WILLIAMSON CENTRAL SCHOOL DISTRICT

4184 Miller Street Ext, Williamson, NY 14589 (315) 589-9661

Social Emotional Wellness and Mental Health Supports

Williamson Central School District is committed to a shared mission, vision and imperative.

Mission: To provide a learning community that inspires character, service, knowledge and wisdom.
Vision: Active learning in a supportive, respectful environment.
Imperative: Doing what's best for children.

Research has long suggested that healthy students are more likely to be ready to learn and actively engage in the school community. As such, school-based wellness and mental health supports and services have been, and continue to be, a vital facet of student support systems within school districts. A school based continuum of care provides programming which targets prevention, early intervention, and incorporation of mental health supports for students.

The Williamson Central School District has developed and continues to build upon extensive programming to best support mental health and social emotional wellness:

- Multi-Tiered System of Supports (MTSS)
- Tier 1- Classroom Instruction
- Instructional Coaches
- Social Emotional Learning Coaches
- PAWS team (Positive Actions With Support) - Crisis Intervention
- District & Building Level Safety Teams
- District Level SEL and Counseling Plans
- Individual and Group Counseling
- Trauma Illness & Grief (TIG) support
- Therapeutic Crisis Interventions for Schools (TCIS)
- Youth Mental Health First Aid
- Teen Mental Health First Aid
- Safe Schools Hotline
- Therapy Dogs
- And so much more... Please read on!



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Systematic Supports at WCS

Multi-Tiered Systems of Support (MTSS)

- MTSS is a framework designed to assist schools with early identification and intervention for students who may be struggling academically, socially, or emotionally.
- Supports and interventions are developed for academic, behavior, social emotional growth, and for absenteeism.
- The MTSS framework is multi-tiered and intensity of intervention increases with each upward tier.

Tier 1: All students
Tier 2: Small-group interventions
Tier 3: Intensive individualized supports
Click HERE to access our MTSS Disitrct Handbook for more information.

MTSS teams evaluate student data, building-wide systems and classroom practices to support best practice and student achievement.



Blending the art of teaching with the science of teaching.

PAWS Team (Positive Actions With Support)

- The goal of the PAWS team is to support students experiencing a social-emotional or behavioral setback in the classroom. This work focuses on developing trusting relationships, providing a safe learning environment and opportunities for learning and practicing new coping strategies/skills.
- Williamson Central School District has adopted the TCIS Therapeutic Crisis Intervention program as their verbal de-escalation protocols. The goal of Therapeutic Crisis Intervention is to support and teach students throughout a critical situation.
- The PAWS team reflect on incident and discipline reports to inform best practices and support students.
- When necessary, a Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) will be utilized to proactively support staff and students in mediating critical incidences.

District and Building Level Safety Teams

- Campus safety and security are paramount to the work we do in public education.
- A safe and supportive learning environment is the precursor and requisite condition for optimal student learning and achievement.
- SED Regulation requires the creation of both district-wide and school-based safety teams. The scope and responsibilities of the teams outline the development of 4 distinct teams:

(1) district-wide school safety team
(2) building-level school safety teams
(3) building-level emergency response teams
(4) building-level post-incident response teams

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Positive Bevahioral In Schools

Positive Behavior Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for supporting students' behavioral, academic, social, emotional, and mental health.
Incorporation of the Williamson PBIS framework supports improved social emotional competencies, academic success, and school climate. Williamson students demonstrate their individual best when they practice the following PBIS expectations:

P - Perseverance
R - Responsibility
I - Integrity
D - Dignity
E - Excellence

Elementary School

	P Perseverance	R Responsibility	I Integrity	D Dignity	E Excellence
All Settings	We try our best at all times.	We know what we are supposed to do and show it.	We do the right thing even when nobody is looking.	We are aware of the needs and feelings of ourselves and others.	We come to school ready to be learners.
Classroom	We try our best even when things are difficult.	We follow classroom expectations and directions.	We take ownership of our actions	We treat others the way we want to be treated	We come to class prepared to learn and grow.
Cafeteria	We try our best to follow cafeteria expectations at all times.	We clean up our own table space.	We use polite table manners.	We use kind, caring and quiet voices.	We make healthy choices in the cafeteria.
Bus	We try our best to follow bus expectations at all times.	We stay in our seat. We keep our hands to ourselves.	We use appropriate volume and language.	We use kind and caring inside voices.	We make safe choices on the bus.
Playground	We make good choices when things don't go our way.	We use equipment safely. We keep our hands and feet safe.	We invite and include others to play. We report problems to adults.	We treat others with kindness.	We play, have fun and recharge in a positive way.
Hallway	We work together to travel in the hallway safely and quietly.	We use quiet voices. We keep our hands and feet to ourselves.	We do the right thing even when nobody is looking.	We use kind, caring and quiet voices or quiet wave.	We get where we are going by being mindful of others learning.

Middle School

	P Perseverance	R Responsibility	I Integrity	D Dignity	E Excellence
All Settings	We learn from our mistakes and keep trying even when something is challenging.	We take care of our classrooms and each other.	We do the right thing even when no one is looking.	We use polite words when interacting with adults and peers.	We make our school a better place because of our presence.
Classroom	We give our best effort to improve our knowledge and problem solving.	We are prepared, we follow directions and classroom expectations. We use electronic devises only when allowed to by staff.	We are accountable for our actions. We have patience with others.	We take pride in our work and respect differences.	We stay positive. We produce quality work and go beyond expectations. We value our education.
Cafeteria	We keep our cafeteria clean and safe.	We follow directions of the lunchroom staff. We enter/exit in an orderly manner. We clean up after ourselves.	We use polite table manners. We speak with an appropriate volume. We respect our peers' space.	We respect our place in line and make a place for others at our table. We use our inside voices.	We make the dining experience enjoyable for all in a comfortable atmosphere.
Bus	We keep our bus ride safe and orderly.	We keep paths on the bus clear. We are on time for the bus.	We show respect to the driver. We keep our voices low. We respect the privacy and belongings of others.	We respect the personal space of our peers.	We are kind to our bus drivers and monitors. We ensure a safe and focused ride. We do not distract the bus driver.
Arrival/Dismissal	We are on time. We have our materials ready for the start and the end of the day.	We are on time to class. We have all of our materials. We go directly to the cafeteria/gym and wait calmly to be dismissed.	We respect the personal space of others. We follow all staff directions.	We wait patiently to be dismissed to our locker or bus.	We are mentally and academically prepared for the day. We bring necessary materials to and from home.
Restrooms/Locker Rooms	We wait patiently for our turn to use the facilities.	We practice good hygiene. We flush the toilet, wash our hands and keep water in the sink. We return to class in a timely manner.	We help stop unkind behavior; use the restroom quickly and quietly.	We treat others with respect; allow for privacy.	We work together to keep the area clean; We put trash in its place and refrain from vandelism.
Hallway/Lockers	We keep our lockers and our locker area clean. We pick up after ourselves.	We honor personal space and belongings (also in lockers). We walk on the right side of the hallway and use hallway time wisely.	We use inside voices. We help others in need (empathy).	We use appropriate language. We will use low voice volume in the hallway during class time.	We keep a clean environment and put trash in its place, even if it is not ours.
Auditorium/ Assemblies	We wait our turn when we enter and exit. We stand to allow peers to enter and exit aisles safely.	We enter and exit appropriately and calmly. We sit in our assigned area. We listen and follow staff directions. We put away all electronic devices.	We listen/learn from the presenter; We respect the personal space of others. We keep entire body in our personal space.	We applaud with our hands. We congratulate and acknowledge accomplishments. We use polite words.	We present ourselves with decorum and dignity during presentations and events.

Click HERE to see the High School Matrix

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Universal SEL Screenings

Williamson CSD utilizes social emotional universal screenings in grades 3-12 to help inform us as a district on what we are doing well, what we can improve upon, and how to best support our students. The information collected will never be a part of a student's academic or personal record.

Participation in the EYS and/or Panorama Social Emotional Learning Assessment is optional. Those interested in opting out of the survey should reach out directly to the building Principal(s).

Evalumetrics Youth Survey for Wayne County (EYS Survey)

- As offered and administered every two years in Wayne County, Williamson CSD administers the Evalumetrics Youth Survey (EYS) to all students in 6th, 8th, 10th, and 12th grade.
- The EYS is designed to improve understanding of risk and protective factors impacting the environment around our young people. This survey is anonymous and results received represent the district and grade level bands as a whole. Williamson CSD utilizes this EYS results to identify preventative measures and to support programming for Williamson students.

Panorama Social Emotional Learning Assessment (grades 3-12)

- Williamson CSD utilizes the Panorama Social Emotional Learning Assessment as a screening tool for grades 3-12.
- The survey content for grades 3-5 asks students to self-reflect on self management and sense of belonging in school. For grades 6-12, the survey will ask students to self-reflect on self management, social awareness, school climate and sense of belonging.
- Survey results are reviewed and analyzed to find opportunities for growth, celebrate student successes, and set goals at the district, school, or individual student level.
- The links below provide you with the questions being asked through the Panorama Social Emotional Learning Assessment.

Survey Window

Fall	Winter	Spring
Panorama SEL Assessment	EYS Survey for Wayne County (EOY)	Panorama SEL Assessment
	Completed Every Other Year	
Grades 3 through 12	Grades 6, 8, 10 and 12	Grades 3 through 12

PRIDE

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Tier 1 Instruction

Research has long suggested that healthy students are more likely to be ready to learn and actively engage in the school community. As part of **Tier 1**, opportunities for **ALL** students, Williamson CSD continually works to create uniques learning oportunities with and for families and students.

Collaborative Classroom Caring School Community (grades K-4)

Caring School Community fosters a culture of kindness and respect school-wide through the intentional building of relationships, direct teaching of social skills, and a proactive approach to discipline. Teachers help students learn and practice social skills, including responsibility, empathy, and cooperation, at a developmentally appropriate pace.

Second Step (grades K-5)

Second Step is a universal social-emotional learning curriculum for students that supports the development of social-emotional competence and foundational learning skills. Students build social-emotional skills—like nurturing positive relationships, managing emotions, and meeting goals—so they can thrive in school and in life.

Botvin Life Skills (grades 6-8)

Botvin Life Skills lessons are designed to promote mental health, social-emotional (SEL) skills and positive youth development. The Life Skills program is designed to equip adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

Teen MHFA (grade 10)

Williamson offers teen Mental Health First Aid (tMHFA) annually (spring) to students via Health class. The tMHFA curriculum consists of six, 45 minute sessions, which teaches teens how to identify, understand and respond to signs of mental health and substance use challenges among their friends and peers.

Mindfulness (grades UPK-12)

Wellness practices that can help students explore, develop, and/or sustain healthy habits and behaviors in the classroom. Mindfulness helps children to recognize their thoughts and feelings, manage stress and improve focus and self-control,

Instructional and Social Emotional Learning Coaches (grades UPK-12)

Coaching support is available in each building to brainstorm and plan with teachers around a variety of SEL topics.

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Tier 2 and 3 Resources

While all students have access to Tier 1 supports, we understand that some students will have needs that require more support than just Tier 1 education. As part of our Tier 2 and 3 resources for staff and students, Williamson CSD continually works to create partnerships with and for families and students.

Project Try

Project Try is a play based intervention intended for students in grades K-3 who may be experiencing school adjustment challenges. Parents, teachers and/or the MTSS Tier 2 team can make a recommendation for participation in Project Try. Children develop a school-based, trusting relationship with an adult to foster sense of belonging.

Youth Mental Health First Aid

YMHFA supports knowledge and understanding about the risk factors and warning signs of a variety of mental health challenges common in youth. Participants learn to better support students who may be developing signs and symptoms of a mental health or emotional crisis by applying a core five-step action plan. It is important to note that trained staff members do not diagnose or treat students.

Trauma, Illness, & Grief (TIG)

Our TIG teams are designed to respond to any event that has the potential to cause a state of upset to building and/or district TIG's programming equips our district with an evidence-based crisis response model and with regional consortium support in the event of trauma, violence, illness, death, and/or grief. TIG modules include the following components: Prevention, Intervention & Recovery.

Therapeutic Crisis Interventions for Schools (TCIS)

TCIS provides a framework for implementing crisis prevention and management that reduces reliance on high-risk interventions and includes a trauma-informed approach. TCIS training addresses prevention and de-escalation of potential crises, safe and therapeutic management of crisis situations, and development of skills to support students.

Counseling and Small Group Social Emotional Learning

Our Pupil Personal providers offer depth of knowledge and experience in support students through counseling and small group learning opportunities. If you have any questions regarding student mental health or would like to connect with our Counseling Office you may reach out to your individual buildings.

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Building Supports

A school based continuum of care does not replace consult and evaluation by qualified mental health professionals outside of the school setting for significant mental health concerns. Our school based mental health team may assist with recommendations for service(s) or program(s) from the community based (local) continuum of care available for children and adolescents. If you have any questions regarding mental health programming at school or if you would like to discuss mental health/social emotional wellness concerns about your child, please do not hesitate to reach out to the mental health professionals in the individual buildings.

Sean Spooner - ES Counselor
Kristen Collins - MS Counselor Steve Parshall - MS Counselor
Shayla Pasker - HS Counselor (letters A-J)
Mary Weil - HS Counselor (letters K-Z)

School Counselors are responsible for students academic, social emotional, and college/career readiness. The daily role of a counselor varies from direct and indirect student services and includes community referrals, stakeholder collaboration, academic programming, organization of college and career enrichment opportunities and facilitation of staffing meetings to support students.

Ingrid Wander - ES Social Worker
Amy Hanna - MS/HS Social Worker

School social workers work directly with school staff as well as students and families, in providing mental health intervention, crisis management, and support services. As part of an interdisciplinary team, school social workers also facilitate community involvement in schools, link students and families with area resources, and advocate for student success.

Alaina Palmer ~ School Psychologist UPK-grade 5
Rachel Federman ~ School Psychologist grades 6-12

In addition to supporting students' mental health and social emotional wellness, School Psychologists are responsible for testing and report writing for initial CSE referrals and reevaluations, 504 reevaluations, CSE and 504 meetings, consultation with teachers, collaboration with parents, FBAs/BIPs, and evaluations/planning for out-of-district students.

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Community Supports

Wayne Behavioral Health Network - Courtney Morehouse

School-based Satellite Services include therapeutic mental health services provided by a Wayne Behavioral Health-employed clinician located at the school.

Family Counseling Service of the Finger Lakes, Inc. - Olivia Kime

Family Counseling Service of the Finger Lakes has a provider located in our school district with the goal of provide professional counseling and support services to individuals, children and families to improve the quality of their life at home and in the community.

School Resource Officer - Officer Wilson

The SRO provides a highly visible presence across our school district to provide a sense of well-beingand to deter or identify any concerns on our campus.

Erin Rowley ~ Community Schools Coordinator Elementary School
Lisa Ryan - Community Schools Coordinator Middle School
Molly St. Cyr - Community Schools & Optimal Health Coordinator District-Wide
Lisa Ford - STEADY Work Coordinator

The Community Schools Coordinator role in Williamson is the primary person responsible for the implementation, integration, alignment, and coordination of community level services and supports in the buildings. This includes supporting students, providing for essential needs, after-school and extra-curricular activities, career awareness, and building connections to the community to name a few. Emphasis on belief in the importance of family engagement and youth voice is essential.

Dignity for All Students Act (DASA):

The DASA legislation is intended to provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

- Protected classes in the DASA legislation include: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.
- Behaviors outlined in DASA are also identified as prohibited student conduct within the Williamson Code of Conduct. As such, any such misconduct may be investigated and enforced under the Williamson Code of Conduct.

Please report any DASA concerns as outlined below:

- Contact your building level administrator. We encourage direct and open lines of communication with students and families.
- Tell a trusted adult, such as any member of the mental health staff or a teacher. School personnel are required to notify an administrator in the event of such a report.
- Complete the Williamson Incident Reporting Form.

District appointed DASA Coordinators conduct DASA investigations.

Williamson Central School

DASA Coordinators

Rob Snyder, High School Principal - rsnyder@williamsoncentral.org
Kate Taylor, Middle School Principal - ktaylor@williamsoncentral.org
Scott Drechsler, Elementary School Principal - sdrechsler@williamsoncentral.org
Rachel Liberatore, District Coordinator - rliberatore@williamsoncentral.org

Title IX Coordinators

Rob Snyder, High School Principal - rsnyder@williamsoncentral.org
Kate Taylor, Middle School Principal - ktaylor@williamsoncentral.org
Bryon Rockow, Middle School Assistant Principal - brockow@williamsoncentral.org

Go Guardian

To support student safety and encourage healthy behaviors when using devices, the Williamson Central School District incorporated online services provided by GoGuardian a number of years ago.

How are we using GoGuardian?

Williamson uses GoGuardian Teacher services to: help protect students against harmful and inappropriate online material, help students stay "scholarly" and more focused when learning online, and help assess students' progress towards class assignments.

What are the school's responsibilities?

Williamson CSD staff will work with students during class time to help teach them digital responsibility and safety. Additionally, we train teachers about how to operate GoGuardian and about our policies and procedures to help protect student privacy.

What are my parental/guardian and child's responsibilities?

We ask that students uses their school-managed Google accounts and school-managed devices for educational purposes within the boundaries of Acceptable Use Policy and Agreement. When a student is off campus, parents are responsible for supervising internet access and usage. We encourage you to discuss rules for appropriate internet usage with your child, and to reinforce lessons of digital citizenship and safety with him or her.

Monitoring and Reporting

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Monitoring and Reporting



Safe School Helpline

- The Safe School Helpline provides another safety net and security measure designed to support the mental health needs of Williamson students and community.
- Students may use the Safe School Helpline to report threats of violence, suicide and illegal activity that could harm students in our schools.
- It is a convenient, confidential way for anyone to report information about situations that might affect safety at our school.

Safe School Helpline: (800) 418-6423 EXT. 359
Online at: https://www.safeschoolhelpline.com/

988 is a free service linked directly with the National Suicide Prevention Lifeline (NSPL). It is a direct connection to caring support for anyone in mental health distress which may include:
1. thoughts of suicide 2. substance use crisis 3. emotional distress

HOW TO CONTACT 988:

- Individuals may contact 988 by chat, text, or phone.
- Courtesy: https://omh.ny.gov/omhweb/crisis/988.html

988
GET HELP- 988 LIFELINE

The Community Schools Strategy is.....
"A strategy for organizing the resources of the school and community around student success"
~Pat Harvey

WILLIAMSON
Community Schools

Promoting ATTACHMENTS

Building Opportunities

- Providing for student basic health and wellness needs
- Assist individual students develop academic and social emotional competency
- Provide small group opportunities to promote community engagement and encourage social development
- Decrease the stressors impacting students during the school day
- Organize out of school activities for students after school, on vacations and summer
- And so much more!

Encouraging COMPETENCY

Questions? Suggestions? Needs? Contact
Erin at erowley@williamsoncentral.org
Lisa at lryan@williamsoncentral.org
Molly at mstcyr@williamsoncentral.org
or use the QR codes below.

Espanol

English

District Opportunities

- Marauder Pantry
- Marauder Closets
- Partnering with local agencies for holiday, vision & dental needs
- On the spot response to individual needs
- And so much more!

Fostering REGULATION

Partnerships

Finger Lakes COMMUNITY HEALTH

Williamson PUBLIC LIBRARY



WILLIAMSON RECREATION

LIONS INTERNATIONAL

UR MEDICINE FLAUM EYE INSTITUTE

The Town of WILLIAMSON 1802
Fire and Ambulance Departments

Providing for HEALTH AND WELLNESS