



SCHOOL COUNSELING PROGRAM HANDBOOK

2026-2027

FORT SMITH PUBLIC SCHOOLS
School Counseling Program
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INTRODUCTION

SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT

This school counseling program handbook was first designed and developed through a collaborative process in 2019-2020 and is updated accordingly. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate, and improve their programs and services for students. The **Fort Smith School District School Counseling Team** is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices, and outcomes for the students of Fort Smith School District.

Fort Smith School District School Counseling Team

Ballman Elementary 479-783-1280	Barling Elementary 479-452-0211	Beard Elementary 479-646-0834	Bonneville Elementary 479-478-3161	Cavanaugh Elementary 479-646-1131
Sandra Bausley	Kandace Weisenfels	Audra Efurd	Ashley McShan	Tiffany Mouada
Cook Elementary 479-646-8880	Euper Lane Elementary 479-452-2601	Fairview Elementary 479-783-3214	Howard Elementary 479-783-7382	Morrison Elementary 479-782-7045
Angela Jones	Erica Gaylord	Jenny Wilkerson	Jane Stewart (Lead)	Jacqueline Pham
Orr Learning Academy 479-646-3711	Park Elementary 479-783-4506	Sunnymede Elementary 479-783-6327	Sutton Elementary 479-785-1778	Tilles Elementary 479-785-5606
Tracey Skaggs	Deanna St. John	Larinda Hutchinson	Kristin Peer	Alivia Burkhart
Woods Elementary 479-452-5808				
Hannah Massey				
Chaffin Middle School 479-452-2226	Darby Middle School 479-783-4159	Kimmons Middle School 479-785-2451	Ramsey Middle School 479-783-5115	
Ginnetta Tipton	Stephanie Garcia	Cassidy Hodge	Lainie Bruce	

Amy Ottman	Rebecca Limore	Ashley Loyd	Brooke Blanco Briceno	
	Northside High School 479-783-1171	Southside High School 479-646-7371	Counseling Department Advisor 479-785-2501	Superintendent of Fort Smith Public Schools 479-785-2501
	Heather Brown	Isela Avila	Michael Farrell, Ed.D.	Martin Mahan.
	Ana Martinez	Annie “Cindy” Lattimore		
	Sarah Ray	Stephanie Legris		
	James Schneider	Savannah Smith (Lead)		
	Eva Smith	Sarah Williams		
	Karen Vicens	Trisha Yopez		

Mr. Martin Mahan—Superintendent
 Dr. Tiffany Bone—Deputy Superintendent
 Dr. Michael Farrell—Executive Director of Student Services

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FORT SMITH SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PLAN

Mission

Equip all students with the skills to be productive members of society.

Values

We will always put students first.
We believe relationships matter.
We expect accountability.
We operate with transparency.
We prioritize student and staff safety.

Vision

We are a destination district built on relationships, collaboration, and a culture of excellence.

	Students will master grade-level reading targets by the beginning of third grade. For their remaining school career, they will achieve reading targets at/or above grade level.
	Students will perform at/or above grade level in math.
	Schools and administrative buildings will be safe, welcoming environments where authentic, productive relationships are valued.
	Our system guarantees relevant classes for every secondary student and maximizes student choice.

[Click here for FSPS Continuous Improvement Plan](#)

SCHOOL COUNSELING PROGRAM GUIDELINES

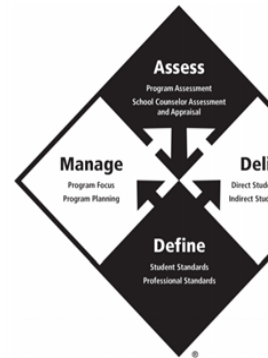
OVERVIEW

This section contains the Fort Smith School District School Counseling Program Guidelines aligned with the ASCA National Model, 5th Edition (2025), and revised by agreement of all school counselors in 2026-2027.

[Click here to go to FSPS Counseling Department Home Page](#)

I. DEFINE

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional**.
- 1.2 **ASCA's National Model, ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Fort Smith School District.
- 1.3 **State educational laws and codes** as well as **local strategic plans and guidelines** will guide the school counseling program within Fort Smith School District.
- 1.4 School counseling program **handbook guidelines** will be **reviewed and modified each year** to establish the priorities and direction for school counseling and support services provided to students in grades K-12.



II. MANAGE

- 2.1 The Fort Smith School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.
- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** in the school counseling program.

- 2.3 School counselors and support staff will **meet regularly as Professional Learning Communities (PLCs)** to review student data and identify, prioritize, and target student needs.
- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other issues.
- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.
- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.
- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).
- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.
- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.
- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.
- 2.11 The **student-to-school counselor ratio and assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.
- 2.12 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Fort Smith School Counseling program goals.
- 2.13 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
- 2.14 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.
- 2.15 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.
- 2.16 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

III. DELIVER

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.
- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals** and **future plans**.
- 3.3 School counselors will meet with all students (grades 6-12) to **discuss their six-year graduation plan** created in Career Development courses beginning in sixth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.
- 3.4 School counselors will coordinate **school/district-wide programs and activities** in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.
- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career and social/emotional development and decision making for all students grades K-12.
- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.
- 3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.
- 3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.
- 3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.
- 3.10 **Short-term Tier 3 school counseling supports** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.
- 3.11 School counselors will **refer to school, district, and community resources** when students' needs extend beyond the role and responsibilities of the school counselor.

IV. ASSESS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.
- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).
- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment).
- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.
- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Fort Smith School District School Counseling Program Handbook (this document).
- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

OVERVIEW

The *Define* component includes the *defining* documents of the school counseling profession. The ASCA National Model calls for three sets of standards to help school counselors to develop, implement, and evaluate the school counseling program. The first are the *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, which detail the attitudes, knowledge, and skills students need for academic success, college/career readiness, and social/emotional development. The other two types of standards are for school counselors, including the *ASCA School Counselor Professional Standards & Competencies* and the *ASCA Ethical Standards for School Counselors*. Additionally, district, local and state codes, laws, and initiatives guide the development of the school counseling program, including this handbook which should be updated annually.

DOMAINS

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional.**

Within the Fort Smith School District, three broad domains will guide school counseling activities: academic, college/career, and social/emotional development. Within the academic domain, school counselors support and enhance students' learning environments and equip students with tools to assist them in learning. For college/career development, school counselors assist students in understanding the connection between school and the world of work and in planning for transition from school to the postsecondary pathway of their choice. To address social/emotional development, school counselors help students with the management of self and emotions as well as the application of interpersonal and relationship skills.

School counselors operate within all three of these domains to address developmentally appropriate student needs. Oftentimes, elementary school counselors place a greater emphasis on social/emotional development while high school counselors do so with college/career development; however, school counselors at all levels should address all three domains.

NATIONAL STANDARDS

- 1.2 ASCA's National Model, **ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Fort Smith School District.

Student Standards

The [ASCA Mindsets and Behaviors for Student Success](#) are student standards that guide and/or align with the development of the program for all students. They outline what all students should know, understand, and be able to do as a result of participating in a school counseling program. These 36 standards contain six Mindset standards and 30 Behavior standards in three subcategories of Learning Strategies, Self-Management Skills, and Social Skills. The standards are research-based and are organized based on the non-cognitive factors in [Teaching Adolescents to Become Learners \(University of Chicago, 2012\)](#).

Grade-level competencies are the specific, measurable objectives that students attain as they make progress toward a standard. Competencies for the ASCA Mindsets and Behaviors are housed in the online database at www.schoolcounselor.org/studentcompetencies. Student competency attainment assures equitable access to school counseling services for all students, and the selected student standards and competencies are aligned with academic content standards at the state and district level.

School counselors are also encouraged to consider the other student standards, such as:

- [Eight Components of College and Career Readiness \(NOSCA\)](#)
- [National Career Employability Standards](#)
- [National Career Development Standards](#)

Professional Standards

Professional standards ensure school counselors are equipped to meet the demands and rigor of the professional practice. Professional standards outline the attitudes, knowledge, and skills that guide and advise the daily practice of the school counselor. The following foundational documents serve to guide expectations for the school counseling program and the practice and professionalism of the school counselor.

- [ASCA School Counselor Professional Standards and Competencies](#) serve as a guide for school counselor self-evaluation and formulation of professional development plans.
- [ASCA Ethical Standards for School Counselors](#) or [Click here to move to ASCA's Ethical Standards webpage](#) specify the principles of ethical behavior and serve as standards of accepted practice, guiding the school counselor's decision-making process to protect both the students and school counselor.
- [ASCA Position Statements](#) guide and support the recommended role of the school counselor and are approved each year by the Governing Board of the American School Counselor Association.
- [ASCA National Model Executive Summary](#) is the abbreviated version of the defining publication for the school counseling profession.

STATE & LOCAL GUIDELINES

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|-----|--|
| 1.3 | State educational laws and codes, such as Arkansas 190 as well as local strategic plans and guidelines will guide the school counseling program within Fort Smith School District. |
|-----|--|

In addition to the professional standards outlined in the national framework, state foundational documents also serve to guide expectations for the school counseling program and school counselor's practice. [Arkansas's Division of Elementary and Secondary Education \(DESE\)](#) is a direct link to Guidance and School Counseling legislation. Local school and district strategic plans also serve as guides for the school counseling program and school counselor's role. Fort Smith Public School's best practice is for school counseling program activities and interventions to be aligned with local and state initiatives.

- [Arkansas School Counselor Toolkit](#) is a document that outlines the expectations set forth by Arkansas's Division of Elementary and Secondary Education to begin developing a comprehensive school counseling program which aligns with the ASCA National Model.

SCHOOL COUNSELING PROGRAM HANDBOOK

- | | |
|-----|---|
| 1.4 | School counseling program handbook guidelines will be reviewed and modified each year to establish the priorities and direction for school counseling services provided to students in grades K-12. |
|-----|---|

As districts and counties develop comprehensive school counseling programs, they also develop the school counseling program handbook (this document) to outline the priorities and future direction of the school counseling program. The purpose is to implement common practices with consistency between and among all schools. The handbook is intended to be a living, breathing document that is modified and updated as needed; therefore, it is reviewed and modified annually by a local committee of school counselors and school counselor leaders.

OVERVIEW

The *Manage* component of the ASCA National Model includes program focus and program planning. The vision school counselors have for their students and the program mission they create to reach that vision make up the program focus. Program planning is essential to ensure efficiency and effectiveness in the delivery of activities to address the developmental needs of all students. To assist with program planning, there are tools to help school counselors to organize their programs and assessments to determine if desired results are reached.

As a part of managing their programs, school counselors collaborate with their level specific colleagues throughout the district to ensure agreed-upon “franchised” services (curriculum and interventions) are calendared and provided district wide. School counselors use data to set local priorities and to drive decision-making on the use of time. They also collaborate with school counselors at different levels to plan and support appropriate articulation activities to ensure a smooth school transition process for students. Planning and meeting with colleagues is essential to ensuring school counseling programs are delivered systemically throughout the district.

PROGRAM FOCUS

- 2.1 The Fort Smith School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.

Vision Statement

Fort Smith Public School District’s School Counseling Vision: Students will be equipped with the skills needed to reach their highest potential as productive citizens in a diverse and rapidly changing global society.

Mission Statement

Fort Smith Public School District’s School Counseling Mission: The mission is to provide an intentional, equitable, and data-informed school counseling program. Participation in this program equips all students with the academic, social-emotional, and career knowledge and skills to become competent, resilient, and responsible individuals.

Beliefs

Fort Smith Public School District's School Counseling Beliefs:

- All students deserve equitable access to a high quality education in a safe and accepting environment structured to foster the learning process
- All students can succeed when positive relationships are present and fostered by all educational stakeholders in a safe, nurturing, and inclusive environment.
- School counselors advocate for all students to ensure equitable access to programs, resources, and opportunities.
- School counselors help students develop educational and career plans so that all students graduate with a viable plan and relevant skill set for their future.
- The school counseling program strives to ensure all students receive needed support that promotes physical, mental, and emotional health.
- The school counseling program focuses on student learning utilizing a data-informed, comprehensive school counseling program to meet the academic, career, and social/emotional needs of all students.

PROGRAM PLANNING

- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** of the school counseling program.

While school counselors work collaboratively with others and include the voices of stakeholders in their programs, they are ultimately responsible for planning the school counseling program. School counselors plan by using data to drive their programs, tools and assessments to increase the efficiency of the programs, and collaborative processes to implement their programs.

SCHOOL COUNSELOR MEETINGS / PLC / DATA TEAMS

- 2.3 School counselors and support staff will **meet regularly** as a **Professional Learning Community (PLC)** to review student data and identify, prioritize, and target student needs.

School counselors and support staff will analyze student data with administration as a collaborative team to drive priorities for school counseling services. Based on student data, school counselors and support staff will develop a plan of action to meet student needs.

School counselors are afforded time by district and building administration to meet as a collaborative team on the second Thursday of every month (12:30-3:30). The school counselors utilize the following guidelines for their collaborative team time:

Lead counselor(s), in coordination with the Executive Director of Student Services organize and set agendas. Suggested agendas might include the following:

1. *Information and Announcements* (e.g., discussion about new school or district policies, practices, or procedures, such as a new registration process or new report cards)
2. *Specific Student Concerns* (e.g., individual student issues; questions about handling certain student concerns, such as soliciting suggestions for a mentor of a student at risk; students with high level of risk, such as student who is self-harming)
3. *Program Management* (e.g., data analysis and flashlight data presentations, finalizing action plans, establishing and refining counseling lessons)
4. *Counselor Concerns* (e.g., how to work with a teacher who appears to be stressed, or how to support an anxious parent.)

DATA ANALYSIS

2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other issues.

A comprehensive school counseling program is data-driven. School counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. Data-informed school counselors are consistently reviewing school data to determine trends, inequities and student needs.

School counselors determine which Tier 1 curriculum topics to deliver based on student development needs, current school/district data, student standards, and their professional wisdom. At Tiers 2 & 3, school counselors also use data elements to determine interventions for students in need of more. Below are sample data metrics within the three domains of academic, college/career, and social/emotional development to consider in the identification or prioritization of student needs for intentional interventions.

ACADEMIC Data Elements	
LEVEL	TIER 2 - Academic Data Elements
Elementary	• Students who are missing 5% of class time (absent) • Students missing more than 20% of classwork assignments • Students scoring below mastery in IStation assessments • Students in upper grades (3-5) with D's and F's on quarterly report card • Students who score in the lower 25% on the ATLAS standardized test
Middle School	• Students with 2 or more "in danger of failing" marks on 1st progress report • Students with 2 or more "Fs" on 1st quarter/trimester/semester report card • Students who do not meet the requirements for grade promotion • Eligible students who don't enroll in rigorous courses (i.e. Algebra) • Students who score in the lower 25% on the ATLAS standardized test
High School	• Students who need credit recovery • Students with GPA <2.0 • Eligible students who don't enroll in rigorous courses (i.e. Algebra)

	Students who score in the lower 25% in standardized testing
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LEVEL	TIER 3 - Academic Data Elements
Elementary	- Chronic lack of attendance (in class or online) after multiple interventions - Lack of academic progress after multiple T2 interventions - New student arrives grade levels below with no previous interventions or IEP - Dramatic drop in student's academic work - Students who score in the lower 25% in standardized testing
Middle School	- Chronic lack of attendance (in class or online) after multiple interventions - Lack of academic progress after multiple T2 interventions - New student arrives grade levels below with no previous interventions or IEP - Dramatic drop in students academic work - Students not meeting the requirements for grade promotion after interventions - Students who score in the lower 25% in standardized testing
High School	- Chronic lack of attendance after multiple interventions - Lack of academic progress after multiple T2 interventions - New student arrives with multiple missing credits - Dramatic drop in academic performance - Students not completing credit recovery courses after multiple interventions - Students who score in the lower 25% in standardized testing

COLLEGE/CAREER Data Elements

LEVEL	TIER 2 - College/Career Data Elements
Middle School	- Students who have not completed the grade-level appropriate career readiness curriculum - Student groups traditionally marginalized, underserved, or underrepresented (undocumented, foster youth, students with disabilities, first generation students) who would benefit from curriculum - <i>addition to Tier 1</i> - on college/career and financial aid to promote post secondary readiness and aspirations
High School	- Students who have not completed the required LAUNCH tasks and YouScience assessments 12th graders without a completed FAFSA/ADHE application after Nov. 1st. - Students short credits to be eligible for college - Students who "qualify" via AP potential but are not in AP courses - Students who have not applied to a post secondary institution or do not have some other concrete postsecondary plan - Students who show early signs of "summer melt" (e.g. returning intent to enroll, paying housing deposit, attending orientations, etc.)

LEVEL	TIER 3 - College/Career Data Elements
High School	- Students who receive letter rescinding their acceptance to university - Students flagged for verification on the FAFSA - Students who lose academic or athletic scholarships - Students who are at high risk for “summer melt” - Students without a concrete post secondary plan by spring of senior year

SOCIAL/EMOTIONAL Data Elements

LEVEL	TIER 2 - Social/Emotional Data Elements
K-12	- Students who are absent more than 5% of time - Students who are classified as habitually tardy to school and/or individual class periods - Students who have excessive discipline referrals - Students who have been suspended - Students with behavior and/or mental health issues - Students who may have been marginalized or bullied (foster youth, homeless, special needs, etc.) - Students identified as at risk on mental health screeners

LEVEL	TIER 3 - Social/Emotional Data Elements
K-12	- Students whose truancy escalates despite Tier 2 interventions - Students whose behaviors escalate despite Tier 2 interventions - Students who exhibit self harm or threats to self or others - Students who have been referred to child services - Students who are experiencing trauma, grief, or crisis - Students who enter school through foster systems - Students returning from school after hospitalizations, placement, or incarceration - Students identified as at high risk on mental health screeners

Tier 2 Intentional Intervention Planning Tool

Directions: For each targeted data indicator, mark the checkbox as applicable. Consider which specific data, according to the student population or grade level identified, will prompt a Tier 2 intentional intervention. Next, consider the frequency or time frame to review the data element. Enter additional indicators in the blank spaces provided if necessary.

Select	Targeted Data Indicator	Data Element for Targeted Intervention	Students/ Grade Level	Time Frame/ Frequency
☐	Attendance/ Tardiness	☐ # Full Day Absences ☐ # Partial Day/Specific Period Absences (_____) ☐ % of the School Year Missed	☐ All Students ☐ Grade Level(s): ____	☐ First 20? Or 30? Days ☐ Progress Report(s) ☐ Q1; Q2; Q3; Q4 ☐ S1; S2

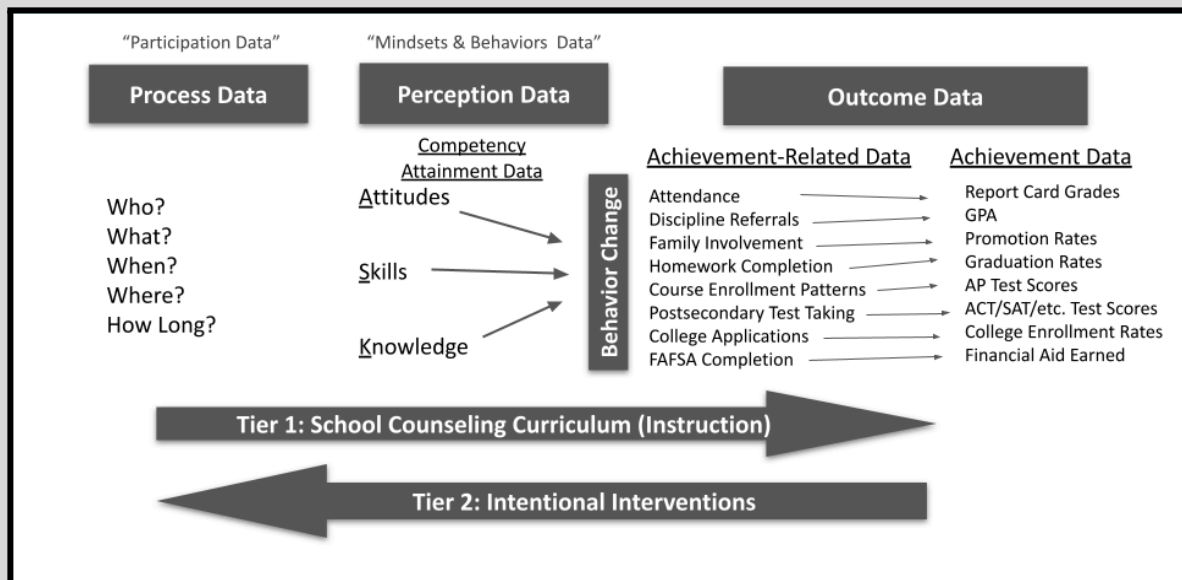
		☐ Lowest ____ % Attendance ☐ ____ or More Tardies ☐ ____ % Instructional Time Missed	☐ Student Groups: _____	☐ End of the Year
☐	Behavior	☐ ____ # of Discipline Referrals ☐ ____ # of Level ____ Infractions ☐ ____ # of Suspensions ☐ ____ % Discipline (e.g. Top 10%) ☐ Specific Type of Infraction(s): _____	☐ All Students ☐ Grade Level(s): ____ ☐ Student Groups: _____	☐ First 20? Or 30? Days ☐ Progress Report(s) ☐ Q1; Q2; Q3; Q4 ☐ S1; S2 ☐ End of the Year
☐	Homework Completion	☐ ____ # "0"s ☐ ____ % < 50% ☐ Other: _____	☐ All Students ☐ Grade Level(s): ____ ☐ Student Groups: _____	☐ Progress Report(s) ☐ Q1; Q2; Q3; Q4 ☐ S1; S2 ☐ End of the Year

Tier 2 Intentional Intervention Planning Tool, *Continued...*

Select	Targeted Data Indicator	Data Element for Targeted Intervention	Students/ Grade Level	Time Frame/ Frequency
☐	Course Failures	☐ 1 or More F's ☐ 2 or More F's ☐ 2 or More F's in CORE Subjects (_____, _____, _____) ☐ Below _____ GPA	☐ All Students ☐ Grade Level(s): ____ ☐ Student Groups: _____	☐ Each Grading Period ☐ Progress Reports ☐ Q1; Q2; Q3; Q4 ☐ S1; S2 ☐ End of the Year
☐	Credit Deficiency	☐ 9 th Graders < _____ Credits ☐ 10 th Graders < _____ Credits ☐ 11 th Graders < _____ Credits ☐ 12 th Graders < _____ Credits	☐ All Students ☐ Grade Level(s): ____ ☐ Student Groups: _____	☐ Each Grading Period ☐ Q1; Q2; Q3; Q4 ☐ S1; S2 ☐ End of the Year
☐	Grade Point Average	☐ 2.0 or Lower (4.0 scale) ☐ Students Scoring < _____ on Reading Performance Assessment (e.g. DIBELS)	☐ All Students ☐ Grade Level(s): ____ ☐ Student Groups: _____	☐ Progress Report ☐ Each Grading Period ☐ Q1 and Q3 ☐ Q2 and Q4 ☐ End of the Year
☐	Incoming Indicator	☐ Incoming Indicator of Risk: _____	☐ All Students ☐ Grade Level(s): ____ ☐ Student Groups: _____	☐ Before School Begins ☐ First 20 Days? 30 Days? ☐ First 6 Weeks

TYPES OF DATA TO COLLECT

- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.



Data-responsive school counselors use data to determine the effectiveness of the school counseling program and to make adjustments for future practice. While the manage component guides school counselors in data collection, the assess component helps with the data analysis of program results.

Source: Hatch, T. (Adapted from 2006)

ANNUAL STUDENT OUTCOME GOALS

- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

Annual student outcome goals guide the delivery of the program and the development of school counseling curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, identify the measurable impact school counselors will make on achievement, attendance, or discipline, and focus on issues related to opportunity, attainment and achievement gaps. These goals are aligned with the Fort Smith School District Strategic Plan and the district/school goals and priorities.

Direct link to Fort Smith Public Schools' strategic plan: FSPS Continuous Improvement

Direct link to all schools Annual Student Outcome Goals with interventions: [2026 Spreadsheet](#) with 2026 ASOG Goals and Results

ACTION PLANS

2.7	School counselors develop action plans for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).
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Action plans assist school counselors in developing effective plans to teach students the developmentally appropriate knowledge, attitudes and skills to impact their achievement, attendance, and/or discipline. These plans ensure there is a systematic approach to providing all students with school counseling program activities. See appendix for individual school action plans.

School Counseling Curriculum Action Plans

School counseling curriculum action plans are designed to assure that curriculum is provided for every student in the school. These plans consider the following: lesson topic; ASCA domain (academic, college/career, social/emotional) and the Mindsets & Behaviors standard(s) to be addressed; description of the actual curriculum to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activity; means of evaluating students' attitudes, skills, and knowledge (ASK) using pre-/post-tests or demonstration of competency; expected achievement and achievement-related results for students; indication that the plan has been reviewed and signed by an administrator. See the action plan template at the end of this section. For a completed example, please refer to [The Use of Data in School Counseling, 2nd Edition](#) (Hatch & Hartline, 2021).

Intentional School Counseling (Targeted Intervention) Action Plans

Intentional School Counseling Action Plans are designed to provide more intensive services to individuals or groups of students who need academic, college/career and/or social/emotional support. School counselors develop action plans, in collaboration with site administration, to address predetermined data driven elements in alignment with district priorities and unique site considerations (i.e. staffing, demographics, resources, priorities) and incorporate research-based approaches, program management, and accountability measures. Each school counselor or site team will develop and implement targeted intervention action plans every year.

Intentional School Counseling (Systems Change) Action Plans

Intentional school counseling action plans for systems change are designed to specifically address policies, practices, and procedures that the data reveal may be contributing to gaps among student groups in areas of attendance, behavior, or academic achievement outcomes. Through leadership, advocacy, and collaboration, the school counselor works with others to create new or revise ineffective policies, practices, and procedures.

A primary distinction between the intentional school counseling for *systems* change action plan and either of the previously mentioned plans, is that with the previous plans, the counselor is focused primarily on providing additional direct services to students (small group, etc.) and may or may not address systems change (policy, practice, procedure) issues. *This* action plan is specifically designed to support thoughtfulness in the policy/procedure/system change space.

LESSON PLANS

- 2.8 School counselors **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.

School counselors develop lesson plans that will support equity in lesson facilitation between and among school counselors across the district. Developing written lesson plans help ensure that the lesson is taught in a way that supports students in learning the intended developmental attitudes, knowledge, and skills required.

High-quality lesson plans include several major components such as measurable objectives, alignment to standards, student engagement strategies, detailed procedures, and a method of assessment (i.e. pre/post test). Detailed lesson plans also ensure that new school counselors, or those transferring into the district, are able to deliver the lesson with minimal training or support from others.

As school counselors develop districtwide lesson plans (using the [ASCA Lesson Plan Template](#)), they are hyperlinked within the district-wide action plans included within this handbook.

FAMILY PARTICIPATION AND ENGAGEMENT

- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.

Research has shown that family engagement can improve student test scores, attendance, and behavior as well as social skills, relationships, and feelings toward school. Involving families can lead to better outcomes for students and schools.

ACTIVITIES TO INCREASE FAMILY PARTICIPATION

FORT SMITH SCHOOL DISTRICT FAMILY EDUCATION CORE CURRICULUM PLAN			
GRADE LEVEL(S)	TOPIC	CONTENTS	DATE
K-12	Mental Health Awareness (Suicide Prevention, Bullying Awareness, Depression, etc.)	Information for families with concerns about mental health issues can be found on the district's counseling website .	September, May
Building Transition Grades (5th to 6th, 8th to 9th)	Course options, Course selection, School expectations	Awareness of course opportunities and selection of electives and core classes. Review of school policies and student expectations.	July, August, December, February, May

8 - 11	Student Success Plan Meetings	A personalized education plan intended to assist students with achieving readiness for college, career, and community engagement.	November - February
12	Financial Aid	FAFSA, Scholarships, Launch and Decision making tools	Quarter 2, Quarter 3

ANNUAL ADMINISTRATIVE CONFERENCE

- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.

The Annual Administrative Conference Template is a tool used to outline the organization and focus of the school counseling program. At the beginning of the school year, the school counselor and administrator meet to discuss program priorities and organization as well as implementation strategies to ensure the school counseling program runs smoothly and produces the desired outcomes. This tool helps to create a mutual understanding of the school counselor's specific responsibilities, use of time, caseload, and areas for professional development.

Ratios and Caseload Assignments

- 2.11 The **student-to-school counselor ratio and caseload assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.

Consideration of the pros and cons of caseload assignment by alphabet, grade level, domain, or pathway must be taken when determining ratios and student assignments. While little research exists on this topic, school counselors report advantages and disadvantages to each (Akos, Schuldts, & Walendin, 2009; Mackey, 2013). Caseload decisions tend to impact elementary and middle schools less than they do high schools. Regardless of the student assignment method selected, the most important variable for student success is the ability of the entire team to work together as a collective unit, when designing the programs and services students will receive.

Use of Time

- 2.12 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Fort Smith School Counseling program goals.

While ASCA recommends that school counselors spend 80% of their time in direct and indirect services to students with the other 20% in program planning and school support, Arkansas' Act 190 of 2019 requires that school counselors spend 90% in direct and indirect service with the other 10% in program planning and school support.

Type of Services	Definition	Examples	Arkansas Act 190
Direct Services to Students	In-person interactions between school counselors and students	<u>School Counseling Core Curriculum</u> : Structured lessons to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. Class sessions up to 40 minutes, not to exceed 3 sessions per day or 10 sessions per week.	90% or more
		Individual Student Planning: Ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.	
		<u>Responsive Services</u> : Activities designed to meet students' immediate needs and concerns, including individual or small-group counseling and crisis response.	
Indirect Services for Students	Services provided on behalf of students as a result of the school counselor's interactions with others	Referrals: Directing students, parents, and families to school and community resources for additional assistance within the three domains.	
		Consultation: Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains.	
		Collaboration: Teaming, partnering, resource sharing, serving on committees and advisory boards, etc.	
		Program Planning and School Support: School counseling program foundation, management, and accountability tasks (lesson planning, data analysis, developing programs and events, etc.)	
Administrative Duties	Necessary services and duties needed to run the daily operations of the school	Involvement in school leadership teams and other administrative planning committees	10% or less
		"Fair Share Responsibilities": Routine responsibilities involved in running the school that all members of the school staff take equal turns doing to ensure the school's smooth operation (i.e. duties, paperwork, scheduling, etc)	
TOTAL:			100%

2025- 2026 USE OF TIME REPORTS FORT SMITH PUBLIC SCHOOLS

DISTRICT USE OF TIME ANALYSIS

HIGH SCHOOL USE OF TIME ANALYSIS

MIDDLE SCHOOL USE OF TIME ANALYSIS

ELEMENTARY USE OF TIME ANALYSIS

Calendars

School counselors develop and publish a master calendar for the year that includes an overview of counseling and support activities. The calendar is available to all stakeholders and shared to assist in communication with families, students, administration and staff.

Student Standards Delivery Plan - Link here when ready

Appropriate School Counselor Roles/Position Statements

2.13	The roles and responsibilities of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
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School counselors and administrators review recommendations for school counseling and non-school counseling activities ([ASCA's table of appropriate and inappropriate activities for school counselors](#)). Every effort is made to create a collaborative plan to reassign non-school counseling activities in support of school counselors performing the appropriate responsibilities indicated in this handbook.

Fort Smith counselors serve in a variety of roles during the school day depending on the needs of each individual campus.

Elementary	Secondary
• Parental Involvement Coordinator • Assist with testing (ACT Aspire, English Language Proficiency Assessment (ELPA) 21, I-Station) • Serve on Committees (504, English Language Learner (ELL), School Improvement, Partners in Education (PIE) • Fair Share Student Duty Support	• Student Scheduling • Serve on PLC Committees • SPED conferences • Student Success Plans (Academic and Career Advisement) • SEL & Career Lessons in Classrooms • Coordinate & collaborate with community resources to benefit students & families • Host parent & family informational meetings • Collaborate with teachers & administration & support staff

Fort Smith Public School counselors use MySCUTA.com (School Counselor Use of Time Analysis -SCUTA) to develop a data-driven, evidence-based school counseling program. SCUTA follows the American School Counselor Association (ASCA) National Model® recommendations and offers comprehensive documentation and use-of-time analysis system.

Professional Learning

- 2.14 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.

Professional learning is essential to keep abreast of emerging knowledge and to improve the ability of school counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional learning will be provided to school counselors through a combination of district, site-based, and outside provider opportunities. During the Annual Administrative Conference, the administrator and school counselor will discuss professional learning needs and opportunities.

STAFF DEVELOPMENT AND SUPPORT

- 2.15 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.

At times, school counselors can best support student learning and development by informing and educating their staff regarding various topics. As needed, school counselors deliver staff development or distribute materials to staff.

PROGRAM MARKETING

- 2.16 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

Communicating with staff, families, businesses, civic organizations and social services to share the programs, activities and outcomes ensures school counselors are communicating about the needs of all students and how the school counseling program impacts student success.

RECOMMENDED AVENUES FOR DISTRIBUTION OF INFORMATION

- LAUNCH
- Schoology
- Email
- Hallway televisions
- Cafeteria televisions/announcements
- Social Media
- Blackboard, Class Dojo, Remind, LiveSchool
- Parentlink

OVERVIEW

The *Deliver* component of the school counseling program is focused on services and strategies provided to and for students. These include interactions with students and others as school counselors seek to promote equity and access to support achievement for all students. Direct student services are in-person interactions between students and school counselors; indirect student services are interactions with others within or outside the school setting on behalf of students. Within the fourth edition of the ASCA National Model, indirect student services include collaboration, consultation, and referrals while direct student services include

- Instruction (Classroom, Small-Group, and Individual);
- Appraisal and Advisement (activities to ensure students develop future goals and plans); and
- Counseling (individual or small group interventions designed to meet students' immediate needs).

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT (MTMDSS)

Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses the academic and behavioral needs of all students within the educational system. Research shows that schools benefit from having available multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students. While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: 1) academic, 2) college/career, and 3) social/emotional. To align with the work of the school counselor and other support personnel, a *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* can be utilized.

Much like MTSS, the MTMDSS framework organizes a continuum of instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social and behavioral competencies of students. The MTMDSS Model organizes school instruction and intervention services into three levels, or Tiers. As stakeholders in the development of students' academic, college/career, and social/emotional development, school counselors and other support personnel (college access partners, school psychologists, social workers, etc.) provide components of and support in the MTMDSS process.

TIER 1: CORE [UNIVERSAL] PROGRAM FOR ALL STUDENTS (100%)

The core program comprises the delivery of services that all students receive (school counseling curriculum, individual student planning, and school-wide events). **School counseling curriculum** is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. **Individual Student Planning** includes college and career readiness and 4-6 year planning. **District/school-wide activities** for all students, such as national awareness campaigns, support this work as does family engagement.

TIER 2: TARGETED INTERVENTIONS FOR SOME STUDENTS (20%)

Targeted data driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for *students* who are identified by pre-scheduled and predetermined data

screening elements. These include, for example, attendance, behavior, work skills and study habits (report card marks), course failure, credit deficiency and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, families, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or support in addition to Tier 1 curriculum activities (foster youth, dual language learners, historically marginalized student groups, etc.).

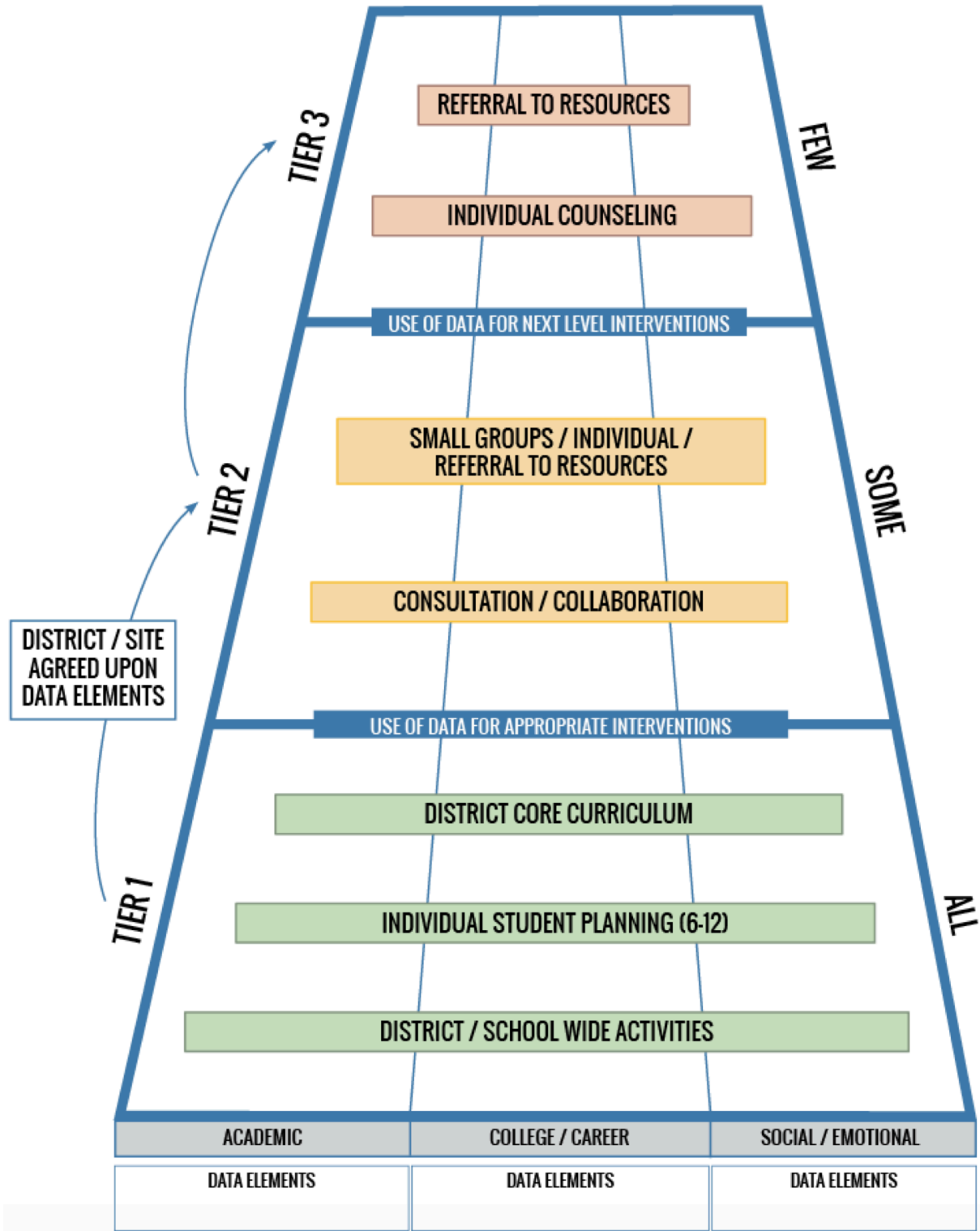
TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

Individualized student interventions are designed for students to address additional needs, including emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, imprisonment of a family member, etc.) and unresolved challenges unaffected within Tiers 1 and 2. Tier 3 intensive interventions are provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, families, and the school counselor until the concern or crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.

Comparison of MTMDSS and ASCA Model Deliver Language

	Multi-Tiered, Multi-Domain System of Support (MTMDSS)	ASCA Model 4th Edition
Tier 1	School Counseling Curriculum (Direct)	Classroom Instruction (Direct)
	Individual Student Planning (Direct)	Appraisal & Advisement (Direct)
	District/School Wide Activities & Programs (Direct)	Large Group Instruction (Direct)
Tier 2	Small Group (Direct)	Small Group Instruction (Direct) Small Group Counseling (Direct)
	Individual (Direct)	Individual Instruction (Direct) Individual Counseling (Direct)
	Referrals to Resources (Indirect)	Referrals (Indirect)
	Consultation/Collaboration (Indirect)	Consultation/Collaboration (Indirect)
Tier 3	Referral to Resources (Indirect)	Referrals (Indirect)
	Individual Counseling (Direct)	Individual Counseling (Direct)

**MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT
DELIVERY MODEL
(Direct and Indirect Services)**



TIER 1

School Counseling Curriculum for ALL Students

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

School counseling curriculum K-12 includes equitable learning opportunities for all students through quality and engaging instruction. Curriculum lessons are delivered to *all* students by school counselors and/or by approved support staff (overseen by school counselors). The curriculum is delivered through direct instruction, ideally in the classroom. Agreed upon lesson content is comprehensive, preventative, and proactive in nature. The agreed upon district-wide curriculum designed by Fort Smith school counselors promotes continuous improvement in student knowledge, attitudes, and skills in three domain areas: a) academic, b) college/career, and c) social/emotional development.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

School Counseling Curriculum Scope & Sequences include:

- Grade Level
- Lesson Title
- ASCA Student Standards
- Curriculum Content & Materials
- Projected Start/End Dates
- Evaluation Methods (Student Standards Data, and Outcome Data)

Fort Smith Public Schools Tier 1 Elementary Curriculum 2026-2027

Grade Level	Lesson Topic	ASCA Student Standards	Curriculum Materials	Projected Start/Projected End	Evaluation Methods/ How will the results be measured?
K I N D E R G A R T E N	Empathy	B-SS 4. Empathy	Second Step Elementary Bully Prevention Lessons / Capturing Kids Hearts Online Curriculum for Counselors	August - September	K-2 Empathy Assessment
	Site Based Needs Lesson (Drug Prevention/ Personal Safety)	B-SMS 9. Personal safety skills		October	
	Self-Direct	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	October	Self-Direct End of Unit Assessment (K-2)
	Teamwork	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Capturing Kids Hearts Online Curriculum for Counselors	November	
	Responsibility	B-SMS 1. Responsibility for self and actions	Capturing Kids Hearts Online Curriculum for Counselors	December	
	Respect	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	January	
	Kindness	B-SS 6. Effective collaboration and cooperation skills	Capturing Kids Hearts Online Curriculum for Counselors	February	Kindness End of Unit Assessment (K-2)

	Courage	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Capturing Kids Hearts Online Curriculum for Counselors	March	
	Perseverance	B-SMS 5. Perseverance to achieve long and short-term goals	Capturing Kids Hearts Online Curriculum for Counselors	April	Perseverance End-of-Unit Assessment (K-2)
	Integrity	B-SS 5. Ethical decision-making and social responsibility	Capturing Kids Hearts Online Curriculum for Counselors	May	
	Site Based Needs Lesson (Career)	B-LS 7. Long- and short-term academic, career and social/emotional goals		May	
F I R S T G R A D E	Empathy	B-SS 4. Empathy	Second Step Elementary Bully Prevention Lessons / Capturing Kids Hearts Online Curriculum for Counselors	August - September	K-2 Empathy Assessment
	Site Based Needs Lesson (Drug Prevention/ Personal Safety)	B-SMS 9. Personal safety skills		October	
	Self-Direct	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	October	Self-Direct End of Unit Assessment (K-2)
	Teamwork	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Capturing Kids Hearts Online Curriculum for Counselors	November	
	Responsibility	B-SMS 1. Responsibility for self and actions	Capturing Kids Hearts Online Curriculum for Counselors	December	

S E C O N D	Respect	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	January	
	Kindness	B-SS 6. Effective collaboration and cooperation skills	Capturing Kids Hearts Online Curriculum for Counselors	February	Kindness End of Unit Assessment (K-2)
	Courage	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Capturing Kids Hearts Online Curriculum for Counselors	March	
	Perseverance	B-SMS 5. Perseverance to achieve long and short-term goals	Capturing Kids Hearts Online Curriculum for Counselors	April	Perseverance End-of-Unit Assessment (K-2)
	Integrity	B-SS 5. Ethical decision-making and social responsibility	Capturing Kids Hearts Online Curriculum for Counselors	May	
	Site Based Needs Lesson (Career)	B-LS 7. Long- and short-term academic, career and social/emotional goals		May	
	Empathy	B-SS 4. Empathy	Second Step Elementary Bully Prevention Lessons / Capturing Kids Hearts Online Curriculum for Counselors	August - September	K-2 Empathy Assessment
	Site Based Needs Lesson (Drug Prevention/ Personal Safety)	B-SMS 9. Personal safety skills		October	
	Self-Direct	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	October	Self-Direct End of Unit Assessment (K-2)

G R A D E	Teamwork	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Capturing Kids Hearts Online Curriculum for Counselors	November	
	Responsibility	B-SMS 1. Responsibility for self and actions	Capturing Kids Hearts Online Curriculum for Counselors	December	
	Respect	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	January	
	Kindness	B-SS 6. Effective collaboration and cooperation skills	Capturing Kids Hearts Online Curriculum for Counselors	February	Kindness End of Unit Assessment (K-2)
	Courage	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Capturing Kids Hearts Online Curriculum for Counselors	March	
	Perseverance	B-SMS 5. Perseverance to achieve long and short-term goals	Capturing Kids Hearts Online Curriculum for Counselors	April	Perseverance End-of-Unit Assessment (K-2)
	Integrity	B-SS 5. Ethical decision-making and social responsibility	Capturing Kids Hearts Online Curriculum for Counselors	May	
	Site Based Needs Lesson (Career)	B-LS 7. Long- and short-term academic, career and social/emotional goals		May	
	Empathy	B-SS 4. Empathy	Second Step Elementary Bully Prevention Lessons / Capturing Kids Hearts Online Curriculum for Counselors	August - September	CKH 3-5 Empathy Assessment

H I R D					
	Site Based Needs Lesson (Drug Prevention/ Personal Safety)	B-SMS 9. Personal safety skills		October	
	Self-Direct	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	October	
	Teamwork	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Capturing Kids Hearts Online Curriculum for Counselors	November	
	Responsibility	B-SMS 1. Responsibility for self and actions	Capturing Kids Hearts Online Curriculum for Counselors	December	CKH 3-5 Responsibility Assessment
	Respect	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	January	CKH 3-5 Respect Assessment
	Kindness	B-SS 6. Effective collaboration and cooperation skills	Capturing Kids Hearts Online Curriculum for Counselors	February	
	Courage	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Capturing Kids Hearts Online Curriculum for Counselors	March	
	Perseverance	B-SMS 5. Perseverance to achieve long and short-term goals	Capturing Kids Hearts Online Curriculum for Counselors	April	CKH 3-5 Perseverance Assessment
	Integrity	B-SS 5. Ethical decision-making and social responsibility	Capturing Kids Hearts Online Curriculum for Counselors	May	

F O U R T H G R A D E	Site Based Needs Lesson (Career)	B-LS 7. Long- and short-term academic, career and social/emotional goals		May	
	Empathy	B-SS 4. Empathy	Second Step Elementary Bully Prevention Lessons / Capturing Kids Hearts Online Curriculum for Counselors	August - September	CKH 3-5 Empathy Assessment
	Site Based Needs Lesson (Drug Prevention/ Personal Safety)	B-SMS 9. Personal safety skills		October	
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	Teamwork	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Capturing Kids Hearts Online Curriculum for Counselors	November	
	Responsibility	B-SMS 1. Responsibility for self and actions	Capturing Kids Hearts Online Curriculum for Counselors	December	CKH 3-5 Responsibility Assessment
	Respect	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	January	CKH 3-5 Respect Assessment
	Kindness	B-SS 6. Effective collaboration and cooperation skills	Capturing Kids Hearts Online Curriculum for Counselors	February	
	Courage	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Capturing Kids Hearts Online Curriculum for Counselors	March	

F I F T H G R A D E	Perseverance	B-SMS 5. Perseverance to achieve long and short-term goals	Capturing Kids Hearts Online Curriculum for Counselors	April	CKH 3-5 Perseverance Assessment
	Integrity	B-SS 5. Ethical decision-making and social responsibility	Capturing Kids Hearts Online Curriculum for Counselors	May	
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	Empathy	B-SS 4. Empathy	Second Step Elementary Bully Prevention Lessons / Capturing Kids Hearts Online Curriculum for Counselors	August - September	CKH 3-5 Empathy Assessment
	Site Based Needs Lesson (Drug Prevention/ Personal Safety)	B-SMS 9. Personal safety skills		October	
	Self-Direct	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	October	
	Teamwork	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Capturing Kids Hearts Online Curriculum for Counselors	November	
	Responsibility	B-SMS 1. Responsibility for self and actions	Capturing Kids Hearts Online Curriculum for Counselors	December	CKH 3-5 Responsibility Assessment
	Respect	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them	Capturing Kids Hearts Online Curriculum for Counselors	January	CKH 3-5 Respect Assessment

	Kindness	B-SS 6. Effective collaboration and cooperation skills	Capturing Kids Hearts Online Curriculum for Counselors	February	
	Courage	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Capturing Kids Hearts Online Curriculum for Counselors	March	
	Perseverance	B-SMS 5. Perseverance to achieve long and short-term goals	Capturing Kids Hearts Online Curriculum for Counselors	April	CKH 3-5 Perseverance Assessment
	Integrity	B-SS 5. Ethical decision-making and social responsibility	Capturing Kids Hearts Online Curriculum for Counselors	May	
	Site Based Needs Lesson (Career)	B-LS 7. Long- and short-term academic, career and social/emotional goals		May	

Fort Smith Public Schools Tier 1 Middle School Curriculum 2026-2027

Grade Level	Lesson Topic	ASCA Domain & Mindset/ Behavior Standards	Curriculum and Materials	Projected Start/End	Process Data (Projected # of Students Affected)	Perception Data (Type of Surveys/ Assessments to be Used)	Outcome Data (Achievement, Attendance and/or Behavior Data to be Collected)
6th	Introduction to Your Counselor and Academic Success Tools	B-SMS 6. Ability to overcome barriers to learning	• Introduction to Counselors • How to check grades online • Passing Grades/ Eligibility/ Promotion • HW Overview	September	6th Grade Students	A: Importance of passing courses with at least a "C" S: Check grades online K: Where to go for tutoring, website to check grades online, how to access the school counselors	% 6 graders passing all core classes @ the end of 1st qtr.
7th	Introduction to Your Counselor and Academic Success Tools	B-SMS 6. Ability to overcome barriers to learning	• Introduction to Counselors • How to check grades online • Passing Grades/ Eligibility/ Promotion • HW Overview	September	7th Grade Students	A: Importance of passing courses with at least a "C" S: Check grades online K: Where to go for tutoring, website to check grades online, how to access the school counselors	% 7 graders passing all core classes @ the end of 1st qtr.
8th	Introduction to Your Counselor and Academic Success Tools	B-SMS 6. Ability to overcome barriers to learning	• Introduction to Counselors • How to check grades online • Passing Grades/ Eligibility/ Promotion • HW Overview	September	8th Grade Students	A: Importance of passing courses with at least a "C" S: Check grades online K: Where to go for tutoring, website to check grades online, how to access the school counselors	% 8 graders passing all core classes @ the end of 1st qtr.
6th	Coping Skills/Signs of Suicide	B-SMS 7. Effective coping skills	• Signs of Suicide Curriculum (videos, discussion questions) • Pre/Post tests	September/ October	6th Grade Students	A: Belief that using coping skills is important K: Identify appropriate coping skills	Percent Change in Attendance from 4th Qtr 2026 to 1st Qtr 2027
7th	Coping Skills/Signs of Suicide	B-SMS 7. Effective coping skills	• Signs of Suicide Curriculum (videos, discussion questions) • Pre/Post tests	September/ October	7th Grade Students	A: Belief that using coping skills is important K: Identify appropriate coping skills	Percent Change in Attendance from 4th Qtr 2026 to 1st Qtr 2027

8th	Coping Skills/Signs of Suicide	B-SMS 7. Effective coping skills	Signs of Suicide Curriculum (videos, discussion questions) Pre/Post tests	September/October	8th Grade Students	A: Belief that using coping skills is important K: Identify appropriate coping skills	Percent Change in Attendance from 4th Qtr 2026 to 1st Qtr 2027
6th	Intro to Empathy	B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them	Introduction to Empathy	January/February	6th Grade Students	A: I believe that learning how we are similar and different can help build stronger relationships A: I believe that a positive respectful environment can help my class to be positive and safe. (B-SS 2)	# of Fights 2nd Quarter compared to # of Fights 3rd Quarter
7th	What is Empathy?	B-SS 4 Empathy	What is Empathy	January /February	7th Grade Students	A: I believe empathy is important (B-SS 4) K: An example of showing empathy is _____ (B-SS 4) Talking to friends b. Listening without judgment c. Asking someone to play d. Sharing your feelings	# of Fights 2nd Quarter compared to # of Fights 3rd Quarter
8th	Empathy in Action	B-SS 4 Empathy	Empathy in Action	January /February	8th Grade Students	K: What is one way you can show empathy to someone? (B-SS 4)	# of Fights 2nd Quarter compared to # of Fights 3rd Quarter
6th	Effective Communication	B-SS 1. Effective oral and written communication skills and listening skills	Non-Verbal Communication	March/April	6th Grade Students	A: I believe that identifying facial expressions helps me become a better communicator.(B-SS 1)	# of Fights 3rd Quarter compared to 4th Quarter
7th	Active Listening	B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them	Active Listening	March/April	7th Grade Students	K. Name the 6 steps to being a good listener.	# of Fights 3rd Quarter compared to 4th Quarter
8th	Conflict Resolution	B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them	Interpersonal Conflict Resolution	March/April	8th Grade Students	A: I believe that I have the necessary skills to de escalate and resolve conflict	# of Fights 3rd Quarter compared to 4th Quarter

Fort Smith Public Schools Tier 1 High School Curriculum 2026-2027

Grade Level	Lesson Content	ASCA Domain/ Mindsets & Behaviors Standards	Curriculum and Materials	Projected Start/ Projected End	Evaluation Methods How will the results be measured?
9th	Academic Success Tools “HS 101”	Academic M 3 Sense of belonging in the school environment. M6 Positive attitude toward work and learning. B-LS-3 Use of time management, organizational, and study skills. B-LS-8 Actively engage in course work.	High School 101 Powerpoint		• Pre-Test • Post • -Test
9th	Suicide Awareness & Prevention	Social/ Emotional M1 Belief in development of the whole	“Signs of Suicide” curriculum provided by the American Foundations for Suicide Prevention (AFSP)	Sep/Oct	• Pre • Post

		self B-SMS-8 Demonstrate advocacy skills and ability to assert self, when necessary			
9th	Student Success Planning	Academic & Career B-LS-7 Identify short and long term career goals. M4 Understand that post secondary education and life-long learning are necessary for long-term career success	• Graduation Credits/Requirements • Diploma Types • Credit Recovery • Electives & CTE Pathways • How to Meet with Your Counselor • LAUNCH Refresher • Course Requests for Future Year • Review ESPS Course Catalog	Sem 1	Sample 9th grade class meeting presentation Pre-Test Post-Test
9th	LAUNCH “Strengths Explorer”	Academic & Career B-LS-7 Identify short and long term career goals. M4 Understand that post secondary	Within career guidance program LAUNCH: • Strengths Explorer • Add careers to favorite list • Add colleges I’m thinking about • Retake earlier assessments if needed	Sem 1	• 9th GR Pre-Test • 9th GR Post-Test

		education and life-long learning are necessary for long-term career success.			
10th	Suicide Awareness & Prevention	Social/ Emotional M1 Belief in development of the whole self B-SMS-8 Demonstrate advocacy skills and ability to assert self, when necessary	"More Than Sad" curriculum provided by the American Suicide Prevention	Sep/Oct	• Pre • Post
10th	Student Success Planning	Academic & Career B-LS-7 Identify short and long term career goals. M4 Understand that post secondary education and life-long learning are	• Graduation Credits/Requirements • Diploma Types • Credit Recovery • Electives & CTE Pathways • How to Meet with Your Counselor • LAUNCH Refresher • Course Requests for Future Year • Review FSPS Course Catalog	Sem 1	Sample 10th grade meeting presentation Pre-Test Post-Test

		necessary for long-term career success			
10th	LAUNCH “Game Plan”	Academic & Career B-LS-7 Identify short and long term career goals. M4 Understand that post secondary education and life-long learning are necessary for long-term career success.	Within LAUNCH: • Upload You Science Profiler results into LAUNCH • Complete the Game Plan Survey • Add careers to favorite list • Add colleges I’m thinking about	Sem 1	• Pre • Post
11th	Suicide Awareness & Prevention	Social/ Emotional M1 Belief in development of the whole self B-SMS-8 Demonstrate advocacy skills and ability to assert self, when necessary	“It’s Real” curriculum from American Foundation for Suicide Prevention	Sem 1	• Pre • Post

11th	Student Success Planning	Academic & Career B-LS-7 Identify short and long term career goals. M4 Understand that post secondary education and life-long learning are necessary for long-term career success	• Graduation Credits/Requirements • Diploma Types • Credit Recovery • Electives & CTE Pathways • How to Meet with Your Counselor • Student Success Plan LAUNCH Refresher • Course Requests for Future Year • Review FSPS Course Catalog	Sem 1	Sample 11th grade class visit Pre-Test Post-Test
11th	LAUNCH “College Supermatch”	M-4 M-5 B-LS-9 B-LS-7	Within LAUNCH: • College Supermatch • Scholarship Search • Add careers to favorite list • Add colleges I’m thinking about	Sem 1	• Pre Test • Post Test
12th	Suicide Awareness & Prevention	Social/ Emotional M1 Belief in development of the whole self B-SMS-8 Demonstrate advocacy skills	“It’s Real” curriculum from American Foundation for Suicide Prevention	Sem 1	• Pre • Post

		and ability to assert self, when necessary			
12th	Student Success Planning	Academic & Career B-LS-7 Identify short and long term career goals. M4 Understand that post secondary education and life-long learning are necessary for long-term career success	• Graduation Credits/Requirements • Diploma Types • Credit Recovery • Electives & CTE Pathways • How to Meet with Your Counselor • LAUNCH Refresher • FAFSA & State Scholarship • Review FSPS Course Catalog	Sem 1	Sample 12th grade class visit presentation Pre-Test Post-Test
12th	FAFSA, State Scholarships, & LAUNCH	M-4 M-5 B-LS-9 B-LS-7	Senior FAFSA, State Scholarships, & LAUNCH presentation, noting: • Apply to college, employment, or military • Request transcripts • Request letters of recommendations • Apply for scholarships • Participate in hiring fair • Complete FAFSA • Attend College Fair and/or College Visits	Sem 1	• <u>Pre</u> • <u>Post</u>

			Attend Financial Aid Night for students/parents		
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Individual Student Planning

- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans.**

Individual student planning consists of ongoing systematic activities provided by school counselors designed to assist students in establishing personal goals and developing future plans, such as Student Success Plans (SSPs) and graduation plans. Individual planning is implemented through appraisal and advisement.

- 3.3 School counselors will meet with all students beginning in middle school to **develop a student success plan (SSP)**, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

Developing Student Success Plans

- Adhere to state guidelines. <https://dese.ade.arkansas.gov/Offices/learning-services/student-success-plan>
- <https://adecm.ade.arkansas.gov/ViewApprovedMemo.aspx?Id=5606>
- Ensure that each student has an SSP that connects their career interests and postsecondary goals to coursework and extracurricular activities. (*You Science; LAUNCH*)
- Create a plan for reviewing SSPs annually and engage families in the process. (*Creation of SSP in 8th grade in Keystone class, review and modification annually 9th - 12th with counselor*)
- To ensure that your school counseling program is equitable and accessible to all students, ensure that *all* students and families are knowledgeable about every postsecondary option and requirement and are aware of all pathway options available at your site.
- Connect the SSP process to your course selection process.

A critically important component of the student success plan is **course planning**. School counselors (or other school personnel) will review each student's transcript and academic plan at least once each year (typically during registration) to validate appropriate course placement.

School counselors (or other school personnel) will complete a standardized Fort Smith School District academic review annually, beginning in middle school, where plans for postsecondary options are reviewed, and a signed agreement is reached with student and family for the student's coursework in the upcoming year.

A **standardized electronic version (LAUNCH)** of the Student Success Plan (SSP) is developed with the student and parent. The plan follows the student from one grade level to the next and is reviewed annually.

TIER 1

Student Success Plan Decision-Making Guide

Who Completes it?	What Tool will You Use?	When?	Method of Delivery?	Content Covered	How do Families Provide Input?	Connecting SSP to Core Curriculum	Corresponding School Wide Activity	Follow Up	Outcomes
8th Grade	Schoology, Home Access Center, LAUNCH, paper course request forms You Science	Q2 - Q3	Individual meetings Small group meetings Whole Class Instruction (Career Connections /Keystone)	Course Selection, Goal Setting, Student Success Plan, District Course Catalog	Guardian signature on Course Selection Sheet; Emails sent to Students & Guardians thru LAUNCH; Schoology Announcements	Career Connections/ Keystone Curriculum	High School Counselor Visit/ Course Request; High School 101 Presentation	Pre-test Post-test Counselor review of individual course requests	High School Graduation
9th Grade	Home Access Center, LAUNCH, paper course request forms	Q2 - Q3	Individual meetings Small group meetings	Course Selection, Goal Setting, Student Success Plan, District Course Catalog	Guardian signature on course selection sheet; emails sent to students & guardians thru LAUNCH; Schoology announcements ; Parent Night	LAUNCH Strengths Explorer, YOUSCIENCE	Parent Night, New Student Orientation		High school graduation, college & trade school enrollment, scholarships
10th Grade	Home Access Center, LAUNCH,	Q2 - Q3	Individual Meetings	Course Selection, Goal Setting, Student	Guardian signature on course selection sheet; emails				High school graduation, college & trade school

	paper course request forms			Success Plan, District Course Catalog	sent to students & guardians thru LAUNCH; Schoology announcements				enrollment, scholarships
11th Grade	Home Access Center, LAUNCH, paper course request forms	Q2 - Q3	Individual Meetings	Course Selection, Goal Setting, Student Success Plan, District Course Catalog	Guardian signature on course selection sheet; emails sent to students & guardians through LAUNCH; Schoology announcements				High school graduation, college & trade school enrollment, scholarships
12th Grade	Senior Meetings	Q1 - Q2	Individual Meetings	Graduation Check, Post-secondary planning				Sample Exit Survey	High school graduation, college & trade school enrollment, scholarships

Schoolwide Programs and Activities

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| 3.4 | School counselors will coordinate school/district-wide programs and activities in alignment with school counseling curriculum to support the academic, college/career, and social/emotional development of students. |
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School counselors coordinate, oversee and/or participate in various school or district wide events aligning with the school counseling curriculum to further support student academic, college/career and social/emotional development. See below for an action plan template for districtwide programs and activities, as well as a completed example:

Fort Smith Public Schools Tier 1 Schoolwide Programs & Activities 2026-2027

Process Data					Perception Data	
Activity Topic	Aligned with Which Student Core Curriculum Lesson/Unit	When?	Presented in Which Subject?	# of Students	ASCA Mindsets & Behaviors <i>(or other standards)</i>	Attitudes (A), Knowledge (K), & Skills (S) to be Measured
Suicide Prevention		Sep/ Oct	English	All	Social/ Emotional M1 Belief in development of the whole self B-SMS-8 Demonstrate advocacy skills and ability to assert self, when necessary	A: I have hope K: Identify signs of suicide, resources, and support S: Pre/ Post test data
Mental Health Awareness		May	NA	All	Social/ Emotional M1 Belief in development of the whole self B-SMS-8 Demonstrate advocacy skills and ability to assert self, when necessary	A: Mental health is important to me K: I recognize the importance of mental health S: Pre/Post test data
Middle School Orientation		August	NA	All	Academic M 3 Sense of belonging in the school environment.	<u>A</u> : Importance of participating in school clubs and extracurricular activities
Freshman Orientation		August	NA	All	Academic M 3 Sense of belonging in the school environment.	<u>A</u> : Importance of passing courses with at least a "C"

					M6 Positive attitude toward work and learning. B-LS-3 Use of time management, organizational, and study skills. B-LS-8 Actively engage in course work.	<u>K</u>: Where to go for tutoring, website to check grades online, how to access the school counselors <u>S</u>: Check grades online
Financial Aid Night		Oct	NA	All	M-4 M-5 B-LS-9 B-LS-7	A: Importance of seeking & exploring financial resources K: I know where to go to find resources for financial aid S: Apply for FAFSA

Family Education

- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career, and social/emotional development and decision making for all students grades K-12.

School counselors provide or oversee family education that aligns with the school counseling curriculum, supporting students' academic, college/career, and social/behavioral needs. Family education is provided throughout Fort Smith district and includes the following:

FORT SMITH DISTRICT FAMILY EDUCATION CURRICULUM PLAN

Grade Level(s)	Title of Program or Activity	Brief Description	When?	Aligned to Which Curriculum Lessons?
K - 12	Family Engagement Nights	Information for families regarding student success.	September-May	
K -12	Mental Health Awareness (Suicide Prevention, Bullying Awareness, Depression, etc.)	Information for families with concerns about mental health issues via. social media Sept./Oct. Classroom Lesson. In May, guest speakers/media blasts.	September-May	Suicide Prevention
Transition Grades (5th to 6th, 8th to 9th)	Course options, course selections, school expectations	Grades who transition to new buildings, e.g. 8th to 9th, information regarding course opportunities, elective selections, core classes. Review of school policies & expectations	February, May, August	Career Planning
8-11	Student Success Plan Meetings	Cover state requirements specified by law	December - February	High School and Career Planning
12	Financial Aid	FAFSA, Scholarships, LAUNCH	October	Post-High School Tools

TIER 2

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| 3.6 | Intentional, targeted, data-driven interventions will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns. |
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Tier 2 of the Fort Smith School Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic achievement, college/career readiness and social/emotional issues. This component is initiated through data mining (discussed in the Manage component), student self-referral, teachers, families, or others. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Tier 2 services are identified through analyzing data to determine student needs and delivered through strategies, including individual and small group counseling, referrals, consultation, and collaboration.

Small Group/Individual Counseling

Short-term counseling is provided in small groups or on an individual basis for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature.

Referral to Tier 2 Resources

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| 3.7 | School counselors will utilize site and district resources , as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families. |
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Referrals vary based on student need. School counselors may refer students and families to tutoring for additional academic support, to websites or training for college/career support, to community agencies for social/emotional support, or to internal school site supports such as peer mediation and conflict resolution. Additionally, school counselors work within the community to procure additional in-school resources to support students.

Consultation

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| 3.8 | School counselors will consult with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students. |
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School counselors consult with key stakeholders regularly to provide information and strategies to address concerns in academic, college/career, and social/emotional needs of students. School counselors serve as student advocates to support student achievement, equity, access, and success. Specifically, school counselors in Fort Smith District consult with:

- Administrative team

- Other school counselors at their site and in the district
- Teachers
- Families
- Student support personnel (school-based mental therapists, school psychologists, school social workers, nurses, etc.)
- Special education case managers
- Classified employees
- Athletic coaches
- Program coordinator(s) (i.e.GATE, ELL, Etc.)
- School Resource Officer
- College access partners
- Community agencies
- Arkansas Department of Human Services (DHS, DCFS)
- Instructional coaches
- School counseling interns

Collaboration

3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.

School counselors will have the opportunity to collaborate in a variety of ways to support the school counseling program. Through teaming and partnering, they work with educators, families, and the community to improve resource sharing, provide joint presentations, or form partnerships with a specific focus or agenda. Serving on district committees, school counselors advocate for all students and work to remove barriers to learning, improve programs, policies, and practices, and support access and equity. Selection of committee topics vary per site.

COMMITTEE/TEAM PARTICIPATION	K-5	MS	HS	ALT
Instructional Leadership Teams (PLC)	Yes	Yes	Yes	Yes
Grade Level Teams	Yes	Yes	No	Yes
Content-Area Department Teams	No	No	No	Yes
Student Support Teams (SSTs)	Yes	Yes	Yes	Yes

(Add rows as needed)

TIER 3

Short-Term Individual Counseling

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| 3.10 | Short-term Tier 3 school counseling support will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate. |
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Individual counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis counseling provides prevention, intervention, and follow-up. When a crisis occurs, the site principal (in collaboration with the school counseling team) decides whether or not the site crisis intervention team or the district crisis team will handle the situation. One or both are called into action. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate outside referral sources are utilized.

Referrals to Outside Agencies

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| 3.11 | School counselors will refer to school, district, and community resources when students' needs extend beyond the role and responsibilities of the school counselor. |
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When a student's needs extend beyond the brief, short-term, targeted approaches provided by school counselors, it is the ethical responsibility of the school counselor to refer the student or family to outside resources for additional assistance. School counselors connect students and families with referral sources, utilizing district agreed upon services with outside agencies to support academic, college/career or social/emotional needs. Examples include dealing with crises such as suicide ideation, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

Community Outreach/Agencies

- The Guidance Center
- Springwoods
- Arkansas Department of Human Services
 - [Mandated Reporter Portal](#)
- Arkansas State Police
- [School-Based Health Center](#)
- School-Based Mental Therapists
- [SUICIDE AWARENESS BROCHURE \(SPANISH VERSION\)](#)
- [SUICIDE AWARENESS BROCHURE \(ENGLISH\)](#)
- [SERVICE PROVIDERS LIST](#)

MENU OF SERVICES

Districtwide school counseling teams collaborate to develop a standard menu of services offered, based on student need. Note the school counselor's interventions are only some of the options available as it is not the school counselor's responsibility to provide all the interventions, but to know when and where to appropriately refer a student within and outside the school building. School counselors are encouraged to collaborate with other intervention providers to ensure students receive the most appropriate intervention and to avoid overlapping of services or service redundancy.

Tier 1 Services - What ALL Students K-12 Automatically Receive		
• College preparatory curriculum across the core subject areas, plus foreign language, health/PE, arts • Comprehensive school counseling core curriculum lessons (academic, college/career, and social/emotional development) • Student Success Planning (8-12) • Schoolwide programs and activities (assemblies, resource fairs, career day, kindness week, FAFSA Submission, etc.) • Capturing Kids Hearts		
• School wide behavior expectations • Communications • Non-instructional time behavior support (lunchroom, hallways, playground, study areas) • Priority field trips (i.e. college tours) - cannot be taken away as a consequence • Transition support (Kindergarten Enrollment/Splash Day, Middle School Transition to Success, High School 101, Freshman Orientation) • Student Council advocacy		
Tier 2 Services - Available Supplemental Supports & Enrichment Opportunities		
• Tutoring • Credit recovery • Group workshops before school, during lunch, and after school • Mentoring • College application support	• Solution-Focused Brief Counseling • Attendance support • Small group counseling • Behavior contracts • ACT/SAT prep • Athletics/NCAA advising • Clubs and student organizations	• Supplementary field trips (may have requirements) • Community-sponsored events • Motivational programs • Leadership programs • Independent study • Incentives
Tier 3 Services - Intensified Supports for Emergent, Severe, or Crisis Needs		
• Special Education Consultation • Section 504 consultation • English language proficiency consultation • School Attendance Review Team • Postsecondary Advocacy and Support (rescinded admission, complex FAFSA scenarios) • Risk/Threat Assessments		
• Referrals to out-of-district (trauma, mental health services, therapy, substance abuse, grief/loss counseling, shelters, food kitchens, clothing closets, legal services, abuse/neglect) • Crisis Intervention • Post-suspension Counseling • Home Visits • Academic Risk/ Drop-Out Intervention		

OVERVIEW

The fourth component of the comprehensive school counseling program calls for the school counselor to assess program effectiveness. School counselors collect and analyze school and school counseling program data to determine how students are *different* as a result of their activities and interventions. School counselors use data to show the contributions of the school counseling program to student attendance, behavior and achievement. School counselors analyze program assessments to guide future action and improve results for all students. The performance of the school counselor is evaluated on standards of practice expected of school counselors implementing a comprehensive school counseling program.

DATA REVIEW AND PROGRAM RESULTS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.

A school counseling program must answer the question, *“How are students different as a result of the school counseling program?”* School counselors will collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation and improvement.

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices and procedures

The following results reports illustrate how school counselors assess the effectiveness of activities and can use those findings to make decisions for future programming.

Example/sample (revised for new year):

[High School Senior Exit Survey](#)
[High School Senior Exit Results](#)

4.2	School counselors will systematically share the impact of their Tier 1 and Tier 2 activities with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).
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School counselors share the impact of their activities with key stakeholders to educate them about the program impact on student achievement, attendance and discipline as well as to communicate the organizational structure and philosophy of the school counseling program. Both the [ASCA Professional Standards and Competencies](#) and the [ASCA Ethical Standards](#) call for school counselors to share the results of their programs.

SCHOOL COUNSELING PROGRAM ASSESSMENT

4.3	School counselors will annually complete a program assessment to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment).
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The program assessment is used to assess the school counseling program's progress toward full implementation of a comprehensive school counseling program in alignment with the ASCA National Model. Assessments are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. The findings of both program assessment and results guide future actions within the program by identifying strengths and areas of thoughtfulness where improvement may be needed.

SCHOOL COUNSELOR SELF-APPRAISAL

4.4	School counselors will annually self-assess their attitudes, knowledge, and skills based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.
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School counselors may utilize the assessment for self- assessment, to set personal goals, and to drive professional development. It is recommended that school counselors complete a self-appraisal annually to determine needed areas of growth.

SCHOOL COUNSELOR PERFORMANCE EVALUATION

4.5	The school counselor performance evaluation tool will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Fort Smith School District School Counseling Program Handbook (this document).
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Fort Smith Public Schools evaluates counselors using the [ADE Educator Effectiveness System](#).

LEADERSHIP & ADVOCACY

- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and to create an environment that promotes and supports student success.

As trained leaders who are skilled at counseling, advocacy, team building and collaboration, school counselors use data to promote the success of all students. As an outcome, school counselors seek to ensure all students receive equitable access to services, interventions, and academic opportunities. By taking the lead to collect and analyze school and/or district level data, school counselors identify existing gaps in student achievement. Implemented strategies and supports not only address existing gaps in achievement, but advocate for necessary change.