

**Fayetteville High School
Comprehensive School
Counseling Program
2020-2021**



**Fayetteville High School
994 West Martin Luter King Blvd.
Fayetteville, AR 72701**



**FAYETTEVILLE
PUBLIC SCHOOLS**
Since 1871

Table of Contents

Section One: Foundation
Fayetteville High School Team
Fayetteville High School Beliefs, Vision, and Mission
Fayetteville High School Counseling Program Mission and Philosophy
FPS Counseling Beliefs, Vision, Mission
FPS Counseling Team
Annual Goals
Section Two: Management
Self-Assessment
Use of Time
Direct and Indirect Counseling Services
Administrative Activities
Annual Calendar
Multi-Tiered Services
Section Three: Delivery
Classroom Lessons
Orientation/Transition
Academic Advisement
Social Emotional Learning
Career Planning Process

Suicide Prevention
Bullying Prevention
Program Review
Section Four: Accountability
Data Review
Stakeholder Sharing

Section One: Foundation

Fayetteville High School Team

Fayetteville High School 's Grade 9-12 Comprehensive School Counseling Program involves the work of many hands. Our work is collaborative and interdependent. The

following staff and positions play an important role in the implementation of our program:

Building Principal	Dr. Jay Dostal
Associate Principal	Warren Collier
Assistant Principals	Kenneth Gheen Bobby Smith Michelle Miller Mike Kaminski Mark White Byron Zeagler David Young
Counselors	Seanne Farrar (A-B) Unknown (C-E) Joey Newman (F-Hn) Curt Champion (Ho-L) Jody Whitehead (M-N) Cindy Marsh (O-R) Staci Petrich (S-Th) Lesli Zeagler (Ti-Z)
Nurse	Carol Stone Amber Wenger-Smith Jennifer Whitehead
Social Worker	Kim Buck
Social Worker, Families in Transition Coordinator	Lisa Hughley
Special Education Designee	Cassy Barnhill
English Language Learners	Kelley Buckley
District Translator/Parent Liaison	Diana Bonilla
Director of Student Programs	Deanna Easton

School Resource Officers

Christopher Scherrey
Julia McKinney

Psychological Examiner

Anna Ritter

Speech Pathologist

Blake Childers
Kara Cullins
Lane Mott

Registrar

Julie Domer

Fayetteville High School Beliefs, Vision, and Mission

Fayetteville High School Belief Statement

Fayetteville High School 's community of administrators, teachers, school counselors, support staff and other stakeholders believe that:

- We support each child by meeting their social, emotional, physical and academic needs in a safe, welcoming environment.
- We ensure all students feel loved and respected by being a strong student advocate and building meaningful, positive relationships.
- We understand the teacher has the greatest impact on student achievement and should be invested in and held accountable.
- We draw upon colleagues talents, community resources and partnerships to continuously grow in our own knowledge and enhance teaching and learning.
- We value the partnership with families and foster their voice within our school community.
- We set high expectations to equip our students for success as learners and citizens.
- We provide equal access and diverse, personalized experiences to cultivate and achieve high levels of excellence while igniting a passion and value of learning for all students.

Fayetteville High School Vision Statement

Fayetteville High School is the trusted leader in Arkansas public education where every student achieves his or her full potential.

Fayetteville High School Mission Statement

We will personalize learning and exceed expectations every day in an inclusive and safe environment.

Fayetteville High School Counseling Program

Mission Statement

The Fayetteville High School Counseling Program is to maximize the potential of all students, supporting them to become productive and responsible members of society by guiding the academic, career, and personal/social development of all students.

Fayetteville High School School Counseling Program Philosophy

The school counseling program is developmental, sequential, and an essential part of the overall education process. The comprehensive program is built on the assumption that certain educational, career, and personal objectives are attainable when school counseling for all students is provided. School counseling is not a service offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum.

FPS School Counseling

Belief Statement

The Fayetteville Public School District adheres to the philosophy that the school counseling program is developmental, sequential, and an essential part of the overall education process. The comprehensive program is built on the assumption that certain educational, career, and personal objectives are attainable when school counseling for all students is provided. School counseling is not a service offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum.

FPS School Counseling Vision

Fayetteville Public School Counseling Department will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship in the 21st century.

FPS School Counseling Mission

The mission of the Fayetteville Public Schools Counseling Program is to maximize the potential of all students, supporting them to become productive and responsible members of society by guiding the academic, career, and personal/social development of all students.

FPS School Counselors and Social Worker Team:

ALLPS	Melissa Rogers	200-6983	melissa.rogers@g.fayar.net
ALLPS	Carlos Chicas	445-1229	carlos.chicas@g.fayar.net
Asbell	Sara Blinkenstaff	435-1373	sara.blinkenstaff@fayar.net
Asbell	Cameron Magness	445-1062	cameron.magness@fayar.net
Butterfield	Kim Buck	313-5340	kimberly.buck@fayar.net
Butterfield	Kaitlyn Lee	445-1029	kaitlyn.lee@fayar.net
FHS	Kim Buck	313-5340	kimberly.buck@fayar.net
FHS	Jody Whitehead	445-1535	jody.wood@fayar.net
FHS	Cindy Marsh	445-1537	cindy.alley@fayar.net
FHS	Curt Champion	445-1187	curt.champion@fayar.net
FHS	Joey Newman	445-1536	joey.newman@fayar.net
FHS	Lesli Zeagler	445-1180	lesli.zeagler@fayar.net
FHS	Staci Petrich	445-1162	staci.petrich@fayar.net
FHS	Seanne Farrar	445-1242	seanne.farrar@fayar.net
FVA	Kim Buck	313-5340	kimberly.buck@fayar.net
FVA	Sandra Colvin	445-1681	sandra.colvin@fayar.net
Happy Hollow	Taylor Jackson	387-8363	taylor.jackson@fayar.net
Happy Hollow	Ashley Traynham	445-1408	ashley.traynham@fayar.net
Holcomb	Sara Blinkenstaff	435-1373	sara.blinkenstaff@fayar.net
Holcomb	Mollie Samples	445-1147	mollie.samples@fayar.net

Holcomb	Kelsey Brodie	445-1147	kelsey.brodie@fayar.net
Holt	Sara Blinkenstaff	435-1373	sara.blinkenstaff@fayar.net
Holt	Jane Corrigan	445-1124	jane.corrigan@fayar.net
Leverett	Taylor Jackson	387-8363	taylor.jackson@fayar.net
Leverett	Erin Clark	445-1051	erin.clark@fayar.net
McNair	Melissa Rogers	200-6983	melissa.rogers@fayar.net
McNair	Heather Dugger	718-0255	heather.dugger@fayar.net
McNair	Katy Seifritz	718-0283	katy.seifritz@fayar.net
Owl Creek	Lisa Hughey	347-9785	lisa.hughey@fayar.net
Owl Creek	Bonni Behrend (K-4)	718-0214	bonni.behrend@fayar.net
Owl Creek	Mary Martin (5-6)	718-0212	mary.martin@fayar.net
RJHS	Melissa Rogers	200-6983	melissa.rogers@fayar.net
RJHS	Jennifer Hartman (7 th)	445-1102	jennifer.hartman@fayar.net
RJHS	Taylor Scott (8 th)	445-1101	taylor.scott@fayar.net
Root	Taylor Jackson	387-8363	taylor.jackson@fayar.net
Root	Jennifer Lavender	445-1021	jennifer.lavender@fayar.net
Vandergriff	Taylor Jackson	387-8363	taylor.jackson@fayar.net
Vandergriff	Elizabeth Rogers	445-1042	elizabeth.rogers@fayar.net
Washington	Sara Blinkenstaff	435-1373	sara.blinkenstaff@fayar.net
Washington	Tara Lechtenberger	445-1072	tara.lechtenberger@fayar.net
WJHS	Melissa Rogers	200-6983	melissa.rogers@fayar.net
WJHS	Carolyn Jordan (7 th)	445-1262	carolyn.jordan@fayar.net
WJHS	Rajhi Thompson (8 th)	445-1263	rajhi.thompson@fayar.net

Fayetteville High School Annual Program Goal

Academic Year 2020 to 2021

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

The outcome data relevant to goals include: 1st quarter grades, test scores, interventions (Academic and behavior), teacher anecdotal comments. It is hoped that outcome data, 3rd quarter grades, standardized assessments scores will show growth with the targeted students.

By

May 2021

,

Students with 1st quarter failing grade (s) (below 60% in core classes.

End Date

Targeted Group

will

Increase 3rd quarter grades to a 65% or higher in core classes and increase standardized assessment scores.

(increase/decrease something related to achievement, attendance or discipline)

by

Monitoring failing grades, frequent check-ins, and weekly attendance checks on targeted students.

from

Students failing in core classes 60% and below the first quarter.

to

Students increasing grade % in core classes to 65% and above.

Measure of change

Baseline data

Target data

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Attendance, Behavior, Outside Barriers, Student Services and SEL Factors

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

B-SMS 6. Demonstrate ability to overcome barriers to learning
B-LS 7. Identify long- and short-term academic, career and social/ emotional goals

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Students will take personal responsibility for academic progress and connect classroom learning to future career goals.
When students are engaged in their proficiency progress they will become more motivated, which will help close any achievement gap according to Hattie’s Effect Sizes.

Possible Activities/Strategies/Interventions by School Counselors

Whole group lessons, small group skill building, and individual sessions
--

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
I know I have made academic progress because I increased my standardized scores.	1 2 3 4
I know I’m making academic improvements based on my grades.	1 2 3 4
I know ways to monitor my academic progress.	1 2 3 4
I’m self-motivated to use academic interventions.	1 2 3 4

Brief answer question: What are some things that let you know that you're making improvements?

Brief answer question: What are some things that help you stay motivated to reach your academic goals?

Section Two: Management

Self-Assessment

Component One			
Criteria	Area for Program Growth	Developing	Area of Program Strength
FOUNDATION/DEFINE			
School Counselors			
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.			X
Beliefs			
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.			X
Vision Statement			
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.			X
Mission Statement			
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally and for careers).			X
<i>Models are available in the Toolkit</i>			
Program Goals			
<i>What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.</i>			
Data sources are identified and the process for reviewing the data is developed.			X
Data has been reviewed. Areas of concern have been identified.		X	
Data has been reviewed. Areas of strength have been identified.		X	
Growth, barriers to learning, or student needs have been addressed by your school counseling program.	X		
Resources are available to address the areas for growth, gaps or student needs.			X
Program goals have been developed and reflect the Vision and Mission Statements.		X	
Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.			X

Student outcomes have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program			X
Component Two			
Criteria	Area for Program Growth	Developing	Area of Program Strength
PROGRAM MANAGEMENT/MANAGE			
School Counseling Program Assessment			
The Comprehensive school counseling program self -assessment has been completed and areas to address are identified.			X
Use-of-Time Assessment			
A Use-of-time assessment is implemented in the comprehensive school counseling program.		X	
The school counselor provides direct and indirect services to students 90% of the time each month. <i>Student supports are identified in the Comprehensive School Counseling Plan.</i>			X
The school counselor completes administrative activities no more than 10% of the time each month during student contact days		X	
Annual Administrative Conference			
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.		X	
Advisory Council			
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.	X		
Calendars (Annual and Weekly)			
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.		X	
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.		X	
ASCA School Counselor Professional Competencies and Ethical Standards			

ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.			x
The counselor abides by the Code of Ethics for Arkansas Educators.			x
Component Three			
Criteria	Area for Program Growth	Developing	Area of Program Strength
DELIVERY/DELIVER			
Direct Counseling			
Individual and Group counseling is available to all students.			x
The counselor delivers school counseling core curriculum lessons to classroom groups – No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.			x
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.			X
Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.			X
Interpretation of student academic and educational assessment results is provided.			X
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.			x
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.		x	
The Student Services Plan include guidance on the strategies and action steps to provide students with career counseling, identification of available college assessments, career and workforce opportunities and alternative programs that may be available to secondary student.		x	
Bullying prevention is developmentally appropriate in design and delivery within the school.			x

Suicide prevention is developmentally appropriate in design and delivery within the school.		X	
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.		X	
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits and the accessibility to resources, providing student surveys and inventories and using data to support students who show potential to engage in rigorous coursework.			X
Parents are encouraged to build partnerships with their student's career planning process.		X	
Indirect Counseling			
Consultations are held on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and/or community agencies concerning a student's discipline/behavior, academics, or attendance.			X
Referrals are made to support services in the school or district and with community agencies.			X
The counselor serves as a contributing member of decision-making teams.			X
Component Four			
Criteria	Area for Program Growth	Developing	Area of Program Strength
ACCOUNTABILITY/ASSESS			
School Counseling Program Assessment			
The Comprehensive School Counseling Program Self - Assessment has been completed and areas to address are identified.		X	
Data Tracking			
School data results are analyzed, and implications for results over time have been considered.			X
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.		X	
Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)			
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the comprehensive school counseling program.			X

Program results are shared with stakeholders.	x		
Evaluation and Improvement			
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.		x	
The school counselor reflects on the comprehensive school counseling program and identifies areas of strength and identifies areas for improvement.		x	
Evaluation results data are presented to others (school, district, and/or other stakeholders).	x		
The school counselor recommends changes/updates to the Comprehensive School Counseling program based upon data and results.			x
Component Five			
Criteria	Area for Program Growth	Developing	Area of Program Strength
<i>Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.</i>			
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.			x
The counselor does data entry or scheduling for the school or district.			x
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).			x

Use of Time

Use-of-Time Daily Calculator

Activity or Task	Direct Student Services			Indirect Student Services	Administrative Activities
	Classroom Guidance	Individual & Group Counseling	Responsive Services	Referrals/Consultation/ Collaboration	Coordinating, Chairing, Duties
7:00-7:25 a.m.	1				
7:25-7:50 a.m.	1				
7:50-7:55 a.m.	1				
7:55-8 a.m.		1			
8:00-8:15 a.m.		1			
8:15-8:30 a.m.		1			
8:30-8:45 a.m.			1		
8:45-9 a.m.			1		
9:00-9:15 a.m.			1		
9:15-9:30 a.m.			1		
9:30-9:45 a.m.			1		
9:45-10 a.m.			1		
10:00-10:15 a.m.				1	
10:15-10:30 a.m.				1	
10:30-10:45 a.m.				1	
10:45-11 a.m.				1	
11:00-11:25 a.m.					
11:25-11:50 a.m.					1
11:50-11:55 a.m.					1
11:55 a.m. - 12:00 p.m.					1
12:00-12:15 p.m.			1		
12:15-12:30 p.m.	1				
12:30-12:45 p.m.	1				
12:45-1 p.m.	1				
1:00-1:15 p.m.	1				
1:15-1:30 p.m.	1				
1:30-1:45 p.m.	1				
1:45-2 p.m.				1	
2:00-2:15 p.m.				1	
2:15-2:30 p.m.				1	
2:30-2:45 p.m.				1	
2:45-3 p.m.				1	
3:00-3:15 p.m.				1	
3:15-3:30 p.m.				1	
3:30-3:45 p.m.				1	
3:45-4 p.m.				1	
4:00-4:15 p.m.				1	
4:15-4:30 p.m.				1	
4:30-4:45 p.m.				1	
4:45-5 p.m.				1	
5:00-5:15 p.m.				1	
5:15-5:30 p.m.				1	
5:30-5:45 p.m.				1	
5:45-6 p.m.				1	
6:00-6:15 p.m.				1	
6:15-6:30 p.m.				1	
6:30-6:45 p.m.				1	
6:45-7 p.m.				1	
7:00-7:15 p.m.				1	
7:15-7:30 p.m.				1	
7:30-7:45 p.m.				1	
7:45-8 p.m.				1	
8:00-8:15 p.m.				1	
8:15-8:30 p.m.				1	
8:30-8:45 p.m.				1	
8:45-9 p.m.				1	
9:00-9:15 p.m.				1	
9:15-9:30 p.m.				1	
9:30-9:45 p.m.				1	
9:45-10 p.m.				1	
10:00-10:15 p.m.				1	
10:15-10:30 p.m.				1	
10:30-10:45 p.m.				1	
10:45-11 p.m.				1	
11:00-11:15 p.m.				1	
11:15-11:30 p.m.				1	
11:30-11:45 p.m.				1	
11:45-12:00 p.m.				1	
12:00-12:15 p.m.				1	
12:15-12:30 p.m.				1	
12:30-12:45 p.m.				1	
12:45-1 p.m.				1	
1:00-1:15 p.m.				1	
1:15-1:30 p.m.				1	
1:30-1:45 p.m.				1	
1:45-2 p.m.				1	
2:00-2:15 p.m.				1	
2:15-2:30 p.m.				1	
2:30-2:45 p.m.				1	
2:45-3 p.m.				1	
3:00-3:15 p.m.				1	
3:15-3:30 p.m.				1	
3:30-3:45 p.m.				1	
3:45-4 p.m.				1	
4:00-4:15 p.m.				1	
4:15-4:30 p.m.				1	
4:30-4:45 p.m.				1	
4:45-5 p.m.				1	
5:00-5:15 p.m.				1	
5:15-5:30 p.m.				1	
5:30-5:45 p.m.				1	
5:45-6 p.m.				1	
6:00-6:15 p.m.				1	
6:15-6:30 p.m.				1	
6:30-6:45 p.m.				1	
6:45-7 p.m.				1	
7:00-7:15 p.m.				1	
7:15-7:30 p.m.				1	
7:30-7:45 p.m.				1	
7:45-8 p.m.				1	
8:00-8:15 p.m.				1	
8:15-8:30 p.m.				1	
8:30-8:45 p.m.				1	
8:45-9 p.m.				1	
9:00-9:15 p.m.				1	
9:15-9:30 p.m.				1	
9:30-9:45 p.m.				1	
9:45-10 p.m.				1	
10:00-10:15 p.m.				1	
10:15-10:30 p.m.				1	
10:30-10:45 p.m.				1	
10:45-11 p.m.				1	
11:00-11:15 p.m.				1	
11:15-11:30 p.m.				1	
11:30-11:45 p.m.				1	
11:45-12:00 p.m.				1	
12:00-12:15 p.m.				1	
12:15-12:30 p.m.				1	
12:30-12:45 p.m.				1	
12:45-1 p.m.				1	
1:00-1:15 p.m.				1	
1:15-1:30 p.m.				1	
1:30-1:45 p.m.				1	
1:45-2 p.m.				1	
2:00-2:15 p.m.				1	
2:15-2:30 p.m.				1	
2:30-2:45 p.m.				1	
2:45-3 p.m.				1	
3:00-3:15 p.m.				1	
3:15-3:30 p.m.				1	
3:30-3:45 p.m.				1	
3:45-4 p.m.				1	
4:00-4:15 p.m.				1	
4:15-4:30 p.m.				1	
4:30-4:45 p.m.				1	
4:45-5 p.m.				1	
5:00-5:15 p.m.				1	
5:15-5:30 p.m.				1	
5:30-5:45 p.m.				1	
5:45-6 p.m.				1	
6:00-6:15 p.m.				1	
6:15-6:30 p.m.				1	
6:30-6:45 p.m.				1	
6:45-7 p.m.				1	
7:00-7:15 p.m.				1	
7:15-7:30 p.m.				1	
7:30-7:45 p.m.				1	
7:45-8 p.m.				1	
8:00-8:15 p.m.				1	
8:15-8:30 p.m.				1	
8:30-8:45 p.m.				1	
8:45-9 p.m.				1	
9:00-9:15 p.m.				1	
9:15-9:30 p.m.				1	
9:30-9:45 p.m.				1	
9:45-10 p.m.				1	
10:00-10:15 p.m.				1	
10:15-10:30 p.m.				1	
10:30-10:45 p.m.				1	
10:45-11 p.m.				1	
11:00-11:15 p.m.				1	
11:15-11:30 p.m.				1	
11:30-11:45 p.m.				1	
11:45-12:00 p.m.				1	
12:00-12:15 p.m.				1	
12:15-12:30 p.m.				1	
12:30-12:45 p.m.				1	
12:45-1 p.m.				1	
1:00-1:15 p.m.				1	
1:15-1:30 p.m.				1	
1:30-1:45 p.m.				1	
1:45-2 p.m.				1	
2:00-2:15 p.m.				1	
2:15-2:30 p.m.				1	
2:30-2:45 p.m.				1	
2:45-3 p.m.				1	
3:00-3:15 p.m.				1	
3:15-3:30 p.m.				1	
3:30-3:45 p.m.				1	
3:45-4 p.m.				1	
4:00-4:15 p.m.				1	
4:15-4:30 p.m.				1	
4:30-4:45 p.m.				1	
4:45-5 p.m.				1	
5:00-5:15 p.m.				1	
5:15-5:30 p.m.				1	
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5:45-6 p.m.					

direct and indirect counseling services to students. At Fayetteville High School, school counselors provide the following services:

High School Counselor

Direct Services	Indirect Services
<ul style="list-style-type: none"> ● Counseling Services <ul style="list-style-type: none"> ○ Individual Counseling ○ Group Counseling ○ Lunch Meetings ○ Guidance Lessons ○ Crisis Counseling (Threat Assessment, Suicide Risk Assesment) ○ Mediation and conflict resolution ● New student orientation (in person scheduling, tours, etc.) ● Attendance accountability with students ● Parent meetings ● Home visits, along with Social Workers and/or School Administration ● Help transition students from building to building (CAP Transition) ● Ambassadors and/or Peer mentoring programs ● Academic Advising ● Student Success Plan (4-Year Plan) 	<ul style="list-style-type: none"> ● Communicate with teachers about student concerns ● Communication with families and faculty/staff regarding counseling program (Newsletters/Facebook) ● Student outreach program (food, clothing and supplies) ● Assist with programming school-wide program events (Bullying Prevention, Suicide Awareness, Drug and Alcohol Awareness, College Fair, College Awareness, Assemblies, Awards) ● Data desegregation with teachers (reviewing profile sheets at the beginning of the year) ● Assist with the development of behavior plans ● Participate in building committee meetings (RTI, PBIS, Parental Involvement, etc.) ● Needs assessment and program review ● Make referrals for outside counseling ● Participate in LPAC meetings, 504 meetings, GT meetings, and IEP meetings ● Identifying families for district and community services (Counseling, FIT, Outback, Potter's House, etc.) ● Collaboration with nurse, social worker, designees for student health needs ● Collaboration with DHS and Juvenile Court ● Assist with standardized testing, as needed

	<ul style="list-style-type: none"> ● Facilitate school wide professional development on a variety of counseling topics for faculty as needed. ● Review intake paperwork, cumulative folders, and student academic placement ● Attend transition plan meeting for students leaving/re-entering school ● Attend court hearings, only if subpoenaed ● Academic Advising (transcript audits) ● College Applications (LOR and general assistance on how to apply) ● Complete Common App School Reports, MYRs and Final Reports for students who have applied to college ● Complete National Merit Semi Finalists applications and hold information meeting with students ● Grade level parent presentations on curriculum nights
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Administrative Activities

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than 10% of his/her time each month, on student contract days, engaging in administrative activities. At FHS, school counselors assist with the following administrative activities:

High School Counselors	
<ul style="list-style-type: none"> ● Parent Involvement Committee ● Student schedule changes/requests ● Faculty Forum meetings 	<ul style="list-style-type: none"> ● Transition coordinator grades 8th to 9th ● Department Chair meetings ● Test Monitoring

Annual Calendar

The following calendar provides an overview of counseling programs and services provided throughout the school year.

August	January
<ul style="list-style-type: none"> ● Bulldog Blitz ● Crisis counseling ● Introduction to 9th graders ● Summer school/Attendance Recovery updates to transcript/schedule ● Schedule Credit Recovery ● Individual student counseling ● College applications ● Credit checks ● Schedule changes ● Application and monitoring correspondence courses for students ● Scheduling of NWACC, NTI, VA and FVA students ● Application and monitoring concurrent credit (ECE) courses for students ● Keeping track and identifying of outreach students ● Parent consultation/teacher consultation ● Back to School Night ● New student enrollments ● Identifying FIT students – new and previous ● Schoolwide Professional Development ● Weekly counselor meetings ● Early graduation proposals ● Scheduling of College Visits ● Advisory lesson planning with Naviance and SEL Curriculum ● Parent Meetings ● Scholarships in Naviance ● Schedule changes 	<ul style="list-style-type: none"> ● Failing letters out for students that failed first semester ● AR Governor’s School Applications ● Sending MYR Common Apps ● Start of CAP planning ● Individual student counseling ● Schedule changes ● Credit checks after transcripts are finalized ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students ● Monitor of credit recovery progress for seniors ● Keeping track of outreach students ● Parent consultation/teacher consultation ● New student enrollments ● Identifying FIT students ● Weekly counselor meetings ● Advisory lesson planning with Naviance and SEL Curriculum ● Scholarships in Naviance ● Begin CAP 8th grade meetings
September	February
<ul style="list-style-type: none"> ● Crisis counseling 	<ul style="list-style-type: none"> ● Coordination of “Bulldog Bash”

<ul style="list-style-type: none"> ● ArkARCRAO College Fair ● College applications ● LPAC Meetings/SPED Meetings ● College Board Professional Development ● Credit checks ● Individual student counseling ● Schedule changes ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students ● Monitor credit recovery progress for seniors ● Keeping track of outreach students ● Parent consultation/teacher consultation ● New student enrollments ● Identifying FIT students ● Weekly counselor meetings ● Scheduling college visits ● Update of School Profile ● Northwest AR Counselors meeting at the Coop ● National Merit Semifinalist announced and applications ● Advisory lesson planning with Naviance and SEL Curriculum ● Scholarships in Naviance ● Teaching advisory lessons 	<ul style="list-style-type: none"> ● Attend Bulldog Bash ● Create presentation "Parent Night" ● Information to students in Advisory about course selection ● CAP rising 9th grade at Woodland and Ramay ● Collection of NTI and NWACC Applications for CAP ● All juniors take ACT ● LPAC Meetings ● Individual student counseling ● Schedule changes ● Credit checks ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students ● Monitor credit recovery progress for seniors ● Keeping track of outreach students ● Parent consultation/teacher consultation ● New student enrollments ● Identifying FIT students ● Weekly counselor meetings ● Advisory lesson planning with Naviance and SEL Curriculum ● Scholarships in Naviance
October	March
<ul style="list-style-type: none"> ● Crisis counseling ● Identify potential outreach kids ● ED College applications ● College and career planning for seniors ● Filling out Common Apps, send Edu and other application materials ● Writing letters of recommendation for seniors ● Individual student counseling ● Schedule changes ● Credit checks ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students 	<ul style="list-style-type: none"> ● Fill out Student Services Plan ● NTI Applications due end of month ● NWACC Applications due end of month ● CAP Conferences ● Individual student counseling ● Course request changes ● Credit checks ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students ● Monitor credit recovery classes for seniors ● Keeping track of outreach students ● Parent consultation/teacher consultation ● New student enrollments

<ul style="list-style-type: none"> • Monitor credit recovery progress for seniors • Keeping track of outreach students • PSAT for all 10th graders • NMSF applications due • Schedule and attend UA reception for NMSF students • Teach Advisory lessons • Parent consultation/teacher consultation • New student enrollments • Identifying FIT students • Weekly counselor meetings • Advisory lesson planning for Naviance and SEL curriculum • Scholarships in Naviance 	<ul style="list-style-type: none"> • Identifying FIT students • Weekly counselor meetings • Advisory lesson planning with Naviance and SEL Curriculum • Scholarships in Naviance • Begin planning Honors Night
November	April
<ul style="list-style-type: none"> • Crisis Counseling • ED College applications/letters • Identify potential outreach kids • NWACC Counselors Breakfast • LPAC Meetings • Individual student counseling • Schedule changes • Credit checks • Monitoring correspondence courses for students • Monitoring concurrent credit courses for students • Monitor credit recovery progress for seniors • Keeping track of outreach students • Parent consultation/teacher consultation • New student enrollments • Identifying FIT students • Weekly counselor meetings • Advisory lesson planning with Naviance and SEL Curriculum • Scholarships in Naviance • CAP lessons in advisory 	<ul style="list-style-type: none"> • Seniors letters who are in danger of not graduating • Monitor seniors who are failing • Individual student counseling • Course request changes • Credit checks • Monitoring correspondence courses for students • Monitoring concurrent credit courses for students • Monitor credit recovery progress for seniors • Keeping track of outreach students • Parent consultation/teacher consultation • New student enrollments • Identifying FIT students • Weekly counselor meetings • Advisory lesson planning with Naviance and SEL Curriculum • Scholarships in Naviance • Presidential Scholars applications due
December	May
<ul style="list-style-type: none"> • College applications 	<ul style="list-style-type: none"> • Teen Leadership Xperience applications • Moving up ceremony

<ul style="list-style-type: none"> ● Identify potential outreach kids/those needing food and warm clothes ● Outreach for students in need ● CAP dates being planned ● Individual student counseling ● Schedule changes ● Credit checks ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students ● Monitor credit recovery progress for seniors ● Keeping track of outreach students ● Parent consultation/teacher consultation ● New student enrollments ● Identifying FIT students ● Weekly counselor meetings ● LPAC Meetings ● Advisory lesson planning with Naviance and SEL Curriculum ● Scholarships in Naviance 	<ul style="list-style-type: none"> ● Handing out senior folders ● Honors Night ● Graduation Ceremony ● Individual student counseling ● Schedule changes ● Credit checks ● Common App Final Reports due ● Monitoring correspondence courses for students ● Monitoring concurrent credit courses for students ● Monitor credit recovery for seniors ● Keeping track of outreach students ● Parent consultation/teacher consultation ● New student enrollments ● Identifying FIT students ● Weekly counselor meetings ● Advisory lesson planning with Naviance and SEL Curriculum ● Summer School Information ● College Transcripts ● Scheduling ● Counting credits/credit checks
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Multi-Tiered Services

Tiers of School Counseling Supports	Examples of School Counseling Supports
Tier 1: Universal Core Instructional Interventions for All Students, Preventative and Proactive	Advisory Lessons to include Habitudes and Naviance curriculum
Tier 2: Supplemental/Strategic Interventions for Students at Some Risk	RTI:A, RTI:B
Tier 3: Intensive, Individual Interventions for Students at High Risk	1-1 check-ins, Small Groups, Student referrals to community resources

ASCA School Counselor Professional Competencies & Ethical Standards

<https://www.schoolcounselor.org/asca/media/asca/home/sccompetencies.pdf>

Arkansas Code of Ethics

<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

Section Three: Delivery

Classroom Lessons Scope and Sequence 2020-2021 School Year

Class of 2024 Lessons

August	Naviance: What Do You Know? (Pre-Assessment) Objective: Students take a pre-assessment before taking the grade 9 lessons sequence.
August	Habitudes Baggage Fees Lesson
August	Class Meeting
September	Naviance: My Foundation - self awareness Objective: Students identify their foundations and make a plan to use them for success.
September	Habitudes The Oversized Gift Lesson
September	Honors/High Honor/Distinguished Honors What are requirements for this and what is the significance of this.
September	ACT/SAT/PSAT and Accuplacer Testing vocabulary, reading results, what does my score mean. Students learn about the tests and how they help with financing college funding
September	College Requirements Learning about different college requirements and how they are similar or different to graduation requirements. Students identify ways to conduct a

	successful college search. Students reflect on the aspects of the college fit.
October	Naviance: My Life's Work Objective: Students discover how they can live their life's work vs. just going to job every day.
October	Roadtrip Nation Exploring different options for careers in different areas
October	<u>Habitudes Thermometer vs. Thermostats Lesson</u>
October	Post Secondary Education Difference between 4 year, 2 year, Technical Institute
October	PSAT for freshmen - juniors
November	Naviance: Mastering Homework Objective: Students learn skills to help them succeed with homework.
November	<u>Habitudes Tollbooths vs. Roadblocks Lesson</u>
December	Naviance: My Strengths Explorer Objective: Students learn about their key strengths using Strengths Explorer.
December	<u>Habitudes Three Buckets Lesson</u>
December	GPA and Transcripts What is the importance of grades and how is this configured. What does a transcript look like? What is the difference between Core and Smart Core?
January	Naviance: My Learning Style Objective: Students find their learning preference and plan to use it in the future.
January	<u>Habitudes Drivers and Passengers Lesson</u>
January	Choosing classes based on interest and rigor Learning why you should choose a variety of classes now to see if you are interested in specific topics. Choosing rigorous coursework and how it connects to post secondary plans. Students can discuss ways to increase the rigor in their curriculum.
January	Balance How to balance your workload and what you can personally handle

February	Naviance: Setting Goals Objective: Students learn to effectively set long- and short-term goals.
February	<u>Habitudes Rivers and Floods Lesson</u>
February	<p>Certifications Learning about careers that need certifications. What are they and how do you earn certifications?</p> <p>CTSO (Career and Technical Student Organizations) Why get involved in CTSO and how do they benefit you?</p> <p>Internships/ Job Shadow/JAG Learning what internships are and what might be possible options for internship/job shadows in the future. Learning about this option in your schedule</p>
March	Naviance: My Career Clusters Objective: Students discover career clusters that match their interests.
March	<u>Habitudes Sturdy Guardrails Lesson</u>
April	<p>Interviews - What is job interview? Job Applications - What do they look like and what information will you need? Brands - How do you present yourself to others? References and Experience - Learning what references are and how we use them to help us obtain employment.</p>
April	Naviance: My High School Resume Objective: Students begin their high school resume.
April	<u>Habitudes Pop Quiz Lesson</u>
May	Naviance: Working with My Teachers Objective: Students learn how to work and create a partnership with their teachers. Students identify ways to build positive relationships with their teachers to add to their support network. Students develop a plan to improve their relationships with teachers
May	<u>Habitudes The Gift Factor</u>

Class of 2023 Lessons

August	<p>What Do You Know? (Pre-Assessment)</p> <p>Objective: Students take a pre-assessment before taking the grade 10 lessons sequence.</p>
August	<p>Habitudes for Social and Emotional Learning Course Three » Windshields and Rearview Mirrors</p>
August	<p>Class meetings</p>
August	<p>College Visits to FHS and how to sign up to see a representative</p>
September	<p>Participating in My Life</p> <p>Objective: Students learn that staying engaged in school and outside of school helps them discover interests and strengths.</p>
September	<p>Habitudes for Social and Emotional Learning Course Three » Stethoscopes and Treatments</p>
September	<p>ACT/SAT/PSAT/Accuplacer</p>
October	<p>My Favorite Qualities</p> <p>Objective: Students recognize what they like best about themselves.</p>
October	<p>Habitudes for Social and Emotional Learning Course Three » Culture and Customs</p>
November	<p>Working Hard</p> <p>Objective: Students learn the value of hard work.</p>
November	<p>Habitudes for Social and Emotional Learning Course Three » A Bridge Not a Wall</p>
December	<p>What's Your Road?</p> <p>Objective: Students will begin to combine their different interests in order to identify potential careers that fall within the overlap; thus, broadening their scope of what is possible for their futures.</p>
December	<p>Habitudes for Social and Emotional Learning Course Three » Chess and</p>

	Checkers
January	My Success Habits Objective: Creating certain habits can set students up for success.
January	Habitudes for Social and Emotional Learning Course Three » The Talking Stick
February	Connecting My Courses and Careers Objective: Students learn how their courses have an impact on their future career.
February	Habitudes for Social and Emotional Learning Course Three » The Velvet Covered Brick
March	My College Fears Objective: Students tackle the fears they may have about college.
March	Habitudes for Social and Emotional Learning Course Three » The Poet's Gift
March	College choice and the right fit. State/Out of State Private/Public Difference between 4 year, 2 year and Technical School
April	What Debt Looks Like Objective: Students learn the basics of debt and learn tips to manage it well.
April	Habitudes for Social and Emotional Learning Course Three » The Waldorf Principle
April	Naviance Super Match - Create colleges I'm interested in list
May	Enhancing My Resume Objective: Students learn ways to enhance their resume with activities that matter to them.
May	Habitudes: Course Three » The Ripple Effect

Class of 2022 Lessons 11th grade

August	<p>What Do You Know? (Pre-Assessment) What do I know about college and career readiness? Objective: Students take a pre-assessment before taking the grade 11 lessons sequence</p>
August	Habitudes for Social and Emotional Learning Course Four » 3-D Glasses
August	College visits @ FHS and college visits on a college campus
September	<p>What Makes Me Unique? Objective: Students find the unique qualities they possess, allowing them to begin their post-secondary journey.</p>
September	Habitudes for Social and Emotional Learning Course Four » Taxi Principle
September	ACT/SAT/PSAT review of what, when and who
October	<p>My Career Goals Objective: It's good to have goals! Students will learn to create goals related to career ambitions.</p>
October	Habitudes for Social and Emotional Learning Course Four » Barn Building
October	PSAT
November	<p>Extracurricular Activities - the importance of getting involved Objective: Students learn the benefits of getting involved and make a plan to try something new.</p>
November	Habitudes for Social and Emotional Learning Course Four » Bikes and Birds
December	<p>Challenging Myself Objective: Students learn the value of pushing themselves to achieve success. Advisory Using Naviance <i>Relationship Boost:</i> Advisors share about a time that they pushed themselves when they wanted to quit and how they were successful</p>

December	Habitudes for Social and Emotional Learning Course Four » Duck Hunting
January	My College Assessments Objective: Students will learn the basics of the major standardized tests required by many colleges.
January	Habitudes for Social and Emotional Learning Course Four » Bit Market
January	Common App and other college applications
February	My Test Prep Plan Objective: Students will learn about the various ways to prepare for standardized tests and plan their preparation route.
February	Habitudes for Social and Emotional Learning Course Four » The Mirror Effect
February	College Visits - on a college campus
March	My Support Network Objective: Students investigate who their support network may be and identify those members.
March	Letters of Recommendation
March	Habitudes for Social and Emotional Learning Course Four » Shortcut or Second Mile
March	Applying to College using Naviance
March	ED, EA, Regular and Rolling Decision deadlines and Financial Aid deadlines
April	College Fit Objective: Instead of choosing a college based on name brand, students need to find the colleges that "fit" them best.
April	Habitudes for Social and Emotional Learning Course Four » Small Sprocket
April	In-State and Out-of State Colleges Private vs. Public and Housing
May	College SuperMatch™ Objective: A college search is one of the best ways for students to find colleges that fit them best. The College SuperMatch™ allows students to find colleges

	right for them.
May	Habitudes for Social and Emotional Learning Course Four » Lightning Rods

Class of 2021 Lessons 12th grade

August	What Do You Know? (Pre-Assessment) Objective: Students take a pre-assessment before taking the grade 12 lessons sequence. What do I know about preparing for senior year?
August	What colleges are visiting FHS
August	Will I need letters of recommendation and who will write them? Email to those teachers.
September	My College Applications Objective: Students learn the basics of the college application process.
September	My Brag Sheet and why it is essential
September	Types of Scholarships
September	National Scholarship Search Objective: Scholarships are a great way to help pay for college. Partake in a scholarship search to gather ideas on what scholarships might be right.
October	My Personal Brand Objective: Students learn what a brand is and investigate their own.
October	Federal Financial Aid FAFSA and tax information, EFC
October	Scholarship Scams
November	Being Career Ready Objective: No matter where students are headed after high school, having the skills to be career-ready will help them prepare.

November	State Financial Aid - Applying for Arkansas Academic Challenge
November	Local Scholarship search on Naviance
November	Creating Fastweb Account
December	National Scholarship Search Objective: Scholarships are a great way to help pay for college. Partake in a scholarship search to gather ideas on what scholarships might be right.
December	Net Price Calculator, COA How much will school cost you?
December	Applying for Arkansas Academic Challenge
January	My Resume Objective: Students take the steps to complete their resume and make sure it is up to date.
January	On track to graduate?
February	CAP and Gown ordering
February	Housekeeping issues for college - deposits, room choice, etc.
March	Leaving Home Objective: Students will see how others have decided to leave home and list pros and cons to leaving home after high school.
March	College majors, minors and college life
March	<u>8 ways to pay for college</u>
April	FAFSA 4caster Objective: The FAFSA 4Caster helps students understand what they can expect from their FAFSA.
April	Choosing the Right School Objective: After receiving acceptance letters, students face the decision to choose the school that is right for them.
April	What comes next? Review of what seniors need to do as they prepare to leave FHS and move on to the next step. (Final transcripts, graduation, diplomas, etc)

Orientation Programs for New and Transitioning Students

New Students

Before the start of each school year, Fayetteville High School hosts a series of events to welcome incoming students. In the spring, 8th grade students attend Bulldog Bash. This event includes a tour of the building and meeting with current teachers and students.

Before school starts in August, students in all grade levels attend Bulldog Blitz. Students are able to get a copy of their schedule, request necessary schedule changes, purchase school spirit merchandise, purchase a yearbook, set up their lunch accounts, have their school picture taken and check out their own individual chromebook. Once the school year starts, parents and students attend Open House and Curriculum Night. This event is hosted in late August and allows parents the opportunity to talk with the teachers and other staff.

During the course of the year, new students enrolling in Fayetteville High School meet individually with their school counselor. During this meeting a credit-check or graduation audit is completed and graduation requirements are reviewed. Students also receive a personal tour of the building with an ambassador, complete all necessary documents and receive their chromebook.

Transitioning Students

Fayetteville High School welcomes many transitioning students throughout the year. Transitioning students are oriented to Fayetteville High School and supported in the following way:

- New students meet with the school counselor to discuss their schedule and what to expect. The school counselor reviews enrollment paperwork, transcripts, gathers school supplies and identifies possible areas of need and support. Students are introduced to expectations, and daily schedules.
- New students are then assigned to an advisory. They are then paired with a Student Ambassador for a student tour. This ensures that the new student is not alone on his/her first day of school. Student Ambassadors orient the new student to school by readily answering questions, introducing the new student to teachers and future friends, teaching school and classroom procedures, and assisting with any other issues.

- The counselor consults with teachers on scheduling concerns and assists with development of a suitable student schedule.

Academic Advisement and Individual Planning

According to Act 190, a comprehensive school counseling program includes the following without limitation:

- Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
- Addressing academic deficits and the accessibility of resources;
- Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities.

Academic Advising

- Goal-Setting (SMART, WOOP)
- Review student data and develop future student plan
- Review records for transfer students
- Review academic records, upon request
- Individual student grade checks
- Small group and/or individual organization skills
- Ensure families have login information and access to Grade Viewer
- Review report cards and communicate with families
- Guiding a student along the pathways to graduation
- Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary plans
- Addressing accelerated learning opportunities
- Participate in RTI:A Committee
- Attend Parent Teacher Conferences, upon request
- Develop and facilitate classroom guidance lessons on the connection between school and future careers
- Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study
- Attend 504 and IEP meetings, upon request
- Review grades at the end of each quarter to develop a plan regarding student need

Academic advisement and individual planning services are delivered in several ways: instruction, appraisal, advisement, and counseling. Such services are developmentally appropriate for both the grade and age of our students as follows:

Instruction

- Students are taught how to use the Home Access Center (HAC) to monitor their academic progress through classwork and test scores.
- Students participate in school-wide, classroom or small group lessons on goal-setting, time-management, conflict resolution, self-motivation, and other topics that impact academic success.

Appraisal

- Students access HAC weekly in advisory and document their grades, missing work and plan for success.
- Students prepare for and lead parent/teacher CAP conferences which occur at the mid point in quarter 3.
- Students participate in a variety of career exploration activities that position them to discover, analyze, and assess their abilities, interests, and skills.
- Yearly club choices provide students an opportunity to explore interests.
- Students set growth goals for their Aspire, ACT, SAT and PSAT tests which are taken periodically throughout the school year.

Advisement

- High school counselors engage students in discussion on Career Action Planning (CAP) and assist students with course recommendations.
- Using a variety of data points including AP Potential, school counselors assist with student recommendations for the AP classes, and Pre-AP classes.
- Using a variety of data points, school counselors assist with student recommendations for academic interventions and/or referrals for SPED testing or the development of a Section 504 plan.

Counseling

Counseling assistance and support are provided to students in individual or small group settings during times of transition, heightened stress, critical change, or other situations impeding student success. This assistance is short-term and based on counseling theories and techniques such as Choice Theory and Short-Term-Solution-Focused Theory that are shown to be effective in a school setting.

The following annual events at Fayetteville High School support student career exploration, decision making and goal setting:

- Curriculum Night
- Parent/Teacher Conferences are held during the school year.
- Transition activities for student cohorts moving from junior high to high school as well as a wide variety of activities from one grade to another within the high school setting.

Social Emotional Learning

<p>Habitudes for Social and Emotional Learning Course:</p>	<p>These lessons are taught weekly through our Advisory program to embody a schoolwide SEL approach. Teachers have access to lesson plans from Habitudes on the lesson plans established by our counseling team.</p>
<p>Naviance:</p>	<p>These lessons complement the offerings in Habitudes and cover topics relating to academic and career success such as strengths, interests, emotional intelligence, grit, self-awareness and informed decisions.</p>
<p>Restorative Practices</p>	<p>Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Restorative practices take place in a small setting with a facilitator and others involved.</p>

Counselor Check-Ins

Counselor Digital Student Check In -leads to a google doc which allows students to check in with counselors as well as counselors to check in with students.

Advisory Lessons

School counseling core curriculum addresses academic growth, career exploration or development, post-secondary planning and social and emotional learning. This curriculum is intentional, planned, and developmentally appropriate based on student needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons by certified staff.

Fayetteville Public Schools has mandated the Jesse Lewis Choose Love Enrichment Program for our elementary and middle schools and Habitudes for our junior highs and high school as our curriculum for social and emotional learning. These lessons are taught by the advisory teachers.

Naviance Lesson Plan:

Lesson Plan for	Naviance: 10.3 Working Hard	
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School Counselor:	Curt Champion and Joey Newman
Target Audience:	10th grade
Mindsets & Behaviors: (limit of three)	<ul style="list-style-type: none"> ● B-LS 6. Set high standards of quality. ● B-SMS 3. Demonstrate ability to work independently. ● B-SMS 6. Demonstrate ability to overcome barriers to learning.

Learning Objective(s)/Competency	
Students will:	<ul style="list-style-type: none"> ● Learn the value of hard work. ● Create a list of things they feel it is important to work hard on. ● Students will choose an item in their list to begin working on.
Materials:	
Access to their personal Naviance account Naviance video	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research	

- Research-Informed
- Evidence-Based

Procedure: Describe how you will:

Introduce:	Advisor will share a time when they had to work hard on something and the result of that. Students will voluntarily share a time when they had to work hard on something and the corresponding result.
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Communicate Lesson Objective:	Why is it important to work hard toward important things in your life?
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Teach Content:	Students will watch video and reflect on students in video. Peer discussion to think of barriers to working hard on something that is important to you. Students may share their plan with the group
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Practice Content:	Activity: Students will create a list of things they feel is important to work hard on. Then, out of that list, they will choose one list item to work on. Additional question if time allows: Who are some people that could help you work toward this important item?
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Summarize:	Students learned why it is important to work hard toward something that is important to them.
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Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

Anticipated number of students:	Approx 15 per classroom
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Planned length of lesson(s):	Approx 20 minutes
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Mindsets & Behaviors Data:

Outcome Data:

Academics Lesson Plan

Lesson Plan for	Naviance 11.3 My Test Prep Plan	
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School Counselor:	Cindy Marsh and Jody Whitehead	
Target Audience:	11th grade	
Mindsets & Behaviors: (limit of three)	<ul style="list-style-type: none"> ● B-LS 3. Use time-management, organizational and study skills ● B-SMS 1. Demonstrate the ability to assume responsibility. 	

Learning Objective(s)/Competency	
Students will:	Students will learn about the various ways to prepare for standardized tests and plan the preparation route that is best for them. .
Materials:	
Teacher example for modeling Access to their personal Naviance account Access to Khan Academy	
Evidence Base:	
X Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	Review the fact that standardized tests are required for or recommended for the application process for many colleges. Today students will learn how they may prepare for these exams.
Communicate Lesson Objective:	Whole group discussion on different ways to prepare for ACT, SAT, PSAT, or Accuplacer. All share.
Teach Content:	Students will read the methods of test preparation.

Practice Content:	Students make an action plan that involves two methods of test preparation and create an action plan for implementing two of them.
Summarize:	Partner Talk: What is on your list of priorities for test prep? Why do you think these ways of preparing are best for you? Whole Group Discussion: What are some ways you have decided to prep?
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Approx 15 students per classroom
Planned length of lesson(s):	Approx 25 minutes
Mindsets & Behaviors Data:	
Outcome Data:	

Social Emotional Learning Plan

Lesson Plan for	SEL: Habitudes Thermostats and Thermometers	
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School Counselor:	Seanne Farrar and TBD counselor
Target Audience:	9th grade
Mindsets & Behaviors: (limit of three)	<ul style="list-style-type: none"> ● B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities ● B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

Learning Objective(s)/Competency	
Students will:	Be able to recognize one’s emotions and thoughts and their influence on behavior.

	Be able to accurately assess one’s strengths and limitations and possess a well grounded sense of optimism and confidence
Materials:	
List of objects and animals Camera or phone with camera	
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	People are either thermostats or thermometers. They will either reflect the climate around them or they will set it. Leaders develop values and principles to live by and set the tone for others.
Communicate Lesson Objective:	To help students determine whether they are a thermostat or a thermometer. To help students see that they can move from being a thermometer to a thermostat.
Teach Content:	Illustrate the stories of students that have succeeded and failed at practicing this principle. Have students watch video about thermometers and thermostats.
Practice Content:	To help students build a set of principles and values that they can live by. Practice exercise in pairs in lesson - reflecting words of your partner
Summarize:	Whole Group Discussion: What did it feel like to only be able to reflect what your partner was telling you to do? Did you feel out of control or anxious not being able to control any of your movements? Being in control means you are likely responsible for the outcome but that can be a good thing - why is that?
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	

Anticipated number of students:	Approx 18 per classroom
Planned length of lesson(s):	Approx 25 minutes
Mindsets & Behaviors Data:	
Outcome Data:	

Small Groups

School counselors work with small groups of students to provide instruction, activities and support designed to improve student success. Typically, small groups include up to 10 students in a minimum of four group sessions. Like classroom lesson plans, small group plans are intentional based on need, developmentally appropriate, and planned. Small group topics fall within the domains of academic support, career exploration, and social and emotional learning.

Career Planning

ACT 190 dictates the following career planning process:

- Guidance in understanding the relationship between classroom performance and success in school and beyond;
- Provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
- Guidance in understanding the advantages of completing career certification internships.

An important component to career awareness and exploration at FHS is embedding this in all subject areas with academic and hands on experiences. The school counselor is a facilitator and support for teachers and students during these lessons and plans with the teacher prior to the lesson. Applying these skills to the class and CTE, is a critical part of exploring careers. Our Career Action Plan (CAP) process is an essential part of career exploration and academic courses as the courses relate to a wide variety of career interests and choices. The CAP process is facilitated through our advisory program and advisors communicate regularly during our CAP season with parents encouraging parents to review career and course plans with students. Students at FHS will also be exposed to the following programs during their four years in their advisories.

Program Description	Resources
<p>9th grade students will explore: My Life's Work Strengths Explorer Assessment My Career Clusters My High School Resume</p> <p>10th grade students will explore: What's my Road Connecting Courses To Careers Enhancing my Resume</p>	<p>Naviance 9.2 Naviance 9.3 Naviance 9.7 Naviance 9.8</p> <p>Naviance 10.4 Naviance 10.6 Naviance 10.9</p>
<p>11th grade students will explore: My Career Goals Job Application and Job Interviews My Resume</p>	<p>Naviance 11.2 FHS Lesson Naviance 11.5</p>
<p>12th grade students will explore: Being Career Ready My Resume</p>	<p>Naviance 12.3 Naviance 12.5</p>

Parent Building Blocks of Career and Academic Planning Action Plan

<p>Career Action Plan (CAP) This is the process that focuses on course selection for the following year as your child is guided towards their career path. Having a conversation at an early age helps them develop the importance of school from day one.</p>	<p>Knowledge in the Process Asking questions about the why and how behind your child's academics is critical to gain knowledge. Having conversations and mentoring your child to take advantage of any type of opportunities to explore options for the future.</p>	<p>Engagement Creating good habits in school is necessary for your child's future. Attendance, study habits, engagement, asking questions and persevering in all academics is a start to a great future for your child.</p>
<p>Classes Skills in English, Math, Science, World Language, Personal Communication and Social Studies are all skills that will benefit your child regardless of their career</p>	<p>Exploration As your child explores their areas of interest, supporting their strengths and weaknesses helps them feel confident in the decisions for High School and beyond.</p>	<p>Future Path Your child will transfer from classes chosen for them to exploring and choosing what works best for them. It is all part of the process. Knowing what they have gained from</p>

<p>path. Your child's elective classes offer ways to explore an array of fine arts and career and technical areas. These classes are not from your career and college path. This is laying the foundation to their high school diploma.</p>	<p>Helping them identify how they can build on their strengths and get support in areas when they need it. Creating a web of support will help them begin to make choices.</p>	<p>their exploration years, will help them make relevant choices that will take them on a successful path.</p>
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Student Building Blocks of Career and Academic Planning Action Plan

<p>Career Action Plan (CAP) This is a process that focuses on course selection for the following year as students are guided towards their career path.</p>	<p>Knowledge in the Process Asking questions about the why and how behind your academics is critical to gain knowledge. Take advantage of any type of mentors to explore all your options for the future.</p>	<p>Engagement Creating solid and positive habits in school is necessary for your future. Attendance, study habits, engagement, asking questions and persevering in all academics is a start to a great future.</p>
<p>Classes Skills in English, Math, Science, World Language, Personal Communication and Social Studies are all skills that will benefit students regardless of their career path. Your elective classes offer ways to explore an array of fine arts, career and technical areas. These classes are not from your career and college path. This is laying the foundation to your high school diploma.</p>	<p>Exploration As you explore your interest, understanding your strengths and weaknesses helps decisions you will make in high school and beyond. You can build on your strengths and get support in areas you need it. Creating a web of support will help as you begin to make choices.</p>	<p>Future Path You will transfer from classes chosen for you to exploring and choosing what works best for you. It is all part of the process. Knowing what you have gained from your exploration years, will help you make wise choices that will take you on a successful path.</p>

Introduction to CAP

- Understanding
- Secondary Academic Planning
- Supporting Interest Exploration

Parent Building Blocks Supporting Interest Exploration Plan

<p>Exploration: Having your child explore their interest is important to assess what they truly have a</p>	<p>Engagement: Kids learn about the world and themselves by actively participating. Whether it is a</p>	<p>Ways to Explore: Through your child's electives, they will have opportunities to explore areas</p>
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<p>passion for. It's a time to have conversations about exploring new things, even at the middle school level. Learning new ways to push to find their true passions helps them develop opinions for their own coursework in school.</p>	<p>class assignment, a school wide activity, an afterschool ball game, or a club meeting, it is important to be present and engage. This is a way to start good habits for future schooling and careers.</p>	<p>that can turn into choosing specific courses based on these explorations in High School.</p> <ol style="list-style-type: none"> 1. Exploring elective classes 2. Engage in core curriculum 3. Get involved in clubs 4. Get involved in sports, fine arts, extra curriculars 5. Participate in youth organizations or mentoring programs 6. Learn about family and friend careers 7. Volunteer 8. Participate in Community Service
<p>Balance: Finding a positive balance between activity, academics, creativity and other responsibilities (work, family, etc) is difficult some times. Working with your student and helping them learn how to manage their time with entering a new schedule from junior high. It is important for them to understand asking for support, seeking resources at their school and enjoying being in high school. Creating healthy habits that include time for oneself, enjoying time with others and celebrating each success is an important part of the day.</p>	<p>Self-Awareness: High School is a time of development socially, emotionally and physically. Students are trying to find where they fit in and how they see themselves. It is a time when they are exploring their interests and putting themselves out there. It is important for them to realize these exploration years are an important part of finding their identity. Creating a safe spot for them to have conversations about this is an important part of their journey.</p>	<p>Future Path: Each step in your child's education is a time to create a foundation for their future. Learning specific skills, exploring interests and taking challenging courses now can create opportunities in high school and their career. Having them keep a perspective that each day in their education is a building block to their future, open up so many opportunities in each grade.</p>

Student Building Blocks Supporting Interest Exploration Plan

<p>Exploration: High school is a time to try new things and knowing you have the ability to build upon your strengths. It's a time to</p>	<p>Engagement: Start with your interests and connect them to try a new club, involve yourself in the community, and learn ways to</p>	<p>Ways to Explore:</p> <ol style="list-style-type: none"> 1. Exploring elective classes 2. Engage in core curriculum 3. Get involved in clubs 4. Get involved in sports, fine arts, extra curriculars
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<p>create an opinion about what you want to do with your time, and challenge yourself to continue growing into your own identity.</p>	<p>push yourself to explore interests you never thought you'd enjoy.</p>	<ol style="list-style-type: none"> 5. Participate in youth organizations or mentoring programs 6. Learn about family and friend careers 7. Volunteer 8. Participate in Community Service
<p>Balance: High School is a time you will learn how to manage your time with entering a new type of schedule from junior high. It is important to ask for support, seeking resources at your school and enjoying being in middle school. Creating healthy habits that include time for yourself, enjoying time with others and celebrating all successes is an important part of the day.</p>	<p>Self-Awareness: High School is a time of development socially, emotionally and physically. Students are trying to find where they fit in and how they see themselves. It is a time when they are exploring their interests and putting themselves out there. It is important for them to realize these exploration years are an important part of finding their identity. Seek out a safe spot to have conversations about this is an important part of the journey.</p>	<p>Future Path: Each step in your education is a time to create a foundation for your future. Learning specific skills, exploring interests and taking challenging courses now, can create opportunities in high school and your career. Keep a perspective that each day in your education is a building block to your future.</p>

Supporting Student Interest Exploration

- Small groups with guest career speaker
- Explore Roadtrip Nation in Naviance
- Review and reflect on career and interest inventories in Naviance
- 11th and 12th job shadow days in fall and spring
- Engage in core curriculum
- Get involved in clubs
- Get involved in honors societies
- Get involved in the Fayetteville community
- Participate in youth organizations
- Find a summer program (U of A or other university or college nearby)
- Learn about family and friend careers
- Volunteer for an organization you care about
- Participate in Community Service through Service Learning opportunities at FHS.

At-Risk Students

Research by Robert Balfanz identifies four indicators educators can use to identify students at risk of dropping out from high school. These at-risk students can be identified as early as 6th grade. At the end of each quarter, a list is compiled for middle school students based on the following indicators:

- D or failing grade in math
- D or failing grade in language arts
- Attending school 80% or less
- Students receiving an office referral

This list is shared with administrators, student support interventionist, school counselor, and teachers for a collaborative approach in providing targeted support to students. Approaches may include: referral to Rtl A, referral to Rtl B, attendance contract, or a behavior support plan. FPS also has an alternative learning environment for students who feel they are at risk and need a different environment for pursuing success at the high school level. Our ALLPS campus offers programs that are full time and part time for qualifying students. Students must apply and may be self referred, referred by a counselor, teacher, administrator or parent. Students also have access to Fayetteville Virtual School where curriculum is taught and learned all online or in a blended online/in person method. Students may also attend FHS and FVA jointly. FVA is not an application based school.

[ALLPS Application](#)

[Four Indicators of Potential Drop Out](#)

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. Below is a link to Fayetteville Public Schools' protocols:

[FPS Suicide Prevention and Self-Harm Protocol](#)

[FHS Suicide Assessment Tool](#)

[Vantage Point Mobile Assessment](#)

[School Re-entry Form](#)

In addition, all certified staff periodically receive suicide awareness training which includes identifying risk factors, appropriate response to students, and referral to the school counselor or other mental health professional.

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. Below is a link to Fayetteville Public Schools' district policy:

[FHS Bullying Harassment Prevention Form](#)

[FPS District Policy on Bullying](#)

In addition, all certified staff periodically receive training on bullying prevention.:

“Bullying is when one or more people repeatedly harm, harass, intimidate, or exclude others. Bullying is unfair and one-sided.”

The month of October is National Bully Prevention Month. During this month, bullying awareness is highlighted through advisory.

Section Four: Accountability

Data Review

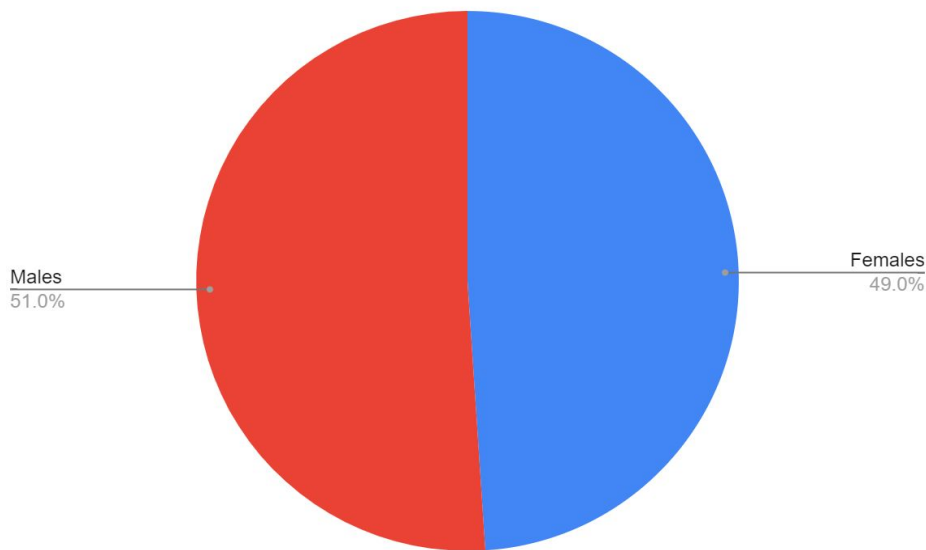
Sharing data results ensures that others are aware of and understand the process school counselors use to develop programs that support student success. When reviewing data, it is important to consider what is working well and what are areas of need in the areas of achievement, attendance and discipline.

Data summary for the 2019-2020 school year.

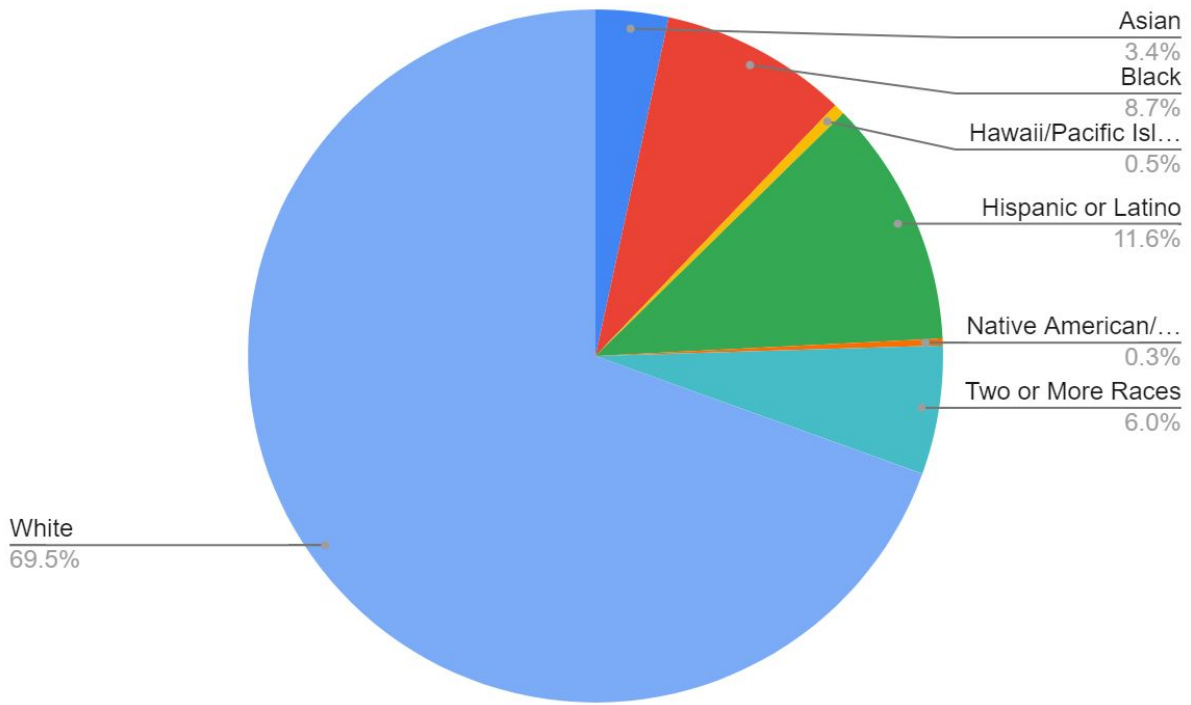
Data Points	How Addressed Through the School Counseling Program
1. Academic - D/F	1. At-Risk List
2. Attendance rate	2. School Status and registrar

Demographic Report

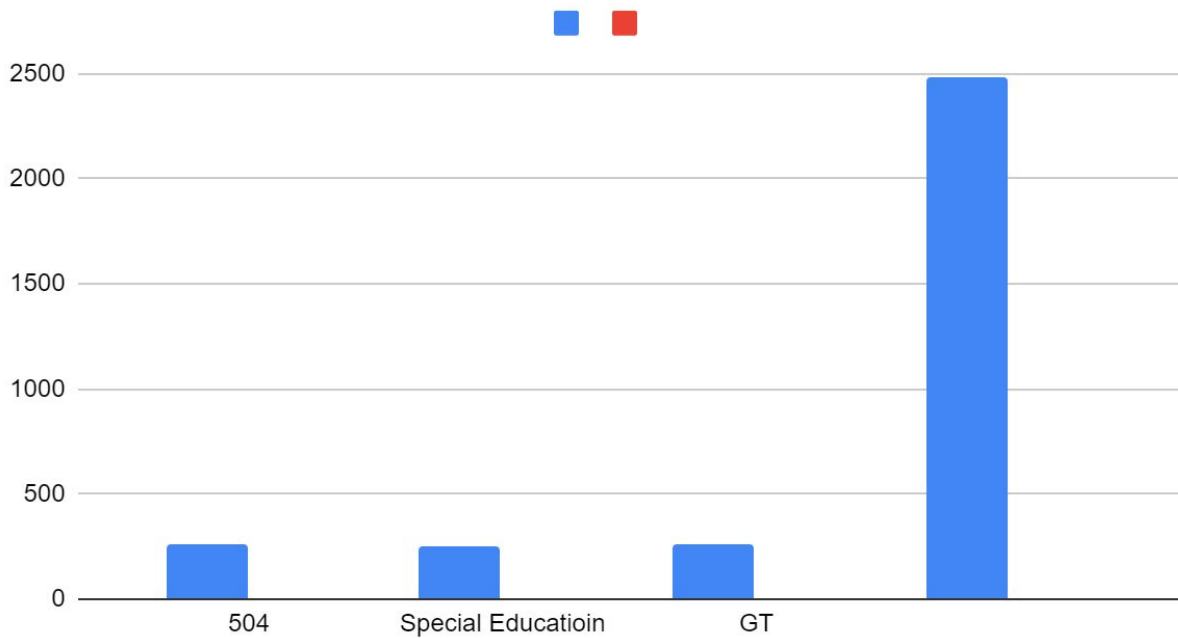
Building Gender Report



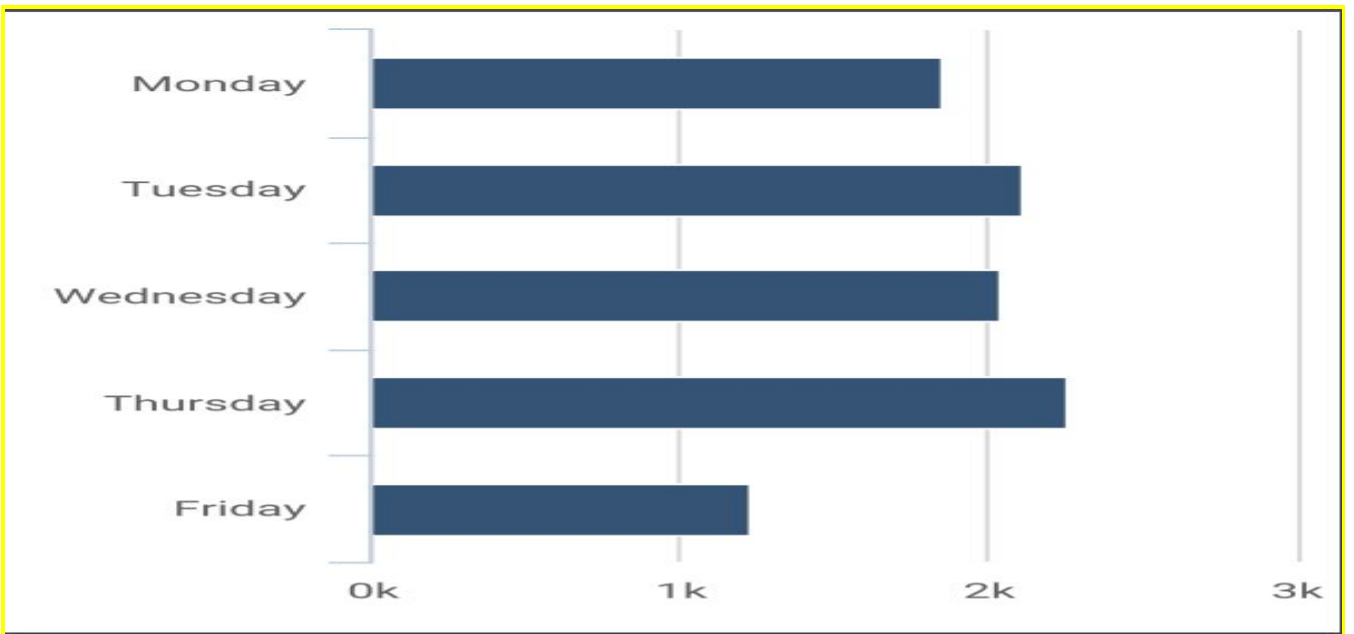
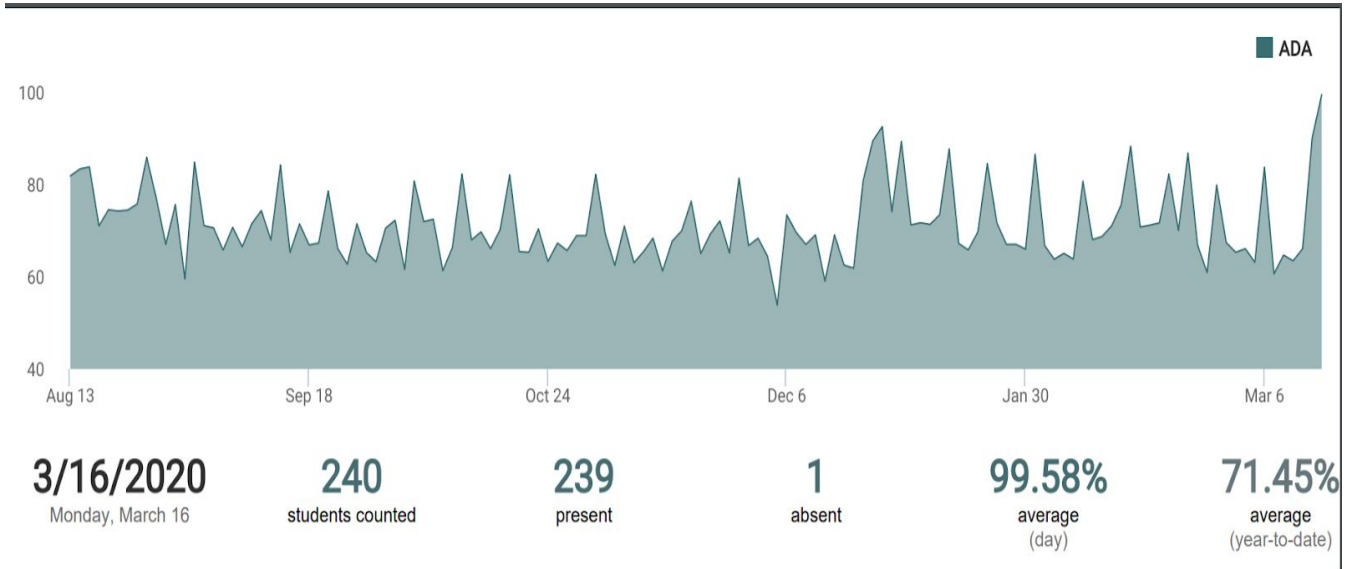
Building Race Percentages



Building Curriculum Percentages



Attendance Data



Annual Program Review:

Annual Reflection

2019-2020 School Year

Great-it is done	Working on it	More time needed	Updates will take place in the posted plan or will be kept as school counselor reflections and artifacts.	Post in Plan
✓			The counselor/program self-assessment has been reviewed and updated.	
✓			Counselor team, vision, mission and belief statements have been reviewed and updated as needed.	✓
	✓		Data regarding student outcomes from the current year have been reviewed, analyzed, and implications for results over time have been considered.	
	✓		Results from the review of student outcomes are reflected in the plan.	✓
	✓		Planning for the next year is taking place. What will be the desired outcomes as a result of your interventions? Will you consider participation/process data, Mindsets and Behaviors or perception data, or outcome/results data?	
✓			Smart goal(s) for the next year are developed, data is reviewed, action steps or tasks are developed, and desired outcomes are clearly defined. What will be your goal(s) for the next year? How do you plan to impact student access to learning?	✓
✓			Annual calendar is updated.	✓
		✓	Advisory council meeting information is included if available.	
✓			Summary of how direct and indirect services are being provided to students has been outlined. Summary of administrative activities provided is outlined and updated as needed. (Include small group information, classroom lessons)	✓
✓			Suicide prevention and bullying prevention models are updated as needed.	✓
✓			Developmentally appropriate career planning process and/or exploration is described, and/or updated as needed.	✓
✓			Professional standards have been reviewed.	✓
✓			Lessons, supporting documents, and other artifacts are updated and included in the plan as needed.	✓
	✓		Data sharing has taken place, or is planned.	✓
	✓		Material for data sharing are updated and included in your plan. (charts, graphs, presentation notes, etc.)	✓

