# PINECREST ACADEMY ROSELAWN

## COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN

### ELEMENTARY SCHOOL | KINDERGARTEN–GRADE 5

2026–2027 School Year

*Growing Learners. Building Leaders. Strengthening Community.*

School hours: 7:30 a.m.–2:45 p.m.
Aftercare details: To be finalized and communicated to families.

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# 1. Program Overview

### Purpose

The Pinecrest Academy Elementary Comprehensive School Counseling Program is designed to support the academic, social, emotional, and personal development of students in kindergarten through grade 5. The program emphasizes prevention, early identification of needs, skill-building, collaboration with families, and access to appropriate school and community supports.

### School information

School: Pinecrest Academy Roselawn | Program level: Elementary, Kindergarten–Grade 5 | School day: 7:30 a.m.–2:45 p.m. | Aftercare: Planned; details are still being finalized. The school will communicate approved aftercare procedures and contacts to families when available.

### Program framework

This plan follows the four-part comprehensive school counseling structure reflected in the Pinecrest Academy Roselawn School District plan: Foundation, Management, Delivery, and Accountability/Assessment. It is written specifically for an elementary program and should be reviewed annually by school leadership and the school counselor.

# 2. Foundation

### Belief statement

At Pinecrest Academy Roselawn, we believe that every child can learn, grow, and make progress. All students deserve to be treated with dignity and respect and to have access to developmentally appropriate counseling support. Students benefit when school staff and families work together. Academic learning, social-emotional skills, positive behavior, attendance, safety, and a sense of belonging all contribute to student success. We recognize that students bring different strengths, backgrounds, experiences, and needs to school.

### Vision statement

Every Pinecrest Academy Roselawn elementary student will develop the academic habits, self-awareness, relationship skills, resilience, and responsible decision-making needed to become a confident learner and a caring member of the school and community.

### Mission statement

The mission of the Pinecrest Academy Roselawn Elementary School Counseling Program is to provide a comprehensive, preventive, and developmentally appropriate program for students in kindergarten through grade 5. Through classroom lessons, brief individual and small-group counseling, consultation, referrals, and collaboration with families and staff, the program will help students build skills for learning, relationships, emotional wellness, safety, and future readiness.

### Program values

Belonging and inclusion; student advocacy; prevention and early support; family partnership; ethical and confidential practice; data-informed decisions; collaboration; and respect for each student's developmental level.

# 3. Elementary Program Goals

### Goal 1 — Kindness, integrity, and belonging

Students will learn and practice kindness, empathy, respect, inclusion, and responsible choices. Strategies may include classroom guidance, schoolwide recognition, restorative conversations where appropriate, and family communication. Measures: lesson participation, student reflections, school climate feedback, and behavior trend reviews.

### Goal 2 — Social-emotional skills

Students will practice naming emotions, using calming strategies, solving problems, asking for help, and building healthy friendships. Measures: pre/post lesson check-ins, counselor observation, teacher feedback, and small-group progress reviews.

### Goal 3 — Attendance and engagement

Pinecrest Academy Roselawn will use attendance data to identify patterns and connect with families early when absences or lateness become a concern. Staff will follow school attendance procedures and applicable Arkansas requirements. Measures: attendance reports, family contacts documented under school procedures, and review of attendance trends each quarter.

### Goal 4 — Safe school and bullying prevention

Students will learn the difference between conflict, unkind behavior, and bullying; how to report concerns; and how to seek help from trusted adults. All reports will be handled under Pinecrest Academy Roselawn's adopted policies and applicable law. Measures: lesson completion, reporting awareness, staff training records, and review of incident trends.

### SMART goal process

At the start of the year, the counselor and administrator will review available baseline data and set specific, measurable, achievable, results-focused, and time-bound targets. Targets should not be invented before Pinecrest Academy has reviewed its own data. Progress will be reviewed during the year and evaluated at year-end.

# 4. Management

### Program assessment and use of time

The counselor and administrator will review student needs, participation data, school climate feedback, attendance, and behavior trends to guide services. For Arkansas public school districts and open-enrollment public charter schools covered by the School Counseling Improvement Act and related rules, counselors must spend at least 90% of working time on student contact days providing direct and indirect services to students; administrative activities may not exceed 10%. Confirm applicability to Pinecrest Academy Roselawn's legal status and staffing arrangement.

### Annual administrative conference

At least annually, the counselor and principal/designee will review program goals, student needs, services, use of time, referral procedures, crisis procedures, professional learning needs, and results from the prior year. The plan will be updated as needed.

### Advisory team

A school counseling advisory team may include the principal, counselor, teacher representatives, support staff, and family/community representation as appropriate. The team will review program priorities, barriers to access, schoolwide themes, and progress without unnecessarily disclosing identifiable student information.

### Data used for planning

Appropriate data may include attendance and tardiness, office referrals, academic progress indicators, school climate surveys, student and parent feedback, counseling participation/process data, and aggregated intervention outcomes. Use only data that is necessary for the stated purpose, follow access controls, and protect student privacy.

### Action planning

For each annual goal, the counselor will document the target group, intervention, responsible staff, schedule, intended outcome, data source, and review date. Interventions will be adjusted when results show that student needs are not being met.

## 5. Annual Elementary Counseling Calendar

### August — Welcome and belonging

Introduce the counselor and how to ask for help; support new-student transitions; teach school expectations, trusted-adult awareness, and classroom community skills.

### September — Character and self-management

Teach kindness, integrity, listening, self-control, and following directions; share counseling referral information with families and staff.

### October — Bullying prevention and safety

Teach age-appropriate reporting skills, digital kindness where relevant, and how to get adult help. Coordinate activities with the school's adopted bullying prevention policy.

### November — Gratitude and empathy

Practice perspective-taking, gratitude, inclusion, and respectful communication; consider a classroom or school community kindness project.

### December — Caring and connection

Reinforce friendship skills, recognizing feelings, identifying trusted adults, and asking for help when worried or upset.

### January — Growth mindset and goals

Help students set age-appropriate academic, behavior, and personal goals; practice perseverance and learning from mistakes.

### February — Friendship and conflict resolution

Teach assertive communication, taking turns, problem-solving, and ways to respond when peers disagree.

### March — Coping and resilience

Practice breathing, movement breaks, positive self-talk, and choosing a safe adult or strategy when feelings become overwhelming.

### April — Careers and community helpers

Introduce varied careers and community roles through books, classroom activities, or approved guest speakers; emphasize that interests and strengths can grow.

### May — Reflection and transition

Review student goals, celebrate growth, prepare students for the next grade, and collect feedback to plan the following year.

### Scheduling note

Classroom guidance should be scheduled in coordination with instructional needs. Under Arkansas DESE school counseling rules applicable to covered public schools/open-enrollment charter schools, regularly scheduled classroom guidance is limited to 40-minute sessions, no more than three sessions per day and ten sessions per week.

# 6. Delivery of Services

### Direct services

Classroom guidance lessons; brief individual counseling; group counseling; orientation and transition support; responsive support after a student concern; and student skill-building related to academic habits, behavior, friendships, emotional awareness, safety, and future readiness. Counseling is not a substitute for clinical treatment or other services outside the counselor's role.

### Indirect services

Consultation with parents/guardians, teachers, administrators, and support personnel; collaboration on student support strategies; referrals to school-based or community resources; coordination with intervention teams; and helping staff identify appropriate supports for students.

### Responsive services

When a concern is raised, the counselor or designated staff member will assess the nature and urgency of the concern, consult with the appropriate administrator or team, communicate with caregivers when appropriate, document according to school policy, and connect the student with further support when needed.

### Referral process

Students, caregivers, teachers, and administrators may request support using Pinecrest Academy's approved referral process. The school will establish where forms are located, who reviews them, how urgent concerns are reported, and how families can contact the school. Do not use routine referral forms to report an emergency or immediate safety risk.

### Individual and small-group counseling

Support may address friendship, adjustment, coping, grief or change, self-regulation, school engagement, and other age-appropriate concerns. Group participation and caregiver communication will follow school procedures, professional standards, and applicable law. The counselor will explain the limits of confidentiality in developmentally appropriate language.

### Crisis and safety response

Any immediate risk of harm, abuse, neglect, or serious safety concern must be escalated promptly under school crisis, mandated-reporting, and emergency procedures. A student with an immediate suicide or self-harm concern must not be left alone; notify the designated administrator and caregivers as required, and connect the student to qualified crisis or mental-health support. Follow the school's written crisis plan and current law.

### System support

The counselor may participate in school improvement, staff consultation, prevention initiatives, family workshops, and coordination of services. These activities should support the counseling program and should not displace required student services.

### Administrative duties

Routine administrative tasks should be limited and tracked so that the counselor's time remains focused on student services, consistent with applicable Arkansas requirements. Assignments such as routine dismissal duty, testing coordination, or unrelated office coverage should be reviewed against current state rules and the counselor's role.

# 7. Bullying Prevention and Student Safety

## School response

Pinecrest Academy will follow its adopted bullying prevention and student discipline policies. Students should be taught to report concerns to a trusted adult and understand that retaliation for a good-faith report is not acceptable. Staff will promptly route reports to the principal or designated official for investigation under school policy.

## Arkansas law reference

Arkansas Code Annotated § 6-18-514 prohibits bullying of public school students and employees and establishes policy and response requirements for public school districts. Arkansas DESE states that public school districts and open-enrollment public charter schools must adopt, implement, and enforce antibullying policies. The statute includes written documentation, investigation, parent-notification, and recordkeeping requirements; the current statute and Pinecrest Academy's adopted policy must govern the actual response.

## Counselor's role

The counselor may provide prevention lessons, support students affected by incidents, consult with staff and families, recommend appropriate counseling or intervention, and help monitor school climate. The counselor does not replace the administrator or other designated official responsible for the formal investigation unless assigned under applicable policy.

## Student mental health

Teach elementary students how to name feelings, ask for help, identify trusted adults, and use safe coping strategies. Any indication of abuse, neglect, suicidal thoughts, self-harm, or imminent danger must be treated seriously and handled immediately through the school's reporting and crisis procedures.

# 8. Family and Community Partnerships

### Family communication

Pinecrest Academy Roselawn will explain the purpose of school counseling, how to request assistance, what confidentiality means and does not mean, and how families will be contacted about concerns. Communication may occur by phone, approved messaging, letters, conferences, or school events.

### Community resources

When appropriate and consistent with family needs and school procedures, the counselor may connect families with community mental-health providers, food and clothing support, family assistance, mentoring, or other services. Resource lists should be checked for current contact information before sharing.

### Family learning opportunities

Possible topics include supporting attendance, building routines, managing big feelings, positive behavior support, friendship challenges, bullying prevention, digital safety, and preparing children for grade-level transitions.

### Community involvement

Pinecrest Academy Roselawn may invite approved community helpers or career speakers, coordinate service projects, and develop partnerships that strengthen student belonging and future awareness. Any partnership must follow school approval, visitor, safeguarding, and privacy procedures.

# 9. Accountability and Evaluation

### Evaluation tools

Teacher feedback; age-appropriate student surveys; parent/caregiver feedback; advisory team review; lesson participation data; attendance and behavior trends; small-group progress checks; counselor reflection; and review of the annual action plan.

### Reporting results

At the end of each semester and school year, the counselor and administrator will review whether planned services were delivered, which students were reached, whether the target outcomes improved, and what changes are needed. Share aggregate findings with appropriate school stakeholders while protecting student privacy.

### Counselor reflection

The counselor will reflect on use of time, student access, lesson effectiveness, collaboration, referrals, crisis response, professional learning, and barriers to effective service. The plan will be updated based on evidence and school needs.

### Year-end review

By the end of the school year, the counseling team will summarize progress toward each SMART goal, identify successful practices, document unmet needs, and propose goals for the next year. The school should retain records according to its records-management policy.

# 10. Arkansas Legal and Professional References

### School Counseling Improvement Act of 2019

Ark. Code Ann. §§ 6-18-2001 through 6-18-2005. The Gosnell reference plan identifies Act 190 and the 90% direct/indirect student services requirement. Arkansas DESE describes the comprehensive school counseling program as preventive, developmental, data-informed, and aligned with state and nationally recognized frameworks.

### Comprehensive counseling plan requirements

Ark. Code Ann. § 6-18-2003 and § 6-18-2005, together with applicable DESE rules, address comprehensive school counseling programs and annual posting. DESE states that plans are to be posted on the district website under "State Required Information" by August 1 each year. Confirm the precise posting obligation for Pinecrest Academy's legal structure.

### DESE Rules Governing School Counseling Programs

The rules describe a K–12 district plan with Foundation, Management, Delivery, and Accountability components; require at least 90% of counselor working time on student contact days for direct and indirect services; limit administrative activities to 10%; and limit regularly scheduled classroom guidance to 40-minute sessions, no more than three per day and ten per week.

### Anti-bullying law

Ark. Code Ann. § 6-18-514 and applicable DESE rules address anti-bullying policy, reporting, investigation, notice, records, training, and protections against retaliation. Pinecrest Academy Roselawn should use its current adopted policy and the current statute rather than relying on this summary as a substitute for legal review.

### Professional standards

The Pinecrest Academy Roselawn reference plan also cites the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, ASCA Mindsets & Behaviors, the Code of Ethics for Arkansas Educators, G.U.I.D.E. for Life, and the TESS Smart Card for School Counselors. The school should confirm current versions and applicable professional requirements.

### Important applicability note

This plan is a working draft, not legal advice or a certification of compliance. Some Arkansas statutes and DESE rules apply specifically to public school districts and open-enrollment public charter schools. Pinecrest Academy's exact legal status and authorizer must be confirmed before describing any requirement as legally binding on the school. Have school leadership or counsel review the final plan.

# Appendix A. Annual Goal Action Plan Template

### Template

Goal: _____ | Baseline data: _____ | Student group: _____ | Intervention/activities: _____ | Responsible staff: _____ | Timeline: _____ | Measure/data source: _____ | Review dates: _____ | End-of-year results and next steps: _____

# Appendix B. Referral and Response Workflow

### Routine concern

1. Student, caregiver, teacher, or administrator submits a request using the school's approved referral process. 2. Counselor/designated staff reviews the request and prioritizes need. 3. Counselor consults with appropriate staff and contacts the caregiver when appropriate. 4. Support, group, classroom intervention, or referral is arranged. 5. Follow-up and documentation occur under school policy.

### Urgent safety concern

1. Stay with the student and do not leave the student alone if immediate harm is a concern. 2. Notify the principal/designated crisis lead immediately. 3. Follow emergency, mandated-reporting, and crisis procedures; contact emergency services when warranted. 4. Notify caregivers as required and appropriate. 5. Document actions and coordinate follow-up and return-to-school supports.