

Welcome to the Counselors Habitat at Cedar Point Elementary School!



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Cedar Point's Mission Statement

The Mission of the Cedar Point Elementary School Counseling Program is to support the unique and individual needs of the students in a safe and caring environment that fosters character development, high self-esteem, academic excellence, and a strong sense of community. The counseling program will support all students in their personal/social, career, and academic development and encourage them to be responsible citizens and life long learners. The counselor will provide a comprehensive school counseling program that will meet the needs of students, staff, and parents through individual counseling, classroom guidance, group counseling, and school wide support programs.

Why Elementary Counselors?

The elementary school counselor works directly with students in individual and group counseling sessions as well as in classroom guidance lessons so students may:

- Be successful in school.
- Establish effective study skills.
- Adjust to a new school.
- Develop positive feelings about work, family, and society.
- Build positive feelings towards self and others.
- Develop skills in interacting and communicating with others.
- Cope with change in themselves and their surrounds.
- Identify and accept their own and others' strengths and weaknesses.
- Recognize the causes and effects of their actions.
- Become responsible for their own behavior.
- Receive crisis intervention when necessary.

The school counselor helps students become motivated learners and encourages them to discuss concerns with their parents. When students work through their social and emotional issues with the help of their parents and the counselor, they are able to devote attention and energy to the intellectual tasks at school.

How do we see the counselor?

Individual Counseling

Students may be seen by the counselor on an individual basis. They may self refer by putting a referral slip into our mailbox. Teachers and/or administration may refer a student to see the counselor, and parents can request that their child see a counselor. If the child is to work on a certain topic for a longer period of time (6 weeks), parent permission is required and a permission slip will be sent.

Students can be referred for counseling by:



A Parent



A Teacher



An Administrator



The Child Study Committee



Students (Self-referral forms are available in all classrooms).



A Friend

Did you know there are many things to do in the counselor's office? Students can...



Talk about things that are important to them.



Use play and art media to learn about themselves and others.



Be in a discussion group.



Just sit and think.

Group Counseling

Group counseling is offered on a number of topics to students in kindergarten through fifth grades. Letters about the group(s) we are offering are published in the Guidance newsletter. Parent permission is always required to be in a counseling group. All groups range from 4-8 students. Groups will meet for 6-8 weeks. Topics usually include but are not limited to:



Deployment Groups: The purpose of this group is to assist students if parents or close family members are being deployed (or deployed) and would like to meet others who are in the same situation. Students discuss the challenges of having a deployed family member, but also celebrate each other's successes.



Changing Families Groups (Separation/Divorce): The purpose of this group is to assist students in defining their feelings and in learning coping strategies. Group members will be able to offer each other support and will learn skills for dealing with changes in their family structure. Through the group process, students will learn that despite all the changes, they can be safe and taken care of and will realize that there are other children that come from all different kinds of families.



What Bugs You (Anger Management Groups): The purpose of this group is to work with students on strategies to build social skills, solve homework issues, improve classroom behavior, and reduce stress. It will also help students use positive self-statements and problem-solving techniques to manage anger.



Considerate Cheetahs (Friendship Groups): The purpose of this group is to help students develop interpersonal abilities by learning pro-social skills and anger management techniques. This group experience also allows students the opportunity to develop positive self-concept and to enhance their self-esteem. Topics of discussion include how to develop empathy, identify feelings, communicate effectively, problem-solving, and dealing with difficult emotions (anger). Group members will practice appropriate ways of relating to others and explore alternative ways of dealing with unsatisfactory peer relations.



Fabulous Cheetahs (Self Esteem Groups): The purpose of this group is to work with students on strategies to build self-esteem for a positive self. This group helps them develop interests and skills, and perhaps discover hidden talents.



Grief and Loss: The purpose of this group is to provide the opportunity in a secure environment for students to ask questions and share experiences related to death. Topics of discussion include facts on death and dying, death as a part of the life cycle, and feelings related to loss.

If a group is not being offered when a child is in need of a particular topic, individual counseling is an option.

Classroom Guidance

Mrs. Leavitt and Mrs. Robertson teach a guidance lesson in each class once a month. The lessons at all grade levels incorporate the pillars of the Character Counts program.

September Citizenship

October Responsibility

November Respect

December Caring

February Fairness

March Cooperation

April Friendship

May Careers

Monthly Counselor's Calendar 2009-2010

AUGUST

Student Services Symposium

SEPTEMBER

Open House
Intro to the Counselor
New Student Orientation
Back to School Night
Counselor's Newsletter

OCTOBER

Classroom Guidance
Small Group Counseling-Fall Sessions Begin
Character Counts Week
Red Ribbon Week
Olweus Bullying Prevention Kick-Off
Student Host Training
Peer Mediation Conference
School Counselor's Advisory Committee Meeting

NOVEMBER

Classroom Guidance
Small Group Counseling
Peer Mediators
Coffee with the Counselors
Parent-Teacher Conference
Operation Turkey
Mix It Up at Lunch Day

DECEMBER

Classroom Guidance
Small Group Counseling
Peer Mediators
Hat and Mitten Tree
Toys for Tots

JANUARY

Classroom Guidance
Small Group Counseling-Winter Sessions
Counselor's Newsletter
Parent-Teacher Conferences
Substance Abuse Prevention
40 Developmental Assets
Specialty Program Information/Essays

FEBRUARY

Classroom Guidance
Small Group Counseling
National School Counseling Week
Substance Abuse Prevention
Parent Education Night

MARCH

Classroom Guidance
Small Group Counseling
VSCA Convention
Girl Power
Girls on the Run
Pennies for Patients
SOL Test Taking Preparation

APRIL

Classroom Guidance
Small Group Counseling-Spring Session
"Turn Off the Violence"
Child Abuse Prevention Month
Counselor's Newsletter
Coffee with the Counselors
Kindergarten Registration
Healthy Community Healthy Youth week

MAY

Classroom Guidance
Small Group Counseling
Fifth Grade Transition Lessons
Middle School Registration
SOL Testing
Olweus Survey

JUNE

Awards Assemblies
Student Recognition
Student Host Party
Peer Mediators Recognition
Grade 5 Graduation

***MONTHLY COUNSELORS' MEETINGS**

*PROFESSIONAL TRAINING AS AVAILABLE

Special Programs

This year, two students from each class (Grades 1-5) will be selected to serve as "Student Hosts" to any new students who enter their class during the school year. These ambassadors will be trained to provide the new students with a special orientation to Cedar point and help make them feel more comfortable.

The Olweus Bully Prevention Program (pronounced "Ol - vay- us") is a research-based multi-component program designed to prevent or reduce bullying by focusing on rewarding kind behavior and enforcing consequences for unkind behavior. Cedar Point is excited to implement this program for our 2008-2009 school year. More information to come!

'Girls in Real Life Situations' is designed for girls in fifth grade to share feelings and struggles to discuss important issues with peers. They are given the opportunity to feel empowered, gain self-awareness, develop coping strategies, improve problem-solving skills, understand they are not alone and make healthy decisions.

'Girls on the Run' is a program designed for girls in grades 3-5 to work on self-esteem and goal settings. The Girls on the Run will work on training for a 3.1 mile race and learn about healthy living education. We work on self-esteem and strong values through health education, life skills development and physical training.

Peer Mediators are rising fifth graders who facilitate resolving disputes between two people or small groups. Changes include self-esteem, listening and critical thinking skills and school climate learning as well as reduced disciplinary actions and fewer disagreements. Peer mediators do not make decisions but rather work towards a win-win resolution for both sides in order to avoid further trouble.

About Us

Mrs. Leavitt graduated from Radford University with a bachelor's degree in Elementary Education and Developmental Reading (K-12) and received her Special Education/Specific Learning Disabilities (K-12) from George Mason University. In addition, Mrs. Leavitt received her M Ed. in School Counseling from the University of West Alabama. Mrs. Leavitt enjoys working with the children, learning new strategies for counseling and education, and spending time with her family and pets.

Mrs. Robertson graduated from Mount Saint Mary College with a Bachelor's Degree in both Psychology and Business Management and Administration. She then went on to continue her education and received a Master's Degree in School Counseling (Pre-K-12) from Long Island University. Mrs. Robertson enjoys helping children, spending time with her family and singing in the Manassas Community Choir.



What is the Belief and Philosophy of a Prince William County Professional School Counselor?

The PWCS provides a school counselor in the elementary school to assist students, parents, teachers and other school personnel to foster student potential, enhance student achievement, and prevent personal difficulties.

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. (ASCA-American School Counselor Association)

School counseling programs are an integral part of students' daily educational environments, and the program is designed to produce positive changes in student behavior and student learning. Outcomes include increased academic achievement, improved attendance, social-behavioral skill development, individual planning and family/community involvement.

The Philosophy of the Cedar Point Guidance Department is to provide a comprehensive school counseling program that promotes and enhances student learning through three broad and interrelated areas of student development. Each of these areas of student development encompasses a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes and skills. The foundation of the school counseling program is based on the Prince William County Guidance Curriculum (K-5) and ASCA National standards. The program builds a foundation for learning in the following areas:

Personal/Social Development:

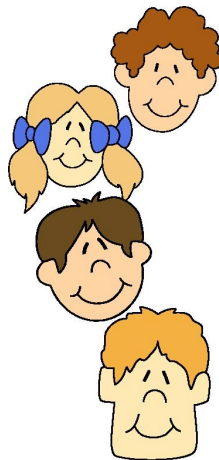
- All students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.
- All students will understand that diversity is to be respected and appreciated and will participate in an effort to foster unity.

Academic Development

- All students have a capacity to learn and be supported academically.
- All students will be provided with a school counseling program that is consistent with expected developmental stages of learning and differences in learning styles.

Career Development

- All students will be provided with an education that extends beyond the classroom environment and allows them to develop lifelong skills that can assist them in the pursuit of their life goals.
- Students will investigate the world of work in order to make informed career decisions.



Parent Resources

About Our Kids
Center for Mental Health Resources
Focus Adolescent Services
National Mental Health Association
Worry Wise Kids
Anxiety Disorders of America
Kid's Health
Mayo Clinic-Depression
Center for Effective Parenting
Girls and Boys Town

[The 40 Developmental Assets Approach:](#)

Research by Search Institute has identified 40 concrete, positive experiences and qualities – “developmental assets” – that have a tremendous influence on young people’s lives; and they are things that people from all walks of life can help to nurture. Research shows that the 40 developmental assets help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible. The assets are grouped into eight categories:

- Support: Young people need to experience support, care, and love from their families and many others. They need organizations and institutions that provide positive, supportive environments.
- Empowerment: Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- Boundaries and Expectations: Young people need to know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds”.
- Constructive use of time: Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.
- Commitment to learning: Young people need to develop a lifelong commitment to education and learning.

- Positive Values: Youth need to develop strong values that guide their choices.
- Social Competencies: Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- Positive Identity: Young people need a strong sense of their own power, purpose, worth, and promise.

The asset framework is a framework that includes everyone. Families, schools, neighborhoods, and all organizations, institutions, and individuals in a community can play a role in building assets for youth. This program introduces the assets, shows their power and presence in young people’s lives, and gives concrete suggestions for what you can do to build assets.

<http://www.search-institute.org/assets>

PWC Guidance Curriculum

SKILL DEVELOPMENT FOCUS AND OBJECTIVES BY GRADE LEVEL

<u>Pre-K / Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>
<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>

PRE-K/K:

- KA.1: Recognize responsibilities of being a student worker in school.
- KC.1: Identify areas of interest.
- KC.2: Develop awareness of careers in the community.
- KP.1: Recognize and appreciate one s unique abilities.
- KP.2: Identify and understand the meaning of various feeling words.
- KP.3: Develop awareness of empathy.
- KP.4: Distinguish between appropriate and inappropriate behavior in school.
- KP.5: Use appropriate communication skills to ask for help when needed.

GRADE 1:

- 1A.1: Develop skills and positive work habits (including task completion) to successfully meet school requirements.
- 1A.2: Understand that mistakes are essential to the learning process.
- 1A.3: Understand the importance of goal setting.
- 1C.1: Develop an understanding of roles and contributions of workers in school, home, and community.
- 1C.2: Identify personal skills, abilities, and interests in the areas of academic, career, and personal/social development.
- 1P.1: Describe how to express feelings in constructive ways (i.e. I statements.).
- 1P.2: Develop an awareness of the importance of personal safety (i.e. Know telephone number, home address, emergency contact information, Stranger Danger).
- 1P.3: Identify situations requiring adult professional help.

GRADE 2:

- 2A.1: Develop awareness of goal-setting steps.
- 2A.2: Recognize the relationship between goal setting and accomplishing work.
- 2A.3: Work independently to achieve academic success.
- 2A.4: Identify and utilize test-taking skills.
- 2C.1: Learn about the variety of traditional and non-traditional occupations in a changing work place.
- 2C.2: Identify resource people in the school and community and understand how to seek their help.
- 2P.1: Identify forms of communication (e.g., listening, speaking, body language, etc.).
- 2P.2: Develop awareness of individual differences.
- 2P.3: Define friend and describe what is meant by friendship.
- 2P.4: Recognize how personal behavior affects group dynamics.

- 2P.5: Recognize peer pressure and bullying situations.
- 2P.6: Recognize different coping strategies to deal with situations.

GRADE 3:

- 3A.1: Set realistic short-term goals.
- 3A.2: Recognize the relationship between learning/achievement and personal effort.
- 3A.3: Identify and utilize study, organizational, and test-taking skills.
- 3A.4: Display a positive work ethic (persistence, self-motivation, punctuality, etc.).
- 3A.5: Identify how group participation contributes to learning.
- 3C.1: Demonstrate how a positive outlook regarding self, education and work enhances potential and increases productivity.
- 3C.2: Recognize that skills, abilities, and interests are considerations in the choice of careers.
- 3C.3: Understand that jobs with similar characteristics may be grouped as job families or career clusters.
- 3P.1: Identify different modes of interpersonal communication (verbal, non-verbal).
- 3P.2: Positively communicate thoughts, feelings, and needs to others in a variety of situations.
- 3P.3: Demonstrate and accept responsibility for individual behavior and how it affects others.
- 3P.4: Demonstrate self-control.
- 3P.5: Demonstrate how to communicate positively in a conflict situation.
- 3P.6: Explain the skills needed to function effectively in groups.

GRADE 4:

- 4A.1: Identify and describe how decision-making, problem-solving, and coping skills support or interfere with academic achievement.

- 4A.2: Identify and utilize effective test-taking skills.
- 4A.3: Demonstrate time management and organizational skills.
- 4A.4: Understand how personal learning styles can impact school achievement.
- 4A.5: Explain the importance of lifelong learning.
- 4C.1: Identify hobbies and interests.
- 4C.2: Relate each step of the decision-making/problem-solving process to career development (awareness, exploration, and preparation).
- 4P.1: Evaluate methods of expressing feelings.
- 4P.2: Identify and describe the steps in a decision-making/problem-solving process.
- 4P.3: Identify factors that influence personal decisions.
- 4P.4: Generate alternative solutions to problems and consider/evaluate consequences.
- 4P.5: Demonstrate the decision-making process.
- 4P.6: Recognize that different group members may have different opinions.
- 4P.7: Demonstrate different coping strategies for various situations and life changes.
- 4P.8: Identify factors that impact personal safety and well-being (i.e. substance abuse, etc.).
- 4P.9: Demonstrate self-reliance.

GRADE 5:

- 5A.1: Set realistic long-term goals.
- 5A.2: Apply personal learning style.
- 5A.3: Recognize the benefits of individual initiative and teamwork.
- 5C.1: Compile a list of personal abilities.

- 5C.2: Describe how personal strengths in school work affect future goals and career options.
- 5C.3: Understand that the changing workplace requires lifelong learning and acquiring new skills.
- 5C.4: Acquire employability skills such as teamwork, problem-solving, and organization.
- 5C.5: Identify career choices through various means of exploration.
- 5C.6: Describe changes as inevitable and necessary to adapt to new situations, (e.g., middle school).
- 5P.1: Describe how verbal and non-verbal behavior influence interpersonal relationships.
- 5P.2: Demonstrate how to communicate with others.
- 5P.3: Demonstrate appreciation and respect for similarities and differences in opinions.
- 5P.4: Describe strategies for getting along with others.
- 5P.5: Demonstrate how to disagree with others without provoking them.
- 5P.6: Demonstrate appropriate responses to ease a conflict situation.
- 5P.7: Demonstrate effective responses to peer pressure and bullying situations.
- 5P.8: Identify and analyze group dynamics in a variety of situations.

Counselor Ethics

School Counselors abide by the professional ethical standards of the Virginia/American School Counselor Association. School Counselors' relationships with others comply with all laws, policies, and ethical standards pertaining to confidentiality.

<p>SCHOOL COUNSELORS are licensed professionals and trained in:</p> <ul style="list-style-type: none"> - human development - career information and development - social and cultural issues - education 	<p>SCHOOL COUNSELORS are skilled in:</p> <ul style="list-style-type: none"> - individual counseling - group counseling - consultation - classroom guidance
<p>SCHOOL COUNSELORS provide a program which includes:</p> <ul style="list-style-type: none"> - preventative services - developmental activities - individual and small group counseling - classroom guidance lessons - information services - referral assistance 	<p>SCHOOL COUNSELORS' training:</p> <ul style="list-style-type: none"> - requirements specified by the Virginia Board of Education licensing requirements for school Counselors - includes counseling techniques which are part of their professional training

ASCA (American School Counselor Association) Developmental Needs

Elementary School Students' Developmental Needs

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Meeting the Challenge

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's

diverse student population. Elementary school counselors do not work in isolation; rather they are integral to the total educational program. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. ASCA's National Standards in the academic, career, and personal/social domains are the foundation for this work. Elementary School Counselors Implement the Counseling Program by Providing:

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Academic planning
- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Elementary School Counselors Collaborate with:

Parents

Parent education
Communication/networking
Academic planning
College/career awareness programs
One-on-one parent conferencing
Interpretation of assessment results

Teachers

Classroom guidance activities
Academic support, including learning style assessment and education to help students succeed academically
Classroom speakers
At-risk student identification and implementation of interventions to enhance success

Administrators

School climate
Behavioral management plans
School-wide needs assessments
Student data and results
Student assistance team building

Students

Peer education
Peer support
Academic support
School climate
Leadership development
Community
Job shadowing, service learning
Crisis interventions
Referrals
Parenting classes
Support groups
Career education

(American School Counselor's Association)

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By email

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