



# K-12 COMPREHENSIVE COUNSELING PROGRAM

2023-2024 Annual Review





Prepared by Amy Vohwinkel in collaboration with Dr. Denise Stappenbeck, Director of Student Services, and the Williamsville Central School District School Counseling Department (Revised 2024)



---

# Comprehensive Counseling Program

The Williamsville Central School District strives to ensure that all students are provided with direct and indirect instruction in academic, career, and social and emotional learning skills throughout their educational journey. We provide direct instruction in both Mindset Skills and Behavioral Skills. Those categories are further broken down across three domains: Academic, Career, and Social/Emotional. A thoughtful matrix has been developed to ensure that these skills are addressed several times through a student's K-12 experience. This Tier 1 programming is a critical component to the success of our aspirational mission in the area of mental health and wellness.

## Mission

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

## Philosophy

An effective Wellness and 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 emotional and academic well-being,
- access to information about occupations and career planning,
- the right to assistance in identifying their self-characteristics and passions,
- the opportunity to make choices as appropriate for developmental age and the educational system context,
- access to a positive school culture that values them as integral members of that community.



Effective wellness and counseling programs utilize a variety of delivery methods for all students, rather than just those who seek out counseling assistance. Each WCSD school implements a series of planned, sequential, age appropriate lessons or experiences at each grade level. As other needs are revealed, supplemental experiences and activities can be added to address small groups of students, a particular grade level, and/or the school community.

Secondary students also meet with their counselors individually to review progress and consider academic and future goals. In-person interactions with students are at the heart of our school programs at all levels. Every student has access to a certified school counselor in their building to ensure that these preventative services are in place.

The Williamsville Wellness and Comprehensive School Counseling Program is reported on and evaluated annually. Needs are identified on an ongoing basis from qualitative data collected by school mental health staff, classroom teachers, and by extension the wellness facilitators in each building. Quantitative data is collected from Teacher Rating Scales (administered to kindergarten and first grade students through Primary Project), grade level and/or building surveys, and Search Survey data conducted on a bi-yearly basis with a targeted cohort of students. This data is reviewed and used to inform the goals and action steps that are taken to ensure progress towards the goal of educating the whole child under a culture of care.

---

**The working tenets for educating the whole child under a culture of care are:**

- 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 throughout their life.
- Optimism is essential.
- Parent and family involvement are essential to successful learning.
- People achieve when effort and perseverance toward excellence are encouraged, supported and celebrated.
- Every community member supports a global perspective.

Diversity is a fact

Inclusion is a belief

Belonging and Equity are the outcomes

Our school communities are interdependent and have an ongoing, mutually responsible partnership. Excellence is encouraged, supported, and celebrated for all: students, parents, faculty, and staff. We believe that each child should be empowered to think critically and creatively, make good decisions, and to continuously develop the attitude, values, and skills which are essential for success in a rapidly changing world.



“ In-person interactions with students are at the heart of our school programs at all levels. ”

The working tenets for educating the whole child under a culture of care are:

**2022-2025 GOAL #1 (From previous reports)**

<b>Specific Issue</b>	<b>PARENT &amp; COMMUNITY ACCESS TO RESOURCES</b> Academic, career and social emotional resources are available to students, parents, and the community, through a variety of opportunities conducted by various groups such as PTSA, SEPSTA, School Based Offerings, Student Assemblies, and Parent Meetings.
<b>Measurable</b>	Effectiveness will be measured through the number of people who attend the various offerings.
<b>Attainable</b>	Programs will be advertised through a variety of venues to ensure that they are well attended.
<b>Results-Oriented</b>	Increase knowledge across the district, to better educate parents and community in order to improve community engagement and understanding of the academic, career, and social emotional resources and the associated initiatives being implemented by the District as a whole.
<b>Time Bound</b>	3 school years

**2024-2025 Sub-Goal #1A (New)**

<b>Specific Issue</b>	<b>PARENT &amp; COMMUNITY ACCESS TO RESOURCES</b> Academic, career and social emotional resources are available to students, parents, and the community.  A. Ensure all available resources for college, career, and military planning are consistently and equitably accessible across high schools via the WCSD Website.
<b>Measurable</b>	Effectiveness will be measured through each student’s individual post-secondary planning process, as well as parent and family feedback on the ease of navigation leading to the desired result as provided.
<b>Attainable</b>	The new WCSD website was launched in April, 2023 with significant contributions from HS Counselors and the Technology committee. As part of our ongoing review process, we will continue to identify topics to target (ie: scholarships, military applications, NCAA eligibility information, transcript requests, etc.) and review what is offered currently through each high school website and update information as needed.
<b>Results-Oriented</b>	A robust and consistently comprehensive website for each high school unified under WCSD.
<b>Time Bound</b>	Summer, 2024 - Spring, 2025

---

**2024-2025 Sub-Goal #1B (New)**

<b>Specific Issue</b>	<b>PARENT &amp; COMMUNITY ACCESS TO RESOURCES</b> Academic, career and social emotional resources are available to students, parents, and the community.  B. K-12 counselors have identified the desire to have an internally shared database of current resources and community providers that can be updated based on waitlist and insurance, as well as a shared repository of resources and procedures available to all mental health staff throughout the district. This will allow us to provide all families with the most accurate and comprehensive information they need to access systems of support and resources.
<b>Measurable</b>	A pre-intervention survey will be distributed to school mental health staff, which will be used to initiate this work. Following the construction of the database, school mental health staff will be asked to complete a post-intervention survey to measure the effectiveness of this effort.
<b>Attainable</b>	Some buildings already have a list of resources; these pieces will be combined to form a larger repository over the summer months, and a process of updating it will be outlined.
<b>Results-Oriented</b>	Increase access to information across the district in order to better educate and provide supports to parents and the community.
<b>Time Bound</b>	Summer, 2024 - Spring, 2025

**2024-2025 Sub-Goal #1C (New)**

<b>Specific Issue</b>	<b>PARENT &amp; COMMUNITY ACCESS TO RESOURCES</b> Academic, career and social emotional resources are available to students, parents, and the community.  C. Communicate opportunities for SEL extensions in the home as they align to classroom instruction at K-8.
<b>Measurable</b>	Determinations will be made by the building principals at each level as to how often updated communication regarding SEL work will be shared with families and the community. This will be reviewed over the course of the 24-25 school year.
<b>Attainable</b>	As a result of the RECOVS grant, all middle schools will be acquiring access to Positivity Project materials that will be shared weekly with students via their morning homeroom times. Concepts and practices can be reinforced within the home as identified tools and strategies are provided.
<b>Results-Oriented</b>	Increase access to information across the district in order for families to better understand social and emotional resources being implemented by the district.
<b>Time Bound</b>	2024-2025 School Year

**2024-2025 Sub-Goal #1D and E (New)**

<b>Specific Issue</b>	<p><b>PARENT &amp; COMMUNITY ACCESS TO RESOURCES</b> Academic, career and social emotional resources are available to students, parents, and the community.</p> <p>D. Engage students and family stakeholders in the visioning, implementation, and evaluation plan for a family support center.</p> <p>E. Initiate instruction and clinical mental health counseling opportunities after school hours at district-identified site.</p>
<b>Measurable</b>	A workgroup of invested parent/student/and community members will be enlisted to identify needs, goals, and action plans for a family support center in the short term and long term.
<b>Attainable</b>	Written documentation will be provided regularly to the Superintendent of Schools and BOE upon request to document progress.
<b>Results-Oriented</b>	Resources are available to students, parents, and the community, through a variety of opportunities; this would be a new opportunity to expand programming for students and families beyond school hours.
<b>Time Bound</b>	Fall, 2024 - Spring, 2025

**2024-2025 Sub-Goal #1F (New)**

<b>Specific Issue</b>	<p><b>PARENT &amp; COMMUNITY ACCESS TO RESOURCES</b> Academic, career and social emotional resources are available to students, parents, and the community.</p> <p>F. Decrease chronic absenteeism (&gt;15 days of school/year) in grades 7-12 by 1%.</p>												
<b>Measurable</b>	<p>2023-24 Data (as of 5/28/24):</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>School</th> <th>&gt;15 days absent</th> <th>&gt;25 days absent</th> </tr> </thead> <tbody> <tr> <td>Williamsville North</td> <td>20%</td> <td>8.4%</td> </tr> <tr> <td>Williamsville South</td> <td>20%</td> <td>9.0%</td> </tr> <tr> <td>Williamsville East</td> <td>16%</td> <td>6.3%</td> </tr> </tbody> </table>	School	>15 days absent	>25 days absent	Williamsville North	20%	8.4%	Williamsville South	20%	9.0%	Williamsville East	16%	6.3%
School	>15 days absent	>25 days absent											
Williamsville North	20%	8.4%											
Williamsville South	20%	9.0%											
Williamsville East	16%	6.3%											
<b>Attainable</b>	HS counselors have identified absenteeism as a concerning trend as well as action steps that can be taken internally (monitoring, early intervention, policy review) and externally (family reengagement through PSA and outreach).												
<b>Results-Oriented</b>	Working in partnership with families, aligning school resources and efforts to combat the prevalence of chronic absenteeism and decrease the risk of students falling behind in school.												
<b>Time Bound</b>	2024-2025 School Year												

## Alignment

### Alignment to Other District Plans

Strategic Plan: 1C.1. The District will continually communicate with parents about the current information that they prioritize as being important for their children and develop a central District landing page to house the information.

DEI Plan: 4A.1. The District will research, study, explore, and educate the staff and community in order to create meaningful family/student/community engagement activities that are inclusive of all cultures.

4.C.1. The District and Schools will enhance opportunities to gather family and community feedback.





**2022-2025 GOAL #2 (From previous reports)**

<b>Specific Issue</b>	<b>SOCIAL EMOTIONAL LEARNING (SEL) FOR ALL STUDENTS</b> Infuse and instruct students in the 5 SEL competencies of self-awareness, self-management, social-awareness, responsibility decision-making, and relationship skills through the education of the whole child.
<b>Measurable</b>	Effectiveness will be measured through lesson effectiveness. As well as, a reduction in the school based behavioral referrals, as measured in the discipline tab in WITS.
<b>Attainable</b>	Students 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, DEI committee work which will lead to a more supportive environment for all students and will support students in meeting social emotional needs.
<b>Results-Oriented</b>	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%.
<b>Time Bound</b>	3 school years



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 through the education of the whole child.

A whole child approach can reflect the understanding that students need access to safe and welcoming learning environments, as well as rich learning experiences in order to maximize education and life outcomes.



Trauma-informed practices create emotionally and physically safe environments in which children feel appreciated and cared for by adults in their school community. Interactions are purposefully structured to support the development and refinement of SEL skills.

Social and Emotional Learning (SEL) is the process by which we develop skills, attitudes, and values necessary to form relationships and adaptability to challenges and expectations of a community.

Restorative practices are based in the belief that social interactions are grounded in community. They support the development of community and work to repair breakdowns in community interactions.

1. Ensure a shared understanding of how we define the education of the whole child under a culture of care through the relationship of trauma-informed practices, restorative practices, and SEL.
2. Assess the degree to which staff have experienced and applied professional development in the area of trauma informed and restorative practices in our efforts to create safe and welcoming learning environments.
3. Following this assessment, provide targeted professional development to identified individuals and groups to increase capacity of all WCSD faculty in the areas of trauma informed and restorative practices.

<b>Measurable</b>	Faculty and staff will be provided with the opportunity to participate in a survey to gauge knowledge and implementation of trauma-informed and restorative practices. This will provide the baseline for identifying professional development needs and targeting areas of priority to ensure common understanding by all adults who provide direct care to children.
<b>Attainable</b>	The survey was created as part of the 2023-24 contract with ITTIC. A plan is in place to review the data collected while planning professional development for the 2024-25 school year.
<b>Results-Oriented</b>	We need to move away from the idea of reducing problem behavior and instead consider the larger human-centered impact that we wish to have on the future.
<b>Time Bound</b>	3 school years

**Alignment**

<b>Alignment to Other District Plans</b>	<p>Strategic Plan: 2B.1. All stakeholder groups will have both collaborative and educational opportunities in order to understand, support, and benefit from our “whole child” development initiatives.</p> <p>DEI Plan: 1C.1. Restorative educational practices will be implemented in schools.  1C.2. The District will engage in ongoing outreach to our community on restorative educational practices.  1C.3. The District will provide ongoing professional learning opportunities and support for staff and teachers in restorative educational practices.  3B.1. All students will experience Tier 1 restorative educational practices (e.g. Community building circles, restorative conversations).</p>
--	--

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	K-4, 5-8, 10, 11, 12	K-4, 5-8, 10, 11, 12	K-4, 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	K, 4, 8, 10, 11, 12	K, 4, 8, 10, 11, 12	K, 4, 8, 10, 11, 12
6	Positive attitude toward work and learning	K, 4, 12	K, 4, 12	K, 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	K-4, K-12, 10, 11	K-4, K-12, 10, 11	K-4, K-12, 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-8 K, 2, 4, 10, 11, 12	K-8 K, 2, 4, 10, 11, 12	K-8 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

<b>Behavior: Self-Management Skills</b>		<b>Academic</b>	<b>Career</b>	<b>Social/ Emotional</b>
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	K, 1, 3, 12	K, 1, 3, 12	K, 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	K-8, 1, 3, 4, 12	K-8, 1, 3, 4, 12	K-8, 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
<b>Behavior: Social Skills</b>		<b>Academic</b>	<b>Career</b>	<b>Social/ Emotional</b>
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-8, K-3, 4, 10, 11	K-8, K-3, 4, 10, 11	K-8, 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

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	K-TGFV  K-8 Erin's Law  5-8: Grade Level Assembly  10: Career Plan Presentations & Individual Meetings  11: Career Plan Presentations & Individual Meetings  12: Career Plan Presentations & Individual Meetings	K-TGFV  K-8 Erin's Law 5-8: Grade  Level Assembly 10: Career Plan Presentations & Individual Meetings  11: Career Plan Presentations & Individual Meetings  12: Career Plan Presentations & Individual Meetings	K-TGFV  K-8 Erin's Law 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: Self-Esteem/Confidence  5-8: Grade Level Assembly  11: Junior Review  12: Senior Review	4: Self-Esteem/Confidence  5-8: Grade Level Assembly  11: Junior Review  12: Senior Review	4-8, 11, 12 4: Self-Esteem/Confidence  5-8: Grade Level Assembly  11: Junior Review  12: Senior Review

3	Sense of belonging in the school environment	4: MS Transition 4: Peer Pressure 5: School Orientation 5/6: Check In Meeting 5-8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: MS Transition 4: Peer Pressure 5: School Orientation 5/6: Check In Meeting 5-8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: MS Transition 4: Peer Pressure 5: School Orientation 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	K: TGFV  4: Self-Esteem/ Confidence  8: High School Planning  10: Career Plan Presentations & Individual Meetings  11: Career Plan Presentations & Individual Meetings  12: Career Plan Presentations & Individual Meetings	K: TGFV  4: Self-Esteem/ Confidence  8: High School Planning  10: Career Plan Presentations & Individual Meetings  11: Career Plan Presentations & Individual Meetings  12: Career Plan Presentations & Individual Meetings	K: TGFV  4: Self-Esteem/ Confidence  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: Self-Esteem/ Confidence  9: Freshman Seminar & Naviance Presentation	4: Self-Esteem/ Confidence  9: Freshman Seminar & Naviance Presentation	4: Self-Esteem/ Confidence  9: Freshman Seminar & Naviance Presentation







**Dr. Darren J. Brown-Hall, *Superintendent of Schools***

**Board of Education**

Crystal Kaczmarek-Bogner, *President*

Maureen Poulin, *Vice President*

Christina Bleckinger, *Parliamentarian*

Stuart Bulan

Michael Buscaglia

Dawn Fletch

Mark Manna

Dr. Swaroop Singh

Dr. Kerry Spicer



Phone: (716) 626-8000  
Fax: (716) 626-8089



105 Casey Road,  
P.O. Box 5000, East Amherst, NY  
14051-5000



[www.williamsvillek12.org](http://www.williamsvillek12.org)  
 @WCSD\_K12  
 @WCSDK12