

Holley Central School

School Counseling/Mental Health Comprehensive Program Development K-12



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Holley School Counseling/Mental Health Department

OUR VISION

The vision of the mental health staff at Holley Central School is that every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and the diversity of others.

OUR MISSION

Our mission as mental health staff (school counselors, psychologist and social workers) at Holley Central School is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the American School Counselor Association's *National Standards for School Counseling Programs*. A school counseling program focuses on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.

COMPONENTS OF SCHOOL COUNSELING/MENTAL HEALTH PROGRAMS

The comprehensive school counseling/mental health program integrates academic, career and personal/social development. The components of the comprehensive program are: individual planning, counseling and responsive services, guidance activities and program support as appropriate per grade level and individual student need.

Individual Student Planning

As appropriate per grade level, mental health staff will provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:

- Case Management: staff will monitor individual student progress.
- Individual Appraisal: staff can use test information and/or other data to assist students in analyzing and evaluating their interests, skills and abilities.
- Individual Advisement: staff will work directly with students on developing an appropriate educational plan.
- Placement: staff will assist students in determining the proper educational setting as they meet their academic and career goals.

Responsive Services/Counseling

Staff coordinate activities to meet the needs of students through:

- Consultation/Collaboration: staff are available to work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides intervention and prevention; such counseling is short term in nature addressing a particular student's concern.
- Referral: staff refer students and their families to appropriate community agencies when needed.

Mental Health Staff Activities

School Guidance Activities, as appropriate per grade level, may present structured developmental activities designed to address academic, career development and personal/social needs of students Pre-K through 12. These activities are delivered through:

School Counselors

- Individual activities: provide 1:1 assistance with solving academic and/or social issues, crisis intervention and other topics that interfere with learning
- Classroom activities: staff present lessons in the classroom setting.
- Group activities: staff may also conduct large group activities to address student's particular needs.
- Interdisciplinary activities: staff may participate in teams to integrate career/college readiness components.

Psychologist

- Compile and interpret student test results, along with teacher information and parents to help assess eligibility for special education services
- Select, administer, and score psychologist assessments
- Interpret test results and prepare psychological reports for parents, teachers and administrators.
- Provide guidance for children and families in solving conflicts and problems in learning and adjustment
- Provide consultation/collaboration to students, parents, teachers, administrators and others on various topics related to learning styles and behavior modification techniques

Social Workers

- Identifying biological, medical, psychological, cultural, sociological, emotional, legal, economic, and environmental factors that impact student learning.
- Implementing appropriate school intervention and prevention programs in response to demonstrated needs, which may include but not be limited to crisis intervention, conflict resolution, violence prevention, substance abuse prevention, child abuse prevention, positive self-image, social skills and character education via consultation and/or family counseling or classroom lessons.
- Offering classroom management strategies and professional development program to teachers to enhance their knowledge of social/emotional and behavioral needs to generate positive results in academics.

- Forming collaborative relationships with community agencies and practitioners to address needs of student learners and complete referrals as needed.

System Support

System support consists of the management activities essential to the success of the mental health program.

- Professional Development: staff must update knowledge and skills by participating in training, professional meetings and conferences.
- Program Promotion: staff may provide information regarding the program to the greater community through websites, newsletters and presentations.
- Consultation with Teachers and Staff: staff work with teachers and other staff members to provide information regarding the needs of students.
- Parent and Community: staff provide ongoing support and information to the parents and community regarding student's needs.
- Research: staff utilize research in the development of their programs and participate in research designed to improve their programs.

Leadership, Advocacy and Collaboration

The mental health staff are influential in helping students eventually reach their post-secondary, career, and personal/social goals. In addition to their roles in counseling and coordination, mental health staff are leaders, advocates, and collaborators.

Leadership: As leaders, they engage in school-wide change to ensure student success. Mental health staff promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access.

Advocacy: As advocates, they advocate for all students to achieve at a high level. Mental health staff remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment and access support systems.

Collaboration: Mental health staff collaborate with teachers, administrators, special educators, staff, students, parents, and community members to impact system-wide changes. Most importantly, mental health staff demonstrate that they are willing to share responsibility for student achievement and school improvement.

ADVANTAGES OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

HCS counseling programs will strive to positively impact students, parents, teachers, administrators, board of education, other student services personnel, and mental health staff.

The advantages for each of these groups include the following:

Students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students.

Parents

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Teachers

1. Provides consultation to assist teachers.
2. Positively impacts school climate and the learning community.
3. Encourages positive, calendared activities and supportive working relationships.
4. Promotes a team effort to address developmental, personal/social needs of the student.
5. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Administrators

1. Integrates school counseling/mental health program with the academic mission of the school.
2. Assists administration to use school counselors/mental health staff effectively to enhance learning and development for all students.
3. Enhances community image of the school counseling/mental health program.

Board of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling/mental health program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling/mental health programs.

Mental health staff

1. Provides a clearly defined role and function in the educational system.
2. Provides direct service to every student.
3. Enhances the role of the mental health staff as a student advocate.
4. Ensures involvement in the academic mission of the school.
5. Places mental health staff in a leadership role.

HCS K-12 School Counseling/Mental Health Program Activities and Timeline

Objective: Perform an annual review of each student’s educational program and career plans.							
	National Standard	Elementary School	Middle School	High School			
Activities – Procedures/Steps		PK-6	7 th , 8 th	9 th	10 th	11 th	12 th
Individual meetings with students for 4-year planning	A:B2		X	X	X	X	X
Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements.	A:B1, A:B2, A:B2, C:C1		X	X	X	X	X
Individual senior year planning meetings focusing on post-secondary plans	A:B2,C:B2						X
Committee on Special Education Meetings, annual reviews, and transition services for IEP and 504 students	A:B2,C:C2	X	X	X	X	X	X

Objective: Prepare students to participate successfully in their current and future educational program.							
	National Standard	Elementary School	Middle School	High School			
Activities – Procedures/Steps		PK-6	7 th , 8 th	9 th	10 th	11 th	12 th
Schedule changes/conflicts, teacher requests/concerns/groupings and review and adjust for course failures	PS:B1, A:B2		X	X	X	X	X
New student records review, placement and planning	A:B2	X	X	X	X	X	X
Students at risk team meetings	A:B2, PS:B1, PS:C1	X	X	X	X	X	X

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
		PK-6	7 th , 8 th				
Back to school night	A:A3	X	X	X	X	X	X
Assist Kindergarten screenings	A:B2	X					
6 th grade to middle school transition	A:A2, A:A3, PS:A1, PS:A2	X	X				
Transition visits for special needs students moving to middle school	A:A2, A:A3, PS:A1, PS:A2	X	X				
Career education: utilization of Career Zone, College Board, etc.			X	X	X	X	X
Dissemination of scholarship information	A:B2					X	X
PSAT: Information presentations in English classes	C:C1, C:C2, A:B2					X	
Administer PSAT	A:B2, C:B2					X	
Scholarship applications	A:B1						X
Wemoco tour for 10 th Graders					X		
Financial Aid information for students and parents	PS:B1, A:C1					X	X

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
		PK-6	7 th , 8 th				
College Field Trips						X	X
Academic Intervention Services/Response to Intervention	A:A1,A:A2, A:A3, A:B1	X	X	X	X	X	X
Coordinate ASVAB	C:A1, C:C2					X	
Diploma Type Verification						X	X
GCC Course Registration – ACE Program						X	X
Local Scholarship Committee meetings						X	X
Teacher Resource	A:B1	X	X	X	X	X	X
Parent Resource	PS:B1, A:A2	X	X	X	X	X	X
Schedule counseling sessions	All standards per individual need.	X	X	X	X	X	X
Master Schedule set-up, planning and coordination			X	X	X	X	X
Award Ceremonies			X	X	X	X	X

Objective: Provide advisory and individual/group counseling assistance to enable students to benefit from the curriculum.

	National Standard	Elementary School	Middle School	High School			
Activities – Procedures/Steps		PK-6	7 th , 8 th	9 th	10 th	11 th	12 th
Individual counseling sessions addressing attendance, academic, behavioral and adjustment problems	All standards per individual need.	X	X	X	X	X	X
Individual and group counseling sessions including IEP, and 504 referrals	All standards per individual need.	X	X	X	X	X	X
Multiple venues of communication to students and parents, including mass emails and website updates		X	X	X	X	X	X
Identification and monitoring of student goals for IEP's and 504 Plans	A:B2, PS:C1, PS:B1, C:A1	X	X	X	X	X	X
Review attendance concerns	A:A3, PS:B1	X	X	X	X	X	X
Review academic concerns	A:B1, A:B2, C:C1	X	X	X	X	X	X
Progress reports for individual student counseling goals. (Quarterly)	A:B1, A:B2, C:C1, PS:B1, PS:A1	X	X	X	X	X	X
Crisis counseling	PS:C1, PS:B1	X	X	X	X	X	X
Behavior Intervention plans	A:A3, PS:A1, PS:B1, PS:A2	X	X	X	X	X	X
End of year failure letters/summer school information	A:B2		X	X	X	X	X
Classroom research based social/emotional programs	All standards per individual need.	X					

Objective: To provide a liaison between the school and professional guidance and counseling resources, agencies, and/or organizations to further enhance the District Guidance Program or Plan.

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
		PK-6	7 th , 8 th				
Referrals with mental health agencies, Probation, PINS, CPS, ACCESS-VR, Upward Bound	C:A2, PS:A1, PS:A2, PS:C1,	X	X	X	X	X	X
Internal Collaboration –Administration, Teachers, School Nurses, Teacher Aides, CSE Chairperson		X	X	X	X	X	X

Objective: Conduct an annual review of the K-12 Guidance Plan and program review consistent with career/educational planning procedures.

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
		PK-6	7 th , 8 th				
Counselor/Administration meetings		X	X	X	X	X	X
Collaboration and communication with school counselors/mental health staff: DOC Meetings, Wemoco Advisory Meetings			X	X	X	X	X
Year-end review of guidance plan		X	X	X	X	X	X

References:

The Holley school counseling program is built on a strong foundation. Based on the district's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the school counseling program. The Holley school counseling program is based on the **New York State Part 100 Regulations and the ASCA National Standards.**

Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- (1) Public Schools: Each school district shall have a guidance program for all students
 - (i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and to encourage parental involvement. (ii) In grades 7-12, the guidance program shall include the following activities and services:
 - a. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors/mental health staff;
 - b. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors/mental health staff, or by classroom teachers in cooperation with school counselors/mental health staff;
 - c. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors/mental health staff; and
 - d. The services of personnel certified or licensed as school counselors/mental health staff.
 - (iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.
- Office of Elementary, Middle, Secondary and Continuing Education/Part 100/100.2a/2002

AMERICAN SCHOOL COUNSELORS/MENTAL HEALTH STAFF ASSOCIATION
National Standards for School Counseling Programs

ACADEMIC DEVELOPMENT

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1 .1 Articulate feelings of competence and confidence as learners
- A:A1 .2 Display a positive interest in learning
- A:A1 .3 Take pride in work and achievement
- A:A1 .4 Accept mistakes as essential to the learning process
- A:A1 .5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

- A:A3. 1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work
- A:A3.3 Cooperatively with other students
- A:A3.4 Develop a broad range of interest and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

- A:B1 .1 Demonstrate the motivation to achieve individual potential
- A:B1 .2 Learn and apply critical thinking skills
- A:B1 .3 Apply the study skills necessary for academic success at each level
- A:B1 .4 Seek information and support from faculty, staff, family and peers
- A:B1 .5 Organize and apply academic information from a variety of sources
- A:B1 .6 Use knowledge of learning styles to positively influence school performance
- A:B1 .7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high. And high school
- A:B2.2 Develop an initial four-year plan
- A:B2.3 Update and modify the four-year plan
- A:B2.4 Use assessment results in educational planning
- A:B2.5 Develop and implement annual plan of study to maximize academic ability and
- A;B2.6 Apply knowledge of aptitudes and interests to goal setting
- A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1 .10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- C:A2.9 Utilize time and task-management skills

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1 .1 Apply decision making skills to career planning, course selection, and career transition

C:B1 .2 Identify personal skills, interests, and abilities and relate them to current career choice

C:B1 .3 Demonstrate knowledge of the career planning process

C:B1 .4 Know the various ways in which occupations can be classified

C:B1 .5 Use research and information resources to obtain career information

C:B1 .6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Select course work that is related to career interests

C:B2.4 Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1. Acquire Knowledge to Achieve Career Goals

C:C1 .1 Understand the relationship between educational achievement and career success

C:C1 .2 Explain how work can help to achieve personal success and satisfaction

C:C1 .3 Identify personal preferences and interests which influence career choice and success

C:C1 .4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1 .5 Describe the effect of work on lifestyle

C:C1 .6 Understand the importance of equity and access in career choice

C:C1 .7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students' progress through school and into adulthood.

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-Knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goals setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights, and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long-and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, Home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn how to cope with peer pressure
- PS:C1.9 Learn techniques for managing stress and conflict
- PS:C1.10 Learn coping skills for managing life events

