

## **Mineola Union Free School District**



## **PK-12 Comprehensive School Counseling Plan**

## **Mineola Union Free School District**

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## **Introduction**

This PK-12 Comprehensive School Counseling Plan is designed to be a resource for members of the Student Support Services Team and the educational community. The plan supports the overall mission of the School District by promoting student achievement, college and career planning, and personal social development for every student. Student Support Services team members, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student in the Mineola School District will have access to a quality and equitable education. This plan is aligned with the American School Counselor Association's (ASCA), Comprehensive K-12 School Counseling Program and enhanced with practical ideas for activities and assessments from the Student Support Services Team in Mineola.

This is a living document. We encourage the K-12 Student Support Services team to refine this document as further information and resources become available. Counselors are encouraged to use this document as a springboard for further detailing the key components to meet the needs of the student body. It is recognized that the development of any program is a process of continuous improvement, not a one-time event. This plan assumes that the use of data as a powerful planning tool makes school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

## **District Mission**

***The Mission of the Mineola Union Free School District is to inspire each student to be a lifelong learner, pursue excellence, exhibit strength of character and contribute positively to a global society.***

## **Core Values**

We believe that:

- All people can learn and learning is a lifelong process.
- It is a shared responsibility of the home, school and community to educate children.
- Individuals possess inherent value.
- Individuals are responsible for their actions.
- The development of positive character traits, ethics and values strengthens the community.
- A safe, inclusive and caring environment is vital for individual growth and development.
- A society gathers strength from its ability to interact with and learn from individual differences and diverse cultures.
- The pursuit of excellence has value in and of itself.

## **Strategic Objectives – Vision**

- All of our students will continually achieve excellence by pursuing increasingly challenging goals of their choice.
- All of our students will meet or exceed their goals for achievement of the district's academic standards of excellence.
- All of our students will consistently exhibit positive character traits as established by the district.
- All of our students will choose to actively contribute to their community.
- All of our students will continually seek and access information from a variety of sources related to questions about which they are curious.

## **Mission of the Counseling Department**

The Mineola Counseling Department's mission is to promote each student's academic, social, and emotional development, while assisting the student with post-secondary planning. Our focus is to create a collaborative environment with students, educators, and parents by helping students develop the independence necessary to make sound decisions and positive life choices. Inherent in this philosophy is our recognition of the value and uniqueness of every student.

## **Role of the Counseling Department**

All students in the Mineola Union Free School District have access to student support staff that will assist students in developing their academic, personal/social, and career/college skills. Through a comprehensive student support program, students will:

1. Demonstrate an understanding of their present academic status, achievement, interests, abilities, and educational requirements.
2. Experience greater self-awareness and responsible decision making.
3. Develop interpersonal and effective competencies critical to realizing and achieving their potential. We educate our students to become respectful and responsible towards self and others.

The Student Support Services Team in the Mineola Union Free School District consists of School Counselors, School Social Workers, and School Psychologists. The individual expertise of each Student Support Service member provides students with the highest level of professionalism towards achieving success in a K-12 educational setting.

The Student Support Service members:

- Collaborate and consult with administrators, educators, parents, and other Student Support Service providers in achieving student success
- Advocate for students' academic, social, personal, and emotional needs
- Participate in parent-teacher conferences
- Provide classroom lessons on academic, social/personal, and career/college skills

- Provide individual/group counseling
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Attend meetings for Committee on Special Education, Instructional Support Team, and 504 Committee
- Are mandated reporters for Child Protective Services
- Serve as “point of entry” liaison for students entering or leaving mental health facilities
- Prepare stakeholder communication including social media, web pages, etc.
- Participate in professional development activities through professional memberships
- Use data as a method to determine the impact of the counseling program, interventions, student success, and school climate
- Collaborate with community members to provide students with resources outside of the school for career and counseling support

### **Benefits of Comprehensive School Counseling Program**

Having a comprehensive school counseling program provides a variety of benefits to all community members. In the Mineola UFSD we encourage and promote social emotional learning, college and career readiness, and academic growth through our counseling and support program. Our program prepares students for the transitions they experience throughout the district. In addition, it prepares students for their life post-high school so they can enter college, the workforce, or military. We support the development of a variety of skills including time management, organization, study habits, and self-advocacy to help increase student success. By providing programs to all students throughout the district, we ensure every student access to the school counseling program and educational opportunities.

Our parents are offered workshops on wellness and social emotional learning. Many of the workshops they are a part of mirror the experiences of the students to foster a learning community. In addition, our parents are provided informational nights for each of the building transitions and for every grade at the High School. The information disseminated at these events equip parents with tools to plan for the college application process and creating the best course selection for their children.

Our counseling/support staff also provide assistance to our teachers. The team will counsel struggling students, provide means for receiving support, advocate for students’ best interests and coordinate meetings between parents, staff and students. In addition, by working with the teaching staff they provide a team approach to meet the students’ needs.

Our support staff assists administration to enhance the school climate and learning community in each building. Understanding the proactive measures taken by our team fosters a team approach further enhancing the support our students and families receive. We have outlined opportunities for community involvement both for students to contribute to the community and for our community to be part of our schools. The plan serves as publicity for the community to have an awareness of the counseling program.

The development, implementation and review of our comprehensive plan ensures to the Board of Education, and our community, that students are being provided a high quality and well developed sequence. In addition, it shows, in detail, the programming our students, teachers and parents will have access to. Having a detailed plan provides a clearly defined role for our counselors and support staff. It also recognizes our support staff as resources for every student. Our plan holds staff and students accountable and recognizes counselors as a large influence in the success of our students.

### **Annual Review of Comprehensive School Counseling Plan & Evaluation Plan**

The guidance plan will be reviewed by building principals and the School Counseling Department on an annual basis. This review is to take place twice each school year. During the review, results from the previous year and goals for the upcoming year will be evaluated. Additionally, changes will be made to this plan as necessary. This review will be documented and made available to the superintendent.

### **Delivery Systems (ASCA National Model: Executive Summary)**

School counselors provide services to students, parents, school staff and the community in the following areas:

**Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling program:** Includes classroom instruction, group activities, parent workshops
- **Individual student planning:** Individual/small group review of interests, skills, ability and achievement, individual advisement with students, parents/guardians, and staff to plan student programs to meet their needs
- **Responsive services:** Designed to meet students' immediate needs and concerns-consultation, counseling, crisis intervention, referrals.

**Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

**System Support**-counselors work together with PPS staff and teaching staff to form a network of support for students and families. They are provided professional development from outside agencies and district administration. Systems are in place at each building for intervention and response.

**Districtwide Program:**

<b>ASCA Standard</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
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	Transition Planning- Students visit schools that they will be attending in the next year, student articulation w/support staff. Evening parent/student presentations. Orientation activities in the beginning of the year.	Fall/Spring	Counselors, Social Workers, Teachers	surveys for evening & parent presentations (parents & students)
PS:B1.4 Develop effective coping skills for dealing with problems	Grief Support Services- Provided to students who experience a loss. Counseling i provided upon return to school. Wake or funeral services are attended by staff members to offer condolences and grief support. Social worker provides resources/referrals for economic effects of loss. Home visits are provided to students in the initial days following the loss if they are not present in school. Outside referrals are made to provide additional grief counseling.	As needed	Counselors, Social Workers, Psychologists	parent contact, teacher reports, attendance
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	Parent University- Workshops on topics such as Growth Mindset, Emotional Intelligence, and strategies for working with children at home. Workshops are available on the Mineola UFSD website.	Throughout the year	Guest presenters, Admin, teachers	Parent feedback



<p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions 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 about the emotional and physical dangers of substance use and abuse</p>	<p>Returns from a mental health crisis or psychiatric hospitalization- A re-entry meeting is held between the parent, PPS team and medical professional. During this re-entry meeting information is shared regarding the necessary follow-up steps to ensure that the student successfully re-enters school including the possibility of creating a student safety plan. Team identifies a person for the student to seek when problems arise. The psychologist or social worker will monitor how well the transition plan is being followed and provide feedback to the caregiver on the student's adjustment to school. Effective communication among all those involved (i.e. hospital, outside therapists, teachers, support staff, family, student) is essential to ensuring that the plan is successful.</p>	<p>as needed</p>	<p>Counselors, Social Workers, Psychologists</p>	<p>parent contact, attendance, grades</p>
<p>PS:C1 Acquire Personal Safety Skills</p>	<p>Mental Health Mandate -Mineola UFSD has reviewed the NYS Mental Health framework to align with our K-12 CSC Plan. Education is provided on all standards in the Mental Health framework throughout the district. (Nutrition, Social Emotional Learning, supports in place, identifying when mental health support is needed, decrease the stigma of mental health challenges.)</p>	<p>Throughout the year</p>	<p>Health &amp; PE teachers, counselors, social workers, classroom teachers</p>	<p>Evaluations via coursework</p>
<p>A:B1.4 Seek information and support from faculty, staff, family and peers</p>	<p>Parents of students who are classified with Autism have access to Parent Counseling and Training. Topics that are offered are relevant to the needs of the families and the students.</p>	<p>4x a year</p>	<p>Support staff and special education teachers who work with the student.</p>	<p>Parent reports</p>

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help	Standardized Written Procedure: Self-Harm /Suicidal Ideation -Students are made aware of procedures for when to find help and who to ask. Support staff follows a standardized written procedure in the event of a mental health crisis or when a student is experiencing psychological distress, specifically in the areas of self-harm and suicidal ideation. The standardized written procedure was developed by support staff members to be utilized in these situations to ensure student safety. The protocol includes assessment of the student's current safety and allows staff members to create a plan to address concerns.	as needed	Social Worker & Psychologist	parent contact
PS:C1.6 Identify resource people in the school and community, and know how to seek their help	Collaboration with PPS School Administrators, Social Workers, Psychologists, Speech Teachers, Occupational Therapists, Physical Therapists, Special Education Teachers, School Counselors, Nurses, General Education Teachers and Aide's work together to ensure that a student's cognitive, academic and behavioral needs are met. Collaboration and sharing of information ensures that a student's needs are met in the least restrictive environment and with the proper in-school and community supports. All personnel must adhere to strict confidentiality when discussing student information.	Throughout the year	Counselors, psychologist, social workers	Teacher reports, parent contact, attendance, academic success
PS:B1 Self-knowledge Application	Individual/Group Counseling -Provide support and guidance for students dealing with academic, social and/or psychological difficulties	Throughout the year	Counselor, Psychologist, Social Worker	Attendance, Teacher reports, Progress reports, Report Card grades

PS:B1.9 Identify long- and short-term goals PS:B1.10 Identify alternative ways of achieving goals PS:B1.12 Develop an action plan to set and achieve realistic goals	Team Meetings -Team of staff collaborate with the student and parents to determine strategies to be successful in the classroom for students with academic and/or behavioral concerns -Schools can help to arrange for support services for the families to address a multitude of issues (i.e. loss, changes in living arrangements, health, instability in home life or emotional health, and financial hardship).	Throughout the year	Teachers, Counselors	Attendance, Teacher reports, Progress reports, Report Card grades
PS:C1.6 Identify resource people in the school and community, and know how to seek their help	Referral to Outside Agencies- Collaborate with agencies, physicians, therapists, hospitals, and community networks to support the mental health of our students. Some of the outside agencies that Mineola maintains relationships with include the local police department, Child Protective Services (CPS), Red Cross, local churches, Salvation Army, Office for People with Developmental Disabilities (OPWDD), Single Point of Access (SPOA), Foster Care, Department of Social Services (DSS), Family and Children's Services, Hispanic Counseling Center, and North Shore Child and Family Guidance Center.	As needed	Counselor with PPS support	parent and student contact
A:B1.4 Seek information and support from faculty, staff, family and peers	Parents of students who are classified with Autism have access to Parent Counseling and Training. Topics that are offered are relevant to the needs of the families and the students.	4x a year	Support staff and special education teachers who work with the student.	Parent reports

## **Program PK-2**

<b>ASCA Standard</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	Students will be able to collaborate positively with peers and negotiate failures	Throughout the year	Teachers	Teacher reports
A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school A:B2.2 Use assessment results in educational planning A:B2.3 Develop and implement the annual plan of study to maximize academic ability and achievement	Children meet academic requirements through the EngageNY math modules and Math Expressions, and district-designed Units of Study that integrate the ELA standards with social studies and science content. Children also receive instruction in Health, Art, Music, Library, Spanish and Physical Education.	Throughout the year	Teachers	AKA's, classroom assessments, Badge Book
A:B2.2 Use assessment results in educational planning A:B2.3 Develop and implement the annual plan of study to maximize academic ability and achievement	Students are identified for Academic Intervention Services in reading with a certified reading teacher, based on a combination of their NWEA scores and Fountas and Pinnell benchmark reading levels. Students are moved out of the program when they reach grade level and new students are moved into the program throughout the year.	October, re-evaluated monthly	Teachers	NWEA, reading assessments, math assessments
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	Students will understand the characteristics of being a positive contributor to the class and community	September	Teachers	Bucket fillers Good citizen Acknowledgement
PS:A2 Acquire Interpersonal Skills	In November, our PTA provides an anti-bullying assembly.	November	Assembly	Teacher reports, admin records
PS:A1.6 Distinguish between appropriate and inappropriate behavior PS:B1.6 Know how to apply conflict resolution skills PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences	Parent/teacher committee will reinforce our character Education message through activities designed to promote and recognize acts of kindness and community and standing up for what is right.	Spring	Teachers & Social Worker	Teacher reports, admin records

PS:B1.8 Know when peer pressure is influencing a decision				
PS:A2.2 Respect alternative points of view PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.6 Use effective communication skills PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior PS:A2.8 Learn how to make and keep friends	Caring Kids is a bully/violence prevention program. Social Worker provides classroom lessons on Friendship, Empathy, and Anti-bullying to kindergarten through 2nd grade.	Throughout the year	Social Worker	Teacher reports, admin records
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	SAVE legislation requirements are addressed through our ongoing safety drills. (fire drills, lock down, lock out)	Throughout the year	Teachers	Student assessment
A:A3.1 Take responsibility for their actions	Students will understand the consequences (positive and negative) of their words and actions.	Throughout the year	Teachers, Admin	Teacher reports, disciplinary records
A:C1 Relate School to Life Experiences	Discussion of relevant careers is interwoven into the ELA units of study, although this is not a major focus for our age group; most explicitly, our kindergarteners study community workers.	All year	Teachers	AKAs, community workers project
A:C1.2 Seek co-curricular and community experiences to enhance the school experience	In the both Meadow Drive and Hampton Street School Neighborhood tour second graders participate in a community tour to visit the village, police department, post office, and community resources.	Fall	Teachers	AKAs, community workers project
PS:A1.8 Understand the need for self-control and how to practice it A:A1.1 Articulate feelings of competence and confidence as learners PS:A1.5 Identify and express feelings	The PATHS curriculum is a comprehensive program that promotes the development of emotional and social skills, reduction of aggression and behavior problems in elementary school-aged children (grades K-6) and enhances the educational process in the	Throughout the year	Social Worker/Psychologist	Teacher reports, disciplinary records

<p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p>PS:B1.1 Use a decision-making and problem-solving model</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p>	<p>classroom. The five conceptual domains included in the PATHS lessons at each grade level are self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills.</p>			
<p>PS:A2 Acquire Interpersonal Skills</p>	<p>Skillstreaming utilizes a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach important prosocial skills to children and adolescents. This program encourages students to practice acquired skills outside the teaching sessions, encouraging counselors and other staff to provide prompts, reinforcement, and feedback to students in a variety of settings.</p>	<p>Throughout the year</p>	<p>Social Worker/Psychologist</p>	<p>Teacher reports</p>
<p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p> <p>PS:C1.11 Learn coping skills for managing life events</p>	<p>The Coping Cat program can be used with children from 7 to 13 years of age with anxiety disorders. The goals of this treatment are to help children recognize signs of anxiety, manage their level of anxiety, and cope with situations in a developmentally appropriate manner.</p>	<p>As needed</p>	<p>Social Worker, Psychologist, Teachers</p>	<p>Teacher reports</p>
<p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.6 Use effective communication skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p>	<p>The Peer Mediated Social Skills Program teaches social and pragmatic skills to students in special classes by having student leaders serve as peer models to facilitate interactions and encourage relationships. This provides our neuro-typical students with opportunities to serve as peer models and develop skills such as kindness, compassion, empathy and a sincere interest in helping others.</p>	<p>Throughout the year</p>	<p>Psychologist</p>	<p>Parent contact, teacher reports, attendance, academic success</p>

### **Program 3-4**

<b>ASCA Standard</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
A:B2.2 Use assessment results in educational planning A:B2.3 Develop and implement the annual plan of study to maximize academic ability and achievement	Students are identified for Academic Intervention Services (AIS) in reading with a certified reading teacher, based on a combination of their NWEA scores and Fountas and Pinnell benchmark reading levels. Students are moved out of the program when they reach grade level and new students are moved into the program throughout the year.	October, re-evaluated monthly	Teachers	NWEA, reading assessments, math assessments
PS:A1.5 Identify and express feelings PS:A1.6 Distinguish between appropriate and inappropriate behavior	The Zones of Regulation is a systematic, cognitive behavioral approach used to teach self-regulation. Students are taught to categorize the different ways they feel and identify the different phases of alertness they experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.	All Year	Teachers and Social Worker	Teacher reports
PS:A2 Acquire Interpersonal Skills	Skillstreaming utilizes a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach important prosocial skills to children and adolescents. This program encourages students to practice acquired skills outside the teaching sessions, encouraging counselors and other staff to provide prompts, reinforcement, and feedback to students in a variety of settings.	Throughout the year	Social Worker, Administrators, Teachers	Student behavioral reports
PS:A1.4 Understand change is a part of growth PS:B1 Self-knowledge Application	Unstuck and On-Target is a program for students aged 8 to 11 with autism, ADHD, and other challenges that affect executive function. Problems with	Throughout the year	Teachers	Teacher reports

	flexibility and goal-directed behavior can be a major obstacle to success in school and in life. This program explicitly teaches flexibility, problem solving, coping, and goal setting through fun, field-tested lessons.			
<p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>A:A1.1 Articulate feelings of competence and confidence as learners</p> <p>PS:A1.5 Identify and express feelings</p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p>PS:B1.1 Use a decision-making and problem-solving model</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p>	The PATHS curriculum is a comprehensive program that promotes the development of emotional and social skills, reduction of aggression and behavior problems in elementary school-aged children (grades K-6) and enhances the educational process in the classroom. The five conceptual domains included in the PATHS lessons at each grade level are self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills.	Throughout the year	Teachers	Teacher reports
<p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</p>	Tolerance and Acceptance lessons	2x year	Social Worker	Service projects
<p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.6 Use effective communication skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p>	The Peer Mediated Social Skills Program teaches social and pragmatic skills to students in special classes by having student leaders serve as peer models to facilitate interactions and encourage relationships. This provides our neuro-typical students with opportunities to serve as peer models and develop skills such as kindness,	Throughout the year	Psychologist	Parent contact, teacher reports, attendance, academic success



PS:A2.8 Learn how to make and keep friends	compassion, empathy and a sincere interest in helping others.			
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### **Program 5-7**

<b>ASCA Standard</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
PS:B1.9 Identify long- and short-term goals PS:B1.12 Develop an action plan to set and achieve realistic goals	All students will complete a Career Plan and Progress review once per year with their counselor	Spring	Counselor	Review each in Naviance
A:A1 Improve Academic Self-concept	Mineola Middle School Pride is character education based on the Habits of the Mind and Growth Mindset which helps teach important character traits to Middle School students. Mineola Middle School Pride consists of assemblies and activities that align with character education themes. Pride cards are used to award students whose behavior aligns with character education themes.	Throughout the year	Counselors, Social Worker, Teachers	Teacher/student feedback and follow-up activities
A:B2.2 Use assessment results in educational planning A:B2.3 Develop and implement the annual plan of study to maximize academic ability and achievement	Students are identified for Academic Intervention Services (AIS) in reading with a certified reading teacher, based on a combination of their NWEA scores and Fountas and Pinnell benchmark reading levels. Students are moved out of the program when they reach grade level and new students are moved into the program throughout the year.	October, re-evaluated monthly	Teachers	NWEA, reading assessments, math assessments
A:B1.1 Demonstrate the motivation to achieve individual potential PS:B1.12 Develop an action plan to set and achieve realistic goal	Help select and organize students for homework help and lunch lab attendance	Throughout the year	Teachers, Counselors	Report Cards
A:B1.4 Seek information and support from faculty, staff, family and peers	Schedule and run parent-team meetings	Throughout the year	Counselors	Parent Feedback

PS:B1.12 Develop an action plan to set and achieve realistic goal				
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:C1.10 Learn techniques for managing stress and conflict PS:C1.11 Learn coping skills for managing life events	Mindfulness Monday is aimed at helping students better understanding mindfulness, self care, conflict resolution, strategies for coping with stress and how to seek out support.	Mondays throughout the year	Teachers, Social Worker	Teacher/student feedback
A:C1.3 Understand the relationship between learning and work A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities	Introduce all 6 <sup>th</sup> grade students to the Naviance program -career exploration and discovery	Winter	Counselors	Feedback from Students/Parents
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	Naviance program with 7 <sup>th</sup> grade students -college exploration and discovery -Organize grade-level college visit as culmination of unit - Visit a college campus	Spring	Counselors	Feedback from Students/Parents
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person	Beautiful Me-This program is based out of the Hance Family Foundation. Aimed at 7th grade females, the program seeks to further conversations about self esteem, body image, empathy, and media influence. As this program is	Early Spring	Counselors	Feedback from Students/Parents

	conducted as a supplementary lesson to the general 7th grade Mental Health unit, a parallel experience was created for male students.			
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### **High School Program 8-12**

<b>ASCA Standard</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
PS:B1.9 Identify long- and short-term goals PS:B1.12 Develop an action plan to set and achieve realistic goals	All students will complete a Career Plan and Progress review once per year with their counselor	Spring	Counselor	Review each in Naviance
A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school A:B2.2 Use assessment results in educational planning	Student Scheduling/ Schedule Adjustment -Ensure proper academic placement; considers recommendations from current classroom teacher -transcript review for graduation requirements	Sept, Feb-June,	Counselors, Teacher Recc	schedule review
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement A:B2.6 Understand the relationship between classroom performance and success in school	AP and College Level Courses -Rigorous class selections offered as an opportunity for students to take on challenging curriculum and prepare for post-secondary work	Throughout the year	Teachers	Course grades, AP Scores
A:B2.2 Use assessment results in educational planning	SAT Prep Course -Free preparatory course offered for students planning to take the SAT	Fall/Spring	Teachers	SAT scores, attendance

A:B2.2 Use assessment results in educational planning	SAT/PSAT/ACT -School serves as testing center for multiple administrations of standardized tests	Fall/Spring	SAT coordinators	attendance/scores
PS:A2 Acquire Interpersonal Skills	Advisory Program-All students meet monthly with advisor. Faculty members meet with the same 10 to 15 students for five years. Faculty are given videos, lesson plans, and scripts to utilize with their groups. The eighth grade groups focus on Growth Mindset topics. Diversity training topics are also incorporated into these visits	Monthly	Teachers/ Support Staff	Advisory Survey
A:B1.3 Apply the study skills necessary for academic success at each level	Peer-Tutoring Program -Student tutors are provided to students who need academic support in specific subject areas	Throughout the year	Student Service Center	Teacher reports, Progress reports, Report Card grades
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities	Classroom visits -Introducing Counselors & Support Staff -Naviance lessons -Strengths, Interests, Careers, Colleges -Scheduling info -Stress management	Throughout the year	Counselors	Student feedback, surveys
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. STANDARD C: Students will understand the relationship of academics to the world of work and to life at	Evening Guidance & Parent Presentations- Parents and students are invited each year for an informational meeting regarding course offerings, preparation for the current and upcoming school year, what to do as a family to prepare for post-HS, and what to expect from a developmental standpoint. Counselors are also available during the evening each month to provide assistance to families.	Monthly	Counselors	Parent survey

home and in the community.				
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity PS:A2.5 Recognize and respect differences in various family configurations	Diversity training-The district invites a local university's (Adelphi) students and professors to train Mineola students to have appropriate dialogues and conversations regarding current societal issues. Topics emphasize conversational skills surrounding inflammatory issues (racism, politics). School decides which grades are appropriate to receive the targeted skill. Staff are training students in learning to have conversations that are difficult. It is taking place during their advisory periods 1 time per month.	4x per year	Staff/ Students	Advisory Survey
A:A3 Achieve School Success A:B1 Improve Learning	Project Success-a program to help mentor students throughout their time at the high school. Some examples of what the program entails are: -Contact with all of their teachers and counselor to make sure they aren't falling behind academically. -Checking their attendance throughout the day to make sure they are on-time to school as well as on time to class. -Helping them with their homework, classwork, etc	Throughout the year	Counselors, Teachers, Project Success Coordinator	Attendance, progress reports, report cards, teacher reports
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Naviance- -personality assessments (8th), strengths explorer assessment (9th), practice resume building and career interest inventories (10th), college searches (11th), and the college application (12th) -Personal meetings with counselors to plan for the future. Seniors also meet with their counselors and complete a senior exit survey.	8-11th-1x per year, 12th-1x per month	Counselor	Senior exit survey

A:A2 Acquire Skills for Improving Learning A:A3 Achieve School Success	Senior at Risk meetings- -All seniors have a transcript review and seniors that have failed courses in the past and/or have had attendance issues are monitored closely. Counselors reach out to the student's current teachers every six weeks for updates and meet with the student and parent/guardian to review their progress and create a plan moving forward. Interventions include providing a work space in the guidance office, adding support classes to their schedule, implementing weekly report cards and/or helping students create homework agendas to monitor their work.	Every six weeks	Counselor	Teacher Reports, progress reports, report cards
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities	Career Roundtable Event-All juniors participate in small group discussions with professionals from a field they are interested in	March	Career Day Committee	Presenter & Student surveys
PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity	Dignity Club- Promotes diversity and tolerance throughout the school community to combat bullying	1x weekly	Social worker, Psychologist	student feedback
A:C1.2 Seek co-curricular and community experiences to enhance the school experience	Student Service Center- Provides students with opportunities for community service	Throughout the year	SSC advisors, student board	SSC Breakfast, awards, hours

A:C1.2 Seek co-curricular and community experiences to enhance the school experience	Class Activity Days/Battle of the Classes- -Grade specific activities organized to increase school spirit and promote class unity (i.e.; Senior to Senior day; Junior class picnic)	March-May	Class Advisors, SO	student/teacher feedback
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	Senior Project -Seniors are required to complete in internship, creative endeavor or research paper in their senior year to help them identify a future career path	Semester course	Teacher	Senior project presentations, binders
A:C1.3 Understand the relationship between learning and work PS:A1.6 Distinguish between appropriate and inappropriate behavior	PASS (Positive Alternative to School Suspension) -Students are referred to administration when they are found to be in possession or have been using illicit substances (drugs or alcohol), have cut classes, have a pattern of task/work avoidance, or exhibit a pattern of frequent and excessive school absences. Students are referred to our PASS room (Positive Alternative to School Suspension) where they have an opportunity to complete work and receive counseling rather than be suspended out of school.	as needed	PASS teachers (duty), counselor, Social worker, psychologist	Teacher reports, attendance, report cards/progress reports

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	College Prep- On The Spot College Admission Days -Admissions representatives from local colleges come to review students for admittance to their program	Nov/Dec	Counselors	Student feedback
	College Visits/Field Trips	Fall & Spring		
	Mini College Fairs -College fairs are held during the school day for students to learn more about a variety of colleges/universities and meet with representatives  Hispanic Student Career and College Exploration -Hispanic students attend career fair at a nearby university and are given a tour of the school to gain viable insight about career opportunities and exposure to a college campus	Tuesdays in Sept/Oct          Fall		

### Yearly Counseling Program Calendar (High School)

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
College Applications/PGP/scholarships	x	x	x	x	x	x			
Common App/Naviance Matching	x								
Career Day Matching Survey-Juniors							x		
Career Interest Inventory-10th					x				
College Search-individual							x	x	x



8th grade welcome	x								
8th grade personality quiz							x		
Dignity Club-9th			x				x		
Dignity Club-8th			x				x		
9th grade welcome		x							
8th grade orientation	x								
9th grade strengths explorer/resume						x			
College exploration-juniors CR									x
Senior Exit Survey/ PGP									x
Program Review/Master Scheduling	x	x					x	x	x
Progressive Relaxation-8th					x				
Participation in CSE & ENL meetings	x	x	x	x	x	x	x	x	x
Assemblies		x	x	x	x				
Choices & Consequences								x	
Senior at Risk Meetings	x	x	x	x	x	x	x	x	x
New entrant groups	x	x	x	x	x	x	x	x	x
Advisory(all staff)		x	x	x	x	x	x	x	

### **Parent Presentations**

	<b>Presentation</b>	<b>Audience</b>
<b>September</b>	Senior Parent Night & Financial Aid Information Night	12 <sup>th</sup> grade parents & students
<b>October</b>	Freshman Parent Night	9 <sup>th</sup> grade parents & students
<b>November</b>	NCAA Information Night	Parents and student athletes; all grades
<b>January</b>	Junior Parent Night	11 <sup>th</sup> grade parents & students
<b>January</b>	8 <sup>th</sup> Grade Parent Night	8 <sup>th</sup> grade parents & students
<b>March</b>	Sophomore Parent Night	10 <sup>th</sup> grade parents & students
<b>April/May</b>	7 <sup>th</sup> grade Parent & Student night	7 <sup>th</sup> grade parents and students

### **New York State Part 100 Regulations**

**Guidance programs and comprehensive developmental school counseling/guidance programs.**

- 1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.**

Public Schools. Each school district shall have a guidance program for all students.

(a) 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.

- j. (b) In grades 7-12, the guidance program shall include the following activities or services:
  - (1) 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;

(2) 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, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education 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 assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) 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; specification of staff members and other resources assigned to accomplish the objectives; and 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.

(ii) **Nonpublic schools.** Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school

counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services,

crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

### **ASCA National Standards**

The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit [www.schoolcounselor.org](http://www.schoolcounselor.org), or call (703) 683-ASCA (2722). 1101 King St., Suite 625, Alexandria, VA 22314 (703) 683-ASCA, (800) 306-4722, fax: (703) 683-1619.  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

### **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 and behaviors that 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: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 cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary 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 Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 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

**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 goal-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 communication 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 the 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 about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events