

**WILLIAMSVILLE CENTRAL SCHOOL
DISTRICT COMPREHENSIVE SCHOOL
COUNSELING PROGRAM
2021-2022
K-12**

Mission

All students with respect to their individual uniqueness to acquire mindsets and behaviors in the academic, career, social and emotional developmental domains to function and contribute to a diverse and changing society.

Philosophy

- An effective school counseling program is based on the recognition of the dignity and worth of all students and their right to educational services, such as:
 - access to a school staff member to discuss personal concerns,
 - access to information about occupations and career planning,
 - the right to assistance in identifying their self-characteristics
 - the opportunity to make choices as appropriate for developmental age and the educational system context.
- An effective and comprehensive school counseling program utilizes a variety of delivery methods for all students, rather than just those who seek out counseling assistance.
- An effective, developmental comprehensive school counseling program provides a series of planned, sequential, age appropriate experiences, is preventative in nature, is based on the needs of the individual students, the student body and school community.
- The Williamsville Comprehensive School Counseling Program shall be evaluated annually to determine goals and student learning outcomes. On-going needs assessment shall be conducted in regard to student mindsets and behaviors and will be consistent with expected developmental stages.
- The student, school personnel, and parents/guardians shall be involved in a cooperative effort to monitor on-going progress of the student.

Beliefs

- Our highest priority is our students.
- Each person has intrinsic value.
- Communities and schools are interdependent and are only successful in an ongoing, mutually responsible partnership
- The opportunity for learning is everywhere.
- Learning how to learn is as important as what is learned.
- Everyone can learn.
- Everyone can experience success.
- Continuous improvement of existing skills and acquisition of new skills are essential for success in a rapidly changing world.
- Positive self-esteem enhances learning.
- People who think critically and creatively will make better decisions thought life.

- Excellence in our program requires continual evaluation.
- Optimism is essential.
- Everyone needs a global perspective to thrive in a world of diversity.
- Parent and family involvement is essential to successful learning.
- People achieve when effort and perseverance toward excellence are encouraged, supported and celebrated.

Vision

Our communities and schools are interdependent and have an ongoing, mutually responsible partnership. Excellence is encouraged, supported and celebrated. Our students think critically and creatively, make good decisions, and continuously improve their existing skills and acquire new skills, which are essential for success in a rapidly changing world.

Program Goals/ Objectives

SMART GOAL #1

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community, through a variety of sources. Most students and guardians connect with available resources through WITS, Website, Naviance, and School Personnel.
Measurable	Effectiveness will be measured through number of hits tracked on an analytic tool.
Attainable	Website and WITS webpage visits will increase by 10%. Baseline data could be collected from website visits.
Results-Oriented	Increasing website visits may lead to consistency of messages across the district, better educate prospective families, and improve community engagement.
Time Bound	2 school years

SMART GOAL #2

Specific Issue	SOCIAL EMOTIONAL LEARNING (SEL) FOR ALL STUDENTS Infuse and instruct students in the 5 SEL competencies of self-awareness, self-management, social-awareness, responsibility decision-making, and relationship skills.
Measurable	Effectiveness will be measured through student. As well as, a reduction in students' behavioral referrals, as measured in the discipline tab in WITS.
Attainable	Student and staff will find support in their school building to increase their competencies in the SEL areas. Skills will increase through district wide programming in trauma informed care and restorative practices, which will lead to a more supportive environment for all students and will support students in meeting social emotional needs.
Results-Oriented	Increased advocacy for better supporting students will lead to systemic changes to improve academic outcomes for all students including economically disadvantaged students. Activities and programming focused on acceptance, celebrating difference, exploring privilege, social justice and conflict resolution, will lead to a more welcoming learning environment for all students. Student behavioral referrals to administrators will reduce by 5%
Time Bound	3 school years

K-12 Mental Health Team

School Counselors

Whitney	Abbott	Transit Middle School
Jennifer	Bushey	North High
Courtney	Chamberlain	Mill Middle School
Christina	Davidson	North High School
Samuel	Endich Jr.	Heim Middle School
Molly	Foegen	Heim Middle School
Elizabeth	Gentile	East High School
Michelle	Greenway	East High School
Jacqueline	Gregoire	East High School
Kathleen	Hornung	Heim Middle School
Terri	Jacobs	South High School
Linda	Kane	Mill Middle School
Jillian	Kaputa	North High School
Sherri	Knab	Mill Middle
Elizabeth	Manley	South High School
Phillip	Miller	North High School
Lisa	O'Rourke	Transit Middle School
Kelly	Peller	South High School
Timothy	Pincoski	Casey Middle
Laura	Scafiddi	Transit Middle School
Rachel	Simpson	Mill Middle School
Karen	Stelley	Mill Middle School
Kimberly	Styka	Transit Middle School
Angela	Szwed	North High School
Jennifer	Texido	Casey Middle
Gabriella	Tringali	North High School
Andrew	Utz	AIM
Kevin	Vandermeid	South High
Gregory	Weber	East High School

School Social Workers

Katie	Cageao	Transit Middle School
Carole Ann	Collard	Casey Middle School
Mary	Cwiklinski	Forest Elementary/ North High School
Karrie	Dominique	Maple East Elementary School
Stephanie	Fitzner	Mill Middle School
Nancy	Fultz	Heim Elementary School
Keith	Gordon	Heim Middle School
Megan	Hamm	East High School
Micaela	Lauer	Country Parkway
Lori	Lorenz	North High School
Nicole	McAuliffe	South High School
Jerry	Moote	Casey Middle/Forest Elementary
Jessica	Parker	Maple West Elementary
Stephanie	Wood	Dodge Elementary
Doreen	Zak	Forest Elementary

School Psychologists

Meredith	Abel	Heim Middle
Rebecca	Cashmore	Dodge Elementary
Lisa	Dempsey	Casey Middle School
Jenelle	Gratz	Forest Elementary
Jennifer	Griffin	Heim Elementary School
Antonique	Hooven	Mill Middle
Antonique	Hooven	North High School
Jill	Kasprzak	Transit Middle School
Emily	Krezmien	Mill Middle
Emily	Krezmien	North High School
Alyssa	Perna-Britt	Country Parkway Elementary
Sarah	Pfeister	Maple East Elementary
Heather	Youngblood	North High School
Mark	Warner	Maple West Elementary

Comprehensive School Counseling Program Plan		Grade Level		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	5-8, 10, 11, 12	5-8, 10, 11, 12	5-8, 10, 11, 12
2	Self-confidence in ability to succeed	4-8, 11, 12	4-8, 11, 12	4-8, 11, 12
3	Sense of belonging in the school environment	4, 5-8, 12	4, 5-8, 12	4, 5-8, 12
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	4, 8, 10, 11, 12	4, 8, 10, 11, 12	4, 8, 10, 11, 12
6	Positive attitude toward work and learning	4, 12	4, 12	4, 12
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	K-3, 10, 11, 12	K-3, 10, 11, 12	K-3, 10, 11, 12
2	Demonstrate creativity	10, 11	10, 11	10, 11
3	Use time-management, organizational and study skills	4, 12	4, 12	4, 12
4	Apply self-motivation and self-direction to learning	4, 10, 11, 12	4, 10, 11, 12	4, 10, 11, 12
5	Apply media and technology skills	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
6	Set high standards of quality	8, 11, 12	8, 11, 12	8, 11, 12
7	Identify long- and short-term academic, career and social/emotional goals	4, 8, 10, 11, 12	4, 8, 10, 11, 12	4, 8, 10, 11, 12
8	Actively engage in challenging coursework	11, 12	11, 12	11, 12
9	Gather evidence and consider multiple perspectives to make informed decisions	K, 2, 4, 10, 11, 12	K, 2, 4, 10, 11, 12	K, 2, 4, 10, 11, 12
10	Participate in enrichment and extracurricular activities	7, 8, 11, 12	7, 8, 11, 12	7, 8, 11, 12

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	K, 2, 5-8, 10, 11	K, 2, 5-8, 10, 11	K, 2, 5-8, 10, 11
2	Demonstrate self-discipline and self-control	K, 2, 5-8	K, 2, 5-8	K, 2, 5-8
3	Demonstrate ability to work independently	K, 2, 7	K, 2, 7	K, 2, 7
4	Demonstrate ability to delay immediate gratification for long-term rewards	1.3, 11, 12	1.3, 11, 12	1.3, 11, 12
5	Demonstrate perseverance to achieve long- and short-term goals	8, 10, 11, 12	8, 10, 11, 12	8, 10, 11, 12
6	Demonstrate ability to overcome barriers to learning	4, 11, 12	4, 11, 12	4, 11, 12
7	Demonstrate effective coping skills when faced with a problem	1.3, 12	1.3, 12	1.3, 12
8	Demonstrate the ability to balance school, home and community activities	4, 8, 11, 12	4, 8, 11, 12	4, 8, 11, 12
9	Demonstrate personal safety skills	1.3, 4 12	1.3, 4 12	1.3, 4 12
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	4, 8, 12	4, 8, 12	4, 8, 12
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	4, 9	4, 9	4, 9
2	Create positive and supportive relationships with other students	K, 2, 7, 9	K, 2, 7, 9	K, 2, 7, 9
3	Create relationships with adults that support success	K, 2, 5, 6, 8	K, 2, 5, 6, 8	K, 2, 5, 6, 8
4	Demonstrate empathy	K, 2, 9	K, 2, 9	K, 2, 9
5	Demonstrate ethical decision-making and social responsibility	4, 9	4, 9	4, 9
6	Use effective collaboration and cooperation skills	K, 2, 4, 9	K, 2, 4, 9	K, 2, 4, 9
7	Use leadership and teamwork skills to work effectively in diverse teams	K, 2, 4, 7	K, 2, 4, 7	K, 2, 4, 7
8	Demonstrate advocacy skills and ability to assert self, when necessary	K-3, 4, 10, 11	K-3, 4, 10, 11	K-3, 4, 10, 11
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	10, 11, 12	10, 11, 12	10, 11, 12

Document is adapted from the ASCA Mindsets & Behaviors Program Planning Tool (<http://www.ascanationalmodel.org/Ascanationalmodel/media/ANM-templates/M-BProgramPlanningTool.pdf>)

School Counseling Core Curriculum Tier I		Grade Levels: K-12		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	5 -8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	5 -8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	5 -8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings
2	Self-confidence in ability to succeed	4: Do I Fit In? 5 -8: Grade Level Assembly 11: Junior Review 12: Senior Review	4: Do I Fit In? 5 -8: Grade Level Assembly 11: Junior Review 12: Senior Review	4: Do I Fit In? 5 -8: Grade Level Assembly 11: Junior Review 12: Senior Review
3	Sense of belonging in the school environment	4: Stop Think Go 4: What is Peer Pressure? 5/6: Check In Meeting 5 -8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 4: What is Peer Pressure? 5/6: Check In Meeting 5 -8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 4: What is Peer Pressure? 5/6: Check In Meeting 5 -8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	4: Do I Fit In? 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	4: Do I Fit In? 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	4: Do I Fit In? 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings
6	Positive attitude toward work and learning	4: Do I Fit In? 9: Freshman Seminar & Naviance Presentation	4: Do I Fit In? 9: Freshman Seminar & Naviance Presentation	4: Do I Fit In? 9: Freshman Seminar & Naviance Presentation

Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: Stop Think Go 7: Leadership Discussions 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group 12: Naviance	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: Stop Think Go 7: Leadership Discussions 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group 12: Naviance	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: Stop Think Go 7: Leadership Discussions 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group 12: Naviance
2	Demonstrate creativity	10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
3	Use time-management, organizational and study skills	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation
4	Apply self-motivation and self-direction to learning	4: Stop Think Go 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: Stop Think Go 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: Stop Think Go 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review
5	Apply media and technology skills	9: 4 Year Group Plan 10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group 12: Naviance 12: Career Plan Presentations & Individual Meetings	9: 4 Year Group Plan 10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group 12: Naviance 12: Career Plan Presentations & Individual Meetings	9: 4 Year Group Plan 10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group 12: Naviance 12: Career Plan Presentations & Individual Meetings
6	Set high standards of quality	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review

7	Identify long- and short-term academic, career and social/emotional goals	4: Do I Fit In? 8: High School Planning 9: Orientation 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	4: Do I Fit In? 8: High School Planning 9: Orientation 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	4: Do I Fit In? 8: High School Planning 9: Orientation 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance
8	Actively engage in challenging coursework	10: Individual Annual Review 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	10: Individual Annual Review 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	10: Individual Annual Review 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review
9	Gather evidence and consider multiple perspectives to make informed decisions	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: What is Peer Pressure? 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 12: Naviance	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: What is Peer Pressure? 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 12: Naviance	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: What is Peer Pressure? 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 12: Naviance
10	Participate in enrichment and extracurricular activities	8: High School Planning 11: College Fair 11: Junior Review 12: Senior Review	8: High School Planning 11: College Fair 11: Junior Review 12: Senior Review	8: High School Planning 11: College Fair 11: Junior Review 12: Senior Review

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions 10: Individual Annual Review 11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions 10: Individual Annual Review 11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions 10: Individual Annual Review 11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
2	Demonstrate self-discipline and self-control	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions
3	Demonstrate ability to work independently	K: Listening Face 2: Listening While Playing With Friends 7: Leadership Discussions	K: Listening Face 2: Listening While Playing With Friends 7: Leadership Discussions	K: Listening Face 2: Listening While Playing With Friends 7: Leadership Discussions
4	Demonstrate ability to delay immediate gratification for long-term rewards	1: Wemberly Worried 3: Dealing with Stress 11: Junior Review 12: Senior Review	1: Wemberly Worried 3: Dealing with Stress 11: Junior Review 12: Senior Review	1: Wemberly Worried 3: Dealing with Stress 11: Junior Review 12: Senior Review
5	Demonstrate perseverance to achieve long- and short-term goals	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review
6	Demonstrate ability to overcome barriers to learning	4: Stop Think Go 11: Junior Review 12: Senior Review	4: Stop Think Go 11: Junior Review 12: Senior Review	4: Stop Think Go 11: Junior Review 12: Senior Review
7	Demonstrate effective coping skills when faced with a problem	1: Wemberly Worried 3: Dealing with Stress 9: Orientation 9: Freshman Seminar & Naviance Presentation	1: Wemberly Worried 3: Dealing with Stress 9: Orientation 9: Freshman Seminar & Naviance Presentation	1: Wemberly Worried 3: Dealing with Stress 9: Orientation 9: Freshman Seminar & Naviance Presentation
8	Demonstrate the ability to balance school, home and community activities	4: Stop Think Go 8: High School Planning 11: Junior Review 12: Senior Review	4: Stop Think Go 8: High School Planning 11: Junior Review 12: Senior Review	4: Stop Think Go 8: High School Planning 11: Junior Review 12: Senior Review

9	Demonstrate personal safety skills	1: I Statements 3: Standing Up for Your Rights 4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	1: I Statements 3: Standing Up for Your Rights 4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	1: I Statements 3: Standing Up for Your Rights 4: Stop Think Go 9: Freshman Seminar & Naviance Presentation
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	4: Stop Think Go 8: High School Planning 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 8: High School Planning 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 8: High School Planning 9: Orientation 9: Freshman Seminar & Naviance Presentation
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	K: Listening Face 2: Listening While Playing With Friends 4: Stop Think Go 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Listening Face 2: Listening While Playing With Friends 4: Stop Think Go 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Listening Face 2: Listening While Playing With Friends 4: Stop Think Go 9: Orientation 9: Freshman Seminar & Naviance Presentation
2	Create positive and supportive relationships with other students	K: Making Friends 2: Making Friends is an Art 7: Leadership Discussions 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends 2: Making Friends is an Art 7: Leadership Discussions 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends 2: Making Friends is an Art 7: Leadership Discussions 9: Orientation 9: Freshman Seminar & Naviance Presentation
3	Create relationships with adults that support success	K: Making Friends 2: Making Friends is an Art 5/6: Check In Meeting 8: High School Planning	K: Making Friends 2: Making Friends is an Art 5/6: Check In Meeting 8: High School Planning	K: Making Friends 2: Making Friends is an Art 5/6: Check In Meeting 8: High School Planning
4	Demonstrate empathy	K: Making Friends 2: Making Friends is an Art 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends 2: Making Friends is an Art 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends 2: Making Friends is an Art 9: Orientation 9: Freshman Seminar & Naviance Presentation
5	Demonstrate ethical decision-making and social responsibility	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation
6	Use effective collaboration and cooperation skills	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 9: Freshman Seminar & Naviance Presentation	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 9: Freshman Seminar & Naviance Presentation	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 9: Freshman Seminar & Naviance Presentation

7	Use leadership and teamwork skills to work effectively in diverse teams	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 7: Leadership Discussions	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 7: Leadership Discussions	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 7: Leadership Discussions
8	Demonstrate advocacy skills and ability to assert self, when necessary	K: Expressing Feelings 1: I Statements 2: Expressing Feelings Positively 3: Standing Up for Your Rights 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K: Expressing Feelings 1: I Statements 2: Expressing Feelings Positively 3: Standing Up for Your Rights 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K: Expressing Feelings 1: I Statements 2: Expressing Feelings Positively 3: Standing Up for Your Rights 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	4: What is Peer Pressure? 10: Individual Annual Review 11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: What is Peer Pressure? 10: Individual Annual Review 11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: What is Peer Pressure? 10: Individual Annual Review 11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review