

**McNair Middle School
Comprehensive School
Counseling Program
2020-2021**



**McNair Middle School
3030 E Mission Blvd
Fayetteville, AR 72703**



**FAYETTEVILLE
PUBLIC SCHOOLS**
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Section One: Foundation

McNair Middle School Team

McNair Middle School's Grade 5/6 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

[Lisa Davis](#)

Assistant Principal, 504 Coordinator

[Ted Whitehead](#)

Counselors

[Heather Dugger](#)

[Katy Seifritz](#)

Nurse

[Rachel Claggett](#)

Social Worker

[Melissa Rogers](#)

Social Worker, Families in Transition Coordinator

[Lisa Hughey](#)

Special Education Designee

[Colleen Powell](#)

English Language Learner

[Judith Sapsford](#)

Gifted and Talented

[Carol Huneycutt](#)

McNair Middle School Beliefs, Vision, and Mission

McNair Middle School Belief Statement

McNair Middle 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.

McNair Middle School Vision Statement

Innovative Leaders, Lifelong Learners

McNair Middle School Mission Statement

RUN: Respect Each Other. Understand You Own Your Behavior. Never Quit

McNair Middle School Counseling Program

Mission Statement

The McNair Middle 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.

McNair Middle 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
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Happy Hollow	Ashley Traynham	445-1408	ashley.traynham@fayar.net
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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
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Vandergriff	Taylor Jackson	387-8363	taylor.jackson@fayar.net

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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

McNair Middle School Annual Program Goal

Academic Year 2019 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, Praise and Polish data, MAPs Testing and ACT Aspire test 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 MAP And ACT test scores.
(increase/decrease something related to achievement, attendance or discipline)

by Monitoring failing grades and frequent check-ins and attendance bi-weekly and creating a check-in goal plan with each individual student. 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 MAP 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 (Lexia, iReady, RAZ).	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 includes 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 students.		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
7-7:25 a.m.	1				
7:25-7:50 a.m.	1				
7:50-7:55 a.m.	1				
7:55-8 a.m.		1			
8:00-8:25 a.m.		1			
8:25-8:50 a.m.		1			
8:50-8:55 a.m.			1		
8:55-9 a.m.			1		
9:00-9:25 a.m.			1		
9:25-9:50 a.m.			1		
9:50-9:55 a.m.			1		
9:55-10 a.m.			1		
10:00-10:25 a.m.				1	
10:25-10:50 a.m.				1	
10:50-11:05 a.m.				1	
11:05-11:25 a.m.				1	
11:25-11:50 a.m.					1
11:50-11:55 a.m.					1
11:55 a.m. (lunch)					1
12:00-12:25 p.m.			1		
12:25-12:50 p.m.	1				
12:50-12:55 p.m.	1				
12:55-1 p.m.	1				
1:00-1:25 p.m.	1				
1:25-1:50 p.m.	1				
1:50-2 p.m.				1	
2:00-2:25 p.m.				1	
2:25-2:50 p.m.				1	
2:50-2:55 p.m.				1	
2:55-3 p.m.				1	
3:00-3:25 p.m.				1	
3:25-3:50 p.m.				1	
3:50-4:00 p.m.					
TOTAL	9	3	7	12	3
% per Category	26%	9%	21%	35%	9%
% per Category	56%			35%	9%
% per Category	91%				9%

Direct and Indirect Counseling Services

Act 190, The School Counseling Improvement Act, states that schools counselors shall spend at least 90% of his/her time each month, on student contract days, providing direct and indirect counseling services to students. At McNair Middle School, school counselors provide the following services:

Middle 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 (once a month) ○ Crisis Counseling (Threat Assessment, Suicide Risk Assesment) ○ Mediation and conflict resolution ● New student orientation (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 	<ul style="list-style-type: none"> ● Communicate with teachers about student concerns ● Communication with families and faculty/staff regarding counseling program (Newsletters) ● Snack Pack Designee for buildings ● Assist with programming school-wide program events (Red Ribbon, Bullying Prevention Week, Random Acts of Kindness Week, Career Fair, No Name Calling Week, Mix It Up Day, Assemblies, Awards) ● Data desegregation with teachers (reviewing profile sheets at the beginning of the year) ● Team time meetings with teachers ● 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.)

	<ul style="list-style-type: none"> ● Collaboration with nurse, social worker, designees for student health needs ● Collaboration with DHS and Juvenile Court ● Assist with standardized testing, as needed ● Review intake paperwork, cumulative folders, and student academic placement ● Mentoring program liaison ● Attend transition plan meeting for students leaving/re-entering school ● Attend court hearings, only if subpoenaed ● Academic Advising
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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 McNair, school counselors assist with the following administrative activities:

Middle School Counselor	
<ul style="list-style-type: none"> ● Parent Involvement Committee ● Student Services Chair ● Student schedules 	<ul style="list-style-type: none"> ● Transition coordinator grades 4th to 5th and 6th to 7th ● Bike Riders at dismissal

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"> ● Open house ● Student orientation ● Student schedules ● Curriculum Night 	<ul style="list-style-type: none"> ● Choose Love lessons (forgiveness) ● Ambassador program ● Classroom lessons: Academic: 'Choose Your Own Adventure'

<ul style="list-style-type: none"> Choose Love lessons (courage) Advisory lessons Quick Meeting Assessment 	<ul style="list-style-type: none"> Rising 7th grade tours (CAP) New student orientation C.R.E.A.T.E. Change
September	February
<ul style="list-style-type: none"> Choose Love lessons (courage) Classroom lessons: Career/Goal Setting: '24 Hours in the Life Of' Ambassador training New student orientation Small group lessons C.R.E.A.T.E. Change 	<ul style="list-style-type: none"> Random Acts of Kindness Week Choose Love lessons (forgiveness) Ambassador program Advisory lessons New student orientation Small group lessons AVID interviews Junior high fine arts tryouts
October	March
<ul style="list-style-type: none"> Red Ribbon Week Unity Day (National Bully Prevention Month) Choose Love lessons (courage) Parent/Teacher conferences Advisory lessons New student orientation Small group lessons 	<ul style="list-style-type: none"> Choose Love lessons (forgiveness) 6th to 7th transition activities CAP Parent/Teacher Conferences Ambassador program Classroom lessons New student orientation Small group lessons
November	April
<ul style="list-style-type: none"> Choose Love lessons (gratitude) Ambassador Training Advisory lessons New student orientation Small group lessons 	<ul style="list-style-type: none"> Choose Love lessons (compassion in action) Ambassador program Classroom lessons CAP conferences New student orientation Small group lessons
December	May
<ul style="list-style-type: none"> Choose Love lessons (gratitude) Ambassador Club Classroom lessons: 'SEL: Calm Down' New student orientation 	<ul style="list-style-type: none"> Elementary Visits Choose Love lessons (compassion) Ambassador program Advisory Lessons Small group lessons Rising 5th grade tours (CAP) Academic Awards Assembly

Multi-Tiered Services

Tiers of School Counseling Supports	Examples of School Counseling Supports
Tier 1: Universal Core Instructional	Guidance lessons, Choose Love, Advisory

Interventions for All Students, Preventative and Proactive	Lessons, Advisory Check-Ins, Parent Sip Talks with the Counselors, Praise and Polish, Quick Meeting Assessment, Student Request Form
Tier 2: Supplemental/Strategic Interventions for Students at Some Risk	RTI:A, RTI:B, Check-In/Check-Out Systems connected to weekly goals, Lunch Groups,
Tier 3: Intensive, Individual Interventions for Students at High Risk	1-1 check-ins, Small Groups, Student referrals to community resources

Section Three: Delivery

Classroom Lessons Scope and Sequence

2019-2020 school year

August	January
<ul style="list-style-type: none"> ● Choose love lessons (courage) ● Procedure expectations and procedures 	<ul style="list-style-type: none"> ● Flight lessons (PBIS lessons on school expectations and procedures) ● Choose Love lessons (forgiveness) ● Grade 6 CAP and Rising 7 transition
September	February
<ul style="list-style-type: none"> ● Choose love lessons (courage) ● Grade 5 Needs Assessment ● Grade 6 Needs Assessment 	<ul style="list-style-type: none"> ● Choose Love lessons (forgiveness) ● Grade 5 Career Exploration connecting passion/interest to careers ● Grade 6 Career Exploration lifestyle survey
October	March
<ul style="list-style-type: none"> ● Character Day (lessons on the following topics: bullying prevention, circle of control, disagreeing respectfully, personal space/boundaries, social responsibility, and take-a-break/calming corner) ● Choose Love lessons (courage) ● Grade 5 Intro to Careers ● Grade 6 Career Exploration interest survey Pt 1 	<ul style="list-style-type: none"> ● Character Day (lessons on the following topics: accountability/integrity, managing stress, internet safety, peer pressure, sexual harassment, and emotion management) ● Choose Love lessons (forgiveness) ● Grade 5 Career Exploration values survey ● Grade 6 Career Exploration values survey
November	April
<ul style="list-style-type: none"> ● Choose Love lessons (gratitude) ● Grade 5 Career Exploration colors personality test ● Grade 6 Career Exploration interest survey Pt 2 	<ul style="list-style-type: none"> ● Choose Love lessons (compassion in action) ● Grade 5 Career Exploration PBL Pt 1 ● Grade 6 Career Exploration PBL Pt 1
December	May
<ul style="list-style-type: none"> ● Choose Love lessons (gratitude) 	<ul style="list-style-type: none"> ● Choose Love lessons (compassion in action) ● Grade 5 Career Exploration PBL Pt 2 ● Grade 6 Career Exploration PBL Pt 2 ● Grade 4 Rising 5th transition

Orientation Programs for New and Transitioning Students

New Students

Before the start of each school year, McNair hosts an open house. Students and their families come to McNair School to meet their teachers, tour the building, explore information about middle school and receive their locker. We also have something fun for them to capture this memory as in a photobooth, backdrop and such to take pictures. During the first few days of school, all students participate in RUN Lessons designed to orient them to school procedures and expectations. Several weeks after the start of the new school year, McNair hosts a family gathering so families can get to know one another and Curriculum Night. Parents and students meet with teachers and school staff to discuss the school's annual report, curriculum and school-wide expectations.

Fayetteville Public Schools have a well-planned process for transitioning student cohorts between elementary (k-4), middle (5-6) and junior high (7-8) buildings. Fourth graders participate in the following transition activities:

- Classroom visit from the middle school counselor to share information about their future school
- Middle School Tour
- Parent Information Meeting

In addition, fourth grade teachers complete a personal profile for each student which is shared with the future middle school counselors. This facilitates the sharing of personal information such as academic needs and behavior supports that are useful when creating middle school teams and schedules for the coming year.

Sixth graders transitioning to the junior high school setting participate in the following activities:

- Transition information (included tryout dates for electives) is sent home with students and posted on the schools' websites.
- Information Meeting on pre-AP course options offered in junior high school
- Watch a video on electives offered at the junior high schools
- Attend a fine arts presentation on band, choir and orchestra at Fayetteville High School

- Fine arts assessment at the middle schools. Fine arts teachers visit the middle schools to meet with students individually to determine instrument choice for band and orchestra as well as assess for concert or advanced choir.
- Junior High School Tour and second Parent Information Meeting
- Individual meetings with a Career Action Planning (CAP) team to complete a practice Course Selection Sheet. Students select core and elective classes they are interested in taking the coming year.
- CAP conference. Parents and students schedule a CAP conference with an advisor at their future junior high school and complete junior high school registration.

In addition, sixth grade teachers complete a personal profile for each student which is shared with the future junior high school counselors. This facilitates the sharing of personal information such as academic needs and behavior supports that are useful when creating teams and schedules for the coming year.

Transitioning Students

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

- New students meet with the school counselor to discuss their first day of school 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 RUN expectations, the middle school model, and daily schedules.
- New students are then assigned to a pod and paired with a Student Ambassador for the first full day of school. The Student Ambassador welcomes new students with a Mustang welcome back that includes a handwritten note, pencils, welcome card and some other fun items for the new students. New students shadow a current Student Ambassador and attend classes together. 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 and document their grades, missing work, and behavior concerns in their student profile.
- Folders are sent home on Tuesday with any school communication for parent view.
- Students prepare for and lead parent/teacher conferences which occur at the end of quarters 1 and 3.
- Students participate in a variety of career exploration activities that position them to discover, analyze, and assess their abilities, interests, and skills.
- Semester bi-monthly club choices provide students an opportunity to explore interests.
- Students set growth goals for their MAPS tests which are taken periodically throughout the school year.

Advisement

- Middle and Junior High School Counselors engage students in discussion on Career Action Planning (CAP) and assist students with Junior High School course recommendations.
- Using a variety of data points, school counselors assist with student recommendations for the gifted and talented (GT) program, grade 6 accelerated math, grade advancement, and other opportunities for acceleration.
- 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 McNair Middle School support student career exploration, decision making and goal setting:

- Curriculum Night
- Parent/Teacher Conferences held at the end of quarters 1 and 3
- Semester bi-monthly club meetings
- Ambassador Club
- Transition activities for student cohorts moving from elementary to middle school and also from middle school to junior high school
- Praise and Polish
- Academic Awards Assemblies at the end of each semester

Social Emotional Learning

Second Step/G.U.I.D.E for Life:	Lessons are established after conducting a needs assessment for grade level. Lessons are taught through monthly guidance lessons.
Choose Love:	These lessons are taught weekly through our Advisory program to embed a schoolwide SEL approach. Teachers have access to lesson plans from Choose Love and vetted from the counselor.
Boys' Town:	Lessons are evaluated and taught during our PBIS/Character Education time monthly with students needing to review our R.U.N. motto.

Counselor Check-Ins

[Counselor Digital Student Check In](#)

Advisory Lessons

School counseling core curriculum addresses academic growth, career exploration or development, 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 as our curriculum for social and emotional learning. These lessons are taught by the advisory teachers.

Social and Emotional Lesson Plan:

Lesson Plan for	SEL: Calming Down	
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School Counselor:	Katy Seifritz and Heather Dugger
Target Audience:	5-6
Mindsets & Behaviors: (limit of three)	<ul style="list-style-type: none"> ● B-SMS 7. Demonstrate effective coping skills when faced with a problem ● B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objective(s)/Competency	
Students will:	<ul style="list-style-type: none"> ● Identify situations in which they might need to calm down ● Learn the technique for deep, centered breathing ● Identify and demonstrate other Ways to Calm Down (using positive self-talk, counting, taking a break)
Materials:	
Calming Down video resource Scenarios handout How to Calm Down Poster Chart paper and markers	
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:	Students will be introduced to the calm down video and students listen with attention for how many times they hear the word “Stop”
Communicate Lesson Objective:	Why is it important to learn strategies to calm down?
Teach Content:	<p>Through story and discussion:</p> <p>Students will watch the story again and this time they will use Ways to Calm Down to get control of their strong emotions.</p> <p>Peer discussion to think of situations in which you might get angry and need to calm down.</p> <p>Students practice by connecting a situation that makes them mad. They will use a breathing technique connecting to how students used it in the video.</p> <p>Students will practice accessing the Calm Down poster resource.</p>
Practice Content:	Activity: Create your own cartoon and words to go with a scenario from the handout. You will draw pictures showing the character practicing each of the Calming-Down Steps.
Summarize:	Students learned ways to calm down and practiced using times they needed to calm down.
Close:	Why is it a good idea to calm down before you go try to solve a problem?
<i>Data Collection Plan – For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Approx 28 per classroom
Planned length of lesson(s):	Approx 45 minutes
Mindsets & Behaviors Data:	
Outcome Data:	

Discipline (describe): Referrals are compared when Calm Down strategies are implemented during intervention opportunities of behavior and there is a decrease of referrals by 25% from 1st semester to 2nd semester end of semester data.

Academics Lesson Plan

Lesson Plan for	24-Hours in the Life Of	
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School Counselor:	Katy Seifritz and Heather Dugger	
Target Audience:	5-6	
Mindsets & Behaviors: (limit of three)	<ul style="list-style-type: none"> ● B-LS 3. Use time-management, organizational and study skills ● B-SMS 8. Demonstrate the ability to balance school, home and community activities 	

Learning Objective(s)/Competency	
Students will:	Evaluate a busy day of balancing school, extra curricular activities, family obligations and so forth in order to set priorities and goals for their school year.
Materials:	
24 Hours in the Life of handout Teacher example for modeling Access to YouTube Chart paper Markers Planned questions to discuss the term priorities	
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:	Students will be introduced to '24 Hours in the Life of' and purpose by watching a video clip of a scene from a tv show showcasing a very stressful middle school student.

Communicate Lesson Objective:	Whole group discussion on ‘what do middle school students balance?’ Counselor writes answers on chart paper.
Teach Content:	Modeling will take place on the ‘24 Hours in the Life of’ handout by the counselor’s day. Think aloud will take place to model evaluating time.
Practice Content:	Students will evaluate their daily activities and use of time. Counselor will walk around answering individual questions.
Summarize:	Partner Talk: What is on your list of priorities? Why? Were you surprised by the way you spent your time during your 24 hour record keeping? Whole Group Discussion: How has this activity impacted your time management?
Close:	Exit Ticket: What adjustments do you have to make to achieve your priorities?
<i>Data Collection Plan – For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	Approx 28 per classroom
Planned length of lesson(s):	Approx 45 minutes
Mindsets & Behaviors Data:	
Outcome Data:	
<input type="checkbox"/> Praise and Polish Data on time management of assignments 20% higher from month before Praise and Polish.	

Career Lesson Plan

Lesson Plan for	Career: Choose Your Own Adventure: Career and Academic Planning	
School Counselor:	Katy Seifritz and Heather Dugger	
Target Audience:	5-6	

Mindsets & Behaviors: (limit of three)	<ul style="list-style-type: none"> ● B-LS 7. Identify long- and short-term academic, career and social/ emotional goals ● B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
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Learning Objective(s)/Competency	
Students will:	<p>Understand how interests, values, strengths and goals lead to career goals</p> <p>Evaluate their interests using two different tools to get insight to certain career clusters that connect</p>
Materials:	
<p>Computer</p> <p>Career Party Game</p> <p>'My Next Move' website</p> <p>Career Clusters handout</p> <p>Goal Sheet</p> <p>Evaluation handout</p>	
Evidence Base:	
<p>X Best Practice</p> <p><input type="checkbox"/> Action Research</p> <p><input type="checkbox"/> Research-Informed</p> <p><input type="checkbox"/> Evidence-Based</p>	
Procedure: Describe how you will:	
Introduce:	Show a video of a local senior discussing what they would tell their 5th grade self now that would benefit them throughout Jr. High and High School if they could go back.
Communicate Lesson Objective:	Students will understand how their interests connect with goals they may have for the future. Students will focus on high school graduation as a stepping stone but look ahead to career opportunities.
Teach Content:	Students will begin with 'Career Party' to assess what type of interests they have.
Practice Content:	Students will then access 'My Next Move' website to evaluate their interest through evaluating profiles based on career clusters.

	Students will compare and contrast their career party outcome to their My Next Move outcome to see how their interests changed/stayed the same.
Summarize:	Partner Talk: Share your outcome and discuss what clusters you are most interested in at the moment. Whole Group Discussion: What can you start working on now to begin completing goals towards these interests you have that may turn into a career?
Close:	Exit Ticket: Choose one from the list (work on good study habits, try after school activity, read and so forth) as a goal you want to start now in order to achieve your long-term goal. Why did you choose that one?
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 28 per classroom
Planned length of lesson(s):	Approx 45 minutes
Mindsets & Behaviors Data:	
Outcome Data:	
<input type="checkbox"/> Post-Survey: Use of goals from exit ticket	

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.

Developmentally, elementary students (K-4) focus on career awareness (plant the seed); middle school students (5-6) are engaged in career exploration (water the seed); and high school students develop readiness for college and/or careers (harvest the seed).

An important component to career awareness and exploration at McNair is embedding throughout all subjects with 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. Students at McNair School participate in the following career awareness and exploration:

Program Description	Resources
<p>Students will: Explore passion</p> <ul style="list-style-type: none"> ● Mindset Behaviors: ● M.1 Development of whole self, including a healthy balance of mental, social-emotional and physical well-being ● M.2 Self-confidence in ability to succeed ● M.6 Positive attitude towards work and learning <p>Learning Strategies: B-13 Use time management, organizational, and study skills B-14 Apply self-motivation and self-direction of learning B-18 Actively engage in challenging course work Self-Management Skills: B-SMS 2 Demonstrate self-discipline and self-control B-SMS 10 Demonstrate ability to manage and transitions and ability to adapt to changing situations and responsibilities</p>	<p>McNair Student Portfolio</p> <p>McNair Learner Profile</p> <p>Academic Motivation: http://www.stepitup2thrive.org</p> <p>https://www.characterlab.org/build-connections/</p> <p>https://www.learnabilityquotient.com/</p> <p>Interest Inventory/Exploration: MyNextMove: https://www.mynextmove.org/ (Holland Career Personality)</p> <p>College and Career Competency Framework:</p>

B-SMS 8 Demonstrate the ability to balance school, home, and community activities

5-6 Resources for College and Career

Middle School Vocabulary:

- College Admissions Test: ACT SAT
- Application (College and Career)
- Associates Degree Bachelor's Degree
- Cost of Attendance
- Financial Aid -Scholarships -FAFSA: Free Application for Student Aid -GPA: Grade Point Average -Cumulative GPA
- -Transcript
- Technical Institute College -Community College -4-Year College

<http://www.cccframework.org/resources.html>

FPS Turning the Tassel

<https://www.collegeboard.org/>

McNair Career Planning Building Blocks:

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 are 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, and Social Studies are all skills that will benefit your child regardless of their career path. Your child's encore 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 their high school diploma.</p>	<p>Exploration As your child explores their interest, supporting their strengths and weaknesses helps them feel confident in the decisions for Jr. High. 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>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 their exploration years, will help them make relevant choices that will take them on a successful path.</p>

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 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, and Social Studies are all skills that will benefit students regardless of their career path. Your encore 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 in Jr. High. 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 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>Engagement: Kids learn about the world and themselves by actively participating. Whether it is a 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>Ways to Explore: Through your child's electives, they will have opportunities to explore areas that can turn into choosing specific courses based on these explorations in Jr. High and 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
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		<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: Middle school is a time your child will learn how to manage their time with entering a new schedule from elementary. It is important for them to understand asking for support, seeking resources at their school and enjoying being in middle 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: Middle school is a time your child is learning about themselves before their teenage years. They 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: Middle school is a time to have a perspective trying new things and knowing you have the ability to build upon your strengths. It's a time to create an opinion about what you want to do with your time, and challenge yourself to continue growing into your own identity.</p>	<p>Engagement: Start with your interests and connect them to try a new club, involve yourself in the community, and learn ways to push yourself to explore interests you never thought you'd enjoy.</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 5. Participate in youth organizations or mentoring programs 6. Learn about family and friend careers 7. Volunteer 8. Participate in Community Service
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<p>Balance: Middle school is a time you will learn how to manage your time with entering a new schedule from elementary. 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: Middle school is a time you are learning about yourself before becoming a teenager. They 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 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>
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Supporting Student Interest Exploration

- Exploring
- Engage in core curriculum
- Get involved in clubs
- Get involved in community
- Participate in youth organizations
- Mentoring programs
- Learn about family and friend careers
- Volunteer
- Participate in Community Service

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. For more information, see the link to the article below:

[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](#)

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

At the elementary and middle school level, education on suicide prevention is embedded in classroom lessons on stress and coping skills, emotion management, knowing when and how to ask for help, conflict resolution, and assertive language.

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:

[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, students participate in organized lessons on bullying prevention.

Annual Program Review:

[Digital Student Program Review](#)

Section Four: Accountability

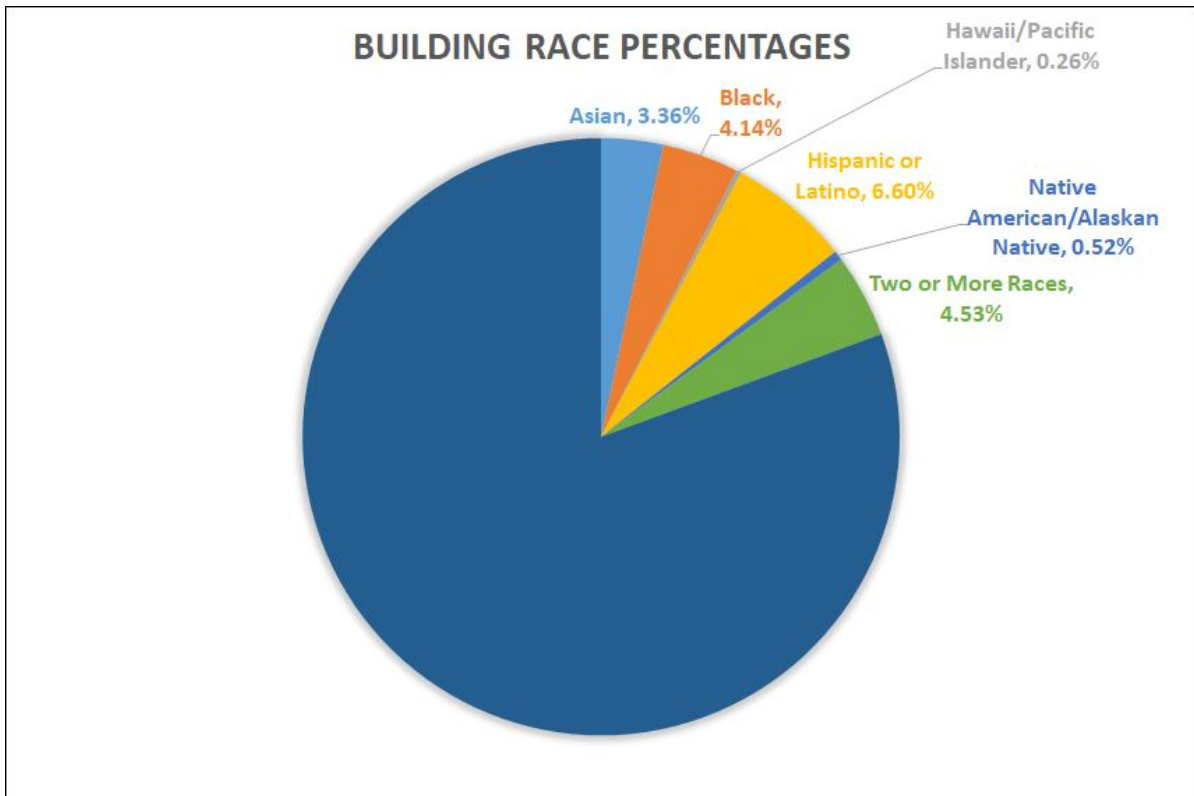
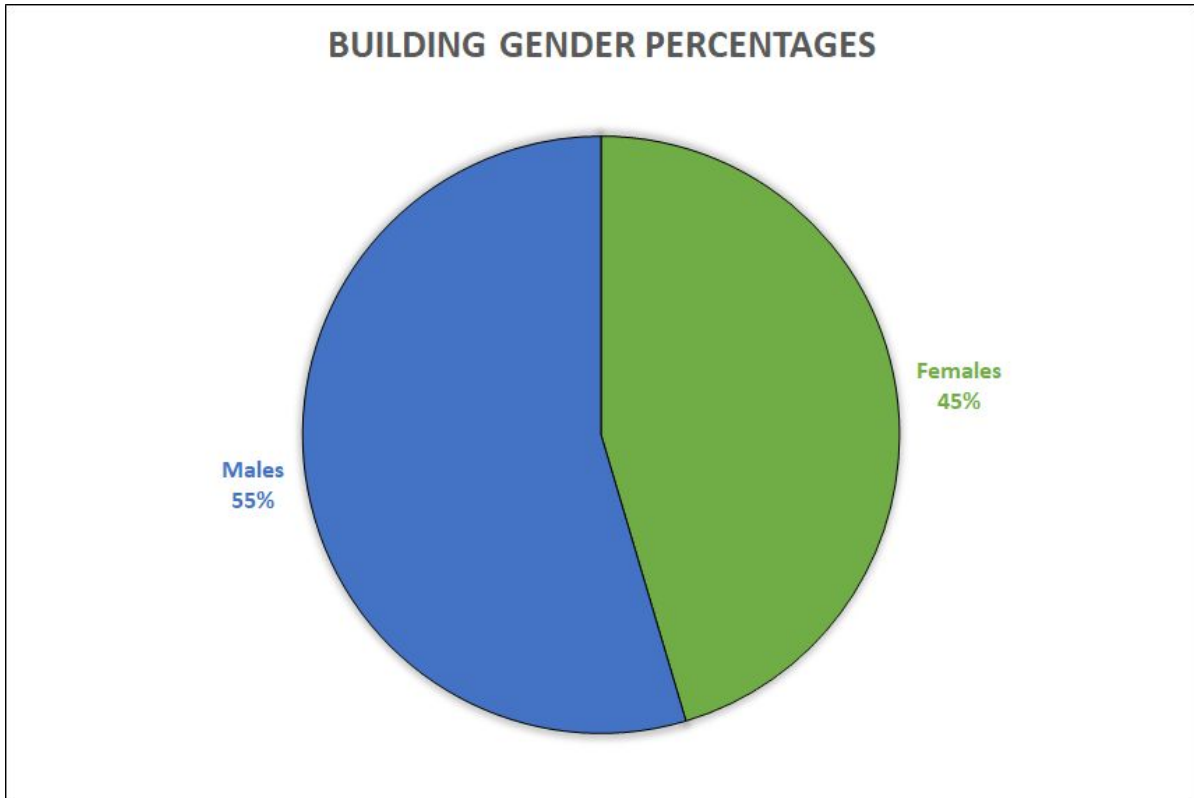
Data Review

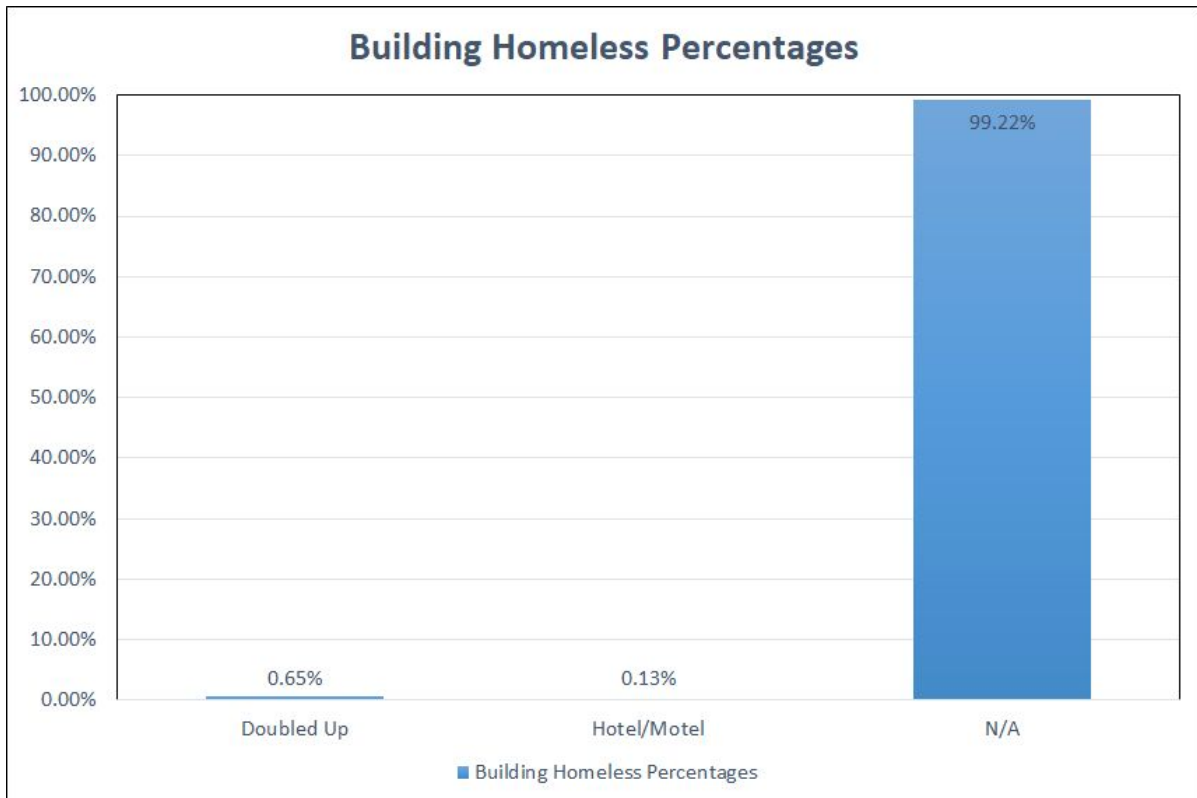
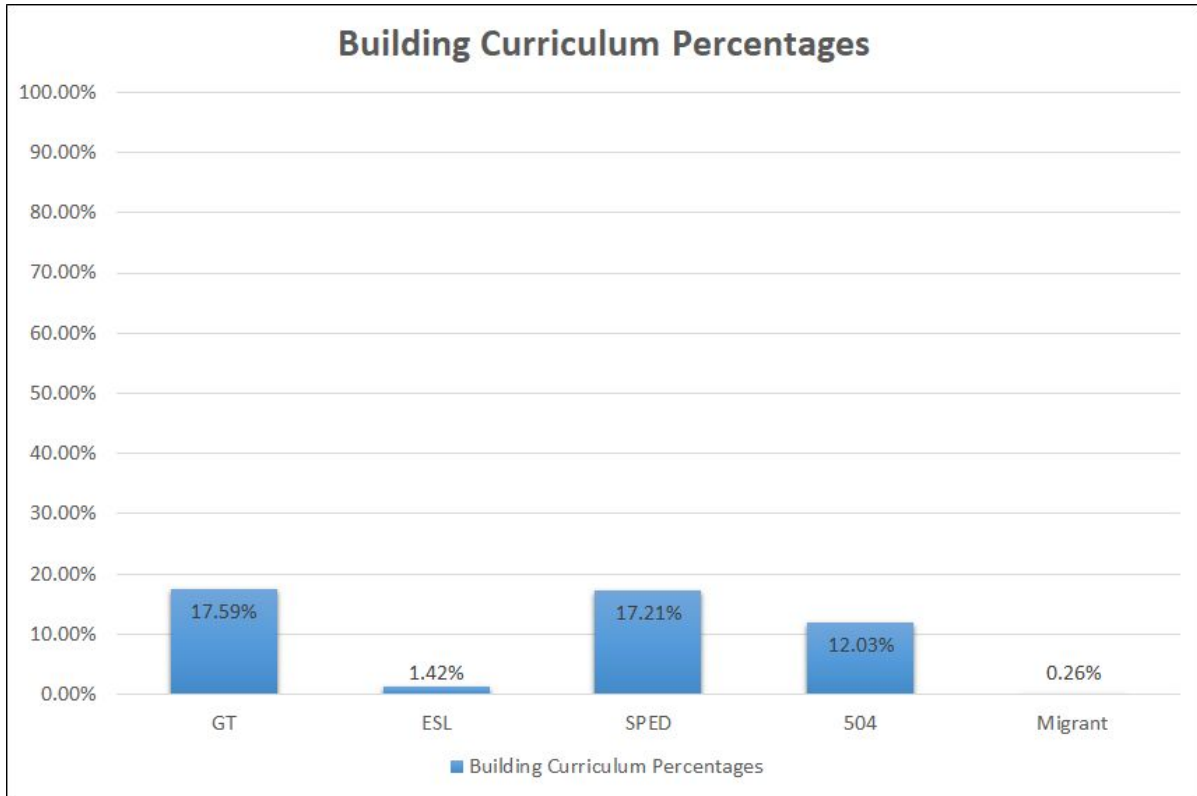
Sharing data results ensures that others are aware of and understand the process school counselors use to develop programs that support student success. When reviewing data, it is important to consider what is working well and what are areas of need in the areas of achievement, attendance and discipline.

Data summary for the 2019-2020 school year.

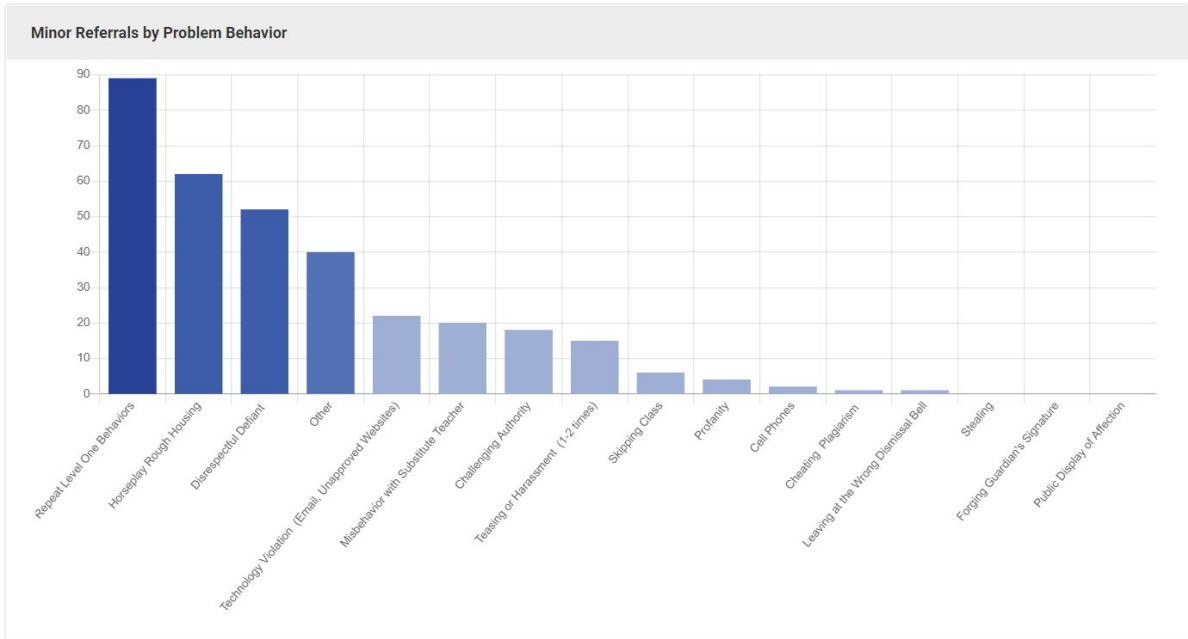
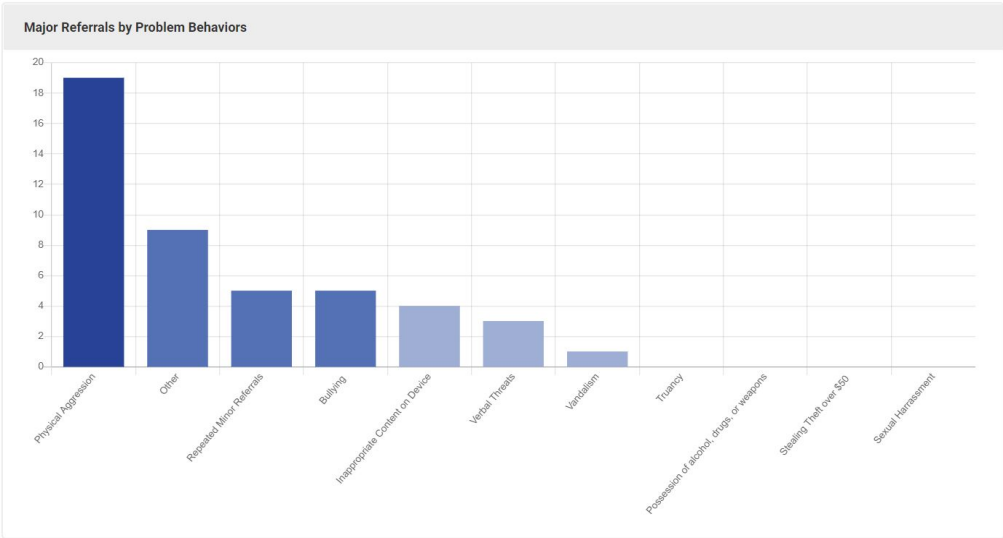
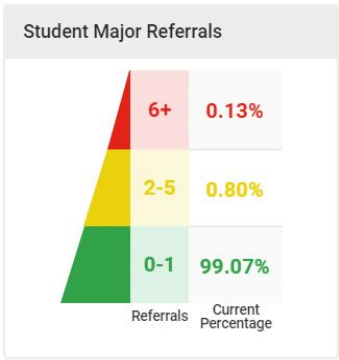
Data Points	How Addressed Through the School Counseling Program
1. Academic - D/F list	1. Grade checks for awards
2. Attendance rate	2. School Status and registrar
3. Behavior	3. SWIS and RTI-B
4. MAPS Reading	4. School Status
5. MAPS Math	5. School Status

Demographic Report

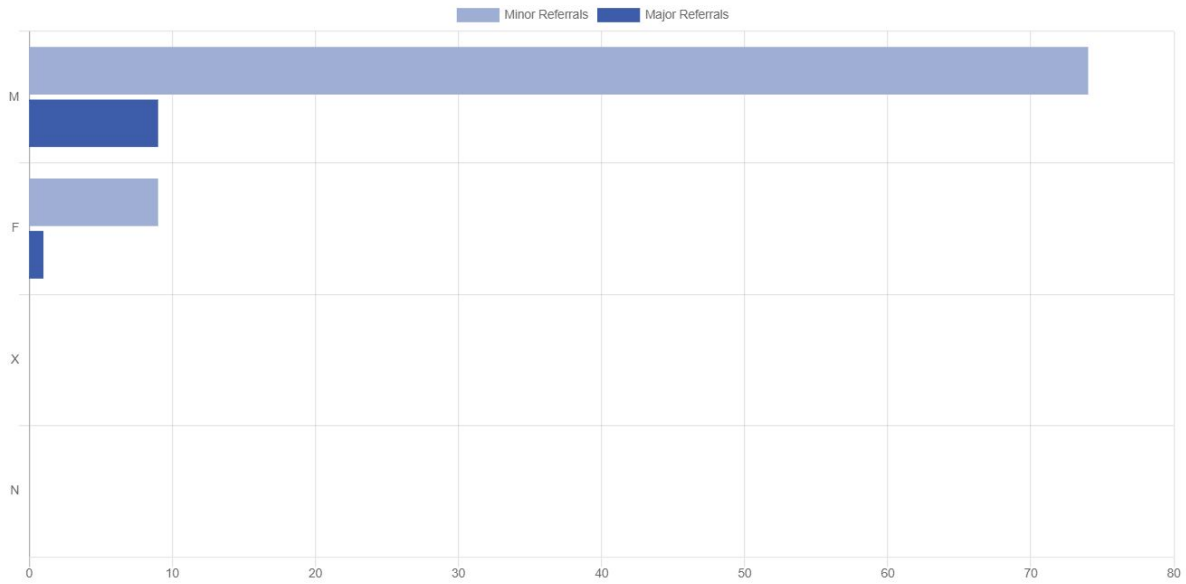




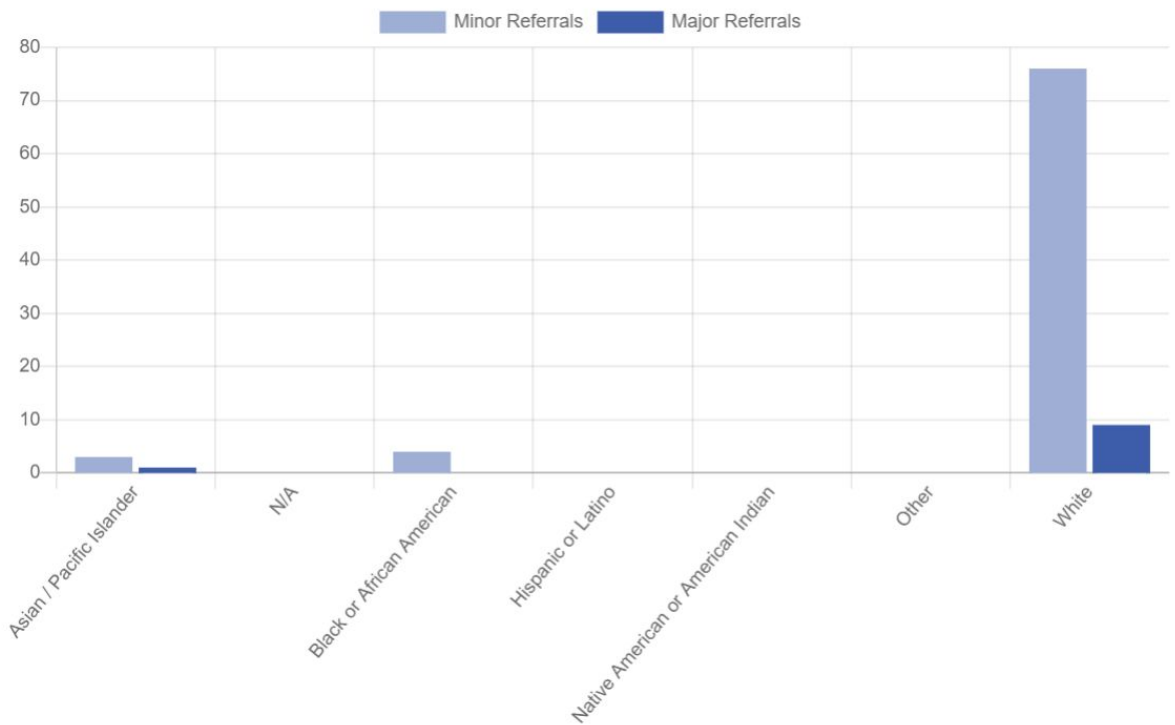
Behavior Data



Referrals by Gender



Referrals by Ethnicity



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.)	✓
	✓		New plan is posted for the following year no later than August 1 of each year.	

Stakeholder Sharing

McNair Middle School holds annual meetings which stakeholders attend. The meetings all serve a variety of purposes and have different audience members depending on that purpose, so we plan on sharing our School Counseling Comprehensive plan and data throughout the year during these meetings. These meetings will be a time for us to share data, gather information from different perspectives and gain insight to support students and staff.

These meetings include but are not limited to:

- McNair Annual Report to the Public
- Open House
- McNair Curriculum Nights
- PTO Meetings
- Counselor Sip and Talks
- Student Led Conferences
- Advisory Task Force
- Instructional Leadership Team