

**Williamsville Central School District
Comprehensive School Counseling Program**

2019-2020

Williamsville Central School District Comprehensive School Counseling Program

Mission

The mental health staff empower 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 mental health 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 if stated goals and student learning outcomes were met. Such evaluations shall be based on ongoing needs assessment 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.

School Counselors

Whitney	Abbott	Transit Middle School
Caroline	Berger	Mill Middle School
Jennifer	Bushey	North High School
Patricia	Chown	Casey Middle School
Christina	Davidson	North High School
Samuel	Endich jr	Heim Middle School
Molly	Foegen	Heim Middle School
Elizabeth	Gentile	East High School
Cheryl	Goldstone	South High School
Michelle	Greenway	East High School
Jacqueline	Gregoire	East High School
Kathleen	Hornung	Heim Middle School
Terri	Jacobs	South High School
Rachel	Jakubowski	Mill Middle
Linda	Kane	Mill Middle School
Jillian	Kaputa	North High School
Sherri	Knab	Mill Middle
Phillip	Miller	North High School
Lisa	O'rourke	Transit Middle School
Kelly	Peller	Transit Middle School
Timothy	Pincoski	Casey Middle
Karen	Stelley	Mill Middle School
Kimberly	Styka	Transit Middle School
Angela	Szwed	North High School

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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	Collard	Casey Middle School
Mary	Cwiklinski	Forest Elementary
Mary	Cwiklinski	North High School
Pompea	Disanto	Mill Middle School
Nancy	Fultz	Heim Elementary School
Keith	Gordon	Heim Middle School
Micaela	Lauer	Country Parkway
Lori	Lorenz	North High School
Nicole	Mcauliffe	South High School
Jessica	Parker	Maple West Elementary
Kathleen	Schiumo	Maple East Elementary
Michele	Taberski	East High School
Tracie	Vanepps	Casey Middle
Stephanie	Wood	Dodge Elementary

School Psychologists

Meredith	Abel	Heim Middle
Margaret (Peg)	Anderson	South High School
Mary	Baumgart	Transit Middle School
Rebecca	Cashmore	Dodge Elementary
Lisalee	Dempsey	Casey Middle School
Amy	Fleissner Collins	Country Parkway
Jenelle	Gratz	Forest Elementary
Jennifer	Griffin	Heim Elementary School
Jill	Kasprzak	East High School
Emily	Krezmien	Mill Middle
Emily	Krezmien	North High School
Joni	Macri-Morell	Mill Middle School
Jerry	Moote	Casey Middle
Alyssa	Perna-Britt	Country Parkway Elementary
Sarah	Pfeister	Maple East Elementary
Heather	Youngblood	North High School

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

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

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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>)

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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

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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	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

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			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

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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

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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

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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

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		Grade Level: K		
Mindsets		Academic	Career	Social/ Emotional
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	K: Making Friends	K: Making Friends	K: Making Friends
9	Gather evidence and consider multiple perspectives to make informed decisions	K: Making Friends	K: Making Friends	K: Making Friends

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	K: Listening Face K: Making Friends	K: Listening Face K: Making Friends	K: Listening Face K: Making Friends
2	Demonstrate self-discipline and self-control	K: Listening Face K: Making Friends	K: Listening Face K: Making Friends	K: Listening Face K: Making Friends
3	Demonstrate ability to work independently	K: Listening Face	K: Listening Face	K: Listening Face
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	K: Listening Face	K: Listening Face	K: Listening Face
2	Create positive and supportive relationships with other students	K: Making Friends	K: Making Friends	K: Making Friends
3	Create relationships with adults that support success	K: Making Friends	K: Making Friends	K: Making Friends
4	Demonstrate empathy	K: Making Friends	K: Making Friends	K: Making Friends
6	Use effective collaboration and cooperation skills	K: Making Friends	K: Making Friends	K: Making Friends
7	Use leadership and teamwork skills to work effectively in diverse teams	K: Making Friends	K: Making Friends	K: Making Friends
8	Demonstrate advocacy skills and ability to assert self, when necessary	K: Expressing Feelings	K: Expressing Feelings	K: Expressing Feelings

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		Grade Level: 1		
Mindsets		Academic	Career	Social/ Emotional
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	1: I Feel Silly	1: I Feel Silly	1: I Feel Silly
9	Gather evidence and consider multiple perspectives to make informed decisions	1: I Feel Silly	1: I Feel Silly	1: I Feel Silly

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
4	Demonstrate ability to delay immediate gratification for long-term rewards	1: Wemberly Worried	1: Wemberly Worried	1: Wemberly Worried
7	Demonstrate effective coping skills when faced with a problem	1: Wemberly Worried	1: Wemberly Worried	1: Wemberly Worried
9	Demonstrate personal safety skills	1: I Statements	1: I Statements	1: I Statements
Behavior: Social Skills		Academic	Career	Social/ Emotional
8	Demonstrate advocacy skills and ability to assert self, when necessary	1: I Statements	1: I Statements	1: I Statements

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 2		
Mindsets		Academic	Career	Social/ Emotional
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art
9	Gather evidence and consider multiple perspectives to make informed decisions	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	2: Listening While Playing With Friends 2: Making Friends is an Art	2: Listening While Playing With Friends 2: Making Friends is an Art	2: Listening While Playing With Friends 2: Making Friends is an Art
2	Demonstrate self-discipline and self-control	2: Listening While Playing With Friends 2: Making Friends is an Art	2: Listening While Playing With Friends 2: Making Friends is an Art	2: Listening While Playing With Friends 2: Making Friends is an Art
3	Demonstrate ability to work independently	2: Listening While Playing With Friends	2: Listening While Playing With Friends	2: Listening While Playing With Friends
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	2: Listening While Playing With Friends	2: Listening While Playing With Friends	2: Listening While Playing With Friends
2	Create positive and supportive relationships with other students	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art
3	Create relationships with adults that support success	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art
4	Demonstrate empathy	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art
6	Use effective collaboration and cooperation skills	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art
7	Use leadership and teamwork skills to work effectively in diverse teams	2: Making Friends is an Art	2: Making Friends is an Art	2: Making Friends is an Art
8	Demonstrate advocacy skills and ability to assert self, when necessary	2: Expressing Feelings Positively	2: Expressing Feelings Positively	2: Expressing Feelings Positively

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 3		
Mindsets		Academic	Career	Social/ Emotional
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	3: Communication Skills	3: Communication Skills	3: Communication Skills
9	Gather evidence and consider multiple perspectives to make informed decisions	3: Communication Skills	3: Communication Skills	3: Communication Skills

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
4	Demonstrate ability to delay immediate gratification for long-term rewards	3: Dealing with Stress	3: Dealing with Stress	3: Dealing with Stress
7	Demonstrate effective coping skills when faced with a problem	3: Dealing with Stress	3: Dealing with Stress	3: Dealing with Stress
9	Demonstrate personal safety skills	3: Standing Up for Your Rights	3: Standing Up for Your Rights	3: Standing Up for Your Rights
Behavior: Social Skills		Academic	Career	Social/ Emotional
8	Demonstrate advocacy skills and ability to assert self, when necessary	3: Standing Up for Your Rights	3: Standing Up for Your Rights	3: Standing Up for Your Rights

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 4		
Mindsets		Academic	Career	Social/ Emotional
2	Self-confidence in ability to succeed	4: Do I Fit In?	4: Do I Fit In?	4: Do I Fit In?
3	Sense of belonging in the school environment	4: Stop Think Go 4: What is Peer Pressure?	4: Stop Think Go 4: What is Peer Pressure?	4: Stop Think Go 4: What is Peer Pressure?
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	4: Do I Fit In?	4: Do I Fit In?	4: Do I Fit In?
6	Positive attitude toward work and learning	4: Do I Fit In?	4: Do I Fit In?	4: Do I Fit In?
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
3	Use time-management, organizational and study skills	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
4	Apply self-motivation and self-direction to learning	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
7	Identify long- and short-term academic, career and social/emotional goals	4: Do I Fit In?	4: Do I Fit In?	4: Do I Fit In?
9	Gather evidence and consider multiple perspectives to make informed decisions	4: What is Peer Pressure?	4: What is Peer Pressure?	4: What is Peer Pressure?

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
6	Demonstrate ability to overcome barriers to learning	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
8	Demonstrate the ability to balance school, home and community activities	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
5	Demonstrate ethical decision-making and social responsibility	4: Stop Think Go	4: Stop Think Go	4: Stop Think Go
6	Use effective collaboration and cooperation skills	4: What is Peer Pressure?	4: What is Peer Pressure?	4: What is Peer Pressure?
7	Use leadership and teamwork skills to work effectively in diverse teams	4: What is Peer Pressure?	4: What is Peer Pressure?	4: What is Peer Pressure?
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	4: What is Peer Pressure?	4: What is Peer Pressure?	4: What is Peer Pressure?

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 5		
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	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Self-confidence in ability to succeed	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
3	Sense of belonging in the school environment	5/6: Check In Meeting 5 -8: Grade Level Assembly	5/6: Check In Meeting	5/6: Check In Meeting
Behavior: Learning Strategies		Academic	Career	Social/ Emotional

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Demonstrate self-discipline and self-control	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
Behavior: Social Skills		Academic	Career	Social/ Emotional
3	Create relationships with adults that support success	5/6: Check In Meeting	5/6: Check In Meeting	5/6: Check In Meeting

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 6		
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	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Self-confidence in ability to succeed	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
3	Sense of belonging in the school environment	5/6: Check In Meeting 5 -8: Grade Level Assembly	5/6: Check In Meeting	5/6: Check In Meeting
Behavior: Learning Strategies		Academic	Career	Social/ Emotional

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Demonstrate self-discipline and self-control	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
Behavior: Social Skills		Academic	Career	Social/ Emotional
3	Create relationships with adults that support success	5/6: Check In Meeting	5/6: Check In Meeting	5/6: Check In Meeting

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 7		
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	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Self-confidence in ability to succeed	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
3	Sense of belonging in the school environment	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	7: Leadership Discussions	7: Leadership Discussions	7: Leadership Discussions

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	7: Leadership Discussions	7: Leadership Discussions	7: Leadership Discussions
2	Demonstrate self-discipline and self-control	7: Leadership Discussions	7: Leadership Discussions	7: Leadership Discussions
3	Demonstrate ability to work independently	7: Leadership Discussions	7: Leadership Discussions	7: Leadership Discussions
Behavior: Social Skills		Academic	Career	Social/ Emotional
2	Create positive and supportive relationships with other students	7: Leadership Discussions	7: Leadership Discussions	7: Leadership Discussions
7	Use leadership and teamwork skills to work effectively in diverse teams	7: Leadership Discussions	7: Leadership Discussions	7: Leadership Discussions

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 8		
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	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Self-confidence in ability to succeed	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
3	Sense of belonging in the school environment	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	8: High School Planning	8: High School Planning	8: High School Planning
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
6	Set high standards of quality	8: High School Planning	8: High School Planning	8: High School Planning
7	Identify long- and short-term academic, career and social/emotional goals	8: High School Planning	8: High School Planning	8: High School Planning
10	Participate in enrichment and extracurricular activities	8: High School Planning	8: High School Planning	8: High School Planning

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
2	Demonstrate self-discipline and self-control	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly	5 -8: Grade Level Assembly
5	Demonstrate perseverance to achieve long- and short-term goals	8: High School Planning	8: High School Planning	8: High School Planning
8	Demonstrate the ability to balance school, home and community activities	8: High School Planning	8: High School Planning	8: High School Planning
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	8: High School Planning	8: High School Planning	8: High School Planning
Behavior: Social Skills		Academic	Career	Social/ Emotional
3	Create relationships with adults that support success	8: High School Planning	8: High School Planning	8: High School Planning

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 9		
Mindsets		Academic	Career	Social/ Emotional
3	Sense of belonging in the school environment	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation	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	9: 4 Year Group Plan	9: 4 Year Group Plan
6	Positive attitude toward work and learning	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
3	Use time-management, organizational and study skills	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation
5	Apply media and technology skills	9: 4 Year Group Plan	9: 4 Year Group Plan	9: 4 Year Group Plan
7	Identify long- and short-term academic, career and social/emotional goals	9: Orientation	9: Orientation	9: Orientation

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
7	Demonstrate effective coping skills when faced with a problem	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation
9	Demonstrate personal safety skills	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation
2	Create positive and supportive relationships with other students	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation
4	Demonstrate empathy	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation	9: Orientation 9: Freshman Seminar & Naviance Presentation
5	Demonstrate ethical decision-making and social responsibility	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation
6	Use effective collaboration and cooperation skills	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation	9: Freshman Seminar & Naviance Presentation

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 10		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	10: Career Plan Presentations & Individual Meetings	10: Career Plan Presentations & Individual Meetings	10: Career Plan Presentations & Individual Meetings
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	10: 4 Year Group Plan	10: 4 Year Group Plan	10: 4 Year Group Plan
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	10: Career Plan Presentations & Individual Meetings	10: Career Plan Presentations & Individual Meetings	10: Career Plan Presentations & Individual Meetings
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
2	Demonstrate creativity	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
4	Apply self-motivation and self-direction to learning	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
5	Apply media and technology skills	10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan	10: Career Plan Presentations & Individual Meetings	10: Career Plan Presentations & Individual Meetings
7	Identify long- and short-term academic, career and social/emotional goals	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
8	Actively engage in challenging coursework	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
9	Gather evidence and consider multiple perspectives to make informed decisions	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
Behavior: Social Skills		Academic	Career	Social/ Emotional
8	Demonstrate advocacy skills and ability to assert self, when necessary	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	10: Individual Annual Review	10: Individual Annual Review	10: Individual Annual Review

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 11		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	11: Career Plan Presentations & Individual Meetings	11: Career Plan Presentations & Individual Meetings	11: Career Plan Presentations & Individual Meetings
2	Self-confidence in ability to succeed	11: Junior Review	11: Junior Review	11: Junior Review
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	11: Naviance Group 11: Junior Review	11: Naviance Group 11: Junior Review	11: Naviance Group 11: Junior Review
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	11: Career Plan Presentations & Individual Meetings	11: Career Plan Presentations & Individual Meetings	11: Career Plan Presentations & Individual Meetings
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group	11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group	11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group
2	Demonstrate creativity	11: 4 year group plan meeting 11: 4 year annual review & Scheduling	11: 4 year group plan meeting 11: 4 year annual review & Scheduling	11: 4 year group plan meeting 11: 4 year annual review & Scheduling
4	Apply self-motivation and self-direction to learning	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review
5	Apply media and technology skills	11: Career Plan Presentations & Individual Meetings 11: Naviance Group	11: Career Plan Presentations & Individual Meetings 11: Naviance Group	9: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group
6	Set high standards of quality	11: Junior Review	11: Junior Review	11: Junior Review
7	Identify long- and short-term academic, career and social/emotional goals	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Naviance	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review
8	Actively engage in challenging coursework	11: 4 year annual review & Scheduling 11: Junior Review	11: 4 year annual review & Scheduling 11: Junior Review	11: 4 year annual review & Scheduling 11: Junior Review
9	Gather evidence and consider multiple perspectives to make informed decisions	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group	11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group
10	Participate in enrichment and extracurricular activities	11: College Fair 11: Junior Review	11: College Fair 11: Junior Review	11: College Fair 11: Junior Review

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
4	Demonstrate ability to delay immediate gratification for long-term rewards	11: Junior Review	11: Junior Review	11: Junior Review
5	Demonstrate perseverance to achieve long- and short-term goals	11: Junior Review	11: Junior Review	11: Junior Review
6	Demonstrate ability to overcome barriers to learning	11: Junior Review	11: Junior Review	11: Junior Review
8	Demonstrate the ability to balance school, home and community activities	11: Junior Review	11: Junior Review	11: Junior Review
Behavior: Social Skills		Academic	Career	Social/ Emotional
8	Demonstrate advocacy skills and ability to assert self, when necessary	11: 4 year group plan meeting 11: 4 year annual review & Scheduling	11: 4 year group plan meeting 11: 4 year annual review & Scheduling	11: 4 year group plan meeting 11: 4 year annual review & Scheduling
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review	11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review	11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

		Grade Level: 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	12: Career Plan Presentations & Individual Meetings	12: Career Plan Presentations & Individual Meetings	12: Career Plan Presentations & Individual Meetings
2	Self-confidence in ability to succeed	12: Senior Review	12: Senior Review	12: Senior Review
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	12: Senior Review 12: Naviance	12: Senior Review 12: Naviance	12: Senior Review 12: Naviance
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	12: Career Plan Presentations & Individual Meetings	12: Career Plan Presentations & Individual Meetings	12: Career Plan Presentations & Individual Meetings
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	12: Naviance	12: Naviance	12: Naviance
4	Apply self-motivation and self-direction to learning	12: Senior Review	12: Senior Review	12: Senior Review
5	Apply media and technology skills	12: Naviance 12: Career Plan Presentations & Individual Meetings	12: Naviance 12: Career Plan Presentations & Individual Meetings	12: Naviance 12: Career Plan Presentations & Individual Meetings
6	Set high standards of quality	12: Senior Review	12: Senior Review	12: Senior Review
7	Identify long- and short-term academic, career and social/emotional goals	12: Senior Review 12: Naviance	12: Senior Review 12: Naviance	12: Senior Review 12: Naviance
8	Actively engage in challenging coursework	12: Senior Review	12: Senior Review	12: Senior Review
9	Gather evidence and consider multiple perspectives to make informed decisions	12: Naviance	12: Naviance	12: Naviance
10	Participate in enrichment and extracurricular activities	12: Senior Review	12: Senior Review	12: Senior Review

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
4	Demonstrate ability to delay immediate gratification for long-term rewards	12: Senior Review	12: Senior Review	12: Senior Review
5	Demonstrate perseverance to achieve long- and short-term goals	12: Senior Review	12: Senior Review	12: Senior Review
6	Demonstrate ability to overcome barriers to learning	12: Senior Review	12: Senior Review	12: Senior Review
8	Demonstrate the ability to balance school, home and community activities	12: Senior Review	12: Senior Review	12: Senior Review
Behavior: Social Skills		Academic	Career	Social/ Emotional
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	12: Senior Review	12: Senior Review	12: Senior Review

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

K-12 Assets Tier I (need to update this for 2018-2019)

Level	Internal/ External	Assets	Asset Name	Supporting Activities
ES	External	Support	<ol style="list-style-type: none"> 1. Family support 2. Positive Family Communications 3. Other Adult Relationships 4. Caring neighborhood 5. Caring school 6. Parent involvement in school 	<ul style="list-style-type: none"> • 3rd Grade Booster Club • Kids Care Service Club • Daily announcements- Conflict Resolution and Accountability
ES	External	Empowerment	<ol style="list-style-type: none"> 7. Community values youth 8. Youth as resources 9. Service to others 10. Safety 	<ul style="list-style-type: none"> • New student groups for all grade levels • Community helper visits • Fun 2B Fit • Tim Horton's Camp
ES	External	Boundaries and Expectations	<ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations 	<ul style="list-style-type: none"> • School contracts
ES	External	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities 18. Youth Programs 19. Religious Community 20. Time at home 	<ul style="list-style-type: none"> • Family Wellness Nights/Fair • TV Turn-off Week • Study Skills Group
ES	Internal	Positive Values	<ol style="list-style-type: none"> 26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint 	<ul style="list-style-type: none"> • Red Ribbon Week • Giving Tree • Coats for Kids • Circle of Friends Gift bags (project to welcome new students) • Goodwill Jr. & other service projects • Canned good drives (Food Bank, etc.) • Support for the military • Adopt-a-Family Clothing Drive • Children to Children Giving • Shoe Drive for Nicaragua • Student initiated community service projects

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

Level	Internal/ External	Assets	Asset Name	Supporting Activities
ES	Internal	Social Competencies	32. Planning and Decision-Making 33. Interpersonal Competence 34. Cultural Competence 35. Resistance Skills 36. Peaceful Conflict Resolution	<ul style="list-style-type: none"> • Conflict resolution • Social skills groups at every grade level • Cultural Diversity Awareness • Friendship Groups • Safe Prom letters to high school seniors • Disability Awareness
ES	Internal	Positive Identity	37. Personal Power 38. Self Esteem 39. Sense of Purpose 40. Positive View of Personal Future	<ul style="list-style-type: none"> • Apple a day program • Special Friends/ primary project • Banana Splits • Student Wellness/ Character Ed Committee • Anxiety and stress management groups • Life skills curriculum • Mindfulness programming • Mentoring Program • Wellness Brochure
MS	External	Support	1. Family Support 3. Other Adult Relationships 5. Caring School 6. Parent Involvement in School	<ul style="list-style-type: none"> • Unity Day • School Spirit Projects • Student Mentoring by Faculty • Academic Intervention Team • Hall of Positive Behavior • Bald for Bucks • Homework • Creating Culture of Respect

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

Level	Internal/ External	Assets	Asset Name	Supporting Activities
MS	External	Empowerment	8. Youth as Resources 9. Service to Others 10. Safety	<ul style="list-style-type: none"> • Leadership and Wellness Groups • Staff Dress-down Days • Unity Day • Supply Drive for Students in Need • Food Drives • WEB • Various Service to Other activities
MS	External	Support	1. Family Support 3. Other Adult Relationships 5. Caring School 6. Parent Involvement in School	<ul style="list-style-type: none"> • Unity Day • Hoops for Hearts • School Spirit Projects • Community Day • Discovery Day/Relax & Recharge • Student Mentoring by Faculty • Shamrock Volleyball Tournament • Faculty Chorus • Academic Intervention Team • School Ambassadors • Hall of Positive Behavior • Bald for Bucks • Kudos • Hurricane Maria Relief • Homework • Journey's End • Valentines for Vets • Faculty Act in Talent Show • Paws for Applause • Creating Culture of Respect
MS	External	Boundaries and Expectations	14. School Boundaries 15. Adult Role Models 16. Positive Peer Influence 17. High Expectations	<ul style="list-style-type: none"> • Team Awards • WEB Crew • Wall of Positive Behavior • Unity Day
MS	External	Constructive Use of Time	17. Creative Activities 18. Youth Programs	<ul style="list-style-type: none"> • Fundraising for Charities • Goal-setting activities • Mindfulness
MS	Internal	Commitment to Learning	1. Achievement motivation 2. School engagement 3. Homework 4. Bonding to school 5. Reading for pleasure	<ul style="list-style-type: none"> • 4th Grade Transition Program • Harkness Center Orientation

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

Level	Internal/ External	Assets	Asset Name	Supporting Activities
MS	Internal	Positive Values	26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint	<ul style="list-style-type: none"> • WEB Crew • Character Education Programs • Bald for Bucks/Pantene Beautiful Lengths • Dress-down days for staff • Spirit Days • Unity Day
MS	Internal	Social Competencies	32. Planning and Decision-making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful Conflict Resolution	<ul style="list-style-type: none"> • Unity Day • Mindfulness
MS	Internal	Positive Identity	37. Personal Power 38. Self Esteem 39. Sense of Purpose 40. Positive View of Personal Future	<ul style="list-style-type: none"> • 8th Grade Career Exploration • Anxiety and Stress Management Groups • Parent Letters • Lunch Groups • Mindfulness
HS	External	Support	1. Family Support 2. Positive Family Communications 3. Other Adult Relationships 4. Caring neighborhood 5. Caring school 6. Parent involvement in school	<ul style="list-style-type: none"> • Reach Out Activities; Sources of Strength • Parent Presentations • Articles on positive family communications in newsletters; parent evening programs • New Student Welcome Programs; newsletter articles; invisible mentoring of students by staff members • Volunteerism • Acts of service by various clubs • Community service activities; SDM; PTSA supports Wellness Fair and Volunteer Expo; individual meetings with students at academic risk

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

Level	Internal/ External	Assets	Asset Name	Supporting Activities
HS	External	Empowerment	7. Community values youth 8. Youth as resources 9. Service to others 10. Safety	<ul style="list-style-type: none"> • Peer education programs • Service Learning; Wellness Council • Club/organizations; Interact; Amherst YES • Team building • SIHAC • Gay/Straight Alliance • Volunteer Expo • Unity Day
HS	External	Boundaries and Expectations	11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations	<ul style="list-style-type: none"> • Safety messages to parents re. proms, post high school; Safe Homes • Staff in-services • Required Parent Program • Avoidance Awareness Program
HS	External	Constructive Use of Time	17. Creative activities 18. Youth Programs 19. Religious Community 20. Time at home	<ul style="list-style-type: none"> • Freshman Transition programs • Peer education • Academic Intervention Team • After school clubs and activities • Intermural & Interscholastic Athletics • Amherst Youth Consortium • Amherst Police Academy
HS	External	Commitment to Learning	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure	<ul style="list-style-type: none"> • Student tutoring program • National Honor Society and other honors programs • Student of the Month • WITS (classroom resources) • Academic Intervention Programs • Career Day
HS	Internal	Positive Values	26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint	<ul style="list-style-type: none"> • Texting Simulator • DUI Simulator • Health & Wellness Club • Wellness Walk • South Celebrates • Canned Food Drive for District Food Bank • Personal Care items for District Food Bank • School Supply Collection

WILLIAMSVILLE CSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM: Delivery

Level	Internal/ External	Assets	Asset Name	Supporting Activities
HS	Internal	Social Competencies	32. Planning and Decision-making 33. Interpersonal Competence 34. Cultural Competence 35. Resistance Skills 36. Peaceful Conflict Resolution	<ul style="list-style-type: none"> • Peer educators; transition programs • Student representation on Wellness Council and Committee • Senior Seminars • Student Ambassadors/Peer Shadowing Program • Steering Committee • Freshmen groups • Freshmen/New Student Night • Video Announcements
HS	Internal	Positive Identity	37. Personal power 38. Self esteem 39. Sense of purpose 40. Positive view of personal future	<ul style="list-style-type: none"> • Student Officers/Team Captains • Quarterly Academic Recognition Awards • Student Wellness Facilitators • Avoidance Awareness Program • Awards Ceremonies/Scholarship Recognitions • Naviance • Leadership Opportunities • Volunteer Opportunities