WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

K-12 WELLNESS AND COUNSELING PROGRAM

2025-2026 Annual Review

Awareness Empathy Belonging Acceptance Community
Williamsville Wellness

SEEing into a better tomorrow…
One district all students
Specialized by Level ES • MS • HS
School community connection
Socially • Emotionally • Educationally

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District Wellness Council

The Williamsville Central School District Wellness Council is a multidisciplinary team composed of high school students, school and district staff, as well as parents and community members who share a common commitment to supporting the health, wellness, and success of all students. Established in the 1990s through the District's early commitment to character education, the Council has evolved over time to meet the changing academic, social-emotional, and wellness needs of students and families.

As state requirements and student needs have evolved, the role of the Williamsville Central School District Wellness Council has continued to grow and adapt. When the New York State Education Department mandated the development and annual review of a District Code of Conduct, the Wellness Council led the creation of the document and continues to oversee its annual review process, recommending updates to the Board of Education each year.

The Wellness Council meets five times each year as a collaborative committee focused on reviewing wellness-related initiatives, discussing emerging student needs and trends, and ensuring the District Code of Conduct remains current and responsive to the needs of students and schools. Meetings also provide opportunities for members to learn from school and community perspectives while incorporating student voice into discussions related to wellness, school climate, and student support. These conversations help the District remain mindful of the evolving experiences and needs of students and families while continuing to support safe, healthy, and inclusive learning environments.

To provide families, staff, and the community with a clearer and more unified understanding of our work around mental health, social emotional learning, and wellness, the District combines the Comprehensive Counseling Plan and District Wellness Report into one publication: the *Wellness and Counseling Program Report*. Presented annually to the Board of Education each spring, this report highlights the programs, partnerships, initiatives, and supports that promote student well-being and help create safe, inclusive, and supportive learning environments for all students.

District Wellness Council Membership 2025-2026 School Year

DISTRICT REPRESENTATIVES

Mr. Anthony Scanzuso, Assistant Superintendent for Exceptional Education and Student Services
Dr. Denise Stappenbeck, Director of Student Services
Mr. Keith Boardman, Principal, South High School
Dr. Salvatore Curella, Principal, Casey Middle School
Mr. Christopher Mucica, Director of Physical Education, Athletics, and Health
Mr. Charlie Smilinich, Principal, Dodge Elementary School

PARENT AND COMMUNITY REPRESENTATIVES

Mr. Phil Miller, Parent
Ms. Terri Lavin, Amherst Youth Board, Community Representative
Ms. Megan Koury, University at Buffalo, Institute for Trauma and Trauma Informed Care

WELLNESS FACILITATORS

Mr. Timothy Pincoski, Casey Middle School

STUDENT REPRESENTATIVES

EAST:	Salil Karkhanis Talia Yonaty Siena Zgoda
NORTH:	McKenzie Fiegel Carter Miller
SOUTH:	Emily Deplato Sophia Hanson

BOARD OF EDUCATION REPRESENTATIVES

Ms. Christina Bleckinger
Ms Maureen Poulin

> Developmental relationships are the roots of young people's thriving.
>
> *- Search Institute*

Overview of Wellness and Counseling Program

The Williamsville Central School District remains deeply committed to supporting the health, wellness, and overall well-being of every student because we know that students thrive academically when they also feel safe, connected, supported, and valued. Research continues to demonstrate that the quality of a school's climate is one of the strongest predictors of its ability to promote student achievement. Through a comprehensive system of counseling, mental health, wellness, and social-emotional supports, we strive to create school environments where students are equipped not only to succeed in the classroom, but also to develop the resilience, self-awareness, and interpersonal skills necessary for lifelong success.

Grounded in the "Whole School, Whole Community, Whole Child" framework emphasized through the Every Student Succeeds Act (ESSA), our work reflects the understanding that learning and wellness are inextricably linked. Positive school climates, meaningful relationships, and access to responsive supports all play a critical role in helping students reach their fullest potential. This work is strengthened through the collective efforts of our school counselors, psychologists, social workers, nurses, teachers, administrators, families, Family Support Center staff, and community partners, who work collaboratively to support the whole child.

Our district's longstanding investment in wellness reflects the belief that social-emotional development is not an "add-on" to education, but an essential foundation for learning and healthy development. Through a tiered continuum of supports, social-emotional learning is embedded throughout all facets of a student's school experience beginning at Tier 1, where all students benefit from schoolwide wellness initiatives, relationship-building, and preventative supports. For students requiring additional assistance, Tiers 2 and 3 include targeted and individualized interventions that are available to address more significant social, emotional, behavioral, or mental health needs. This tiered approach allows the District to meet students where they are while promoting emotional wellness, connectedness, engagement, and academic growth throughout their K–12 experience.

We recognize that children learn and grow within interconnected environments at school, at home, and in the broader community, and that strong partnerships across these settings are essential to student success. As the needs of children and families continue to evolve, so too must our commitment to fostering environments that promote belonging, engagement, emotional safety, and personal growth. By prioritizing wellness and comprehensive counseling services across all grade levels, we continue to invest in the development of compassionate, confident, and capable learners who are prepared for future college, career, and life pathways.

Comprehensive Counseling Program

The Williamsville Central School District strives to ensure that all students receive both direct and indirect instruction in the academic, career, and social-emotional skills necessary for success throughout their educational journey. Through a comprehensive K–12 approach, students are provided with direct instruction in Mindset and Behavior Skills aligned to the **American School Counselor Association Student Standards**. These standards are organized across three developmental domains: Academic, Career, and Social/ Emotional Development. To support consistency and intentional skill development, the District has established a thoughtfully designed K–12 framework that identifies when and how these competencies are introduced, reinforced, and revisited throughout a student's school experience.

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 elementary 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.

> Social and emotional learning is an essential part of education and human development.
>
> *- Collaborative for Academic, Social, and Emotional Learning (CASEL)*

Professional Ethics and Standards & Competencies

Williamsville Central School District is deeply committed to upholding the highest standards of professional ethics and competencies in our comprehensive counseling program. We proudly endorse the **ASCA Ethical Standards for School Counselors** and the **ASCA School Counselor Professional Standards & Competencies** as guiding frameworks that ensure ethical, informed, and student-centered practice. These standards affirm our dedication to the well-being and protection of all students, the safeguarding of confidentiality, and the promotion of professional integrity in every aspect of school counseling. Our counselors serve as trusted advocates, collaborators, and leaders, helping students navigate academic, social-emotional, and career development with compassion and professionalism.

We recognize that the strength and effectiveness of our comprehensive counseling program is directly linked to the passion, skills, and dedication of the professionals within our school community. Our school counselors are highly knowledgeable and demonstrate a strong commitment to continuous learning and ethical practice. Through their expertise and unwavering focus on student success, they uphold a culture of excellence and equity. Their work ensures that every student has access to the support and resources they need to thrive in school and beyond, aligning seamlessly with our district's mission to foster inclusive, safe, and empowering learning environments.

Standards Driven School Counseling

Our comprehensive, data-informed approach to school counseling is aligned with clearly defined professional standards and competencies. The foundation of our curriculum comes from the ASCA (American School Counselor Association) Mindsets and Behaviors for Student Success, the Collaborative for Academic, Social, and Emotional Learning (CASEL), as well as the Career Development and Occupational Studies (CDOS) Learning Standards put forth by the New York State Department of Education. Our approach ensures that school counselors are working as part of a unified system designed to meet students' developmental needs in a measurable, ethical, and intentional way.

During the 2025–26 school year, the elementary counseling team collaboratively reviewed the Comprehensive School Counseling Program Plan alongside the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies and Social-Emotional Learning Skills Continuum. Through this work, a K–4 scope and sequence document was developed to more intentionally align social-emotional learning competencies, mindset standards, and skill development across the elementary experience, helping to ensure greater consistency, coherence, and alignment in Tier 1 instruction and support for students. Our goals, which are aligned with the New York State Social Emotional Learning Goals are to support students in:

- Developing self-awareness that nurtures and affirms a strong sense of identity
- Using social awareness and interpersonal skills to foster relationships with individuals and groups that nurture a strong sense of belonging
- Demonstrating intentional decision-making skills and behaviors that consider safety and well-being in across contexts

Our unified approach ensures that we are all working as part of an aligned system designed to meet students' developmental needs in intentional ways. Through this work we will continue to demonstrate the impact and relevance of our school counseling program on the larger aims of our District.

Elementary, Middle, and High School Program Description

Our elementary school counseling program is able to provide targeted support for students' social, emotional, and academic development. Elementary school counselors spend the majority of their time in classrooms working directly with students to provide Social-Emotional Learning (SEL) lessons. Our school social workers and school psychologists, at least one at each school, provide individual counseling sessions to address specific needs as well as group sessions to promote social skills and self-esteem. All work in collaboration with teachers, school administration, and families to create a positive and inclusive school environment.

Middle school is a critical period of development marked by physical, emotional, cognitive, and social changes. Each of our middle school counselors is assigned a grade level and loops with students as they advance through subsequent grades. This approach allows counselors to build strong, lasting relationships, deepen their understanding of each student's academic and social-emotional needs, and provide consistent support. As students begin to explore their identity, experience greater peer influence, and face increased academic demands, counselors, social workers, and school psychologists may utilize individual counseling sessions, group counseling sessions, or provide classroom lessons to meet their needs. Teachers, administrators, and families partner with our middle school mental health team to offer comprehensive support to social-emotional development. Our middle school counseling program helps students navigate the unique challenges of middle school, develop resilience and coping skills, and sets a solid foundation for future success.

At the high school, our school counselors provide guidance and support to students with regard to their overall well-being, academic success, and career preparation. Activities include individual work with students to address class schedules, personal and academic concerns, career counseling, and exploration of postsecondary options. Additionally, school counselors provide guidance to assist students and families through the application process of college, military pathways, vocational programming, and employment. Individual and small group counseling support is provided by the school social worker and school psychologist in collaboration with counselors, teachers, families, and administration to ensure equitable support to meet the individual needs of all students. The goal is to empower students to develop resiliency, essential skills, and to make informed decisions for successful transition into adulthood.

Counseling Program Goals/Objectives:

2025-2026 GOAL #1

	PARENT & COMMUNITY ACCESS TO RESOURCES The District will provide access to academic, career, and social-emotional resources for students, parents, educators, and the community to support student growth and promote overall well-being and success.
Key Action Step A	• Expand Family Support Center partnerships and programming to increase access to academic, behavioral, mental health, and family support resources for students and caregivers.
Measures of Success	• Increase participation in Family Support Center workshops and partnership opportunities as measured by attendance data, participation records, and stakeholder feedback.
Progress Report June 2026 **Key Action Step A**	• The Family Support Center hosted its first community event, SPACE: Supportive Parenting for Anxious Childhood Emotions, which despite the rainy weather drew a crowd of more than 100 parents, guardians, and caregivers. ° Feedback from the session sign-up process and post evaluation survey provided information on additional topics that parents/guardians/caregivers are interested in learning more about. ° A 5th/6th grade cohort of parents participated in a 7-week SPACE training as a result of this information session. • A proposed calendar of events for next year, including additional SPACE cohorts and collaborative events with community providers on additional requested topics has been outlined. These efforts continue to strengthen family-school partnerships and expand access to supports that promote student and family well-being.

	PARENT & COMMUNITY ACCESS TO RESOURCES The District will provide access to academic, career, and social-emotional resources for students, parents, educators, and the community to support student growth and promote overall well-being and success.
Key Action Step B	• Continue districtwide efforts to reduce chronic absenteeism through early identification, problem-solving supports, family engagement, and collaborative intervention planning.
Measures of Success	• Reduce the percentage of students identified as chronically absent through ongoing attendance monitoring, intervention planning, and family outreach efforts.
Progress Report June 2026 Key Action Step B	• Following the successful pilot at South High School in spring 2025, a districtwide attendance communication plan was implemented across all 13 buildings. • Proactive attendance outreach procedures were established, including phone calls and letters to families following 5, 10, and 15 absences to reinforce the importance of consistent school attendance while encouraging students to remain home when ill. • Meetings with families and referrals to community-based supports were coordinated for students with 20 or more absences to address barriers contributing to chronic absenteeism and strengthen intervention efforts. • Building attendance teams from across the District participated in Every Child, Every Day: Improving Attendance in Schools, hosted by the NYS Community Schools Technical Assistance Center, to strengthen districtwide attendance practices and intervention strategies. • School-based mental health teams engaged in ongoing professional learning with Dr. Melissa Heatley focused on school avoidance, anxiety-based attendance challenges, and evidence-based intervention approaches. • A comparison of chronic absenteeism data from the first semester of 2024–2025 to the first semester of 2025–2026 demonstrates a reduction in chronic absenteeism rates across 12 of the District's 13 buildings, with decreases ranging from 0.63% to 5.26% compared to the previous year. Comprehensive attendance data will be included in the annual Superintendent's Report in July 2026.

	PARENT & COMMUNITY ACCESS TO RESOURCES The District will provide access to academic, career, and social-emotional resources for students, parents, educators, and the community to support student growth and promote overall well-being and success.
Key Action Step C	• Ensure opportunities for students and families to engage in wellness, social-emotional learning, and community-building activities that strengthen school connectedness and belonging.
Measures of Success	• Maintain and expand access to social-emotional, academic, and behavioral supports through counseling services, wellness programming, and community-based partnerships.
Progress Report June 2026 Key Action Step C	• The District Wellness Report continues to highlight the wide range of wellness programming occurring across each school community, reflecting programming that evolves in response to student and family needs. • The partnership with Spectrum Health and Human Services continues to provide both in-school and evening mental health counseling supports for students and families across the District. • The middle and high school counseling teams provided information and expertise in the Portrait of a Graduate video series released this spring, specifically within the category of Academically Prepared. • A new partnership with Horizon Health Services focused on substance awareness, prevention, and counseling support was reviewed collaboratively with school-based mental health staff and the Director of PE, Health and Athletics. The partnership is scheduled to launch as an ongoing district support beginning in summer 2026.

2025-206 GOAL #2

	SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS The District will foster the social-emotional wellness and mental health of all students through a multi-tiered system of supports that promotes the development of social-emotional competencies, utilizes trauma-informed and evidence-based practices, strengthens staff capacity, and expands access to mental health services and community partnerships across all tiers of intervention.
Key Action Step A	• Implement and refine universal social-emotional and behavioral screening practices while utilizing student, attendance, behavioral, and climate data to guide early identification, intervention planning, progress monitoring, and responsive interventions across all tiers of support.
Measures of Success	• Universal social-emotional and behavioral screening practices are implemented consistently across all buildings according to established district procedures and timelines.
Progress Report June 2026 Key Action Step A	• A cross-district Implementation Team focused on universal screening was established to review research regarding the importance and purpose of universal screening practices. The team identified priority areas for screening, reviewed available tools, and evaluated the extent to which each aligned with district needs and priorities. A recommendation regarding a screening tool, along with next steps for implementation and communication, will be forthcoming. • School teams participating in the EduClimber pilot will continue collaborating with District Office staff to support the integration, storage, and utilization of screening data within the districtwide data management system. • A second cross-district Implementation Team collaborated with identified staff within a K–12 feeder pattern to complete the Mental Health Promotion Services and Supports portion of the SHAPE (School Health Assessment and Performance Evaluation System) assessment developed by the National Center for School Mental Health. The purpose of this work is to better understand current practices related to social-emotional learning, school climate, mental health promotion, and student support systems across the grade span. Results will be utilized to identify areas of strength, determine opportunities for growth, and inform future planning and implementation efforts.

	SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS The District will foster the social-emotional wellness and mental health of all students through a multi-tiered system of supports that promotes the development of social-emotional competencies, utilizes trauma-informed and evidence-based practices, strengthens staff capacity, and expands access to mental health services and community partnerships across all tiers of intervention.
Key Action Step B	• Strengthen and align evidence-based Tier 2 and Tier 3 social-emotional and mental health interventions through ongoing collaboration among multidisciplinary teams, school staff, and community mental health partners.
Measures of Success	• Increased consistency across schools and grade levels in referral processes, implementation of data-informed evidence-based Tier 2 and Tier 3 interventions, progress monitoring, and responsive supports for identified student needs.
Progress Report June 2026 Key Action Step A	• A third cross-district Implementation Team engaged in a research review to strengthen understanding of evidence-based Tier 2 and Tier 3 practices. The team then identified evidence-based interventions and supports currently being implemented across district schools. This information will be utilized to identify opportunities for professional learning, alignment, and increased collaboration within and across school communities. • The AIM program developed a multi-year proposal designed to clarify program structures, strengthen relationships, promote strategic flexibility, and leverage existing support systems in order to enhance overall program effectiveness.

	SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORTS The District will foster the social-emotional wellness and mental health of all students through a multi-tiered system of supports that promotes the development of social-emotional competencies, utilizes trauma-informed and evidence-based practices, strengthens staff capacity, and expands access to mental health services and community partnerships across all tiers of intervention.
Key Action Step C	• Continue to expand the use of trauma-informed, restorative, relationship-centered, and culturally responsive practices through high-quality professional learning and implementation supports that strengthen staff knowledge, confidence, and capacity to foster safe, supportive, inclusive, and engaging learning environments for all students.
Measures of Success	• Increased staff capacity and implementation of trauma-informed, restorative, relationship-centered, and culturally responsive practices that foster positive relationships, student belonging, engagement, and inclusive learning environments.
Progress Report June 2026 Key Action Step C	• Student representatives serving on the District Wellness Council shared that Community Circles are currently utilized more frequently within extracurricular and athletic settings than within classrooms during the school day. Students reflected positively on prior experiences with classroom-based circles and described them as meaningful opportunities to build connection and communication. Their feedback highlighted an opportunity to continue expanding relationship-centered practices and structured community-building experiences within classroom environments. • The Institute on Trauma and Trauma-Informed Care continued to provide Trauma-Informed Tuesdays and targeted professional learning opportunities for Williamsville. In addition, the Institute expanded its offerings to include a 12-hour microcredential through the University at Buffalo focused on trauma and trauma-informed care. Approximately 20 staff members from across the District are currently participating.

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

WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT
Est. 1893

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