and partnered with younger students to build relationships and encourage school attendance

### **School Interventions:**

6. Attendance certificate each quarter for students with 2 or less excused absences
7. Perfect Attendance Award - Additional prizes awarded to students with NO absences or tardies for the the full semester (awarded each semester)
8. Parent conference (3rd unexcused absence) with principal, counselor and teacher to discuss importance of attendance and student progress and to offer assistance in helping school attendance to become a priority

Due to Covid-19 and potential schedule changes, our school may have to make attendance requirement changes as well. We still plan to encourage attendance even if a child is involved in learning at home or in some virtual manner. Attendance will be based on completion of assignments and meeting certain deadlines. Communication with families will be extremely important. Parents may be required to contact the school each day a child is staying home and the school will give any support needed. Students learning from home will be included in attendance recognition or awards.

### **Data to be reviewed:**

1. Weekly, quarterly, and semester attendance reports
2. NWEA growth assessments
3. Teacher survey to determine academic achievement and growth

At the end of the school year, the goal progress will be evaluated. Action steps will be reviewed and adjustments made as needed.

**The following highlighted areas are the Mindsets and Behaviors that will be addressed to improve attendance through group and individual counseling and activities:**

**The ASCA Mindsets & Behaviors for Student Success:  
K-12 College- and Career-Readiness Standards for Every Student**

**Category 1: Mindset Standards**

School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

**Category 2: Behavior Standards**

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

<b>Learning Strategies</b>	<b>Self-Management Skills</b>	<b>Social Skills</b>
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

## **.Management**

**Use of time calendar** - Google calendar is used to keep track of all counseling, activities, events, and services. The calendar is color coded for direct//indirect/administrative services. To fulfill the requirements of Act 190 of 2019, the Magnet Cove School District removed the most time consuming administrative activities from the elementary counselor (DTC, 504 coordinator) thus allowing sufficient time for the counselor to be more proactive and carry out the responsibilities needed to help students be successful.

**Administrative activities** are limited to the following: eschool schedule input for new students for 6th grade only (this is a shared duty and only involves a few students for the entire year); parent involvement facilitator (after school meetings and organization of information during summer contract days); monitor students in hall upon arrival each morning. Although the monitoring is an assigned duty, the time is used to check-in with students, help determine how they might be feeling, talk with students who are upset or having an issue. If I need to leave with a student, I may do so as there are other teachers in different areas of the hall to continue monitoring. **Direct/Indirect - 92%; Administrative - 8%.**

**Annual Agreement** - An annual administrative conference is held with the building principal to discuss the counseling goals, use of time and budget. This year's conference was held on May 29, 2020. The principal agreed with the above use of time and goal for the upcoming year.

**Advisory Council** - A meeting was held through email on April 28, 2020. The main discussion was on SEL and how the counselor along with teachers will provide for our students during the upcoming school year. There will be another meeting in August 2020, hopefully face to face, to discuss SEL curriculum, activities, and goal. Members of the council include 2 classroom teachers, GT teacher, librarian, principal, parent.

### **Magnet Cove Elementary**

#### **School Counselor Calendar 2020-2021**

**Each classroom is scheduled for a 30 minute counseling lesson every other week.**

#### **August/September**

Open House

Meet new students

Lessons

K - What does a school counselor do?

K-6 Treating others with kindness and respect/antibullying

Introduction to the 7 Habits of Happy Kids

Choose Love - Courage

New ambassadors announced/trained

Announce pop-top project for ACH

09-08-20 K-3 Empower Me Body Safety lessons presented by Cooper-Anthony Mercy Child Advocacy Center representatives (lesson presented to each classroom)

Morning Messages

Lunch groups (new student groups and other groups to be determined by needs)

Individual counseling as needed

Film/email student character messages

Meet with ambassadors (every other Friday)

Food bags to students - twice weekly

## **October**

### **Bully Prevention Month, Red Ribbon Week, Fire Safety Month**

K-4 - Bully awareness and prevention  
Lessons - Anti drug, alcohol and smoking, ,  
making good choices  
5-6 - Peer pressure  
Choose Love - Courage  
Habit 1 - Be Proactive  
Parent/Teacher Conferences  
Oct. 7 September Students of the Month -  
lunch at Wendy's  
Oct. 21 Unity Day - Wear orange to show  
we stand together against bullying and are  
UNITED for kindness, acceptance and  
inclusion.  
Oct. 26-30 Red Ribbon Week activities  
and prizes for students  
2nd week of October Fire Safety  
Presentation Assembly - to be scheduled  
Morning Messages  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly

## **November**

K-6 Study skills and perseverance  
2, 3, 4, Study Skills groups begin (based on  
progress and teacher recommendation)  
Choose Love - Gratitude  
Habit 2 - Begin With the End In Mind  
Nov. 4 October Students of the Month -  
Lunch at Wendy's  
Morning Messages  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly

## **December**

K-6 Feelings - identifying and sharing  
feeling with others  
Importance of giving and sharing  
How the Grinch Stole Christmas  
Choose Love - Gratitude  
Habit 3 - Put First Things First  
Dec. 2 November Students of the Month -  
Lunch at Wendy's  
Reading and Refreshments  
ATTENDANCE  
Terrific Kids Program 1st semester -  
students chosen by classroom teachers  
Morning Messages  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly

## **2021**

### **January**

K-6 - Lessons on kindness  
January 25 - 29 The Great Kindness  
Challenge activities and prizes  
Choose Love - Forgiveness  
Habit 4 - Think Win-Win  
Terrific Kids 1st semester celebration with  
Kiwanis Club of Malvern (to be scheduled)  
Morning Messages  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
New ambassadors announced  
Food bags to students - twice weekly

### **February**

K-6 Lessons on various types of personal  
safety  
Choose Love - Forgiveness  
Habit 5 - Seek First To Understand, Then  
To Be Understood  
Feb. 3 - January Students of the Month -  
Lunch at Wendy's  
Parent/Teacher conferences  
K-4 Assembly Scott Davis - Electrical  
Safety

## **February continued**

Feb. 8 Math-A-Thon kick-off (St. Jude Children's Hospital fundraiser)  
Feb. 9 K-3 Empower Me Body Safety lessons presented by Cooper-Anthony Mercy Child Advocacy Center representatives (lesson presented to each classroom)  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly

## **March**

K-6 Conflict Resolution Skills  
Choose Love - Compassion  
Habit 6 - Synergize  
March 3 - February Students of the Month - Lunch at Wendy's  
Morning Messages  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly

## **April**

K-6 Responsibility/Growth  
Mindset/Perseverance  
Choose Love - Compassion  
Habit 7 - Sharpen the Saw  
April 7 - March Students of the Month - Lunch at Wendy's  
Morning Messages  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly

## **May**

K-6 Career Exploration and Information Lessons  
Career Days  
UofA Engineering Department presentation/activity for grades 3, 4, 5  
Arkansas Game and Fish - Biologist presentation grade 4-6  
Terrific Kids Program 2nd semester - students chosen by classroom teachers  
Reading and Refreshments  
Terrific Kid celebration for 2nd semester with Kiwanis Club of Malvern  
Choose Love - Review  
May 5 - April Students of the Month - Lunch at Wendy's  
AttenDANCE  
Lunch groups  
Individual counseling as needed  
Film/email student character messages  
Meet with ambassadors (every other Friday)  
Food bags to students - twice weekly  
Donate saved pop-tops to ACH

## **DELIVERY**

### **Individual and Small Group Counseling      Responsive Services**

The school counselor works with individual students to help in times of crisis and also to help develop coping strategies before a crisis occurs. Students are taught the importance of acceptance and tolerance to aid them in resolving differences. An emphasis is placed on the skills of listening to the concerns of others and being able to effectively voice their own concerns. Being respectful, responsible and safe are also emphasized. Students are provided with strategies to learn better techniques to resolve conflict, become more accepting of others and promote positive communication skills. Students learn that sometimes positive changes can come through conflict especially when approached in a respectful manner.

Students may be referred to the counselor by teachers, administrators, other school staff, peers, parents or through a self-referral. Students are encouraged to visit the school counselor as needed.

Small group counseling allows the school counselor to reach more students. A group session may be developed for students with similar needs. This may be determined through a needs assessment, student requests, teacher requests or through observations made by the counselor/teachers. The students will have the opportunity to interact with others in a safe environment and gain a greater understanding of themselves and others.

### **Classroom Core Curriculum Lessons**

Magnet Cove Elementary School employs one full time school counselor.

The school counselor plans, develops and organizes age-appropriate classroom counseling lessons and activities for students. Lessons reinforce goals in the areas of academic, social/emotional and career development. Students are given help to clarify what their academic, career, and social/emotional needs and interests are. The school counselor provides support to teachers and others in the school as well as support for parents and students.

**Classroom counselor lessons are limited to no more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.**

### **Orientation**

New students are welcomed into the school by the counselor, administrator, teachers, school staff and other students. A peer may be assigned to help the student have a smooth transition to the new school. All students receive a handbook describing available programs and other important information. The counselor talks with each new student and parents/guardians to determine the best class placement or schedule. The counselor meets with groups of new students or with individuals to help them adjust to their new surroundings.

Students who will enter a new building after promotion (ex. elementary to middle school) will meet as a group with the principal and counselor at the end of the school year. They will take a

tour of the new building where they will start classes in the fall and have a question and answer session. Students entering kindergarten or middle school will have a separate open house from the other grades in the building giving an opportunity to spend more time in the less crowded environment and freedom to ask questions.

### **Academic Advisement**

All age levels are advised by the counselor on the importance of developing goals. Very young students are taught the meaning of the term and how to develop a goal while older students learn how course selection is connected to college and career plans. Students are encouraged to develop interests and challenge themselves with coursework that supports their interests and future plans. The counselor has information and resources available on a variety of college and career choices.

### **Interpretation of Student Academic and Educational Assessments**

Through interest inventories, needs assessments, career interest inventories and checklists and other counseling lessons, the counselor helps students identify skills, abilities, achievements and interests. The counselor also helps students understand standardized test scores and determine areas in need of improvement and resources available to improve skills. Using this information, the counselor will help students choose attainable goals, develop plans to achieve the goals and how to manage the process to attain the goals,

### **Providing Support to Students in Understanding the Relationship between Classroom Performance and Success in School**

The counselor uses age-appropriate classroom counseling lessons, individual and small group sessions to assist students in understanding the connection between the work that they do in the classroom and their future college and/or training and career choices. Hard work is needed for success in school and life is explored. The lessons and information start at the kindergarten level and are reinforced yearly by the counselor and teachers. Lessons on perseverance, determination, making good choices, growth mindset and The 7 Habits of Happy Kids may be included.

### **Developing Essential Skills As Defined In the Guide For Life**

The Guide for Life skills and other social/emotional skills will be met through the following:

Choose Love Curriculum - daily mini lessons by classroom teachers and reinforced with counselor's morning messages. The curriculum is broken into 4 units with one unit being taught each quarter. The areas of courage, gratitude, forgiveness and compassion are explored.

7 Habits of Happy Kids - counseling lessons teaching the habits and messages reinforcing 1 habit each month

Capturing Kids Heart process - a whole school process based on the importance of developing relationships. Social contracts are developed by each class/and reviewed by counselor before classroom lessons

School theme - Be Respectful, Be Responsible, Be Safe

Daily character messages from 4th grade students recorded and shown in each classroom

### **Bullying Prevention**

The elementary counselor provides lessons to all students to explain 3 important concepts: 1. What is bullying? (different types of bullying behavior are identified) 2. How does it make you feel? (a variety of feelings are explored and validated) 3. What can you do to stop it? (Reporting to a trusted adult is a main focus of the lessons.) Lessons also explore and explain the terms bully, victim, bystander and upstander. Students are taught the importance of having the courage to speak up and help a friend who is being bullied (upstander) and to speak up for themselves if bullying occurs.

When bullying is reported to the counselor, the counselor and student/parent report the incident to the principal (per A.C.A. 6-18-514) so the incident can be investigated. The counselor may speak to the bully regarding proper behavior and good choices. There may be several sessions if it is determined that an underlying reason exists for the child to bully or if there has been a pattern. Anger management may need to be a focus as well as proper social skills and problem solving skills. If bullying behavior is suspected, the counselor and classroom teacher will work together to determine why the behavior might be occurring. Noticing the behavior early, before it becomes a pattern can allow a student to receive counseling and understand the importance of making better choices. A student who is the victim of bullying may meet with the counselor to recognize and understand the feelings that may be occurring. Meetings will focus on helping the student gain self-confidence and encourage the student to report if bullying happens again. Problem solving skills will also be addressed. If a student has been severely affected by bullying, a referral to the school based mental health counselor may need to be made.

All incidents, actions and follow-ups will be thoroughly documented.

### **Suicide Prevention**

Magnet Cove School District is dedicated to protecting the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. Elementary students have age appropriate counseling lessons on how to understand feelings, identify trusted adults and report to a trusted adult any problems, worries or concerns. Teachers will report any student concerns to the counselor so they may be addressed with individual counseling. The counselor may contact the parent. If a student describes a threat to

harm himself, a mobile assessor will be contacted. All staff receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The elementary counselor has been trained with the Gatekeeper program and is able to provide suicide prevention professional development to staff. The following resources for parents and students are posted on the school web site: The Jason Foundation, AR Suicide Hotlines and SAVE: Suicide Prevention

### **Career Planning**

Students at the elementary level are introduced to career exploration during classroom lessons. They develop an understanding of likes/dislikes and skills and how that might relate to career choices. Career exploration takes place through activities and games that help students gain knowledge of a variety of careers. Two websites frequently used with students are vaview.org and cfnc.org for Paws in Jobland. Students also learn about the connection between academic performance/subject choices and college/training/career choices as they get older. A career day featuring a special STEM activity is held each year. The activity promotes the skills of working together, listening to others and trying ideas to solve a special challenge. Speakers also present information to students about their particular jobs. Using the 7 Habits of Happy Kids, soft-skills such as effective communication, listening, and working with others are developed at all levels and the connection between those skills and career success is emphasized.

### **Guidance on Accelerated Learning Opportunities and Academic Deficits**

The counselor consults with the district Gifted and Talented coordinator and with teachers to help identify students with high potential or ability who might benefit from differentiated educational experiences. Qualifying students are encouraged to take part in the differentiated curriculum which will challenge critical and creative thinking, independent and group investigation, and develop personal growth.

The counselor will discuss academic deficits of students with teachers, parents and students as well. Depending upon need, the student may become part of a study skills group, may be recommended for tutoring or referred for screenings/assessment or for special education testing.

### **Parents and Student Career Planning**

Parents of students are asked to share their career choice and information on how the choice was made with elementary students during career days. Students are encouraged to talk with parents and other adults who have the career they are interested in so they can learn first hand information. Career planning for elementary starts with likes and dislikes and exploration and parents are a part of that process with their children.

## **ACCOUNTABILITY**

**The School Counseling Program Self-Assessment** is used to determine areas of need that should be addressed in the counseling program.

**School data results are analyzed** and information is used to develop goals and improve the counseling program.

**The Use-of-Time assessment** is used to assure compliance (90/10) and guide decisions about time committed to areas of the program.

### **Evaluation and Results**

The self-assessment is completed annually.

Goals and results will be reviewed annually and updated. Results of goals, annual evaluation of the program and updates will be shared with the building principal and staff during in-service at the beginning of the school year. Parents will receive information on the program goal and results for the prior year and program goal for current year in a special handout at the beginning of the school year.

## **INDIRECT COUNSELING**

### **Consultations**

The school counselor works with teachers, administrators and parents to help create a positive school environment that encourages student growth and learning.

The counselor consults in the following ways:

- \*Supporting the RTI team especially in the area of behavior modification and academic encouragement
- \*Discussions with teachers/school personnel on proper reporting of child maltreatment
- \*Assisting teachers as needed in working with individual students or groups of students
- \*Providing relevant material to teachers for students especially through information in morning announcements and recordings of peers giving character messages
- \*Attending meetings with teachers and parents to assist in the development of programs that will support students with special needs
- \*Interpreting data and assessment results for students and explaining the meaning of results to parents and/or students
- \*Consulting with behavior specialists, psychological examiner, school based mental health counselor and members of other agencies to fulfill the needs of students and help them be successful

### **Referrals**

The counselor will coordinate with agencies regarding student/family needs and keep a record of contacts to help assure the needs are being met.

The counselor will consult with teachers, administrators and parents and make referrals for therapy to the school based mental health agency (currently Ouachita Behavioral Health and Wellness)

The counselor will make hot line calls or fax information regarding child maltreatment. Teachers will be assisted as needed in this procedure.

### **Decision Making Teams**

The counselor serves on teams/attends meetings and helps make decisions about the steps that will enable a child to be successful. The following meetings are attended: IEP, GT, RTI, 504, attendance concerns, behavior interventions, parent/teacher conferences.