

WELLNESS COUNCIL

REPORT

2018-19

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Wellness Council members, Wellness Facilitators, and district mental health staff jointly offer the recommendations listed below. All are supported by the annual report to follow. We firmly believe incorporating these recommendations into the short and long-term strategies for the district will promote healthy lifestyles and produce a positive learning environment for our entire school community.

RECOMMENDATIONS

- We continue to recommend support of district-wide wellness programming including opportunities for professional development, particularly those activities addressing the topics of asset development, social-emotional learning and mindfulness practices, resiliency and effective coping strategies, school connectedness, relationship building, as well as prevention of maladaptive, risk-taking behaviors.
- We continue to recommend that goal setting at all levels utilize the asset-building model. Shared understanding and sustained focus upon student wellness, resiliency and social-emotional development across the wider school community is critical to unified efforts to promote healthy lifestyle choices.
- We recommend the continued support of the Youth Wellness Program at current levels. It is essential that District resources be allocated to sustaining wellness efforts to include stipends for K-12 building-based wellness facilitator positions. Sufficient funds are also necessary to support the provision of high quality professional development and the adoption of a research-based social-emotional learning program.
- We recommend continued support for Link Crew and WEB activities at the high school and middle schools, respectively, to include ongoing training, materials and supplies, and the articulation of additional related efforts. Facilitating connections to others within the school community, promoting healthy youth development and a sense of belonging, and creating a culture of compassion and caring serve as the main goals of these articulation programs.
- We recommend continued expansion of the Mindfulness work begun at the elementary and middle levels to the high school. Long-range planning efforts include ongoing staff development, capacity-building, and parent program offerings.
- We urge continued membership of District staff on the Amherst Task Force for Healthy Communities * Healthy Youth, as well as collaboration with the Town of Amherst Youth Board and Recreation Department, local law enforcement and judiciary, as well as community prevention, health and wellness agencies to promote the development of all children residing in the Town of Amherst.
- We recommend the continued administration and targeted use of the Search Institute Survey. The purchase and analysis of interpretive reports will provide longitudinal data necessary to identify areas of intervention and student need.
- We recommend continued partnership with the Alberti Center for Bullying Abuse Prevention to include professional development and participation in research-based projects when appropriate and commensurate with District goals.
- We recommend continued involvement with the Suicide Prevention Coalition of Erie County and continued implementation of the Sources of Strength (SOS) program. District staff have become turn-key trainers allowing for possible expansion of SOS to the middle school level.

- It is important that the established commitment to the provision of high quality education for the entire school community remain a priority. Programs focused upon opioid and substance use prevention, underage drinking and e-Cigarette use, cyber safety and digital citizenship, suicide prevention and mental health, mindfulness practices and similar presentations remain key elements in the youth wellness programming. Consideration should also be given to ensure that funding is available to support speakers, along with any needed materials and supplies, to provide these opportunities.
- We recommend continued partnership with the Erie County Council for the Prevention of Alcohol and Substance Abuse (ECCPASA), the Amherst Police Department, Renaissance House and Kids Escaping Drugs (KEDs), to address the abuse of alcohol, over-the-counter and prescription medication, as well as illegal substances. Similarly, we recommend the continued provision of general prevention programming for students, as well as continuation of the Required Parent Program parents/guardians as a vehicle for dialogue and partnership.
- We recommend support for targeted legislative efforts to address marketing of tobacco products and e-Cigarettes to youth. Efforts to further educate youth about the dangers of these products remains critical as anecdotal reports continue to reflect misconceptions and data indicates increasing use.
- We recommend continued focus upon the issues of cyber citizenship and cyber safety. Instruction embedded in existing district curricula (as offered in Family and Consumer Sciences, Health and Technology courses) remain essential to provide students with greater skill in safely navigating social networks, understanding the importance of 'digital footprint' and communicating with one another in a responsible, respectful fashion. Professional development for faculty and staff, along with the provision of information to parents through structured presentations and/or other types of communications should remain a priority.
- As expressed by our current mental health staff, it is an unfortunate reality that children have experienced trauma and/or struggle with specific challenges that have a profound impact upon their day-to-day functioning. A myriad of influences put our youth at risk, culminating in greater need for understanding mental health needs than in the past. Children cannot learn effectively when they are struggling with anxiety, depression or feel emotionally vulnerable. Coordinated school-based services are essential. It will be important for all students to be made aware of the array of services and supports available at their school and that efforts to encourage access, referral and participation be explicit. Therefore, it is essential that our school faculty and staff have a variety of professional development to identify and assist students as necessary. We see an essential component toward this effort to be educating the whole student which is supported through authentic asset, cultural responsive community practice, as well as social emotional and academic learning. Toward that end we are recommending to continue to develop a comprehensive model to address the whole student.
- We support the implementation of the Comprehensive School Counseling Program Plan commencing in the 2019-2020 school year.

We wish to express our appreciation to the Board of Education and the entire school community for sustained recognition of the importance of wellness programming and asset development efforts. We are grateful for the Board's long-standing commitment to the mental health, social and emotional wellbeing, and resiliency of students in our District and for the vision necessary to provide support to this important work.

COUNCIL ON YOUTH WELLNESS MEMBERSHIP

ADMINISTRATION

Mr. Anthony Scanzuso, Assistant Superintendent
Dr. Rosa D'Abate, Coordinator of Student Services
Mr. Keith Boardman, Principal, South High School
Mr. Jeff Jachlewski, Principal, Heim Middle
Mr. Chris Mucica, Instructional Specialist

YOUTH WELLNESS FACILITATORS

Mr. Daniel Greiner, AIM Program
Ms. Patricia Chown, Casey Middle
Ms. Jacqueline Gregoire, Williamsville East
Ms. Kathy Schiumo, Maple East

STUDENT REPRESENTATIVES

Anna Brown, East
Anna Bella D'Amico East
Robert Korman, East
Payton Roland, East
Taylor Roland, East
Lucas Romanowski, East
Joshua Weissert, East
Joshua Bloom, North
Rachel Steinwachs, North
Nicholas D'Arrigo, South
Emily Eichner, South

PARENT & COMMUNITY REPRESENTATIVES

Ms. Diane Colgan, Parent Representative
Ms. Helaine Sanders, Parent Representative
Ms. Sarah Smith-Ronan, Parent Representative
Ms. Sally Yageric, ECCPASA, Community Representative
Ms. Kathy Mobarak-Miller, Amherst Youth Board,
Community Representative
Mr. Thomas Lucia, Community Representative

DISTRICT YOUTH WELLNESS PROGRAMMING

The Wellness building-level committees provide educational programs to students that promote acquisition of internal and external developmental assets. The wellness facilitators provide the leadership and coordination for youth wellness activities at their respective buildings. Each facilitator also serves as the chairperson of the building level Wellness Committee, and participates in monthly meetings with the Assistant Superintendent for Exceptional Education and Student Services. The scope and breadth of the 2018-2019 wellness-based activities is impressive. It is recognized that these activities, along with other school programs, address all internal and external assets needed for healthy development (see Asset Charts which follow on pages 13, 14 & 15, 21 & 22, 23 & 24, 30 & 31, 32 & 33).

The report to follow highlights both district-wide initiatives and building-level activities, and demonstrates the wellness programs' contribution to asset building.

The following individuals serve as wellness facilitators:

BUILDING WELLNESS FACILITATORS

ELEMENTARY

Erin Lacki, Country Parkway
Laurie Colucci, Dodge
Lisa Seaborn, Forest
Doreen Zak-Watt, Forest
Diane Shantler, Maple East
Kathy Schiumo, Maple East
Nancy Fultz, Heim Elementary
Barb Hogan, Maple West
Cathy Kanaley, Maple West

MIDDLE SCHOOL

Mary McBride, Casey
Tim Pincoski, Casey
Caroline Berger, Mill
Karen Stelley, Mill
Jaclyn Rojas, Mill
Keith Gordon, Heim
Jennifer Moore, Heim
Jane Lorenz, Transit
Kelly Peller, Transit
Matt Rydelek, Transit
Kim Styka, Transit

HIGH SCHOOL

Jacqueline Gregoire, East
Cameron Townsend, East
Lisa Arroyo, North
Steve Ferenzy, North
Mary Ferenzy, South
Cheryl Goldstone, South
Daniel Greiner, AIM

DISTRICT-WIDE HIGHLIGHTS

The areas and topics addressed in this section captures much more than the work of wellness facilitators or wellness programming. Broader-based initiatives and activities are also mentioned to provide a more comprehensive picture of the work and types of support available to students across the district.

Prior reports and presentations to the Board of Education have covered an array of topics addressed by wellness programming. The building highlights noted in the body of this report provides evidence of the scope of activities and initiatives spearheaded by students, faculty, staff parents, and administration. As has traditionally been the case, these range from a variety of service learning projects and fundraising activities, to the prevention of risk-taking behaviors and development of healthy coping skills to those fostering relationships and building connections to others (e.g., LINK Crew and WEB; Band Against Bullying).

Since asset development activities remain at the heart of wellness initiatives at all levels, it is important to include a brief reference to the framework in this report. In 1990, the Search Institute released “**A framework of 40 Developmental Assets**,” which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing members of their community and society. Over the following two decades, the Developmental Assets framework and approach to youth development became the most frequently cited and widely utilized in the world (Search Institute, <http://www.search-institute.org/research/developmental-assets>). This set of strategies provides students with experiences and supports needed to develop resiliency, as well as solid coping and resistance skills. Research has long revealed that the greater the number of assets a student possesses, the less likely the student is to engage in risk-taking behaviors. Years of Search survey data indicates that assets have a profound impact upon resiliency, coping and social-emotional development.

The following provides a sample of a few District-level initiatives:

Social Emotional Learning, Mindful Practices, Resiliency, Emotional Safety and Mental Health

The Collaborative for Social and Emotional Learning (CASEL) has identified five core competencies necessary for a successful, productive life. These competencies (self-management, self-awareness, social awareness, responsible decision-making, relationship skills) can be taught. While initial focus of district trainings centered upon mindfulness, efforts have since evolved to include instruction in the Social Emotional Learning (SEL) framework, the impact upon positive youth behaviors and achievement, and the relationship to mindful practices. Courses have been offered through both the course catalog and via a full-day training to a team of individuals from each elementary and middle school. During the latter of these professional development opportunities (open only to those previously trained in the Inner Resilience Program, IRP), Ms. Lantieri presented foundational understanding and lessons that are easily incorporated into existing classroom instruction. The (IRP), as developed in 2002 by Linda Lantieri, continues to serve as the foundation of our efforts. It is grounded in “contemplative neuroscience” and consists of strategies shown to help students further develop skills in the areas of behavioral self-regulation, attention, self-awareness, perspective-taking and concern for others. Also, this year, we were able to extend our capacity to provide trainings through the adoption of a ‘train-the-trainer’ model in which district personnel and a local consultant were trained directly by Ms. Lantieri to deliver the IRP curriculum. We have been granted access to her materials, allowing us to continue the provision of professional development in the absence of her direct involvement. In 2018-19 school year, district and building-based teams were established to serve as ‘steering committees’ for social emotional learning at both the district and school level.

The District remains committed to the implementation of Sources of Strength (S.O.S). Peer leaders at all three high schools developed positive, strength-based messaging campaigns, educating their peers through a host of different activities to include presentations in health classes and the video communications. **Sources of Strength** employs the power of peer social networks to change peer group norms around

coping practices and problem behaviors. The mission of S.O.S. is to “spread hope, help and strength” across the entire school community “by breaking the silence” and “focusing on stories of strength rather than stories of trauma” (<https://www.sourcesofstrength.org>). Youth participate in a structured, research-based training to empower them with the tools necessary to increase awareness and facilitate help-seeking behaviors. More specifically, the activities “are designed to reduce the acceptability of suicide as a response to distress, increase the acceptability of seeking help, improve communication between youth and adults, and develop healthy coping attitudes among youth (<http://legacy.nreppadmin.net/ViewIntervention.aspx?id=248>).

The District was also able to participate in train-the-trainer sessions as offered by University of Rochester. Led by Mark LoMurray, founder of the program, two of our current adult advisors attend the 5-day in-service opportunity. Upon completion of additional training hours in which sessions are co-facilitated and eventually conducted, staff will be certified to provide trainings without additional outside personnel. Discussions are presently underway to determine the feasibility of expanding the program to the middle school level.

The partnership with the Suicide Prevention Coalition of Erie County has provided for ongoing training opportunities. A 1-hour in-service has been provided within a single faculty or department meeting to all district schools and support staff. Designed to provide basic suicide awareness by covering the warning signs of suicide, the role of faculty and staff in the referral process and the importance of protective factors, it is hoped that participation in this turn-key training will make it more feasible to offer prevention programming to all teachers, clerical and support staff, as well as nutrition, facilities and transportation department members.

The District was afforded the opportunity to be trained in Safe and Civil Schools and participate in a study of the *Foundations Program*. *Foundations* is a comprehensive approach to behavior management that guides an entire school staff in designing proactive and positive school-wide discipline practices. While all four middle schools are involved in the collection of data, only two were randomly selected to participate directly in a local implementation project. The information gathered from the study will help further assess the efficacy of the program. Students and all building personnel (faculty, staff and administration) were invited to voluntarily, and anonymously, complete a confidential climate survey of the school designed to assess feelings about their school’s safety and learning environment. Project researchers visited each school to spend some time interviewing the Principal and touring the school to observe the school environment and conduct brief interviews with faculty/staff. Questions focused upon topics such as the school motto, student recognition, office discipline referrals and school-wide behavioral supports. Meanwhile, the other two middle schools are participating in a pilot program on Restorative Practices. This is a NYS Education Department initiative. Linda Ruest is leading the district in training and implementation for this three year pilot study. Thus far, the response from students and staff has been positive.

Cultural Diversity, Inclusive Educational Settings and Anti-Bias Education

Williamsville sophomores and juniors participated in the Challenge2Change summit in the fall led by WCSD and hosted at Daemen College. The goal of Challenge2Change is “creating a community of thoughtful student leaders” who can “tackle difficult societal issues in a meaningful and positive way.” Involving a collaboration between local school districts, the UB School of Social Work and the Town of Amherst, Challenge2Change was designed to build unity and racial understanding in our community. The “Change” movement emerged following the civil unrest stemming from the 2014 tragic events in Ferguson, Missouri. At that time, the student summit model was introduced as “Gateway 2 Change.” Last year, Monroe County implemented this same model in an effort named “Roc2Change.” The goals of this program are to build awareness of social identity groups, facilitate recognition that differences and similarities exist within and

among various social groups, and provide students with accurate information and guidance as to how to respond to injustice in appropriate and productive ways. Participants engaged in a dialogue about race, ethnicity and other ways in which we differ from one another. Students from all three high schools were exposed to “Inner Group Dialogue,” a research-based approach to breaking down bias and helping to create a greater understanding of personal perspective, peer experiences, oppression and discrimination in the broader society. Upon completion of the session, students were asked to identify goals specific to their schools and develop a plan of action for their building and community.

The District continues to be engaged in targeted work to examine diversity and educational equity using the Teaching Tolerance frameworks. Ongoing anti-bias education with an overview of the frameworks and language critical for thinking about and doing diversity and equity work in schools was provided to administrators, teachers, student services personnel, and clerical staff and aides. Professional development opportunities were offered around four anti-bias domains: identity, diversity, justice and action. Student outcomes associated with each domain of anti-bias education were discussed and participants were asked to engage in the self-reflection and critical analysis required of anti-bias educators.

Planning and instruction were similarly addressed through in-service offerings that provided classroom teachers with strategies for integrating the social justice standards into existing lesson and unit plans, reading lists and assessments. Developmentally appropriate ways to apply the Anti-Bias Framework in daily practice, and “try tomorrow” strategies for integrating the social justice standards into key areas such as classroom culture as well as family and community engagement also served as essential elements of this initiative. Extending that initiative the District has also provided training in *Speak Up at School*. *Speak Up at School* provides strategies for responding “to remarks made by students and by other adults and gives guidance for helping students learn to speak up as well” when someone uses biased language or stereotypes in school. Teaching Tolerance has developed a guide for educators to develop the skills to intervene, in the immediate, and, similarly, to help their students find the courage to speak up when exposed to slurs, put-downs and other negative labels.

Further, through the Gay Alliance, an informational program was provided this year. This program was designed to increase awareness, deepen knowledge, enhance understanding, and expand skills to effectively support all students. Both classes were also listed in the course catalog for any faculty member wishing to register.

Comprehensive School Counseling Program Plan

As required by New York State Education Department each District is to develop and post to its website a Comprehensive School Counseling Program Plan by July 1, 2019. This K-12 plan delineates the direct instruction students are to receive in 35 skills, six are listed as Mindset Skills and 29 are considered Behavior Skills broken down as learning strategies, self-management, and social; as well the 35 skills are differentiated across three domains: Academic, Career, and Social/Emotional. Thus these 105 skill areas require direct instruction for all students; however, not all 105 skills are required on a yearly basis; instead, they are required to be addressed several times throughout a student’s K-12 experience.

Summer M. Reiner, PhD, LMHC, NCC, ACS, a consultant with Erie Inspirations directly worked with a cadre of K-12 representatives (social workers and counselors) to review, gather, and complete the Williamsville Central School District Plan. The mainstay of the plan is a curriculum map that highlights in which grades each skill within each domain is being taught (Please see Appendix A). The Comprehensive School Counseling Plan is based on current lessons delivered by established school faculty and/or community presenters via assembly type programs.

ELEMENTARY SCHOOL HIGHLIGHTS

At all six elementary schools, the Wellness Committees are unified in the promotion of prosocial behaviors. This includes kindness and respect toward others, good decision-making, caring, personal responsibility, and safety awareness. A sample of activities implemented by each school is shared below. These descriptions were submitted by the facilitators to represent the work of their building. While a multitude of initiatives can be found at every school, these brief narratives represent only those selected for emphasis. Most often, a new initiative is highlighted. Please refer to the comprehensive list (found in the appendix) for a full picture of the breadth and range of building-based activities.

Country Parkway Elementary

During the 2018-19 school year, the Country Parkway Wellness Committee continues to pursue initiatives aimed at highlighting our **SOAR** theme. Unity Days alternate their focus on a different SOAR theme each month. SOAR stands for the following: S- Stand Up for Ourselves and Others; O – Outstanding Citizens; A – Academic Achievement; R – Respect.

On the first Unity Day, held in October, a local author shared her work with all students. The books contained an anti-bullying and healthy living message, aligning with the school theme “Stand Up for Ourselves and Others”. We kicked off Red Ribbon Week on National Unity Day and had a great celebration. On National Unity Day, all students wore orange and signed an anti-bullying pledge which was stationed in the front entry. During that same month, substance abuse prevention efforts involved adorning the hallways with red ribbons and encouraging students to wear different apparel each day of the week consistent with a specific drug-free theme. Unity Day in November focused on behavior exemplifying “Outstanding Citizens” and we were honored to honor the parents and grandparents of our students who are USA Veteran’s.

Individual goal-setting and academic achievement served as the target areas in December, while in January, inspired by Martin Luther King Jr., and in keeping with the messages of Valentine’s Day, all wellness-led initiatives during the months of January and February highlighted the qualities of respect, diversity and compassion. Led by our music teacher, all students K-4, gathered in the gym to sing a song of peace. Individual “heart pledges” of kindness, created by the students, were later hung in the front hallway. On Valentine’s Day our school nurse provided grade level presentations regarding heart health and various cardio pulmonary issues that our students deal with daily. As a staff we also raised money for the organization Mended Little Hearts.

The remaining months of school will be focused upon bringing the SOAR theme together. The building Wellness Committee is presently exploring the idea of a ‘screen-free week’, which will be held the last week of April. In addition, we are working with our PTA to add a Wellness Fair to our PTA Fun Run night. We continue to recognize our *Students that SOAR*. Each month, students are recognized during a micro assembly that celebrates 10-15 students who meet the criteria for the SOAR aspect of the month. Students that SOAR are recognized and celebrated by the school community.

Finally, Country Parkway staff continue to use dress down Fridays as an opportunity to collect donations for area charities. This year’s recipients have included *American Foundation for Suicide Prevention, Alzheimer’s Association WNY Chapter, The NICU @ John R. Oishei, and the Megan Redenbacher Memorial Fund, and Roswell Park*. In addition, each grade level sponsors their own service learning project. Black Dog Second Chance Club, The Matt Urban Center, District and local food pantries, Boys and Girls Club, St. Vincent de Paul Society, Salvation Army and Coats for Kids and a special collaborative effort with Amberleigh were

among the programs benefiting this year. The June Unity Day will highlight these diverse service efforts through a school-wide assembly.

Dodge Elementary

The Dodge Wellness committee has continued to implement the wellness initiatives that have been observed to have the greatest impact upon our students. Some of these programs include: Unity Days, Country Fair Wellness Room, Red Ribbon Week activities, Fusion assembly programs, “Wonderful Wednesdays”, and service learning projects such as the SOUPerbowl food drive, making Thanksgiving baskets, and collecting toys, gift cards, clothing, and pajamas for needy families of Dodge.

We continued to collaborate with Imagine Community Gardens and helped with the community garden at Prairie Pond. Families planted vegetables, which they took care of throughout the summer and fall. The lending library was a big hit as children took out books all summer long. It was a wonderful experience for everyone.

Positive Behavior Intervention Supports (PBIS) continues to have a weekly parade, and students who are Being Unusually Good (BUG) are recognized once a month. Parents come and cheer for the students as they parade throughout the building.

We observe Unity Day the first Tuesday of every month, and “Unite as a Family” by spending time together. No Tech Tuesday encourages families to use less technology every Tuesday evening and be present with each other.

Our new initiative this year was that we put in a garden at Dodge for students to plant, harvest, and maintain. They will be planting bulbs, a butterfly garden, sensory garden, and many other interesting plants. Activities are done with all the grades, so everyone is involved in some way with helping our garden grow.

Dodge staff and students have maintained the importance of the assets, helping others, and developing good character education, with the assistance of the Wellness Team.

Forest Elementary

It has been another successful year at Forest Elementary! Our school prides itself on our sense of family and including everyone in our Forest community as a part of the Forest Family. This sense of family was evidenced through many of the projects that we did throughout the school year. We kicked off Unity Day with every student creating a paper leaf that told why they are special and then we hung those leaves on a giant tree in the main hallway for everyone to see. We have also had a series of unfortunate situations occur within several of our families at Forest (illness, fire, etc...) so our Forest Family has come together to support these families in need by collecting clothing, food and home goods. In May, our school will be having a Lego Drive to support Sebastian’s Lego Club which honors the memory of our Sebastian who passed away one year ago. Sebastian’s Lego Club provides Legos to children who are in the hospital to make their stay more enjoyable.

Of course we have also continued our traditional activities that occur year to year at Forest such as making cards for senior citizens, food drives, learning about good nutrition and exercise, and the list goes on and on! We are excited to finish this school year out on a healthy and happy note!!!

Heim Elementary

At Heim Elementary School a concerted effort has been made to provide a myriad of opportunities for students to engage in wellness activities that promote a caring school climate, positive parent involvement

in school, positive school engagement, service to others, promoting positive personal power and responsible behavior in school and in the community.

This year we are exploring new ways to increase social and emotional learning at Heim Elementary and transition away from the No Putdowns Program into a learning experience for our staff, students and overall school community. We are continuing our mindfulness initiative and providing opportunities for students to increase their participation in the program as well as become leaders to help others to learn calming practices.

One of our primary goals continues to be community building and fostering positive school involvement. We started our year with our 4th Annual Wellness Night continuing to increase our attendance and participation and incorporated a school supply drive for students at Heim. New this year. We developed a committee that is exploring ways to help all cultures to feel welcome at Heim. We are planning to develop an evening event for next year and a cultural display in our front foyer.

We continued our grade level community service projects this year with each team selecting an organization or cause that represented their students and family's interests. Throughout the year, we have collected food items for the Williamsville Food Pantry, collected hats, mittens and scarves for the Friends of the Night people, collected coats for "Coats 4 kids" involving Colvin Cleaners, collected new books for Roswell Park Cancer Institute, made Valentines for three area Nursing Facilities and Veterans, had a Run-a-thon for the Getzville Fire Department, and continued our annual "Shoe Drive for Nicaragua."

Maple East Elementary

What better way to kick off the first day of spring than with a Full day of Wellness. Our entire building participated in this initiative. When we first introduced this idea to our staff we scheduled it for half a day. It was such a success that the Wellness committee felt it was worthy of an entire day!

From kindergarten through fourth grade all students are actively engaged in a wide variety of activities. Our CE team worked collaboratively together with all students spending time outside walking to increase student's cardiovascular stamina and recognizing that simply walking is great exercise! In the meantime, you could spot kindergarten students looking at building a healthy meal or first graders practicing yoga in the auditorium. If you popped into second grade you'd spot students practicing proper hand washing or third grade watching the movie, "inside out" which discussed the five emotions of the day. While fourth grade moved to the sound of "just dance" or practicing tangrams for boosting a healthy mind! All in all, it was a great day for staff and students.

Maple West Elementary

This year Maple West has continued and expanded several Wellness initiatives. These include:

Fusion Inside-Out Assemblies: Monthly Character Ed Assemblies which highlight a particular Character trait each month. Themes this year have included, Service, Self-Control, Cooperation and Initiative.

3rd Grade Kindness Club: An after-school club which focuses on service projects to instill the value of giving to others. Projects this year have included making holiday cards and decorations for seniors, Kindness Bookmarks, Place mats for meals on wheels and inspirational notes to other students.

School Wide Service Projects: Including, Hats and Gloves, Food pantry collection, Shoe collection.

Unity Day: This year we formed a paper "Kindness Chain" though the hallways. Each student was given a strip of orange paper to draw or write what kindness means to them. We then connected these into one long chain and formed a Unity Circle outside.

External Assets and Supporting Activities

External Assets	Asset Name	Supporting Activities
Support	<ol style="list-style-type: none"> 1. Family support 2. Positive Family Communications 3. Other Adult Relationships 4. Caring neighborhood 5. Caring school 6. Parent involvement in school 	<ul style="list-style-type: none"> • Asset building booklets for all families • 3rd Grade Booster Club • Nursing Home Connection • Kids for character assembly programs • Care club packets for new students • Kids Care Service Club • Daily announcements- Conflict resolution and Accountability • Parent Letters • Asset Presentation at Kindergarten Orientation/PTA • Asset newsletters distributed
Empowerment	<ol style="list-style-type: none"> 7. Community values youth 8. Youth as resources 9. Service to others 10. Safety 	<ul style="list-style-type: none"> • New student groups for all grade levels • Kindergarten buddies • Community helper visits • Safe Homes Program • Child Safety /Stranger Danger Programs • Bike Safety • Birthday recognition • Fun 2B Fit
Boundaries and Expectations	<ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations 	<ul style="list-style-type: none"> • Code of character • Asset building parent evening • School pledge • Internet Safety • School contracts
Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities 18. Youth Programs 19. Religious Community 20. Time at home 	<ul style="list-style-type: none"> • Talent Show/Musical • Various after-school clubs • Reading and game zone recess • Ice cream social, Country Fair, Fun Fair • Family Wellness Nights/Fair • Prime-time Reading • Intramural Programs • TV Turn-off Week • Successful use of Agenda Mates • Study Skills Group • Student V-Brick Announcements • School theater/musical programs

Internal Assets and Supporting Activities

Internal Assets	Asset Name	Supporting Activities
Commitment to Learning	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure	<ul style="list-style-type: none"> • Annual/monthly/weekly themes • Book donations for city schools • Amherst Youth Board Parent program
Positive Values	26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint	<ul style="list-style-type: none"> • Red Ribbon Week • Jog-a-Thon • Giving Tree • Coats for Kids • Circle of Friends Gift bags (project to welcome new students) • Goodwill Jr. & other service projects • ACES/Sunrise Exercises • Canned good drives (Food Bank, etc.) • Support for the military • Adopt-a-Family Clothing Drive • Children to Children Giving • Shoe Drive for Nicaragua • Trick or treat for UNICEF • Student initiated community service projects
Social Competencies	32. Planning and Decision-Making 33. Interpersonal Competence 34. Cultural Competence 35. Resistance Skills 36. Peaceful Conflict Resolution	<ul style="list-style-type: none"> • Conflict resolution • Bus buddies • Social skills groups at every grade level • Multi-Cultural Lunch • Cultural Diversity Awareness • Friendship Groups • Mix it Up at Lunch • Safe Prom letters to high school seniors • Disability Awareness

Internal Assets	Asset Name	Supporting Activities
Positive Identity	37. Personal Power 38. Self Esteem 39. Sense of Purpose 40. Positive View of Personal Future	<ul style="list-style-type: none"> • Apple a Day Program • Special Friends/Primary Project • Banana Splits • Character education assemblies/displays • Citizen, Star or Student of the Week • Lunch with the principal • Integrating character education/asset building curricula • Student Wellness/Character Ed Committee • Kids Vote USA • Anxiety and Stress Management Groups • Life-Skills Curriculum • Mindfulness programming • Daily announcements- Conflict resolution and • Accountability • Mentoring Program • Parent Letters • Wellness Brochure • Asset Presentation at Kindergarten Orientation/PTA • Asset newsletters distributed

MIDDLE SCHOOL HIGHLIGHTS

The Wellness program at each middle school is building-specific, but united in the focus upon the development of assets. All Wellness endeavors provide a comprehensive prevention and student support program. All activities and initiatives are directly connected to the 40 Developmental Asset Model and focus on service learning, youth leadership, and making good choices. Although only a sampling of wellness initiatives is highlighted in this report, additional information may be located in the tables immediately following the text.

Casey Middle

Casey Middle School's Shared Decision Making (SDM) committee developed school-wide asset goals that served as the focus of the Wellness building plan for the 2018-2019 school year. Integrating wellness goals within the SDM plan facilitated building-wide efforts to promote the assets. We began the year with a school-wide Welcome Back picnic and 'pep-rally' assembly themed "*The Power of Yet.*" Students were inspired to be actively engaged in their own learning, in their school and in their community.

Casey has school wide program to recognize the helpful actions seen on a daily basis in the choices students make. Adults nominate students for specific behaviors and at the end of the marking period, a name from each grade level is drawn for a breakfast with the Principal and Assistant Principal. Casey Cougar Paws for Applause are displayed in the foyer with the name of the student and the reason for the positive recognition: (Character, Attitude, Service, Empathy, Yes). Mr. Dobmeier and Mr. Harding took time each marking period to meet with students from each grade level during Town Hall meetings; they involved encouraging students to show acts of kindness (offering specific, kid-friendly examples) and inspiring them to be their best.

Recognizing that transition activities are important for incoming students, eighth grade WEB leaders welcomed the fifth graders to Casey in August and met with them throughout the year. They engaged in activities like writing positive post-it notes on lockers, reading to them during SSR, helping them clean out their lockers before a vacation, watching a movie together after-school and making a craft together. The collaboration provided opportunities for students to meet together in a relaxed setting. In April, our current 7th graders participated in the Reading Links program. They go to Dodge Elementary to read to the 4th graders and talk about life at Casey. This helps to link the new 8th graders with the incoming 5th graders in the fall.

In October, we celebrated Unity Day with the theme of Acceptance, Kindness & Inclusion. Age appropriate videos were shown in homerooms followed up by guided questions promoting discussion. Many people in the building wore orange to draw attention to the important message. Around that time, young people from Kids Escaping Drugs spoke with our seventh and eighth graders about their struggles with drugs and substance abuse in a very well received assembly. In December, Casey participated in a school wide drive with food and toiletries donated to benefit a local food bank as well as the Williamsville District Food Bank. Our Kind Club collected used blankets for the SPCA, donated candy for our troops, volunteered at the Buffalo Zoo, put a team together for the Breast Cancer walk and did many other activities. Our Student Government had huge success with a combined 7th/8th grade October Dance and a November Roller Skating party to promote school spirit, build unity and a sense of belonging. Our 7th and 8th graders were able to hear the story of Sophia Veffler a Holocaust Survivor. Sophia not only focused on her story, but she also focused on how to be an up stander in today's global world. In the spring during 8th grade health classes, Kathy Mobarak-Miller and students from North High School come to speak to students about the 40 Developmental Assets. Members of the Social Justice League meet twice a month and discuss different types of social injustice happening throughout the world (racism, religious intolerance, gender discrimination, etc.) as well as specific instances of social injustice witnessed at Casey. Members attended the Middle School Youth Leadership Conference held by the National Federation for Just Communities of Western New

York; the topic this year was “Words Matter: Addressing Hate Speech”. Another project was to write non-secular holiday cards to children spending the holidays in psychiatric institutions throughout WNY. There was also a wide variety of opportunities available through intramural sports throughout the year, allowing students to participate in fun, engaging activities before and after school from September through June. In May, we hold a school wide assembly for those (staff and students) who wish to participate in raising money for the (Roswell Park) Bald for Bucks program. Many people chalk, cut or shave their hair with the generous support of local stylists as the rest of the school cheers them on.

Periodic Wellness meetings with staff serving as team representatives allowed for the sharing of current needs and district initiatives. As a staff, \$1100 for Casey families in need was raised in December, which was then distributed into fourteen baskets. A charity luncheon was held in March at which donations were collected for the Friends of the Night organization. The staff at Casey also generously takes part in the annual Buffalo Hospice flower sale and again raised about \$1500 for the Hospice foundation. (We were again recognized as the school in WNY that raised the most money for Hospice during this event). We hold a once a monthly Dress Down Day for charities throughout the year and raised hundreds of dollars in support of local charitable organizations important to Casey staff. Starting in the spring, a group of 30+ staff members met regularly before school to discuss Deliberate Optimism: Reclaiming the Joy in Education. Events like these help to build the “relationship culture” that is so integral in daily life at Casey Middle, not only for students but for adults as well.

Our fourth annual Discovery Day was held at on February 1 and it has quickly become an energizing annual building tradition. The entire student body participated in workshops designed to encourage exploration and discovery of perhaps yet unknown interests. Offerings included flying drones, creative writing, yoga, playing musical instruments, skydiving, dancing, among others. Staff and community members enthusiastically shared their interests and hobbies with students in the hopes of inspiring them to learn something new and participate in healthy free time activities. In March, Casey holds a yearly Talent Show, which not only highlights student talent, but brings our faculty together in a positive, fun way as we collaborate on a video project by Harry O’Malley.

The Power of Yet theme served as the foundation of all initiatives this year. Students had a wide variety of opportunities throughout the year to step out of their comfort zone and explore new activities in a safe, caring environment.

Heim Middle

The Wellness Team at Heim Middle School has continued to focus programming upon the purposeful fostering of the Search Institute’s 40 Developmental Assets. All initiatives were designed to promote a positive school climate and healthy lifestyle choices. A number of activities were initiated to achieve this goal, including several service learning projects. Events included a WEB orientation for new fifth graders, a pet supply drive to support the SPCA, Pennies for Patients to benefit the local pet shelters, **Snowman Challenge** to support the North Amherst Fire Company, **Relax and Recharge Day**, and a **Heim Gives Back** day, where the entire student body was involved in a variety of different community service projects.

Students at Heim Middle came together for **Unity Day**. Each homeroom developed their own theme based upon the concept of unity. The specific idea formulated was then used as the basis for decorating a class cape, to be worn by the homeroom teacher on Unity Day. A winning theme (e.g., “*Words Stick Like Bubble Gum! Don’t Blurp What Hurts*”), was placed on the main bulletin board and each student in the school designed “a bubble gum wrapper” and recorded a single word that represented unity at Heim Middle. The board remained on display through January and provided a poignant reminder for all students and staff in the building.

Students at Heim Middle School celebrated National **Red Ribbon Week** this year with a school-wide spirit week. Events throughout the week generated enthusiasm and school connectedness while reinforcing the important message of drug-free living. The culminating activity at the end of Red Ribbon Week was an “Old Heim Days,” which was a country fair for all Heim students. Our 8th grade leadership students were in charge of developing games that would be played at the fair. They were responsible for creating the game, developing the rules, and running the game at the event. Students were required to recruit other seventh and 8th grade students to help “man” the booths. The event also included healthy snacks, face painting and pumpkin decorating. The event was well attended, with more than half of the student body participating.

Another service-related activity for Heim Middle School students involved participation in Buffalo State’s **Empty Bowls Project**. Students expressed their creativity through creating beautiful, handmade clay bowls. The bowls were then sold at the Burchfield Penney Art Center to raise funds for *Friends of the Night People* and the *Food Bank of WNY*.

A distinct highlight of Heim Middle wellness programming was participation in the **Snowman Challenge** to support the North Amherst Fire Company. Groups of 2 to 5 students volunteered to raise funds to support this worthwhile cause. On the day of the event, these same students engaged in building either an outdoor snowman or an indoor, “unmeltable”, snowman. Over \$5,000 was collected for the fire company. While these students were constructing the snowmen, the rest of the school participated in “**Heim Gives Back Day**.” Specifically, each homeroom took part in a service project benefiting the local community. As a result, students stitched 30 blankets to donate to Children’s Hospital, created over 300 valentines for the VA, made hundreds of tray favors, tissue boxes and placements for the local senior center and prepared over 200 bundles of pins, cookies, and valentines donated to Children’s Hospital and Beechwood Nursing Home for the **Have a Heart** project.

Also in May, the Wellness Committee sponsored Heim’s second **Relax and Recharge Day**. On this day, we ran a special schedule, and students selected six different activities/hobbies that they felt they may enjoy as hobbies or pastimes. There were over 40 different activities from which students could choose. The majority of the sessions were run by the faculty and staff at Heim Middle School. This day gave students the opportunity to make positive connections with adults through common interests, as well as to explore new hobbies that they may enjoy.

Finally, we will continue to support local charities through an annual charity fun run and activity evening to be held in June. This year, Heim Middle School students will again have the opportunity to vote on the charity they wish to support. Students and staff will come together for a two-mile run followed by dinner, music, and a wide variety of fun sports, games, and activities. We are hopeful the event will not only culminate in a substantial monetary donation to an important organization, but will further promote school spirit and a strong sense of community at Heim Middle.

Mill Middle

In keeping with the Mill Middle School goal of establishing and fostering an educational environment centered upon making connections, the Wellness team planned initiatives based on the 40 Developmental Assets. The following is a summary of accomplishments and ongoing initiatives.

We kicked the year off with our 1st annual Welcome Back Picnic to bring our school community together during the first week of school. We had food trucks, the PTSA, Kathy Mobarak-Miller and her AYC members, music, games, and tons of fun! About 350 people from our Mill community participated in this welcome back event. We are looking forward to next year’s picnic!

Wellness Wednesdays were back for the second year with our wellness walks before school.

Mill celebrated **Unity Day/Week** in October with various events that promoted kindness and connectedness within the Mill community. The theme this year was: TOGETHER against bullying. UNITED for kindness, inclusion, and acceptance. Our goal was to create a week where this message continues throughout the year, putting a sincere emphasis on the value of being kind, inclusive, and respectful to all. We had a structured activity for each day of Unity Week:

- Announcement explaining Unity Day/Week. Video explaining Unity Day during HB. *Monday's Challenge*: Students to say hello to five new people during the day/week.
- Announcement in the morning. Mix It Up day at lunch. Students get a random table number assignment as they enter the cafeteria and have to sit with a new group for one day. *Tuesday's Challenge*: Learn the names of 3 new people at lunch today.
- Announcement for Unity Day in the morning. Wear orange. *Wednesday's Challenge*: Look for the theme of Unity Day/Week in your morning SSR book. Submit examples electronically.
- Students have the option to participate in a discussion about digital/online appropriateness. Other students watched video scenarios about digital appropriateness in HB. Focus is to be kind online and thoughtful about what we say in the digital world. *Thursday's Challenge*: Be Kind Online!! Make sure what you say or post is kind, accepting, and inclusive.
- Students have been challenged to make a 1-2 minute viral video surrounding the theme of Unity Day/Week. Student videos were shown during HB. *Friday's Challenge*: Discover one new fact about someone you met this week.

In February we celebrated a spirit week and had our food drive to replenish the Williamsville pantry. Everyone participated in the themed days and contributed to the food drive. We collected approximately 18 boxes of food for the Williamsville Food Pantry.

In March we had our third Bald for Bucks event. This time we had 67 participants and raised \$30,630, a school! Our school total over the three years is approximately \$140,000!

Similarly, "**dress down**" events continue to be sponsored by the Building Wellness Team. These have become an established tradition at Mill, resulting in the provision of considerable support for a wide variety of worthwhile causes. As an example, proceeds from staff donations throughout the month of December, our "Month of Giving" went to providing gifts and necessities for needy families in our building. The recipients were grateful and appreciative of the efforts made by staff to provide them with some much-needed relief. These initiatives have allowed staff and students to engage in charitable giving and recognize the personal benefits derived from participating in service learning projects.

Peer mentoring within different groups in the school is also a very active student activity. Web crew leaders were extremely active, teaching classroom lessons, providing guidance to 5th graders, sponsoring cupcake wars, a movie night, promoting body and mind wellness through a trash ball tournament, and running a "fun on the field" day planned for June. Web crew has done much to ease the transition of 4th graders, as well as facilitate self-confidence and leadership skills in upper classmen. The program is clearly consistent with the articulated goals of promoting an inclusive and caring school community.

Mill Middle School has a student organization called the "Herd". The "Herd" is a group of students who want to give back to their school community in some way. The "Herd" students help support Wellness initiatives, and in return, Wellness supports other initiatives throughout the school. Some of these initiatives, include making crafts with residents at a local nursing home, organizing Fall Fest for Mill students,

collecting food for the "Fill the Fitness room" food drive in December, and volunteering for our "Pasta Palooza" dinner.

Overall, Mill spent the year reaching out to parents to provide them with information surrounding the **40 Developmental Assets** by creating a few different bulletin boards in our main hallway to highlight the developmental assets and send positive messages to our students, staff, and parents. Lastly, to round out his important initiative, Kathy Mobarak-Miller presented to all 8th grade health classes, defining developmental assets and providing examples of assets "in action".

Transit Middle

The phrase "We Are Transit" continues to be the mantra heard throughout Transit Middle School as we promote activities centering upon kindness, service to others, and fostering a sense of community. As we strive to further develop compassion in our study body, our focus places the emphasis upon the positive outcomes of all initiatives as opposed to the monetary aspect of a particular fundraising activity.

When we began our Wellness gatherings for students, approximately 30 seventh and eighth grade students showed a desire to become a member of the Building Wellness Committee. Students brainstormed and eventually decided upon various service-related projects that would later be implemented within the community. Discussions culminated in a decision to direct wellness efforts toward the following: visiting the Amberleigh Retirement Community at holiday time; recognizing area veterans, as well as family members of our students and staff that have served our country; a fifth year of Bald For Bucks for Roswell Park Cancer Institute; and Community Day (our end of the year celebration with our Transit Community).

For the fifth consecutive year, Transit students elected to visit a local Retirement Community, Amberleigh, to brighten the spirits of its residents and engage in a holiday celebration. This year's trip took place on December 14, 2018. We were welcomed with open arms. Once again, our visit was met with great enthusiasm and participating students clearly loved being a part of this opportunity. In preparation for the initiative, students brainstormed ideas for activities and formed committees to realize the plans formulated. Activities included many of the same as in the preceding year. Students expressed a genuine sense of satisfaction knowing they had contributed positively to the Amberleigh community, bringing joy to the lives of many of the residents. We plan to visit again next year and in years to come, as we have made this a Transit/Amberleigh tradition.

Once again, Transit Middle School has chosen to continue making "May we thank you for your service". Throughout the month of May, the entire school participated in making letters/cards that were sent to the local VA Hospital, veterans at Amberleigh Senior Assisted Living Facility, and veterans from Judge Russell's court whose goal is to acclimate returning Veterans facing personal challenges (such as PTSD and drug use) back into society. We are hoping to have Jack O'Connor, the President of the Buffalo Mentor's Group, come to one of our Wellness meetings and speak about the Buffalo Veterans' Court. This local resource is making a difference in the lives of veterans once they return from deployment.

Transit Middle went *Bald for Bucks* yet again! We had 48 students and staff participate in the event to benefit Roswell Park. Transit was proud to have raised \$30,900 for this amazing cause! We had a former student speak about his battle with cancer-it was inspirational for all!

Finally, Transit's annual "**Community Day**" is scheduled for May 31, 2019. The day will consist of a variety of events to include a tenth Annual Jan. Held Memorial Walk/Fun Run, an art show, carnival games, kickball tournament, basketball, face painting, and a DJ. This year, like our previous years, we hope to make our Community Day a free event to celebrate all that the Transit Community has donated throughout the year.

External Assets and Supporting Activities

External Assets	Asset Name	Supporting Activities
Support	1. Family Support 3. Other Adult Relationships 5. Caring School 6. Parent Involvement in School	<ul style="list-style-type: none"> • Welcome Back Picnic • Social Justice Club • Student Tutoring By High School Students • Unity Day • Hoops for Hearts Basketball Tourney • School Spirit Projects • Community Day • Discovery Day/Relax & Recharge • Student Mentoring by Faculty • Shamrock Volleyball Tournament • Faculty Chorus • Academic Intervention Team • School Ambassadors • Hall of Positive Behavior • Bald for Bucks • Kudos • Hurricane Maria Relief • Homework • Journey's End • Valentines for Vets • Faculty Act in Talent Show • Paws for Applause • Creating Culture of Respect
Empowerment	8. Youth as Resources 9. Service to Others 10.Safety	<ul style="list-style-type: none"> • Mission Possible • Plant Sale (Mother's Day) • Student Government activities • KIND Club • Bald for Bucks • Recycling Club • Leadership and Wellness Groups • Clothing Drive • Peer Educator Program • Field Trip to LOL • Staff Dress-down Days • Unity Day • Student-led Announcements/Committees • Internet Safety Programs • SPCA/KIND Club/Mill Kids Care • Student Ambassadors • Heim Gives Back • Kids Helping Community Club for 5th/6th • Food Drives • WEB/HERD • Nicaragua Supply Drive/Supply Drives • Amberleigh Visit

External Assets and Supporting Activities

External Assets	Asset Name	Supporting Activities
Boundaries and Expectations	12. School Boundaries 14. Adult Role Models 15. Positive Peer Influence 16. High Expectations	<ul style="list-style-type: none"> • Team Awards • Hot Dog Reward Lunch • President’s Award • Homework Club • Posting Merit and Honor Roll Students • Field Days • School Opening Assembly and Picnic • WEB Crew • Wall of Positive Behavior • Discovery Day/Relax & Recharge • Girls on the Run • Unity Day
Constructive Use of Time	17. Creative Activities 18. Youth Programs	<ul style="list-style-type: none"> • Red Ribbon Week • Beautification of Building • Fundraising for Charities • Family Fun Night • School Dances • Fun Run • Spring Spirit Week • Goal Setting • Student Art Show-Amherst Museum • Discovery Day/Relax & Recharge • Old Heim Days • Yoga • Mindfulness • Wellness Fair • Wild Wednesdays • Houghton’s Team-Building Ropes Course • Science Fair • Student Door-Decorating • Technology Challenge

Internal Assets and Supporting Activities

Internal Assets	Asset Name	Supporting Activities
Commitment to Learning	<ol style="list-style-type: none"> 1. Achievement motivation 2. School engagement 3. Homework 4. Bonding to school 5. Reading for pleasure 	<ul style="list-style-type: none"> • Academic Intervention Team • Pause for Paws • Homework Club M.E.S.S. • Casey Clothing • Breakfast with the Principal • Book Club (Student & Staff) • 4th Grade Transition Program • Silent Reading Time • Student-initiated Video Announcements • Study Skills Program • Harkness Center Orientation • Reading Links • Pancakes with the Principal • Kudos • Student of the Month • Color Run • Pasta Palooza • Fun Run • Community Day • PTSA Fun Nights
Positive Values	<ol style="list-style-type: none"> 26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint 	<ul style="list-style-type: none"> • WEB Crew • Social Justice Club • Character Education Programs • Bald for Bucks • Snowman Challenge • Paws for Applause • Spirit of Giving Month • School Spirit Projects • Community Service Projects • Play/Variety/Talent Shows • Staff Fundraising Luncheon • Charitable donations from peer-to-peer holiday sales • Dress-down days for staff • Spirit Days • Welcome Back Picnic • Color Run • Cupcake Wars • Trash-ball Tournament • Unity Day • Food/Toiletries Drive • Hoops for Hearts
Social Competencies	<ol style="list-style-type: none"> 32. Planning and Decision-making 33. Interpersonal competence 34. Cultural competence 	<ul style="list-style-type: none"> • Talent Show • Peer Educator Programs • District Art Show

	<p>35. Resistance skills 36. Peaceful Conflict Resolution</p>	<ul style="list-style-type: none"> • Unity Day • UB Football/Basketball Adopt-a-School Plant Sale (Mother’s Day) • International Club • French Club • Spanish Club • Holocaust Speakers • Mindfulness • Yoga
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Internal Assets	Asset Name	Supporting Activities
<p>Positive Identity</p>	<p>37. Personal Power 38. Self Esteem 39. Sense of Purpose 40. Positive View of Personal Future</p>	<ul style="list-style-type: none"> • Wellness Leadership Programs • 8th Grade Career Exploration • Wellness Assemblies • Red Ribbon Week • Community Service Programs • Banana Splits • Character Education Assemblies/displays • Citizen, Star or Student of the Week • Lunch with Principal • Breakfast with Principal • Integrating character education/asset building curricula • Student Wellness/Character Ed Committee • Anxiety and Stress Management Groups • Daily Announcements • Parent Letters • Asset Awareness Programs • Lunch Groups • Opening Assembly: The Power of Yet • 6th grade girl empowerment group • Girls on the Run • Yoga • Mindfulness • Girls who Code

HIGH SCHOOL HIGHLIGHTS

Consistent with the elementary and middle school levels, the high school wellness facilitators and building-based teams implemented a wide range of initiatives to promote the development of assets and address student resiliency, healthy choices, prevention and positive decision-making.

Alternative Instructional Model (AIM)

AIM continued our commitment to service learning activities. The UNYTS Blood Drive in November, the DEC fish stocking in March, City Mission visit and the Reinstein Woods cleanup were all well received. Students also raised funds for the City Mission and the Williamsville Food Pantry.

In addition to the community service opportunities, the faculty initiated several activities to enhance relationships and connections to the AIM program. The program-wide *Destroyer Golf* outing in the fall and the Transit Lanes bowling day in December remain as staples to help break down barriers between students and staff. The Buffalo Architectural walking tour and the walking tour of Niagara Falls continue to help 12th graders connect to Western New York. A trip to the Darwin Martin House and the Buffalo Zoo, along with a group *Painting Day* have been added as new ways for students to both connect to the area and each other.

East High School

Williamsville East kicked off the year planning for Unity Day. Instead of using just one day to promote unity, our students planned Unity Week. Several events were planned, including encouraging students to sign “You belong” pledge cards that would encourage students to sign that shows they are willing to be kind to others, reach out to other and spread the importance of connectivity and community. Additionally, a “Kindness Matters” cards were made available that encouraged random acts of kindness throughout the day. The holder of the card would pass the card along to someone else to challenge them to do a kind act. Students also were asked to sign a pledge to promote inclusion, kindness and acceptance of all. The final product was displayed in the commons through the month of October. In addition, we encouraged students to unite/interact with others they are perhaps less familiar. With the help of guiding questions or topics of conversation, students conversed with one another with an emphasis on listening to each other and their opinions, helping to recognize similarities and understanding difference. Sources of Strength promoted their theme of WE are Stronger TOGETHER campaign and the idea that kindness connects us all.

Sources of Strength has been active getting their message out working to prevent violence, bullying and substance abuse as well as mental health awareness. Their campaign, shepherded by trained peer leaders and adult advisors, have promoted the message of using available resources for support and intervention. Sources of Strength once again combined with the Health Education classes, emphasizing the eight components that can assist students to stay safe through healthy decision-making. SOS also held a week long campaign which highlighted the eight components of the SOS wheel and emphasized how to be safe and seek out trusted adults.

The annual drive to provide personal care items to the District food pantry was conducted again this year. In addition, Wellness members collaborated with various clubs within the school, helping to raise funds and items to assist families in need around all the major holidays, assisting Link Crew members in their work, and supporting “Carry the **TORCH**”, which recognizes students who embody the qualities of **T**rust, **H**elping **O**thers, **R**espect, **C**oncern for others and **H**onesty. The annual Cancer Walk helped to raise money for Roswell Park. We also had a group of students represent EHS at the Band against Bullying.

Teachers were given the opportunity to attend a six week program for Mindfulness for Educators with the intention for self-care and learn how to reduce stress, by nourishing personal wellness with mindfulness practices to better manage the complex demands of life. Mindfulness is the practice of purposely focusing your attention on the present moment and accepting it without judgment. Attendees explored practices to nurture a moment-by-moment awareness of your thoughts, feelings, bodily sensations, and surrounding environment. They experienced slowing down and dropping in, and moving from doing to being. As an

educator the importance of pausing to engage in reflection for growth in our personal mindfulness practices, yoga and meditation. Educators also explored how the practice of self-care cultivates a classroom that fosters practices for improving emotional and physical well-being for the educator and your students.

In February, the Wellness team was busy writing positive messages to post-it-notes on each students' locker, emphasizing acceptance and positive messages.

In March we celebrated a Month of gratitude. Students were asked to write things they are grateful for on leaves that were displayed in our showcase entitled, "We Grow through Gratitude." A message about gratitude was read each day over the PA system, as a reflection of gratitude.

The Required Parent program for all parents of incoming current 8th grade students was held on March 21st and was widely well-received. Each speaker shared highly relevant information keeping up with all the current trends.

The Wellness Week was held March the week of March 19th.

- March 20th, yoga classes were held in the upper gym throughout the day.
- March 21st, will be our Wellness Fair with different exhibits from various vendors within the School District and Local groups. We had over 20 vendors that highlighted fitness, nutrition, financial intelligence, mental health, yoga and mindfulness.
- March 22st, Horizon's Health brought in their therapy dog. This is always a favorite amongst the students.

A nutrition presentation was set up for both staff and students. A guest speaker spoke to all the participants about making personal changes to enhance their health and well-being. Various ideas and suggestions were discussed.

Additional events to be held prior to the conclusion of the school year include our Annual Avoidance Awareness Program for all Graduating Seniors. The Avoidance Awareness Program will take place in May and students will rotate between three presenters concentrating on topics very relevant for their immediate and long term relevance. Our presenters for this year's program include: Joelle Bazaz, Psy.D, a licensed psychologist from the Counseling Center at SUNY Fredonia to address services at the collegiate level for support, Mary Travers-Murphy about healthy relationships and the NMB Foundation to share a message for success at College and the future.

North High School

Our first event of the year was our Volunteer Fair. Many members of the community participated, sharing information about their respective organizations and opportunities for students to connect with them. This program was very well attended!

During the month of December, the faculty participated in a 'Secret Spartan' activity in which small gifts were given over the period of a few weeks with the reveal at the conclusion. It was a heart warming event that had more participants than last year. Participants had a great time hiding gifts and keeping their identity secret until the end.

Continuing with a commitment to student health, a Wellness Fair was held on March 8th. Participants included: Adoption Star, the Alberti Center for Bullying Abuse Prevention, the Amherst Police Department, Amherst YES, Buffalo Centre, Crisis Services, ECCPASA, GLYS, Horizon Health Services (with their therapy dogs), Excelsior, Paula Browning (our athletic trainer), Platinum Fitness, Planned Parenthood, Starbridge Inc., and UNYTS. All contributors relayed exceptionally useful information to our students, and the turnout was exceptional.

In April, our Wellness Team organized presentations by representatives from ECCPASA to educate our Physical Education students on the danger of e-cigarettes. Presenters were here for 2 school days to reach every grade level.

The growing popularity of our Unified Bowling and Basketball teams prompted us to hold a very exciting pep rally in the gym before a home game. This was so well received by all involved and we hope to continue this activity and make it a new tradition.

All activities and learning experiences were designed to help students resist harmful behaviors, develop resiliency and the capacity to make good decisions, as well as "see" and experience Williamsville North as a warm and nurturing place where students and teachers care about each other. Not only was the student body very willing to participate in each initiative or event, it is believed that all stated goals were successfully achieved.

South High School

This year saw the return of the biannual Volunteer Expo, which is offered every-other-year opposite the Wellness Fair. We decided to hold the Expo in the fall so our students would be exposed to volunteer/community activities early in the year that they could volunteer at. Sadly, we ended up with some bad weather and had to cancel the Expo due to a number of organizations who were not able to make it to the Expo due to the weather.

The South Wellness Team has been involved with the Williamsville District Food Pantry with one of our co-advisors overseeing the orders, process and correspondence. This year, with the continuing help of two of our district social workers who have picked up the collected food, our team has continued to support drives to help fill the pantry with non-perishable food items. National Honor Society students assisted with the "Epic Beard Contest" in which male faculty members offered to grow a beard for a month. Students voted on the best beard with the "winner" having the option of keeping or shaving off their beard, while the "losers" had to have their beard shaved in accordance with the prescribed wishes of the students (since one of our teachers has trouble growing a beard he let the students shave his head in a design of the students choosing). We also held a homeroom food drive and provided breakfast to the top three homerooms that donated the largest percentage of food items. South students and staff contributed well-needed items to the pantry. Members of the Wellness Team continue to promote the food pantry and have played a significant role in making deliveries to families in need.

With research showing that dining together as a family is very important to healthy development, the South Wellness Team encouraged all families to take the Family Dining Challenge and celebrate eating together as a family. We shared information from numerous articles on healthy living that children and teens who share family dinners three or more times per week are less likely to be overweight, more likely to eat healthy foods, perform better academically, are less likely to engage in risky behaviors and have better relationships with their parents. We hope that our families have continued to take time to dine together and discuss the activities of the day.

In the fall, the South Wellness Team planned activities for "Anti-Bullying Week," including "wear orange" on National Unity Day. This year we used homeroom time to have students write messages on florescent sticky notes that were hung on banners. One in the Main Hallway read "South Cares" and another outside the cafeteria read "South Unity". Every one of our homerooms joined in the celebration as part of National Bullying Week.

Once again, October saw the South Wellness Team plan a "Wellness Week" which was kicked off by a 5K race, "Billies on the Run" on Sunday, September 23rd. Our Wellness students, along with our NHS members volunteered to help set up the food stations, hand out water, and man the race route. This year continued the walk portion of the 5K race, which began and ended at South. After the race, various games and physical fitness activities were available to participating students and families. Wellness Week also launched "Wellness Wednesday Walks" around the building. Participants meet before school on Wednesdays and walk for 20 minutes before the start of the school day.

The Wellness Team continued to take part in "Play Pink for a Cure" to support breast cancer awareness. Athletic teams wore special pink t-shirts during the month of October to support the cause, while staff also joined in by wearing pink to support faculty members, family members and friends who have or are currently fighting breast cancer.

The Wellness Team is extremely excited that we have been able to encourage the continuous use of the school fitness center, which opened in the fall of 2016. This 'state of the art' fitness room is being utilized during physical education classes and is open to faculty and students both before and after school. The Fitness Center has now made it possible for ALL students to be able to have access to physical activity at school. The Wellness Team was able to arrange for a nationally trained yoga and fitness instructor to offer

classes after school for any student or faculty member who elected to attend. To encourage the ongoing participation of our students in these special classes and in the use of our fitness equipment, a 'Wellness Challenge' was initiated. Each time a student takes part in a wellness activity in the fitness center they receive a punch in the "wellness card" given to them at their first attendance. After 10 punches, the student may enter a drawing for the chance to receive a wellness item, such as a water bottle or backpack. As Wellness Facilitators we were thrilled to see students who had never used the fitness room come and take part in these activities. We are so excited to have the opportunity to plan activities, particularly for our students who are not involved as a member of an organized sport team. We also added twice weekly yoga classes for both students and faculty after school from 4-5 PM.

The Guidance/Counseling Office along with the Wellness Team continue to purchase age-appropriate coloring books and colored pencils for students who need a stress release during their day. The students come to the Guidance Office sometimes before the school day begins and after completing one of the colored pictures are ready to take on the day. This activity has been particularly beneficial for students new to the school in helping them make the adjustment to South.

We continue the wellness "Tip of the Week" which is posted every Wednesday on the WITS homepage and Wellness bulletin board located outside the Physical Education office.

The Wellness committee continues to discuss recruiting additional students to be part of our building Wellness Team. We feel this will allow us the opportunity to get more students involved in planning projects/events that promote healthy lifestyles, particularly with planning activities for our new fitness facility. We also discussed joining together with a number of clubs in the building to work on activities that would encourage health and wellness among our students.

This year we will again offer our students who are taking AP exams the opportunity to walk around the gym with us for 15 minutes prior to being seated for the exam. Research has shown that the mind can focus much more clearly, when some physical activity is completed prior to sitting for a long exam.

Our Wellness Team, along with our NHS Chapter, just finished a book drive to support the Children's Center at Erie County Family Court. The Children's Center provides a safe and supervised room for children whose caregivers are in Family Court. Located at Erie County Family Court, the Children's Center provides a safe, nurturing, literacy-rich environment for children in the court house. The Center facilitates connections between families and need community services. Our team would like to give back to our community and provide children with the opportunity to be able to take a book home with them from the Center. For many of these children this may be the first book they have ever owned. Our students and faculty brought in over 1000 books for this cause.

The South Wellness team joined the University at Buffalo School of Public Health kick off their Step Challenge, an event designed to motivate members of the community to walk more and be healthier. The Step Challenge took place April 1-30. Registration for the challenge was free. We invited friends, family and colleagues to take part. Participants logged their individual step counts, all participants will qualify to win various prizes each week throughout the challenge. Come join South's Wellness team improve the health at Williamsville South, one step at a time.

Finally, South will host our fourth "South Celebrates" event on May 31st. The Wellness Team will take part in encouraging the different clubs to select healthy foods and activities that our families can take part in that evening that will continue our year of promoting "healthy living, through food and exercise".

External Assets and Supporting Activities

External Assets	Asset Name	Supporting Activities
Support	<ol style="list-style-type: none"> 1. Family Support 2. Positive Family Communications 3. Other Adult Relationships 4. Caring neighborhood 5. Caring school 6. Parent involvement in school 	<ul style="list-style-type: none"> • Reach Out Activities; Sources of Strength • Parent Presentations • Articles on positive family communications in newsletters; parent evening programs • New Student Welcome Programs; newsletter articles; invisible mentoring of students by staff members • Mentoring program; volunteerism • Beautification Project; acts of service by various clubs; assemblies such as Cultural Diversity • Community service activities; SDM; PTSA supports Wellness Fair and Volunteer Expo; individual meetings with students at academic risk • Link Crew • Life Lines (Suicide Prevention Program) • Safe Dates
Empowerment	<ol style="list-style-type: none"> 7. Community values youth 8. Youth as resources 9. Service to others 10. Safety 	<ul style="list-style-type: none"> • Peer education programs; Leadership Clubs • Service Learning; Wellness Council • Club/organizations; Interact; Amherst YES • Leadership training and camp • Family groups/team building • SIHAC • Link Crew • Gay/Straight Alliance • Sources of Strength Peer Leaders • Volunteer Expo • Unity Day
Boundaries and Expectations	<ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations 	<ul style="list-style-type: none"> • Safety messages to parents re. proms, post high school; Safe Homes • Staff in-services • Required Parent Program • Avoidance Awareness Program • Code of Conduct • Athletic Eligibility Policy • SLO • Administrative talks

External Assets and Supporting Activities

External Assets	Asset Name	Supporting Activities
Constructive Use of Time	17. Creative activities 18. Youth Programs 19. Religious Community 20. Time at home	<ul style="list-style-type: none"> • Freshman Transition programs • Peer education • Academic Intervention Team • Cultural awareness clubs • Participation in the Arts programs • Link Crew • After school clubs and activities • Intermural & Interscholastic Athletics • Music and Arts Programs • Theater Programs • Amherst YES • Amherst Youth Consortium • Amherst Drug Court • Amherst Police Academy
Commitment to Learning	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure	<ul style="list-style-type: none"> • Student tutoring program • Master Minds; Science Olympiad; DECA; FBLA • National Honor Society and other honors programs • Student of the Month • Student recognition program • Book Club • WITS (classroom resources) • Academic Intervention Programs • Cocoa & Cram • Challenge 2 Change • Career Day

Internal Assets and Supporting Activities

Internal Assets	Asset Name	Supporting Activities
Positive Values	26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint	<ul style="list-style-type: none"> • Face to Face • Black History Month • Cultural Awareness Assembly/Club • Respect and Responsibility Contract • SADD/Red Ribbon Week • Texting Simulator • DUI Simulator • Play for the Cure • Bald for Bucks/Locks of Love • Blood Drives: UNTYS; Red Cross • Band Against Bullying • Coffee House (Poetry/Reading) • Ride for Roswell • Strides for Breast Cancer • Fitness Challenge • Holiday Hoops for Hope • Health & Wellness Club • Wellness Walk • Kids Escaping Drugs Walk • Wellness Wednesdays • South Celebrates • Canned Food Drive for District Food Bank • Personal Care items for District Food Bank • School Supply Collection
Social Competencies	32. Planning and Decision-making 33. Interpersonal Competence 34. Cultural Competence 35. Resistance Skills 36. Peaceful Conflict Resolution	<ul style="list-style-type: none"> • Peer educators; transition programs • Student representation on Wellness Council and Committee • Cultural Diversity Club • Senior Seminars • Link Crew • Student Ambassadors/Peer Shadowing Program • Student Council • Steering Committee • Social Media Awareness Program • “Out of the Blue” • School newspapers/publications • Freshmen groups • Freshmen/New Student Night • Video Announcements • Stress-free Zone • Therapy dogs

Internal Assets and Supporting Activities

Internal Assets	Asset Name	Supporting Activities
Positive Identity	37. Personal power 38. Self esteem 39. Sense of purpose 40. Positive view of personal future	<ul style="list-style-type: none"> • Student Officers/Team Captains • Monthly Departmental Awards • Quarterly Academic Recognition Awards • Student Wellness Facilitators • Avoidance Awareness Program • Awards Ceremonies/Scholarship Recognitions • Naviance • Sports Banquets • Leadership Opportunities • Volunteer Opportunities • Fitness Center Award • Academic Honor Societies

APPENDIX A

Comprehensive School Counseling Program Plan		Grade Level		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	5-8, 10, 11, 12	5-8, 10, 11, 12	5-8, 10, 11, 12
2	Self-confidence in ability to succeed	4-8, 11, 12	4-8, 11, 12	4-8, 11, 12
3	Sense of belonging in the school environment	4, 5-8, 12	4, 5-8, 12	4, 5-8, 12
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	4, 8, 10, 11, 12	4, 8, 10, 11, 12	4, 8, 10, 11, 12
6	Positive attitude toward work and learning	4, 12	4, 12	4, 12
Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	K-3, 10, 11, 12	K-3, 10, 11, 12	K-3, 10, 11, 12
2	Demonstrate creativity	10, 11	10, 11	10, 11
3	Use time-management, organizational and study skills	4, 12	4, 12	4, 12
4	Apply self-motivation and self-direction to learning	4, 10, 11, 12	4, 10, 11, 12	4, 10, 11, 12
5	Apply media and technology skills	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
6	Set high standards of quality	8, 11, 12	8, 11, 12	8, 11, 12
7	Identify long- and short-term academic, career and social/emotional goals	4, 8, 10, 11, 12	4, 8, 10, 11, 12	4, 8, 10, 11, 12
8	Actively engage in challenging coursework	11, 12	11, 12	11, 12

9	Gather evidence and consider multiple perspectives to make informed decisions	K, 2, 4, 10, 11, 12	K, 2, 4, 10, 11, 12	K, 2, 4, 10, 11, 12
10	Participate in enrichment and extracurricular activities	7, 8, 11, 12	7, 8, 11, 12	7, 8, 11, 12

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	K, 2, 5-8, 10, 11	K, 2, 5-8, 10, 11	K, 2, 5-8, 10, 11
2	Demonstrate self-discipline and self-control	K, 2, 5-8	K, 2, 5-8	K, 2, 5-8
3	Demonstrate ability to work independently	K, 2, 7	K, 2, 7	K, 2, 7
4	Demonstrate ability to delay immediate gratification for long-term rewards	1.3, 11, 12	1.3, 11, 12	1.3, 11, 12
5	Demonstrate perseverance to achieve long- and short-term goals	8, 10, 11, 12	8, 10, 11, 12	8, 10, 11, 12
6	Demonstrate ability to overcome barriers to learning	4, 11, 12	4, 11, 12	4, 11, 12
7	Demonstrate effective coping skills when faced with a problem	1.3, 12	1.3, 12	1.3, 12
8	Demonstrate the ability to balance school, home and community activities	4, 8, 11, 12	4, 8, 11, 12	4, 8, 11, 12
9	Demonstrate personal safety skills	1.3, 4 12	1.3, 4 12	1.3, 4 12
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	4, 8, 12	4, 8, 12	4, 8, 12
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	4, 9	4, 9	4, 9
2	Create positive and supportive relationships with other students	K, 2, 7, 9	K, 2, 7, 9	K, 2, 7, 9
3	Create relationships with adults that support success	K, 2, 5, 6, 8	K, 2, 5, 6, 8	K, 2, 5, 6, 8
4	Demonstrate empathy	K, 2, 9	K, 2, 9	K, 2, 9
5	Demonstrate ethical decision-making and social responsibility	4, 9	4, 9	4, 9
6	Use effective collaboration and cooperation skills	K, 2, 4, 9	K, 2, 4, 9	K, 2, 4, 9
7	Use leadership and teamwork skills to work effectively in diverse teams	K, 2, 4, 7	K, 2, 4, 7	K, 2, 4, 7

8	Demonstrate advocacy skills and ability to assert self, when necessary	K-3, 4, 10, 11	K-3, 4, 10, 11	K-3, 4, 10, 11
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	10, 11, 12	10, 11, 12	10, 11, 12

Document is adapted from the ASCA Mindsets & Behaviors Program Planning Tool (<http://www.ascanationalmodel.org/Ascanationalmodel/media/ANM-templates/M-BProgramPlanningTool.pdf>)