

Fayetteville Public Schools

Elementary

COMPREHENSIVE SCHOOL COUNSELING PROGRAM GUIDE



**FAYETTEVILLE
PUBLIC SCHOOLS**
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Table of Contents

Introduction	4
Arkansas Comprehensive School Counseling Programs Roles and Best Practices	4
Introduction to the American School Counselor Association (ASCA) Model	4
National School Counseling Week	5
School Counselor Advocacy	5
Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program	5
Comprehensive in Scope	5
Preventive in Design	6
Developmental in Nature	6
A Cooperative Effort	6
Leadership	6
Advocacy	6
Collaboration and Teaming	6
Systemic Change	7
The ASCA National Model Components	8
SECTION ONE: Define	9
Fayetteville Public Schools Counselors' Belief Statement	9
Fayetteville Public Schools Counselors' Vision Statement	9
Fayetteville Public Schools Counselors' Mission Statement	9
Program Goals	9
SECTION TWO: Manage	10
School Counselor Program Self-Assessment	10
Use of Time Assessments	10
Annual Agreement	10
School Counselor Advisory Team/ Council	10
Calendars	10
ASCA School Counselor Professional Standards and Competencies (2019)	10
ASCA Ethical Standards for School Counselors (2016)	11
SECTION THREE: Deliver	11
Direct Student Services	11
Individual and Small Group Counseling	11
Counseling Core Curriculum Lessons	12
Orientation	12
Academic Advisement	12
Guidance in Understanding the Relationship Between Classroom Performance and Success in School	13
Interpretation of Student Assessments	13
G.U.I.D.E. for Life	13
Bullying Prevention	13
Suicide Prevention	13

Career Awareness and Planning	13
Educational Academic Advisement, Career Counseling, Career Opportunities, and Alternative Programs	14
Indirect Student Services	14
Making Referrals to School and Community Resources	14
Parental Involvement	14
Consultation and Coordination	14
SECTION FOUR: Assess	15
School Counseling Program Assessment	15
Data Tracking	15
Program Results	15
Evaluation and Improvement	16
SECTION FIVE: Administrative Activities	16
Appendix A: Fayetteville Public Schools Counselor and Social Worker Directory	17
Appendix B: FPS Elementary School Counselor Annual Calendar	19

Introduction

The elementary school counselors for FPS provide a thoughtfully planned program to help students meet their academic and social/emotional potential. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.” Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: assess, deliver, define, manage.

The model provides the mechanism through which school counselors and school counseling teams will assess, deliver, define, and manage their programs to promote students’ success. The model provides a framework for the program components, the school counselor’s role in implementation, and the underlying themes of leadership, advocacy, collaboration and systemic change. The old question was “What do school counselors do?” The new question is “How are students different because of the school counseling program?” Program components are focused on achieving results. Today’s counselors are leaders, advocates, systemic change agents and collaborators.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

School Counselor Advocacy

This is what others observe about school counseling...

Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meetings, etc.

This is what counselors do that is not always observed, but should be shared with others...

Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools

Developmental in Nature

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

Leadership

School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes, and by implementing school reforms and participating in professional communities and professional development opportunities.

Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

Collaboration and Teaming

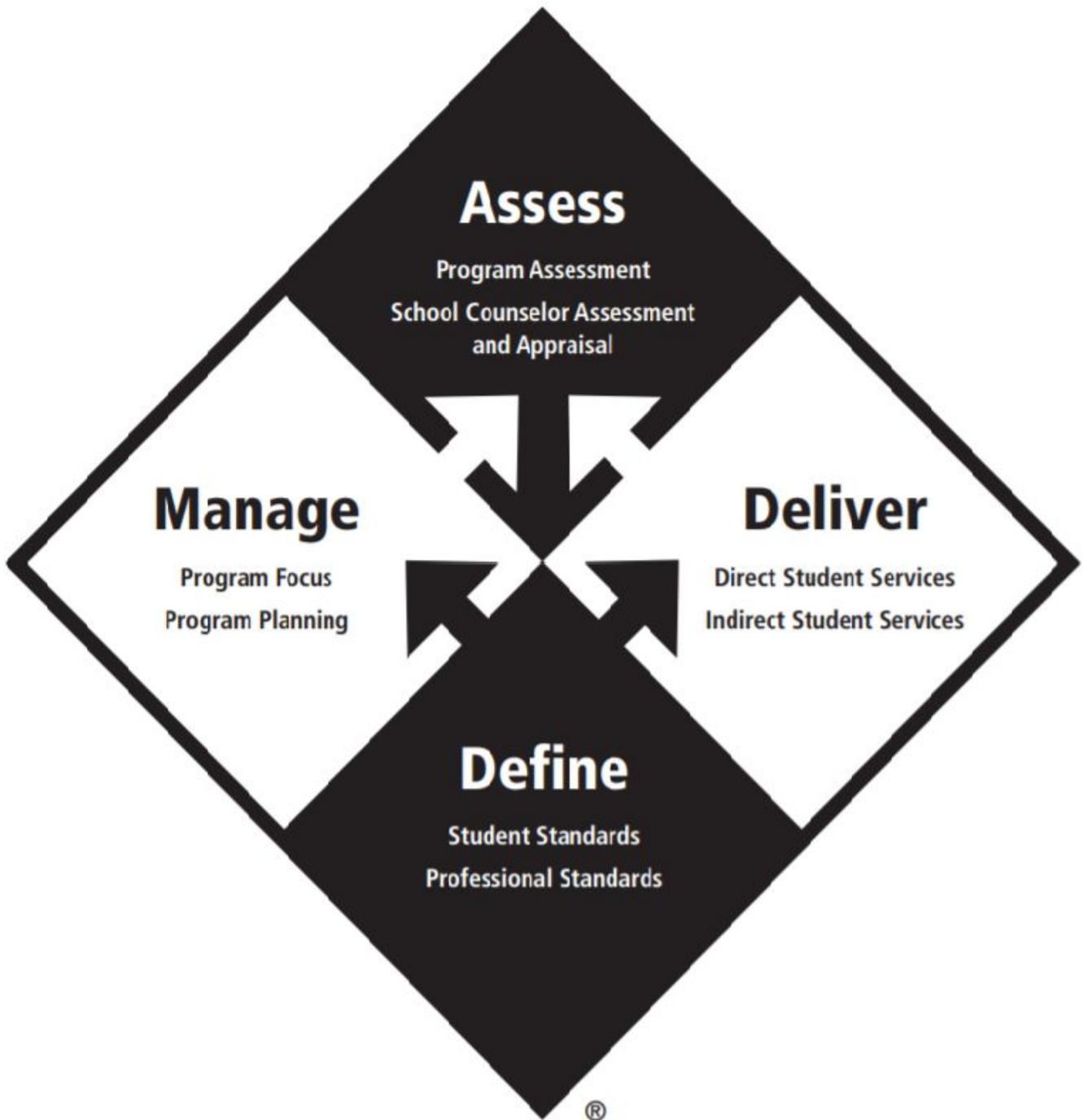
School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include

collecting and analyzing data to identify achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

Systemic Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

The ASCA National Model Components



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Section One: Define

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.

For contact information, please see Appendix A: Fayetteville Public Schools Counselor and Social Worker Directory, included on page 17.

Fayetteville Public Schools Counselors' Belief Statement

The professional school counselors believe every child can learn and that all students participate in a comprehensive school counseling program designed to foster student success.

Fayetteville Public Schools Counselors' Vision Statement

The professional school counselors produce high performing students through a comprehensive developmental school counseling program. There is a collaboration among school counselors, administration, teachers, parents, and the community K-12.

Fayetteville Public School Counselors' Mission Statement

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.

Program Goals

Arkansas school counselors develop program goals that define how the vision and mission will be accomplished. School counselors use these goals to develop core curriculum, as well as small groups and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

[FPS Elementary Counselor Program Goals](#)

Section Two: Manage

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counselor Program Self- Assessment

FPS elementary counselors use the [Arkansas School Counseling Self-Assessment Tool](#). The assessments are completed yearly and areas to address are identified.

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct, indirect, and administrative services that are related to the comprehensive counseling program. At least 90% of the school counselor's time each month is spent providing direct and indirect services to students. No more than 10% of the school counselor's time is spent doing administrative activities.

Annual Agreement

Each year, FPS counselors and administrators meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program.

School Counselor Advisory Team/Council

Each year, FPS counselors create an advisory council that consists of stakeholders that support the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program. Templates can be found in the Arkansas School Counselor Toolkit.

Calendars

FPS elementary school counselors develop annual calendars for their school counseling programs and share them with stakeholders. Weekly calendars are developed as needed. Calendars for the school counseling program are aligned with programs goals, vision, mission, and the planned use of time.

For the FPS Elementary School Counselor Annual Calendar, please see Appendix B included on page 19.

ASCA School Counselor Professional Standards and Competencies (2019)

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA School Counselor Professional Standards and Competencies, which outline the mindsets and behaviors to guide the development of effective school counseling programs around three domains: academic, career, and

social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

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

ASCA Ethical Standards for School Counselors (2016)

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Section Three: Deliver

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students. Indirect services are services provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. Direct and Indirect services to students make up at least 90% of the counselor's time monthly.

Direct Student Services

Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well. (see Section Three for more detail) Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation

Individual and Small Group Counseling

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in groups to help them develop skills and use their resources.

Individual and Small group lessons include but not limited to:

- Character Education
- Friendship

- Grief
- Divorce
- Anger Management
- Study Skills
- Acceptance of Others
- Self Esteem
- Military Deployment Family Support
- Self-Responsibility
- Anti-Bullying
- Career Education

Working with students in groups acknowledges that peer influence is an extremely powerful factor in students' development. Groups provide them with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. In addition, a group approach enables counselors to have an impact on a greater number of students. It is important to remember that the group approach is not suited to every student or every situation. Students are referred for counseling by: staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Counseling Core Curriculum Lessons

Arkansas School Laws Annotated Code 6-18-1005 states: (L) Classroom guidance which shall be limited to forty-minute class sessions, not to exceed three (3) per day and ten (10) per week.

Part-time counselors adjust their class sessions based upon the percentage of time they are present in the school. For example, if a counselor were only 50% then they would have a maximum of five classroom sessions per week. Classroom guidance lessons are not a break or planning time for teachers.

The FPS elementary school counselor conducts planned classroom guidance lessons which are age appropriate, covering areas of academic, social/emotional and career development. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. School counselors take the lead in the planning, development and organization of the classroom guidance activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, counselors can also provide support to teachers and others in the school.

Orientation

Orientation is a process for students, teachers, parents, and stakeholders to learn about the comprehensive counseling and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

Academic Advisement

The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals that allow the student to be a successful member of the classroom community.

Guidance in Understanding the Relationship between Classroom Performance and Success in School

The FPS Elementary School Counselors assist students in understanding the relationship between school and classroom performance and their future self. This process begins in early grades and continues throughout the students' education. Age-appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Interpretation of Student Assessments

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. Counselors interpret standardized test results for parents, faculty, students, and community stakeholders.

G.U.I.D.E. for Life

The FPS Elementary School Counselors are involved in the programs designed to help students develop their essential skills, as outlined in the G.U.I.D.E for Life.

Bullying Prevention

The FPS Elementary Counselors deliver developmentally appropriate bullying prevention school-wide. This is done within counseling core curriculum lessons, small group counseling, and individual counseling.

Suicide Prevention

FPS Elementary Counselors utilize Second Step core curriculum lessons, small groups, building connections with students, community partnerships, and staff professional development, all to support a preventative plan. FPS Elementary Counselors follow the school protocol of meeting individually with the child and contacting parent/guardian if a child makes a self harm statement. The school offers community resources such as Ozark Guidance and Vantage Point to families.

Career Awareness and Planning

Annotated Code 6-18-1009 states: "Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process."

FPS Elementary School Counselors' core curriculum lesson activities focus on developing personal skills, career exploration and making the connection between them and the world of work. Soft-skills are developed at all levels and the connection between them and career success is emphasized. These activities include: interest inventories, learning style inventories, exploration and identification of communication styles, career fairs, etc.

Educational Academic Advisement, Career Counseling, Career Opportunities and Alternative Programs

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

Indirect Student Services

Indirect services include any work that is done on behalf of the student. This includes but is not limited to: student referrals, reporting child maltreatment, consulting with parents, teachers, and other stakeholders on behalf of the student, and participating as a contributing member of a student support team.

Making Referrals to School and Community Resources

Counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school and community resources and support the established policies and procedures for interagency communication. (See Counselor Resource List- Section Five)

Parental Involvement

Counselors may conduct workshops on issues such as: parenting practices that support student success, managing disruptive behaviors, understanding social/emotional skills. Many counselors provide newsletters or social media information for parents to keep them updated on school counseling programs, opportunities, or information on ways to support their students at home. Counselors along with other school staff should encourage parents to participate in volunteer opportunities within the school setting.

Consultation and Coordination

An important part of the counselor's role is to collaborate with teachers and parents. The school counselor works with teachers and administrators to help create school environments that encourage student growth and learning.

Consultation includes:

- Participating in and supporting the work of the RTI, 504, and PBIS teams
- Conducting professional development workshops
- Discussions with teachers and other school personnel on subjects such as suicide prevention or child maltreatment reporting requirements
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance core curriculum
- Assisting in the identification and development of programs for students with special needs; climate, and other guidance-related areas
- Interpreting student data or assessment results

- Consulting with other specialists (e.g., social workers, psychologists, representatives from community agencies)

Section Four: Assess

Assessment of the school counseling program is an absolute necessity. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data\

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

<https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SchoolDataProfile.xls>

See pages 99--116 in the ASCA Model book (2012).

School Counseling Program Assessment

Fayetteville Public Schools Counselors utilize [the Arkansas School Counseling Program Assessment Tool](#) to assess their school counseling programs.

Data Tracking

Various forms of school data results are analyzed, and implications for results over time are used to help make data-driven decisions. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the comprehensive school counseling plan.. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program. FPS Elementary School Counselors utilize this tool to advocate for their position and share with stakeholders, no less than twice a year.

Program Results

FPS school counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that has been collected and make program decisions based on the results. This data includes participation, mindsets and

behavior data, as well as outcome data. Results of this data are shared with stakeholders to allow schools to reflect on the process and progress of the school counseling program.

Evaluation and Improvement

FPS school counselors use results from the program assessment and other data sources to develop the comprehensive school counseling program and update the program annually as needed. Goals and results are updated annually in the Comprehensive School Counseling Plan. FPS elementary school counselors reflect on the comprehensive school counseling program, work to identify areas of strength, and identify areas for improvement. Evaluation results data are presented to stakeholders at school advisory council meetings. The school counselor recommends changes/updates to the Comprehensive School Counseling program based on data and results.

Section Five: Administrative Activities

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.

The FPS elementary counselor provides administrative services no more than 10% of their time monthly. Examples of administrative services FPS counselors provide are:

- Test interpretation about students; test interpretation for parents, faculty or community
- Updating guidance/counseling records or data for counselor's utilization
- Planning, managing, and evaluating the comprehensive counseling program
- Planning classroom guidance lessons
- Coordination of teams or committees
- Supervisory duties (cafeteria duty, hallway duty, dismissal duty, etc)

Appendix A

Fayetteville Public Schools Counselor and Social Worker Directory

ALLPS	Melissa Rogers	200-6983	melissa.rogers@g.fayar.net
ALLPS	Carlos Chicas	445-1229	carlos.chicas@g.fayar.net
Asbell	Sara Blickenstaff	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 Wood	445-1535	jody.wood@fayar.net
FHS	Cindy Alley	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
FHS	Dawn Norman	445-1173	dawn.norman@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 Blickenstaff	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 Blickenstaff	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 (5th)	718-0255	heather.dugger@fayar.net
McNair	Katy Seifritz (6th)	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 (8th)	445-1263	rajhi.thompson@fayar.net

Appendix B

FPS Elementary School Counselor Annual Calendar

August/BOY

- Present on FIT, role in the building, mandated reporting, OGC (Ozark Guidance Center) counseling
- Meet with OGC counselor and district social worker
- Organize guidance schedule - meet with teachers
- Needs assessment
- Responding to beginning of school year needs, student needs.

September

- PGP (Personal Growth Plan) with principal
- Review/Update the Student Services Plan
- Setup and Begin snack packs
- Begin guidance lessons

October

- National Bully Prevention Month/Red Ribbon Week/Fire Safety Month
- Boss' Day
- Parent Teacher Conferences
- Begin thinking about Small Group Needs

November

- Thanksgiving Holiday Outreach
- Begin planning for December Holiday Outreach
- Start small groups.

December

- Holiday outreach
- Finish up fall guidance
- Finish up fall small groups

January/MOY

- Update Needs assessment
- Begin thinking about Small Group Needs and update small groups as needed

February

- National School Counselor Week
- Valentine/Yearbook Outreach
- Begin new small groups as needed

March

- Spring Break Outreach - Extra Snack Packs
- Parent Teacher Conferences
- Kindergarten Registration
- Complete observations and PGP
- Complete Student Services Report
- Request transportation for May CAP middle school visit

April

- Help with small group testing
- Start wrapping up small groups
- Start wrapping up classroom guidance
- Secretaries day

May/EOY

- CAP (Career Academic Planning) - Middle School Counselors Visit Elementary Schools.
- CAP (Career Action Planning) - We take our students to visit their Middle School for 5th grade.
- Teacher appreciation week
- School Principal's Day - May 1st.
- Complete Classroom Guidance