



K-12 WELLNESS AND COUNSELING PROGRAM

2024-2025 Annual Review

Presented by:
District Wellness Council





Overview of Wellness and Counseling Program

The Every Student Succeeds Act (ESSA) State Plan includes provisions that encourage schools and districts to adopt a “Whole School, Whole Community, Whole Child” multi-tiered model to promote positive school climates that, in turn, improves student outcomes. School Climate is the way school culture affects a child’s sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child”. Additionally, the Williamsville Central School District’s long-standing commitment to the Wellness Program not only enhances and supports the work of the mental health staff, it broadens it to positively impact school climate and culture.

In our complex society, children and adults need to learn to be flexible and adaptive to challenges and expectations. Social and emotional learning (SEL) is the process by which we develop the attitudes, skills, and values necessary to navigate these environments. How we form relationships and utilize all of our senses to learn to be self-aware, socially-aware,

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make responsible decisions and manage ourselves is integral to all aspects of life. When we focus on the whole child, we consider not only the unique nature of how learners interact with cognitive, physical, behavioral, social and emotional dimensions, but how each child lives within multiple and interconnected community environments in the school setting, their homes, and in the community. In order for children to develop and use their social and emotional skills, a school climate that promotes a safe, positive, and engaging environment must exist.

The quality of the school climate may be one of the most predictive factors in a school’s capacity to promote student achievement. Therefore, it is important for students to have access to a tiered service model with an array of supports in the areas of mental health and wellness, as well as a comprehensive counseling program. At the first tier of service, SEL is infused through all facets of a child’s school experience. At the secondary and tertiary levels, a small number of higher need students may require other targeted interventions. Commitment to a tiered service model throughout a student’s K-12 experience helps to inspire them to strive for success both emotionally and academically as they consider future pathways for college and/or careers.

Counseling Program Goals/Objectives:

2022-2025 GOAL #1 (From previous reports)

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community, through a variety of opportunities conducted by various groups such as PTSA, SEPSTA, School Based Offerings, Student Assemblies, and Parent Meetings.
Measurable	Effectiveness will be measured through the number of people who attend the various offerings.
Attainable	Programs will be advertised through a variety of venues to ensure that they are well attended.
Results-Oriented	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.
Time Bound	3 school years

2024-2025 Sub-Goal #1A

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES 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.
Measurable	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.
Attainable	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.
Results-Oriented	A robust and consistently comprehensive website for each high school unified under WCSD.
Results	The WCSD website is consistent among each of the three high schools to include the following information: Course Catalog, Student Mental Health Services, Spectrum Health, Youth Wellness, SAC/ACT Testing information, and NCAA Information. Each school also has their own Guidance/ Student Services Google Site. Information that changes often is housed on the Google Sites so that they can be directly managed by school personnel.

2024-2025 Sub-Goal #1B

<p>Specific Issue</p>	<p>PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community.</p> <p>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.</p>
<p>Measurable</p>	<p>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.</p>
<p>Attainable</p>	<p>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.</p>
<p>Results-Oriented</p>	<p>Increase access to information across the district in order to better educate and provide supports to parents and the community.</p>
<p>Results</p>	<p>A shared drive titled, "Mental Health" is currently in use across the District by counselors, psychologists, social workers, building administration, and the Office of Student Services. Resources are continually updated and reviewed with the aforementioned stakeholder groups on a regular basis.</p>

2024-2025 Sub-Goal #1C

<p>Specific Issue</p>	<p>PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community.</p> <p>C. Communicate opportunities for SEL extensions in the home as they align to classroom instruction at K-8.</p>
<p>Measurable</p>	<p>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.</p>
<p>Attainable</p>	<p>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.</p>
<p>Results-Oriented</p>	<p>Increase access to information across the district in order for families to better understand social and emotional resources being implemented by the district.</p>
<p>Results</p>	<p>The Positivity Project was adopted at the middle school level for the 2024-25 school year. Anecdotal information gathered from building administration suggests that there is consistency across all middle school buildings in the expectation of 1x/week integration of the focus traits within the classroom setting, and various ways for communicating the week's focus are present in all buildings.</p>

2024-2025 Sub-Goal #1D and E

Specific Issue	<p>PARENT & COMMUNITY ACCESS TO RESOURCES</p> <p>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>
Measurable	<p>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.</p>
Attainable	<p>Written documentation will be provided regularly to the Superintendent of Schools and BOE upon request to document progress.</p>
Results-Oriented	<p>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.</p>
Results	<p>The Family Support Center (FSC) has been operational since September 12, 2024. We have welcomed more than two dozen middle and high school students for home instruction. Optional youth programming has been expanded to include yoga, music, and recreational games, which were options requested by the youth at the FSC. We have had students successfully returning to their school of origin that are physically, mentally, and academically ready to do so and all are welcome to return for optional youth programming at any time during the school year. Our continued thanks to the home instructors and classroom teachers who have collaborated with our Program Coordinator, Mrs. Julie Williams, to make this endeavor successful. We also recognize and appreciate the many donations of snacks, supplies, and gift cards that we have received.</p> <p>Spectrum Mental Health counselors are available in the evening to work with students and families, and we see continued growth as this service is utilized more frequently as the word spreads. Ms. Shanese Mills, one of our Spectrum Counselors and Program Manager, has provided presentations to various groups in the Williamsville community about the services that are available to all families in the District, as well as the importance of youth mental health.</p>

2024-2025 Sub-Goal #1F

<p>Specific Issue</p>	<p>PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community.</p> <p>F. Decrease chronic absenteeism (>15 days of school/year) in grades 7-12 by 1%.</p>												
<p>Measurable</p>	<p>2023-24 Data (as of 5/28/24):</p> <table border="1" data-bbox="451 489 1427 701"> <thead> <tr> <th>School</th> <th>>15 days absent</th> <th>>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%
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<p>Attainable</p>	<p>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).</p>												
<p>Results-Oriented</p>	<p>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.</p>												
<p>Results</p>	<p>2024-2025 School Year Professional Development around chronic attendance, trauma informed practices, and mental health has been provided to expand knowledge around the issues of chronic absenteeism and school avoidance. At South High School, use of eschool to automate attendance letters at strategic intervals was begun in January of 2025. While this was being evaluated, district-wide attendance letters were crafted based on the professional development work and input of the mental health teams and administration. They are currently in draft form and being reviewed by a larger set of internal stakeholders. The goal is to implement these “nudge letters” district-wide via eschool in the fall of 2025. We recognize the need to encourage and collaborate with families and students to help them return to school on a more frequent basis so as to experience the high-quality programming we provide here at Williamsville CSD, rather than to imply a tone of criticism or punishment. We will meet families where they are at and continue to welcome them to our schools. Attendance data will be collected on the last day of student attendance on June 13, 2025 so that we can consistently mark a point in time from which to evaluate progress towards our goal of reducing chronic absenteeism.</p>												

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)

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.
Measurable	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.
Attainable	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.
Results-Oriented	Increased advocacy for better supporting students will lead to systemic changes to improve academic outcomes for all students including economically disadvantaged students. Activities and programming focused on acceptance, celebrating difference, exploring privilege, social justice and conflict resolution, will lead to a more welcoming learning environment for all students. Student behavioral referrals to administrators will reduce by 5%.
Time Bound	3 school years



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.

Measurable	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.
Attainable	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.
Results-Oriented	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.
Results	<p>With our continued work towards the goals of our District Strategic Plan and our Diversity, Equity, and Inclusion Plan, there are a multitude of opportunities for faculty and staff to engage in our work around social emotional learning, trauma-informed practices, and restorative practices. From community circles in elementary buildings to our middle school implementation teams that are constructing trauma informed tool kits for their colleagues to use with students, there is evidence that this learning continues to permeate across our district. The Office of Professional Learning compiled a report of all of the professional development sessions that have focused on these topics, and the list is extensive.</p> <p>Our planning team met to discuss our continued partnership with ITTIC, the Institute for Trauma and Trauma Informed Care, who we have been partnering with for the past 3 years. We are looking to expand opportunities for trauma informed work through our induction programs, guided implementation teams, and through explicit connections around the ways in which trauma informed educational practices are restorative.</p>

Alignment

Alignment to Other District Plans	<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>
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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

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	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
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-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



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