

WELLNESS COUNCIL

REPORT

2017-18

TABLE OF CONTENTS

Table of Contents.....page 1

Recommendations..... page 2-4

Council on Youth Wellness Membership.....page 5

District Youth Wellness Programming.....page 6

District Wide Wellness Highlights..... page 7-12

Elementary School Highlights page 13-17

Elementary School External Assets chartpage 18

Elementary School Internal Assets chart..... page 19-20

Middle School Highlights page 21-26

Middle School External Assets chart..... page 27-28

Middle School Internal Assets chart page 29-30

High School Highlights page 31-36

High School External Assets chart..... page 37-38

High School Internal Assets chart page 39-40

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. Long-range planning efforts include ongoing staff development, capacity-building, and parent program offerings. Implementation of a complementary program for high school-aged students will be an important additional element as the District further expands this important work.
- 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. It will be important that results from the upcoming spring administration be reviewed at the building and District levels to inform wellness programming needs.
- 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 expansion of SOS to the middle school level. An informational meeting has been scheduled to discuss initial steps and long-range commitments.
- 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 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.

- We remain committed to increases in mental health staffing, particularly in school counseling. Regulations have been adopted which will require access to school counselors at all instructional levels. A viable plan to respond to this mandate will be necessary. In addition, as the needs of all students have increased, it is necessary that additional social workers and school psychologists also be available to respond to the individual counseling and assessment needs. 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 mental health services 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. Finally, the need for a dedicated school social worker to the AIM program remains a recommendation of the Council. The same experiences and challenges, often accompanied by significant attendance issues, result in a comparable need for additional programmatic supports.

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:

Dr. Anna Cieri, Assistant Superintendent
Dr. Rosa D'Abate, Coordinator of Student Services
Mr. Keith Boardman, Principal, South High School
Mr. Jeff Jachlewski, Principal, Heim Middle
Ms. Cathy Mihalic, Principal, Maple East Elementary
Mr. Chris Mucica, Instructional Specialist

STUDENT REPRESENTATIVES

Saloni Chadha, East
Anna Bella D'Amico East
Carolyn Campbell, East
William Elliott, East
Robert Korman, East
Lucas Romanowski, East
Christina Serghany, East
Joshua Weissert, East
Chaewon Kim, North
Joshua Bloom, North
Amy Francis, North
Sarah Jiang, North
Rachel Steinwachs, North
Nicholas D'Arrigo, South
Maureen O'Malley, South

PARENT & COMMUNITY REPRESENTATIVES

Ms. Diane Colgan, 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

YOUTH WELLNESS FACILITATORS

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

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 2017-2018 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 18, 19 & 20, 27 & 28, 29 & 30, 37 & 38, 39 & 40).

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

Lindsay Janik, Casey
Mary McBride, Casey
Caroline Berger, Mill
Karen Stelley, Mill
Jaclyn Rojas, Mill
Keith Gordon, Heim
Jennifer Moore, Heim
Jane Lorenz, 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.

Plans are underway for 2018-19 to establish building-based teams to serve as 'steering committees' for this work.

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 expand the program to the middle school level. An initial planning meeting and presentation has been scheduled for Principals and select staff regarding the program.

The partnership with the Suicide Prevention Coalition of Erie County has provided for ongoing training opportunities. Perhaps of greatest significance has been the ability to host and participate in the program developed by Suicide Prevention Center of New York to train District personnel to deliver professional development to all members of the school community. This 1-hour in-service may be provided within a single faculty or department meeting. 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.

Mental Health First Aid is an 8-hour course that provides participants with strategies to intervene on behalf of someone who may be experiencing a mental health or substance use challenge. The

training is designed to help individuals “identify, understand and respond to signs of addictions and mental illnesses.” Participants are presented with the risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help. Topics covered include: depression and mood disorders, anxiety disorders, trauma, psychosis, suicide ideation, substance use disorders and focuses upon recovery and resiliency. The components and development of an action plan, applicable to a variety of situations, is both addressed and practiced.

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.

Foundations is “a comprehensive approach to behavior management that guides the entire school staff to design a proactive schoolwide discipline plan”

<http://www.safeandcivilschools.com/index.php>. *Foundations* was developed more than 30 years ago by Dr. Randy Sprick and colleagues at Safe & Civil Schools. The program has been implemented in more than 5,000 schools across 49 states. Participants learn how to best support all students and colleagues through evidence-based practices. Training and consultation is provided to the identified school-based leadership team (comprised of teachers, administrators, and staff), guiding them through a step-by-step process of designing a schoolwide discipline plan and process of data-based decision-making. Ongoing technical assistance from a *Foundations* coach, along with workshop attendance, helps to sustain the program. Districts having participated in the program have reported “reductions in tardies, discipline referrals, suspensions, and expulsions” as well as “increases in positive interactions among staff and students; and improvements in school climate and safety”

http://www.safeandcivilschools.com/scs_efficacy/index.php. A positive school climate has been shown to be related to “high academic achievement and graduation rates, low student misconduct and bullying, and low rates of suspensions and referrals.” Two of our schools were trained this year, with implementation planned for 2018-19. After the study has concluded, it is hoped that the remaining two middle schools will also be afforded the opportunity to participate in the program.

Health and Safety

Professional development opportunities were provided to school counselors, social workers and psychologists, as well as interested faculty and staff on the topic of current trends in substance abuse and addiction among teens and young adults. Ms. Jessica Hutchings, LMSW, Kids Escaping Drugs Face 2 Face Program Director, provided information on the signs, symptoms of drug use, including: Popular substances of abuse, including opioids and other chemicals; how substances are manipulated and used; how to identify common signs and symptoms of abuse; services available to assist families who have a young person using substances. A companion evening program for parents and community members was also scheduled.

Representatives of Roswell Park Cancer Institute provided presentations to school nurses, health teachers and wellness facilitators addressing tobacco and e-Cigarette use. The rise in use of the latter has been of concern not only locally, but across the country. Research has begun to reveal the negative impact to student health, both in the immediate and as a gateway to cigarette smoking and/or use of other substances. Student discussions, either through access to guest speakers, instruction in health classes, and/or engagement with specific curriculum modules have been implemented to varying degrees in an attempt to address this concern.

Around the topic of internet safety, a multi-part presentation for parents was created and distributed electronically. Developed in collaboration with the Amherst Police Department, a program addressing topics ranging from digital citizenship to cyber stalking and internet predators, was released to parents/parents in parental relation in three segments through the Williamsville Information Tracking System (WITS).

A community viewing of SCREENAGERS was also held in April 2018. The documentary, created by physician and filmmaker Delaney Ruston, examines the impact of screen time, social media, video games, etc. on children's social-emotional, cognitive and academic, relational development. The film offers "insights from authors, psychologists, and brain scientists, SCREENAGERS reveals how tech time impacts kids' development and offers solutions on how adults can empower kids to best navigate the digital world and find balance" (<https://www.screenagersmovie.com/about>). Topics ranged from Internet addiction to cyberbullying. The film – either classroom version or full length – was also shown to various grade levels at our middle schools.

Students from all three high schools had the opportunity to participate in the inaugural *Healthy Relationships Summit: Teen Dating Violence Awareness* held in February. The program, sponsored by the Commission on the Status of Women, focused upon leadership and advocacy. Accompanied by several faculty members, teens were provided with information about the warning signs of unhealthy relationships. The awareness event provided students with "a variety of educational opportunities including small focus groups, role playing, and an empowering narrative by a survivor of domestic violence" <http://www2.erie.gov/csw/>. Students were encouraged to develop a plan for change in their school community. Presently, partnerships with institutions of higher education are being explored to establish a process allowing for in-service sessions for faculty and staff, as well as structures to expand the awareness program to all high

school students through the possible provision of workshops, appropriate messaging campaigns, peer mentoring training, and other activities.

<http://www2.erie.gov/csw/sites/www2.erie.gov.csw/files/uploads/ECCSW%20newsletter%203%2015%202018%20REVISED.pdf>

Cultural Diversity, Inclusive Educational Settings and Anti-Bias Education

Williamsville sophomores and juniors participated in the Challenge2Change summit in the fall. The kickoff was led locally by Amherst Central High School with the goal of “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. In addition, planning is underway to continue the initiative next year, with Williamsville Central School District taking the lead and serving as the host district.

This past year the District also engaged in targeted work to examine diversity and educational equity. An introduction to 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 and student services personnel. 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.

This work is planned to continue through the summer and into the next school year as the District explores the provision of training in *Speak Up at School*. This approach 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.

The relationship with Muslim Public Affairs Council (MPAC) continued this year and took the form of the provision of an in-service for faculty at two of our four middle schools. Each scheduled faculty meeting presentation involved a panel of high school students sharing information regarding their personal experiences as a middle school student, the challenges faced and some of the biases encountered. The discussions were moderated by Dr. Khalid Qazi which also highlighted the types of supports that had been provided and the assistance students found to be of most benefit. The remaining two middle schools will be scheduled for this same program in the coming year. Possible presentations to 8th grade students are also being considered should scheduling allow.

Working with the Gay Alliance, a series of informational programs were provided this year. Two courses (LGBTQ Inclusive School Communities and Safe Zones) were offered. The first was provided to the entire administrative council, along with all school psychologists, social workers and counselors. The workshop includes “information on inclusive language, the current climate in our schools and colleges, understanding sexual and gender identity, creating inclusive classrooms/spaces and responding respectfully and appropriately to questions and concerns from students, co-workers and parents” (<http://www.gayalliance.org/programs/education-safezone/creating-safe-and-inclusive-schools>). To further extend understanding and strengthen student supports, Safe Zones training was also offered. This training was developed to foster culturally competent settings that value diversity, equality and inclusion. A safe zone is a place where “people can bring their authentic selves and feel safe, welcome and included” (<http://www.gayalliance.org/programs/education-safezone/safezone-programs/>). These programs are 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.

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

During the 2017-18 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” as we partnered with a group of volunteers - Fusion - to offer two student assemblies that addressed the topic of “Honor”.

Individual goal-setting and academic achievement served as the target areas in December, while in January, our School Liaison Officer spoke with each grade level about her role in the school and (following-up on the November topic), shared what it takes to be an “Outstanding Citizen”. 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 “Let There Be Peace on Earth”. Individual “heart pledges” of kindness, created by the students, were later hung in the front hallway.

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’ at the beginning of May. In addition, we are hoping to add a small library and Buddy Bench to our playground.

A new initiative begun this year involves recognition of *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 the **American Foundation for Suicide Prevention, the Alzheimer's Association WNY Chapter, Hurricane Relief: The American Red Cross, John R. Oishei and the Megan Redenbacher Memorial Fund, and the Boston Children's Hospital Department of Cardiology.** In addition, each grade level sponsors their own service learning project. Black Dog Second Chance Club, The Matt Urban Center, the District and local food pantries, the Boys and Girls Club, the St. Vincent de Paul Society, the Salvation Army and Coats for Kids 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 baskets and collecting a variety of items for Dodge families in need.

This year we collaborated with Imagine Community Gardens to help establish a community garden at Prairie Pond. In the spring, families planted vegetables, which they tended throughout the summer and fall. The resulting vegetables were not only consumed by the participating families, but sufficient amounts were grown allowing for sharing of produce with other families living at Prairie Pond and with a local food pantry. In addition, several family-friendly and community-building events took place at the garden such as the planting of flowerpots and carving of pumpkins. The "meet the chef" event involved many families cooking and tasting different dishes. All participants also received a recipe book capturing the dishes that had been prepared. In addition, a lending library was created and stocked with a wide variety of books to provide families at Prairie Pond with access to literature all summer long. It was a wonderful experience for all and we are looking forward to this summer's planting season.

Positive Behavior Intervention Supports (PBIS) remains strong with weekly acknowledgement for those students that most fully demonstrated behaviors consistent with PBIS expectations. The featured class parades through the building and students who are *Being Unusually Good* (BUG) are recognized. Parents attend the event to join in the celebration and cheer for the students as they make their way through the hallways.

The Unity Day theme is observed the first Tuesday of every month. On this day, all members of the Dodge school community are encouraged to wear orange and books which highlight a variety of prosocial behaviors are read to students. PBIS tickets are distributed when a student is observed engaged in an act of kindness or any number of supportive responses to underscore that we all unite against bullying. We continue to connect the concept of "unity" to that of "family" and encourage spending time together. Along similar lines, "No Tech Tuesday" encouraged using less technology every Tuesday evening and being present with each other.

Throughout the year, various programs and presenters supported a number of character education and wellness themes.

With the assistance of the Building Wellness Team, Dodge staff and students have continued to emphasize the importance of the developmental assets, helping others, and exhibiting good character.

Forest Elementary

Forest Elementary has continued our traditional wellness activities this year as well as implemented several new initiatives. We decided to increase our knowledge and awareness of mindfulness and social emotional learning throughout our school by implementing “Mindful Mondays” in which we practice mindfulness over the announcements in the morning, utilizing strategies and programs consistently throughout the school, and increasing the number of staff members who have been trained. Overall, our students seem very engaged and interested in mindfulness and even ask to use some of the strategies throughout the school day.

We have also established a “backpack program” at Forest that gives some of our needy students a backpack full of essentials (such as socks, underwear, snacks, toiletries, etc.) to take home. The backpack is then returned to school so that it can be filled again for another student. In addition to this program we have created clothing, book and school supply closets in the building to help provide items to students throughout the school year.

The students at Forest were fortunate to have the “Think Kindness” program visit our school in the fall through the generosity of the Maksym’s Giving Tree Foundation. The program encouraged our students to become kindness ninjas and secretly spread kindness throughout our school. Our students loved the program and carried the message of kindness throughout the school in the weeks following the program. This initiative further reinforced our school motto of *“Be Respectful, Be Responsible and Be Kind”*.

Lastly, we have continued the tradition of our annual “Run Forest Run” 5K race which benefits a different charity each year. This year the proceeds of the race are being donated to the Brian Moorman P.U.N.T Foundation. This organization assists children battling life threatening illnesses and their families. Some of our own Forest families have received support from the P.U.N.T. Foundation and the school community was moved to return the support. It is truly inspiring to see our community come together for this race each year!

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, parental/guardian involvement in school, service to others, promoting positive personal power and responsible behavior in and out of school.

The “*No Putdowns Program*” remains an important focus of character education and bullying prevention efforts at Heim. This year we began our school year with the third annual “Wellness Night” which brought in students and families to Heim to start the school year off in a positive way and to encourage participation in family oriented fun activities. In addition, we added a

variety of food trucks to encourage families to spend time with members of the wider school community and share a meal together. Our attendance at this important event doubled this year due to these changes. Our Mindfulness Initiative continues to grow at Heim as more teachers are being trained and becoming increasingly confident sharing and practicing these valuable activities with their students.

One new wellness programming initiative involves the emphasis we have placed this year on serving our local community. Each team in the building selected a student-driven service project designed to help fill a need in our direct and indirect community. Throughout the year, we have collected food items for the Williamsville Food Pantry, hats, mittens and scarves for the Friends of the Night People, coats for “Coats 4 kids” involving Colvin Cleaners, and new books for Roswell Park Cancer Institute. We have also made Valentines for three area Nursing Facilities, sponsored a Run-a-thon for Camp Good Days, collected used sporting equipment to be distributed to families in need, and continued our annual “Shoe Drive for Nicaragua.”

Unity Day was celebrated through the ‘kick-off’ of our new Buddy Bench being installed on the Heim playground. This national program was initiated to facilitate peer interactions, build relationships, and make connections between students that may be struggling to find friends with whom to play. The overall focus of our activities involved creating an understanding that while we are all different, we can find commonalities and connections. Disability awareness was offered to students in 3rd and 4th grade through an uplifting program presented by Carol Chioda. She openly shared personal experiences with our students and demonstrated some of the adaptive equipment she uses to allow her to complete every day activities. She also offered suggestions as to how to become a successful author and provided the strategies and tools she employs to allow her to type her own manuscripts even though she is blind. Ms. Chioda provided poignant examples of her successes and struggles, infusing humor through the many funny stories about her seeing-eye dog.

Lastly, the Mentoring Program was expanded to further promote the assets of positive personal power and motivation to achieve goals. Select 3rd and 4th grade students were trained to mentor underclassmen and explicitly taught skills reflective of a caring nature necessary to build relationships and use their individual talents to help younger students. Students are matched based upon personal strengths and the past struggles they have overcome, in the hope of allowing them to give to others who are currently in need of the same types of support they received. The program has proved to be a winning combination for mentors and mentees.

Maple East

Due to success and excitement of the Maple East Building Wellness Day last year, we decided to expand and enhance it to a full day of activities for the 2017 - 2018 school year. A wellness theme prevailed throughout the school day and the students were exposed to a wide range of wellness initiatives. Some of the activities that the students participated in included a presentation by fitness expert, Mary Ann Cappelino. Her interactive presentation focused on healthy habits, good food choices and physical exercise. The students also participated in mindfulness practices which included mindful movement, handwashing/germ prevention, interaction with, and information about, a therapy dog, education about “My Plate” and nutrition, stress relief strategies, a visit from

our school Mascot, Moxie, and different forms of exercise. The students wrote and videotaped announcements promoting the day. Teachers across all curriculum areas integrated wellness into their lessons to facilitate involvement of the entire school in promoting healthy lifestyles. While the theme of this day was wellness and making good choices, it was stressed that the strategies and techniques learned should be practiced 365 days per year.

Maple West

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

Fusion Inside-Out Assemblies: Monthly assemblies highlighting specific positive, prosocial behaviors were offered to all students, K-4. Themes this year addressed gratitude, commitment, resourcefulness, kindness, patience and empathy. Follow-up activities designed to reinforce the learning of these essential concepts are provided through morning announcements and classroom lessons. Students observed demonstrating any of these behaviors are recognized through the presentation of a paper paw (reflective of the building mascot) which lists the child's name. Each paw is subsequently hung on display in the hallways. In addition, one student from each class is awarded a certificate which is presented at the next assembly.

3rd Grade Kindness Club: An after-school club which focuses on service projects to instill the value of giving to others remains an important wellness initiative at Maple West. Projects this year have included making holiday cards and decorations for seniors, creating placemats for *Meals on Wheels* and composing inspirational notes for other students.

School Wide Service Projects: The entire school community participated in giving back to others through the collection of hats and gloves, pennies for *Juvenile Diabetes*, food staples for the District pantry, and new or gently worn shoes.

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 • No Put Downs • 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
External Assets	Asset Name	Supporting Activities
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 • Tim Horton's Camp
External Assets	Asset Name	Supporting Activities
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
External Assets	Asset Name	Supporting Activities
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 • 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
Internal Assets	Asset Name	Supporting Activities
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 • No Putdowns • 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 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"> • 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 2017-2018 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 "*Dreams Work When You Work.*" Students were inspired to be actively engaged in their own learning, in their school and in their community. Several adults from the building gave examples from their life experiences on how they have worked to make dreams become reality.

Casey launched a new initiative this year to recognize the positive 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).

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 the movie *Wonder* together after-school and making a craft together. The collaboration provided opportunities for students to meet together in a relaxed setting. The fifth graders created individual Valentines for all the 8th graders as a gesture of gratitude and giving back. In June, our current 7th graders will participate in the Reading Links program. They will visit Dodge Elementary to read to the 4th graders and talk about life at Casey. This will help 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. Soon after that, 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 Fill the Fitness Room drive with food and toiletries donated to benefit a local food bank as well as the 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 foster a sense of belonging. In 8th grade health classes, Kathy Mobarak-Miller and students from North High School came to speak to students about the 40 Developmental Assets. A group of 6th graders who had been reading A Long Walk to Water volunteered at Let Them LOL, a local organization dedicated to helping people in need of clean water and nutritious food in Sierra Leone. With the help of librarian Lindsay Janik, several 8th graders wrote to students in Germany throughout the year, helping to develop cross-cultural understanding. Our 7th and 8th graders were able to hear the story of Sophia Veffera a Holocaust Survivor. Sophia not only focused on her story, but also on ways to be an 'up-stander' in today's global world.

Periodic Wellness meetings with staff serving as team representatives allowed for the sharing of current needs and district initiatives. As a staff, \$1400 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 started a once monthly "Dress-Down" Day for charities this year and raised hundreds of dollars in support of local charitable organizations important to Casey families.

Discovery Day was held at on February 2 and in three years, the day has 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 with our students in a positive, fun way.

The Dreams Work When You Work 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 School

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 Leukemia and Lymphoma Society, **Bald for Bucks** to support Roswell Park Cancer Institute, **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., *“Together We Make a Better Color. Society is Unity in Diversity”*), was placed on the main bulletin board and each student in the school designed “a cape” 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 **Bald for Bucks** to support Roswell Park Cancer Institute. A total of 69 students and 12 faculty members participated directly in either Bald for Bucks or Locks of Love, while the entire school offered enthusiastic support. Stylists from a local salon were on hand to put hair extensions into student’s hair that wanted to support the cause. Faculty raffled off the “first shave of their head” or “change of hair color” for the day. All of these additional activities provided additional fundraising adding to the total money raised for Roswell Park. Over \$28,000 was collected for Roswell Park.

Another major highlight of our wellness program was **“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 over 150 tray favors and placemats for the local senior centers and prepared over 200 bundles of pins, cookies, and valentines donated to Children’s Hospital 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.

In June, the fifth annual Casey-Heim 8th grade Bash will be held. This year, Heim Middle School will host. Students from both Casey and Heim will come together for an outdoor movie, food,

games and various fun activities. The North High School Link Crew and North High School National Honor Society will be on hand to help promote interaction between students from both schools, as they will be coming together as a 9th grade class next year. The evening will help to increase a sense of unity across middle schools, with the intent of facilitating an easier transition to the high school.

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 had the opportunity to vote on the charity they wanted to support and Kaely's Kindness was selected. This charity is dedicated to helping teens with cancer with their unique emotional, physical and practical needs. 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.

Mill celebrated **Unity Day** in October with various events that promoted kindness and connectedness within the Mill community. We combined Spirit Week with Unity Week in order to create a more unified school community. For the entire week, we made promotional announcements and targeted discussions specific to these concepts and the steps that can be taken to continue to promote Unity Day long into the future, putting a sincere emphasis on the value of being kind, inclusive, and respectful to all. We all wore orange as a school on Unity Day itself. Each home base also read the story "*Have You Filled Your Bucket?*" a book focusing on how to build others up and create a positive community environment. From there, every student and staff member made a commitment as to how, as an individual, a person fills their own bucket and will fill another person's "bucket". Lastly, we held a food drive for the week to stock the District Food Pantry.

February marked our first ever "Mustang Challenge," in which all grade levels and staff competed against each other for a plaque created by our technology and art departments. Each day featured a different spirit theme; students dressed accordingly based on the day. Lunch period and homebase challenges were held each day, per grade level. Points were tallied and awarded based on place finishes and a running total was hung outside the main office for all to see. The challenge came down to a tie between the 8th grade class and staff. It was a challenging, yet fun filled week for participants and spectators alike. The purpose of this week long activity was to build our school community through several assets including caring school climate, community values youth, school engagement, and bonding to school. Students placed their name in a basket to be randomly chosen to participate in the activities and teachers and staff signed up to participate in the different events based on their availability. It was great to see students from all

grade levels cheering for their classmates throughout the week during all the challenges. Involvement in spirit week themes was the highest it has ever been. We look forward to carrying this new tradition on in the future and hope it builds our student to staff connections.

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 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.

Additional community service projects were also organized at Mill. A “Pasta Palooza” evening event was held to raise funds for Journey’s End. In May, the Mill community will sponsor an apartment for a refugee family new to the community. 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.

Finally, Mill spent the year reaching out to parents to provide them with information surrounding the **40 Developmental Assets** in a very focused and intentional way. Concrete and practical suggestions, featured in the school newsletter, included ideas for ways in which families could build assets at home. We created a few different bulletin boards in our main hallway to highlight the developmental assets and send positive messages to our students, staff, and parents. One of the bulletin boards also displayed information on mindfulness which has been incorporated into many facets of our school. “Mindful Mondays” target the entire school community and offers students and staff the opportunity to participate in mindful practices each week. Lastly, to round out this important initiative, Kathy Mobarek-Miller presented to all 8th grade health classes, defining developmental assets and providing examples of assets ‘in action’.

Transit Middle School

The phrase “Be Part of the Solution” 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: providing assistance for the victims of Hurricane Maria; 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 fourth installment of Bald For Bucks/Pantene Beautiful Lengths in conjunction with Roswell Park Cancer Institute; and Community Day (our end of the year celebration with our Transit Community).

As we all know, Hurricane Maria caused significant damage in Puerto Rico this past fall. Members of the Transit staff have family living there, and the Wellness Committee chose to step forward and try to help. Students and staff donated various items including batteries, flashlights, candles, gift cards, etc. to stores on the island – all said to be highly in need - and all of these goods were then delivered. Transit received a heart-felt video made by one of the residents of Puerto Rico, thanking all here for their generous donations.

For the fourth 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 15, 2017. 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 "Valentines for Vets". Throughout the months of January and early February, the entire school participated in making valentines 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 is *Goin' Bald for Bucks* yet again! After taking a year off of this amazing event, we are back! We had 54 students and staff participate in the event to benefit Roswell Park. Transit was proud to have raised \$31,700 for this amazing cause!

Finally, Transit's annual "**Community Day**" is scheduled for Friday, June 1, 2018. The day will consist of a variety of events including the tenth Annual Jan Held Memorial Walk/Fun Run, an art show, carnival games, a kickball tournament, 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"> • Unity Day • Hoops for Hearts • 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
External Assets	Asset Name	Supporting Activities
Empowerment	8. Youth as Resources 9. Service to Others 10. Safety	<ul style="list-style-type: none"> • Peer Mentoring Programs • Recycling Project • 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 • Supply Drive for Students in Need • SPCA/KIND Club/Mill Kids Care • Student Ambassadors • Heim Gives Back • Kids Helping Community Club for 5th/6th • Food Drives • WEB • Nicaragua Supply Drive • Amberleigh Visit • Various Service to Other activities • Herd

External Assets and 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 • Study Skills Programs • President’s Award • Homework Club • Posting Merit & 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 • Grade Level Character Development Days • School Dances • Fun Run • Spring Spirit Week • Goal-setting activities • Student Art Show-Amherst Museum • Discovery Day/Relax & Recharge • Old Heim Days • Yoga • Mindfulness • Wellness Fair • Wellness Wednesdays • Houghton’s Team-Building Course • Science Fair • Student Door-Decorating • Technology Challenge

Internal Assets and Supporting Activities

Internal Assets	Asset Name	Supporting Activities
Commitment to Learning	1. Achievement motivation 2. School engagement 3. Homework 4. Bonding to school 5. Reading for pleasure	<ul style="list-style-type: none"> • Breakfast with the Principal • Book Club (Student & Staff) • 4th Grade Transition Program • Silent Reading Time • Student Initiated Video Announcements • Study Skills Program • Homework Club • Peer Mentoring 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	26. Caring 27. Equality and Social Justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint	<ul style="list-style-type: none"> • WEB Crew • Character Education Programs • Bald for Bucks/ Pantene Beautiful Lengths • 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 • Color Run • Cupcake Wars • Trash ball Tournament • Unity Day • Hoops for Hearts
Internal Assets	Asset Name	Supporting Activities
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"> • Talent Show • Peer Educator Programs • Study Skills Program • Study Skills Program • District Art Show • Unity Day • UB Football Adopt-A-School • International Club • French Club • Spanish Club • Holocaust Speaker • Mindfulness • Yoga
Positive Identity	37. Personal Power 38. Self Esteem 39. Sense of Purpose	<ul style="list-style-type: none"> • Wellness Leadership Programs • 8th Grade Career Exploration • Wellness Assemblies

	<p>40. Positive View of Personal Future</p>	<ul style="list-style-type: none"> • Red Ribbon Week • Community Service Programs • Positive Peer Relationship Presentations • 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 • Girls on the Run • Yoga • Mindfulness • Girls that 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. The students also benefited from a presentation made by a representative of the TEAL Project. The presentation focused on creating positive relationships and identifying those that may not be as positive.

Overall there were many successful initiatives that helped promote the 40 Developmental Assets for Healthy Youth Development.

East High School

Williamsville East kicked off the year planning for Unity Day. Students 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 with whom they are less familiar. With the help of guiding questions or topics for discussion, students conversed with one another with an emphasis on listening to each other and their opinions, helping to recognize similarities and understanding differences.

Sources of Strength has been active getting their message out working to build resiliency and healthy coping behaviors. Their campaign, shepherded by trained peer leaders and adult advisors, have promoted the message of using available resources for support and intervention. Mr. Keith O'Neil, a former professional football player, was invited to speak about mental illness, presenting to students his struggles, including dealing with anxiety and bi-polar disorder. His foundation, Fourth and Forever, helps those affected by mental illness through programs that raise awareness, promote education and fund research to treat and ameliorate mental illness. After the presentation, funds were raised to donate to the Fourth and Forever Foundation through "Caps for Cash," in which donations were made allowing contributors to wear a cap each day for the week. The initiative raised over \$1200 for the Foundation.

Sources of Strength (S.O.S.) once again partnered with health education classes, teaching students about the program, the eight components of the S.O.S. wheel and the ways in which

students can stay safe by reaching out to different support systems and resources. All the major local TV Channels were present to report on the culminating “*Paint Splash*” activity in which students pledged to “break the silence” and reach out to a trusted adult when either they, or a peer, is in trouble. Each splattered balloon is meant to represent the specific strength the student or faculty member can draw upon when needed, and the multi-color display created at the end of the activity vividly highlights the array of supports students feel they have available to them.

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 **Trust**, **Helping Others**, **Respect**, **Concern** for others and **Honesty**. We also help support the annual Cancer Walk, raising money for Roswell Park and Band against Bullying.

A Health and Wellness Club was started this year with the goal of providing suggestions and strategies for maintaining good physical and mental health. With topics ranging from nutrition and exercise to mindfulness, yoga, balance, stress relief, etc., we are hoping to help students learn how to effectively manage their lives.

The Required Parent program for all parents of incoming current 8th grade students was held on March 22nd and was widely well-received. Each speaker shared highly relevant information keeping up with all the current trends.

Wellness Week was held the week of March 19th. Two specific events were held on March 20th and 21st as follows:

- On March 20th: A Wellness Fair was held with different exhibits manned by representatives of the school district and vendors from local businesses or organizations. Over 20 individuals were present covering a variety of topics such as fitness, nutrition, financial intelligence, mental health, yoga and mindfulness.
- On March 21st, Yoga classes were offered throughout the day and a visit by the Erie County Sherriff’s office Therapy Dog Program was also arranged. These were popular with students and were designed to help alleviate anxiety and depression.

Additional events to be held prior to the conclusion of the school year include the annual “Avoidance Awareness Program” for all Graduating Seniors. Students will rotate between three presenters focused on topics of immediate and long-term relevance. Presenters for this year’s program include: Sandra LaRoche from *It Happened to Alexa Foundation* discussing the issue of consent and Mary Travers-Murphy speaking about healthy relationships. Representatives of Kids Escaping Drugs were invited to serve as the keynote speaker to promote substance use prevention through their education outreach program.

Finally, the Wellness Team is looking ahead to plan activities centered upon being an up-stander, helping others and providing support in times of need. A short video will be shown during homeroom which highlights a key word or phrase and represents a positive behavior, trait, or important message (i.e. “Don’t judge others”; “Be an Up-stander,”; “Be kind to others,” etc.).

North High School

Our first event of the year was the annual Club Expo. A poster contest was held challenging the creator(s) to list the meeting information for each club in our building. The Building Principal, Mr. Collichio, voted for the best poster and the club was awarded a pizza party. The posters entered in the competition were excellent, making selection quite difficult. All submitted posters were subsequently hung on the walls near the second and first floor cafeterias. Engagement in school activities has been shown to be an effective means to promote connectedness, reduce violence and minimize disciplinary issues, so we felt that advertising all our clubs was a great way to promote membership and build relationships.

On October 13th, our fourth annual Volunteer Fair was held. 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!

On October 25th, North students, faculty and staff participated in Unity Day and actively demonstrated a commitment against bullying. Announcements were made to explain the purpose of the day and the importance of wearing orange as a show of solidarity. Faculty, staff, and students listened to inspiring announcements calling for kindness and unity within our school community. Students were challenged to perform a random act of kindness throughout the day.

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. It was a very nice event with a greater number of participants than last year. This fun activity was not only enjoyed by all but contributed to fostering relationships and promoting positive school climate.

Continuing with a commitment to student health, a Wellness Fair was held on March 9th. Participants included: Adoption Star, the Alberti Center for Bullying Abuse Prevention, the Amherst Police Department, Amherst YES, Amherst Youth Board, Buffalo Barre, Buffalo Centre, Crisis Services, ECCPASA, GLYS, Horizon Health Services, Excelsior, Platinum Fitness, Planned Parenthood, Starbridge Inc., and UNYTS. All contributors relayed exceptionally useful information to our students, and the turnout was exceptional.

In February, our school community celebrated a ‘Unity Week’. Each day of the week had a designated theme that was advertised on the announcements and on posters throughout the school. This was an excellent way to continue to reinforce the underlying message of Unity Day in October.

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 Wellness Fair, which is offered every-other-year opposite the Volunteer Expo. We were happy to secure some new organizations who offered our students activities that promoted physical and emotional well-being, as well as healthy eating. The vendors were extremely pleased to see how interested our students were in learning about the different facilities present at the fair. Teachers brought many of their classes, enabling students to take part in all the activities. Several vendors demonstrated both yoga and exercise routines in our fitness center.

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. Each day, a message was sent to the faculty, which included ideas to use in their classrooms to promote acts of kindness. On Wednesday of that week, each class was asked to have one of their officers share how their class was promoting kindness to others. During 3rd period, all students scripted a message of kindness, wrote about what kindness meant to them, and/or how they planned to share those acts of kindness with the entire student body. Over 900 banners were hung in the main hallway, capturing these prepared messages. The display remained much longer than planned at the request of our students who felt the messages meant a great deal to the entire student body.

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, October 1st. This year a walk was also added to 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.

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.

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.

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	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 the newsletters, different 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 the Wellness Fair and Volunteer Expo Individual meetings with students at academic risk • Link Crew • Life Lines (Suicide Prevention Program) • Safe Dates
External Assets	Asset Name	Supporting Activities
Empowerment	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 • Clubs/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
External Assets	Asset Name	Supporting Activities
Boundaries and Expectations	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 H.S. life, Parent Programs; 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 & Art Programs • Theater Programs • Amherst YES • Amherst Youth Consortium • Amherst Drug Court • Amherst Police Academy
External 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"> • Student tutoring program • Master Minds, Science Olympiad, DECA, FBLA • National Honor Society and other honors programs • Student of the month program • Student recognition program • Book club • WITS (classroom resources) • Academic Intervention Programs • Cocoa & Cram • Lost Boys of Sudan • 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 for 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 Wednesday's • South Celebrates • Canned Food Drive for District Food Bank • Personal Care Items for District Food Bank • School Supply Collection
Internal Assets	Asset Name	Supporting Activities
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
<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"> • 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