

**DISTRICT WELLNESS COUNCIL PRESENTS
THE 2022-2023 ANNUAL REVIEW
Of The
K-12 WELLNESS AND COUNSELING PROGRAM**



WILLIAMSVILLE CENTRAL SCHOOL DISTRICT

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District Wellness Council

Williamsville District Wellness Council is a multidisciplinary group of high school students, school and district staff, parents, and community members. The Williamsville Central School District made a commitment to Character Education for students in the 1990s and the Council over seeing that program has been in existence for over 20 years. Over the intervening years the programs, role, and duties of the District Wellness Council have expanded. For example, when New York State Education Department mandated The Code of Conduct creation and review process, it was the Wellness Council that became the creator and overseer of a yearly document with amendments as needed. In 2019 when the Education Department mandated a Comprehensive Counseling Plan be implemented in all school districts, it was the Wellness Council that spearheaded the creation and yearly review of that Program in the Williamsville Central School District.

The District Wellness Council meets as a working committee five times a year. At each meeting a school wellness facilitator updates the committee on their school's wellness program and activities. The Council also has the opportunity to be educated by community members on the latest trends both positively and negatively impacting youth in the Amherst/Williamsville community. These conversations are important because it allows the student members of the Council to provide their perspective on what has been presented and how adults can support students in making health choices. As well, Principals, Facilitators, and District Administrators are better versed in what is positively and negatively impacting students.

Finally, The District Wellness Council, as previously mentioned, has the responsibility for annually reviewing and amending the District Code of Conduct and the Comprehensive Counseling Plan. In order to streamline and consolidate efforts, this year the Annual District Wellness Council Report and the Comprehensive Counseling Plan have been condensed with only one community report being produced instead of two. This consolidated report, The Wellness and Counseling Program, produced by the Wellness Council is presented to the Board of Education annually in the spring of each school year. The report highlights the past school year's accomplishments. As well, The Wellness and Counseling Program report is available for review by the community on the District website.

District Wellness Council Membership 2022-2023 School Year

ADMINISTRATION

Mr. Anthony Scanzuso, Assistant Superintendent
Dr. Rosa D'Abate, Coordinator of Student Services
Mr. Jason Smith, Principal, Maple West
Elementary
Mr. Keith Boardman, Principal, South High School
Dr. Jeff Jachlewski, Principal, Heim Middle
Mr. Chris Mucica, Director Physical Education/
Health/Athletics

STUDENT REPRESENTATIVES

Leah Blank, East
Margaret Borsick, East
Julianna Calhoun,, East
Megan Borsick, East
Elizabeth Camann, East
Owen Clark, East
Jacob Faust, East
Sidney Jurek, East
Albert Schweitzer III, East
Sienna Zgoda, East
Ava Black,North
Carter Miller, North
Kaylaigh Nachreiner, North
Ava Shiff, North
Ava Galante, South
Giavanna Gangi, South

YOUTH WELLNESS FACILITATORS

Mr. Daniel Greiner, AIM Program
Ms. Jacqueline Gregoire, Williamsville East

PARENT & COMMUNITY REPRESENTATIVES

Ms. Diane Colgan, Parent Representative
Ms. Sarah Smith-Ronan, Parent Representative
Ms. Vanita Jamison, ECCPASA, Community
Representative
Ms. Kathy Mobarak-Miller, Amherst Youth Board,
Community Representative
Mr. Thomas Lucia, Community Representative

BOARD OF EDUCATION REPRESENTATIVE

Ms. Christina Bleckinger

OVERVIEW OF WELLNESS AND COUNSELING PROGRAM

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

Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be one of the most predictive factors in a school’s capacity to promote student achievement. Therefore, it is important for students to have access to a tiered service model with an array of supports and services in the arena of mental health, wellness, and a comprehensive counseling program. Commitment to a tiered service model throughout a student’s K-12 experience helps to inspire students to strive for success both emotional and academically as they consider future aspirations for college and/or careers. The New York State Education Department amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. School Districts implemented this new plan in the 2019-2020 school year. It is suggested, the NY State Education Department that the plan be reviewed on yearly basis and updated as necessary.

The Williamsville Central School District with its Comprehensive Wellness Program was able to quickly and easily accommodate these new regulations as it assessed and incorporated these new guidelines into its Wellness umbrella of educating the whole child.

Comprehensive Counseling Program

The K-12 plan as designed by the NY State Education Department, delineates the direct instruction students are to receive in 35 skills, six are listed as Mindset Skills and 29 are considered Behavioral Skills. The skills are broken down across three areas labeled: Learning Strategies, Self-management, and Social Skills. As well, the 35 skills are differentiated across three domains: Academic, Career, and Social/Emotional. Thus these 105 skill areas require direct instruction for all students; however, not all 105 skills are required to be taught on a yearly basis; instead, they are required to be addressed several times throughout a student's K-12 experience. This comprehensive plan is being utilized by school buildings as an integral part of their programming supporting the mental health of students at a Tier 1 level.

Mission

All students with respect to their individual uniqueness to acquire mindsets and behaviors in the academic, career, social and emotional developmental domains are able to function and contribute to a diverse and changing society in a positive manner.

Philosophy

An effective Wellness and Counseling program is based on the recognition of the dignity and worth of all students and their right to educational services, such as:

- access to a school staff member to discuss personal concerns,
- access to information about emotional and academic well-being,
- access to information about occupations and career planning,
- the right to assistance in identifying their self-characteristics and passions,
- the opportunity to make choices as appropriate for developmental age and the educational system context,
- access to a positive school culture that values them as integral members of that community.

Effective wellness and counseling programs utilize a variety of delivery methods for all students, rather than just those who seek out counseling assistance. In the Williamsville District we utilize a tiered model approach that focuses our efforts in this area on creating a culture of overall care.

Therefore, in Williamsville each school implements a series of planned, sequential, age appropriate lessons or experiences at each grade level. Supplementing those pre-determined lessons are experiences and activities implemented by school staff based on the unique needs of individual students, a particular grade level, and/or the school community. These preventative services are considered Tier 1 and are the foundation of the counseling plan and the Wellness Program administered at each school. This year's addition of three .8 elementary school counselors, working 2 days a week at each elementary school, has allowed for fidelity to the Comprehensive Counseling Plan at a K-4 level as prescribed by NY State Education Department.

The Williamsville Wellness and Comprehensive School Counseling Program is reported on and evaluated annually. On-going needs assessment are conducted in regard to student mindsets and behaviors and are consistent with expected developmental stages. These assessments are formative, conducted by the school mental health staff, classroom teachers, and by extension the wellness facilitators in each building as they work with the student body. However, formative assessments such as the Teacher Rating Scales (conducted on for Kindergarteners and First Graders) for primary project, in school surveys conducted by grade level or building level, and Search Survey data conducted on a bi-yearly basis all inform and help direct programming needs and adjustments. Students, school personnel, and parents/guardians are involved in a cooperative effort to monitor on-going progress toward the goal of educating the whole child under a culture of care.

The working tenets for educating the whole child under a culture of care are:

- Our highest priority is our students.
- Each person has intrinsic value.
- Communities and schools are interdependent and are only successful in an ongoing, mutually responsible partnership
- The opportunity for learning is everywhere.
- Learning how to learn is as important as what is learned.
- Everyone can learn.
- Everyone can experience success.
- Continuous improvement of existing skills and acquisition of new skills are essential for success in a rapidly changing world.
- Positive self-esteem enhances learning.
- People who think critically and creatively will make better decisions throughout their life.
- Excellence in our program requires continual evaluation.
- Optimism is essential.
- Parent and family involvement are essential to successful learning.
- People achieve when effort and perseverance toward excellence are encouraged, supported and celebrated.
- Every community member supports a global perspective.
 - Diversity is a fact
 - Inclusion is a belief
 - Belonging and Equity are the outcomes

Our school communities are interdependent and have an ongoing, mutually responsible partnership. Excellence is encouraged, supported, and celebrated for all: students, parents, faculty, and staff. We support that each school community needs to think critically and creatively, make good decisions, and to continuously improve existing skills in the journey to acquire new skills, which are essential for success in a rapidly changing world.

Counseling Program Goals/ Objectives

2022-2025 GOAL #1

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community, through a variety of opportunities conducted by various groups such as PTSA, SEPSTA, School Based Offerings, Student Assemblies, and Parent Meetings.
Measurable	Effectiveness will be measured through number of people who attend the various offerings.
Attainable	Programs will be advertised through a variety of venues to ensure that are well attended.
Results-Oriented	Increase knowledge across the district, to better educate parents and community in order to improve community engagement and understanding of the academic, career, and social emotional resources and the associated initiatives being implemented by the District as a whole.
Time Bound	3 school years

2022-2025 GOAL #2

Specific Issue	SOCIAL EMOTIONAL LEARNING (SEL) FOR ALL STUDENTS Infuse and instruct students in the 5 SEL competencies of self-awareness, self-management, social-awareness, responsibility decision-making, and relationship skills through the education of the whole child.
Measurable	Effectiveness will be measured through lesson effectiveness. As well as, a reduction in the school based behavioral referrals, as measured in the discipline tab in WITS.
Attainable	Student and staff will find support in their school building to increase their competencies in the SEL areas. Skills will increase through district wide programming in trauma informed care and restorative practices, DEI committee work which will lead to a more supportive environment for all students and will support students in meeting social emotional needs.
Results-Oriented	Increased advocacy for better supporting students will lead to systemic changes to improve academic outcomes for all students including economically disadvantaged students. Activities and programming focused on acceptance, celebrating difference, exploring privilege, social justice and conflict resolution, will lead to a more welcoming learning environment for all students. Student behavioral referrals to administrators will reduce by 5%
Time Bound	3 school years

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

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	K, 2, 5-8, 10, 11	K, 2, 5-8, 10, 11	K, 2, 5-8, 10, 11
2	Demonstrate self-discipline and self-control	K, 2, 5-8	K, 2, 5-8	K, 2, 5-8
3	Demonstrate ability to work independently	K, 2, 7	K, 2, 7	K, 2, 7
4	Demonstrate ability to delay immediate gratification for long-term rewards	1.3, 11, 12	1.3, 11, 12	1.3, 11, 12
5	Demonstrate perseverance to achieve long- and short-term goals	8, 10, 11, 12	8, 10, 11, 12	8, 10, 11, 12
6	Demonstrate ability to overcome barriers to learning	4, 11, 12	4, 11, 12	4, 11, 12

7	Demonstrate effective coping skills when faced with a problem	K,1,3, 12	K, 1,3, 12	K, 1,3, 12
8	Demonstrate the ability to balance school, home and community activities	4, 8, 11, 12	4, 8, 11, 12	4, 8, 11, 12
9	Demonstrate personal safety skills	K-8,1.3, 4 12	K-8, 1.3, 4 12	K-8, 1.3, 4 12
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	4, 8, 12	4, 8, 12	4, 8, 12
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	4, 9	4, 9	4, 9
2	Create positive and supportive relationships with other students	K, 2, 7, 9	K, 2, 7, 9	K, 2, 7, 9
3	Create relationships with adults that support success	K, 2, 5, 6, 8	K, 2, 5, 6, 8	K, 2, 5, 6, 8
4	Demonstrate empathy	K, 2, 9	K, 2, 9	K, 2, 9
5	Demonstrate ethical decision-making and social responsibility	4, 9	4, 9	4, 9
6	Use effective collaboration and cooperation skills	K, 2, 4, 9	K, 2, 4, 9	K, 2, 4, 9
7	Use leadership and teamwork skills to work effectively in diverse teams	K, 2, 4, 7	K, 2, 4, 7	K, 2, 4, 7
8	Demonstrate advocacy skills and ability to assert self, when necessary	K-8, K-3, 4, 10, 11	K-8, K-3, 4, 10, 11	K-8, K-3, 4, 10, 11
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	10, 11, 12	10, 11, 12	10, 11, 12

School Counseling Core Curriculum Tier I		Grade Levels: K-12		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	K-TGFV K-8 Erin's Law 5 -8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K-TGFV K-8 Erin's Law 5 -8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K-TGFV K-8 Erin's Law 5 -8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings
2	Self-confidence in ability to succeed	4: Do I Fit In? 5 -8: Grade Level Assembly 11: Junior Review 12: Senior Review	4: Do I Fit In? 5 -8: Grade Level Assembly 11: Junior Review 12: Senior Review	4: Do I Fit In? 5 -8: Grade Level Assembly 11: Junior Review 12: Senior Review
3	Sense of belonging in the school environment	4: Stop Think Go 4: What is Peer Pressure? 5: School Orientation 5/6: Check In Meeting 5 -8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 4: What is Peer Pressure? 5: School Orientation 5/6: Check In Meeting 5 -8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 4: What is Peer Pressure? 5: School Orientation 5/6: Check In Meeting 5 -8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	K: TGFV 4: Do I Fit In? 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K: TGFV 4: Do I Fit In? 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K: TGFV 4: Do I Fit In? 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings

6	Positive attitude toward work and learning	4: Do I Fit In? 9: Freshman Seminar & Naviance Presentation	4: Do I Fit In? 9: Freshman Seminar & Naviance Presentation	4: Do I Fit In? 9: Freshman Seminar & Naviance Presentation
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Behavior: Learning Strategies		Academic	Career	Social/ Emotional
1	Demonstrate critical-thinking skills to make informed decisions	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: Stop Think Go 7: Leadership Discussions 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group 12: Naviance	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: Stop Think Go 7: Leadership Discussions 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group 12: Naviance	K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: Stop Think Go 7: Leadership Discussions 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review 11: Naviance Group 12: Naviance
2	Demonstrate creativity	K-4 Steam K-12 Arts Program 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K-4 Steam K-12 Arts Program 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K-4 Steam K-12 Arts Program 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
3	Use time-management, organizational and study skills	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation
4	Apply self-motivation and self-direction to learning	4: Stop Think Go 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: Stop Think Go 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: Stop Think Go 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review
5	Apply media and technology skills	9: 4 Year Group Plan 10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group 12: Naviance 12: Career Plan Presentations & Individual Meetings	9: 4 Year Group Plan 10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group 12: Naviance 12: Career Plan Presentations & Individual Meetings	9: 4 Year Group Plan 10: Career Plan Presentations & Individual Meetings 10: 4 Year Group Plan 11: Career Plan Presentations & Individual Meetings 11: Naviance Group 12: Naviance 12: Career Plan Presentations & Individual Meetings
6	Set high standards of quality	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review

7	Identify long- and short-term academic, career and social/emotional goals	4: Do I Fit In? 8: High School Planning 9: Orientation 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	4: Do I Fit In? 8: High School Planning 9: Orientation 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	4: Do I Fit In? 8: High School Planning 9: Orientation 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance
8	Actively engage in challenging coursework	10: Individual Annual Review 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	10: Individual Annual Review 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	10: Individual Annual Review 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review
9	Gather evidence and consider multiple perspectives to make informed decisions	K-8: Erin's Law K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: What is Peer Pressure? 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 12: Naviance	K-8: Erin's Law K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: What is Peer Pressure? 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 12: Naviance	K-8: Erin's Law K: Making Friends 1: I Feel Silly 2: Making Friends is an Art 3: Communication Skills 4: What is Peer Pressure? 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Naviance Group 12: Naviance
10	Participate in enrichment and extracurricular activities	8: High School Planning 11: College Fair 11: Junior Review 12: Senior Review	8: High School Planning 11: College Fair 11: Junior Review 12: Senior Review	8: High School Planning 11: College Fair 11: Junior Review 12: Senior Review

Behavior: Self-Management Skills		Academic	Career	Social/ Emotional
1	Demonstrate ability to assume responsibility	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions 10: Individual Annual Review 11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions 10: Individual Annual Review 11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions 10: Individual Annual Review 11: PSAT Presentation 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
2	Demonstrate self-discipline and self-control	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions	K: Listening Face K: Making Friends 2: Listening While Playing With Friends 2: Making Friends is an Art 5 -8: Grade Level Assembly 7: Leadership Discussions
3	Demonstrate ability to work independently	K: Listening Face 2: Listening While Playing With Friends 7: Leadership Discussions	K: Listening Face 2: Listening While Playing With Friends 7: Leadership Discussions	K: Listening Face 2: Listening While Playing With Friends 7: Leadership Discussions
4	Demonstrate ability to delay immediate gratification for long-term rewards	1: Wemberly Worried 3: Dealing with Stress 11: Junior Review 12: Senior Review	1: Wemberly Worried 3: Dealing with Stress 11: Junior Review 12: Senior Review	1: Wemberly Worried 3: Dealing with Stress 11: Junior Review 12: Senior Review
5	Demonstrate perseverance to achieve long- and short-term goals	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review	8: High School Planning 11: Junior Review 12: Senior Review
6	Demonstrate ability to overcome barriers to learning	4: Stop Think Go 11: Junior Review 12: Senior Review	4: Stop Think Go 11: Junior Review 12: Senior Review	4: Stop Think Go 11: Junior Review 12: Senior Review
7	Demonstrate effective coping skills when faced with a problem	K: TGFV 1: Wemberly Worried 3: Dealing with Stress 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: TGFV 1: Wemberly Worried 3: Dealing with Stress 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: TGFV 1: Wemberly Worried 3: Dealing with Stress 9: Orientation 9: Freshman Seminar & Naviance Presentation
8	Demonstrate the ability to balance school, home and community activities	4: Stop Think Go 8: High School Planning 11: Junior Review 12: Senior Review	4: Stop Think Go 8: High School Planning 11: Junior Review 12: Senior Review	4: Stop Think Go 8: High School Planning 11: Junior Review 12: Senior Review

9	Demonstrate personal safety skills	K-8: Erin's Law 1: I Statements 3: Standing Up for Your Rights 4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	K-8: Erin's Law 1: I Statements 3: Standing Up for Your Rights 4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	K-8: Erin's Law 1: I Statements 3: Standing Up for Your Rights 4: Stop Think Go 9: Freshman Seminar & Naviance Presentation
10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	4: Stop Think Go 8: High School Planning 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 8: High School Planning 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 8: High School Planning 9: Orientation 9: Freshman Seminar & Naviance Presentation
Behavior: Social Skills		Academic	Career	Social/ Emotional
1	Use effective oral and written communication skills and listening skills	K: Listening Face; TGFV 2: Listening While Playing With Friends 4: Stop Think Go 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Listening Face, TGFV 2: Listening While Playing With Friends 4: Stop Think Go 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Listening Face, TGFV 2: Listening While Playing With Friends 4: Stop Think Go 9: Orientation 9: Freshman Seminar & Naviance Presentation
2	Create positive and supportive relationships with other students	K: Making Friends; TGFV 2: Making Friends is an Art 7: Leadership Discussions 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends, TGFV 2: Making Friends is an Art 7: Leadership Discussions 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends, TGFV 2: Making Friends is an Art 7: Leadership Discussions 9: Orientation 9: Freshman Seminar & Naviance Presentation
3	Create relationships with adults that support success	K: Making Friends, TGFV 2: Making Friends is an Art 5/6: Check In Meeting 8: High School Planning	K: Making Friends, TGFV 2: Making Friends is an Art 5/6: Check In Meeting 8: High School Planning	K: Making Friends, TGFV 2: Making Friends is an Art 5/6: Check In Meeting 8: High School Planning
4	Demonstrate empathy	K: Making Friends, TGFV 2: Making Friends is an Art 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends, TGFV 2: Making Friends is an Art 9: Orientation 9: Freshman Seminar & Naviance Presentation	K: Making Friends, TGFV 2: Making Friends is an Art 9: Orientation 9: Freshman Seminar & Naviance Presentation
5	Demonstrate ethical decision-making and social responsibility	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation	4: Stop Think Go 9: Freshman Seminar & Naviance Presentation
6	Use effective collaboration and cooperation skills	K: Making Friends, TGFV 2: Making Friends is an Art 4: What is Peer Pressure? 9: Freshman Seminar & Naviance Presentation	K: Making Friends, TGFV 2: Making Friends is an Art 4: What is Peer Pressure? 9: Freshman Seminar & Naviance Presentation	K: Making Friends, TGFV 2: Making Friends is an Art 4: What is Peer Pressure? 9: Freshman Seminar & Naviance Presentation

7	Use leadership and teamwork skills to work effectively in diverse teams	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 7: Leadership Discussions	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 7: Leadership Discussions	K: Making Friends 2: Making Friends is an Art 4: What is Peer Pressure? 7: Leadership Discussions
8	Demonstrate advocacy skills and ability to assert self, when necessary	K-8: Erin's Law K: Expressing Feelings 1: I Statements 2: Expressing Feelings Positively 3: Standing Up for Your Rights 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K-8: Erin's Law K: Expressing Feelings 1: I Statements 2: Expressing Feelings Positively 3: Standing Up for Your Rights 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling	K-8 Erin's Law K: Expressing Feelings 1: I Statements 2: Expressing Feelings Positively 3: Standing Up for Your Rights 10: Individual Annual Review 11: 4 year group plan meeting 11: 4 year annual review & Scheduling
9	Demonstrate social maturity and behaviors appropriate to the situation and environment	4: What is Peer Pressure? 10: Individual Annual Review 11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: What is Peer Pressure? 10: Individual Annual Review 11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review	4: What is Peer Pressure? 10: Individual Annual Review 11: College Fair 11: 4 year group plan meeting 11: 4 year annual review & Scheduling 11: Junior Review 12: Senior Review

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

Wellness Program

The Wellness Program utilizes building-level committees to provide opportunities for students that promote their acquisition of internal and external developmental assets and SEL skills. 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.

BUILDING WELLNESS FACILITATORS

ELEMENTARY

Erin Lacki, Country Parkway
Micaela Lauer, Country Parkway
Laurie Colucci, Dodge
Doreen Zak, Forest
Diane Shantler, Maple East
Karrie Dominique, Maple East
Nancy Fultz, Heim Elementary
Ann Zasowski, Maple West
Marisa Knab, Maple West

MIDDLE SCHOOL

Carole Ann Collard, Casey
Tim Pincoski, Casey
Theresa Guadagna, Mill
Karen Stelley, Mill
Joan Sebastian, Heim
Jennifer Moore, Heim
Katie Cageo, Transit
Matt Rydelek, Transit
Kim Styka, Transit

HIGH SCHOOL

Jacqueline Gregoire, East
Cameron Townsend, East
Lisa Arroyo, North
Chrissy Davidson, North
Mary Ferenzy, South
Nicole McAuliffe, South
Daniel Greiner, AIM

DISTRICT-WIDE and SCHOOL-BASED 2022-2023 HIGHLIGHTS

The scope and breadth of the 2022-2023 wellness-based activities are comprehensive. It is recognized that these activities, along with other academic programming support the whole child and facilitate a school and district commitment to a culture of care.

The reports to follow highlight district-wide initiatives and building-level activities, which demonstrates the robustness of the wellness programs at each school in the Williamsville Central School District.

The areas and topics addressed in the District-Wide 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 and staff in support of students across the district.

District-Wide Highlights

The Wellness Council is proud of the efforts made this year to provide a predictable, safe, and connected and caring classroom and school community for all of students and staff. Due to the COVID 19 Pandemic there continues to be variety of challenges that schools have had to contend with. However, as has traditionally been the case, the supports and services offered this school year range from the prevention of risk-taking behaviors, to the development of healthy coping skills, to fostering relationships, and building connections in order to provide support.

Emotional Safety and Mental Health

For the 2022-2023 school year the opening day keynote speaker was Melinda DuBois from Mental Health Advocates of Western New York. She addressed faculty and staff on workplace mental well-being. This presentation was then reinforced by flyer a produced by Erie County's Health Equity Program titled "Let's talk about Mental Health." This flyer was placed in every teacher's mailbox and posters were created for each building's faculty lounge. We wanted to begin the year recognizing the stress and strain that school faculty were under. We know from research that if faculty and staff engage in their self-care than the better able they are equipped to support students who are struggling with anxiety, stress, or other mental health issues.

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. Summer professional development, as well as the fall and spring professional development course catalogue for teachers focused on: thriving and resiliency, SEL competencies, diversity, equity, and inclusion, and mental health awareness. Therefore, when teachers are versed in these areas they can better collaborate with mental health staff to support students to provide effective support students in and out of the classroom.

As well, the commitment to Restorative Practices utilizing Community Building Circles continues to be introduced to staff as a standalone social-emotional practice at a Tier 1 level and a strategy to be utilized and infused as part of academic instruction. Restorative Practices, a promoted NYS Education Department initiative, began at Mill and Heim Middle during 2018-2019 school year. Linda Ruest has continued to lead the training and implementation for this endeavor. As we have grown in the use of Restorative Practices we have made changes to our Code of Conduct and disciplinary practices. Thus far, the response from students and staff has been positive as we continue to make restorative practices an important aspect of each school's culture.

An important addition to the work of the Mental Health staff, infusion of SEL and Restorative Practices in the classroom has been the understanding of how Trauma Informed Educational Practices can further extend and support a culture of care. The UB The Institute on Trauma and Trauma-Informed Care (ITTIC) has been instrumental in educating the Williamsville school community on how to create a Trauma Informed classroom and school. Lisa Cox an Associate Director of ITTIC, this year has worked with school administrators, provided staff monthly course offerings, conducted monthly meetings with Mill Middle Special Education staff, and has presented at several PTSA meetings. The response continues to be very positive and we look forward to a fourth year of a productive collaboration with ITTIC in the 2023-2024 school year.

Further, we have been privileged to work with Dr. Celia Spacone from Suicide Prevention Coalition of Erie County. Dr. Spacone presented to all our school faculty on this important topic, to ensure all of faculty are aware of the signs and symptoms of self-harm and what to do if they are concerned about someone. This presentation was also provided to the support staff in October 2022, again to ensure that adults are in the position to notice and support students or colleagues in distress. These presentations by Dr. Spacone have been very well received.

Megan Dudziak from Best Self of Western New York, Child Advocacy Center has continued to teach our K-8 students about safe boundaries. Erin's Law, a child abuse prevention program is mandated by the NY State Education Department. Ms. Dudziak has also provided our mental health staff with basic training in the law in order for our staff to supplement her one-day presentation.

We would also like to highlight our work with Matt Smith, Executive Director of Prevention Focus. Prevention Focus has provided all of our Kindergarten classrooms with 10 lessons from a nationally recognized and researched program titled "To Good for Violence." This CASEL approved program supports social-emotional learning and good decision making. Next year Prevention Focus will bring the lessons to both kindergarteners and first graders in all six elementary schools. Matt Smith also conducts professional development for our teachers on thriving and resiliency, these sessions are in demand, they are well attended and well regarding.

Finally, the final community partner that we would like to recognize is Spectrum Health and Human Services. Many of our families and their high school children have benefited by having a licensed mental health counselor on site at our three high schools. This collaboration is positively regarded and we look forward to expanding it and having it be a service in all of our middle and high schools in the years to come.

Peer-to-Peer Opportunities for Students

The District remains committed to the implementation of opportunities for students to learn from each other and to provide support to peers. Programs like WEB at the middle school and LINK CREW at the high school, where upper grade students provide mentoring to fifth and eighth grade students transitioning into middle and high school, respectively. Sources of Strength, Wellness Initiatives in the schools, UNITY Day, and other antibullying initiatives are several other examples of these peer-to-peer opportunities where students learn and plan together to create a culture of care in their schools. This year we added a Wellness in Williamsville Day where each school celebrated wellness in their own way and on their own chosen day in May. By all accounts this was a nice pause and a great celebration of wellness, especially as middle and high school students begin preparing for end of the year exams.

Year in review Elementary School Buildings

At all six elementary schools, the Wellness Committees are unified in the promotion of prosocial behaviors. This includes kindness and respect toward others as a self-awareness practice, self-management in the form of good decision-making, relationship skills and personal responsibility, and safety awareness through social awareness lens. For the 2022-2023 school year, seven themes were used to guide programming throughout the year: Making Connections; Gratefulness; Acts of service to others; Healthy Heart; Healthy Life; Mindfulness in March; Acts of kindness; Celebrating Success. 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 five of those selected for emphasis. Please refer to the comprehensive list (found at the end of each school level's section) for a full picture of the breadth and range of building-based activities.

Country Parkway Elementary

The 2022-2023 school year at Country Parkway has been equally busy and enjoyable. With the freedom gained as Covid restrictions lifted, we were able to have the full return of many of our much-loved traditions along with some brand new and exciting experiences.

Our students began the year by connecting to their own personal as well as classroom goals to begin the year. We made sure that our youngest students, oldest students and everyone in between made new connections this year with the introduction of our classroom buddies' program. Country Parkway committed to Kindness this year by celebrating Unity Day in October, participating in Positivity-T Tuesdays, the Kindness calendar, rotation of Kindness cards and every grade level spreading kindness in the community through a variety of unique community service projects. We have some powerful pride that our CP community raised over \$8,000 for P.U.N.T. in just over a week's time in honor of our sweet 4th grader Sophia Benintende.

We have continued to proudly don our purple and get together as the entire Country Parkway "family" the first Friday of every month. During this time, we reconnect with the daily announcements and celebrating our students who have demonstrated our key values in S.O.A.R. S.O.A.R stands for the following: S- Stand Up for Ourselves and Others; O – Outstanding Citizens; A – Academic Achievement; R – Respect. Ending the assembly with a school-wide sing along of our Country Parkway school song is always an energizing way to start the month.

We made sure to keep our mind, body and spirits healthy this year with our celebration of Red Ribbon, building of our Tree of Gratitude, reflecting on our similarities and differences and Screen Free week.

Our Country Parkway faculty and staff continue to spread kindness in the community with our monthly dress downs to support local causes. This year, we have added specific focus on staff wellness. We began our year with treats from Transform Nutrition. Our addition of Walking Club was a nice way to connect and exercise and our Get to Know CP bulletin board has been a great way to learn more about one another while allowing our students to view us from a new perspective as well. The circulation of our journal of appreciation brought tears to many eyes.

We were beyond thrilled with the addition of our Country Parkway Wellness Day. The day consisted of mindful eating, yoga, long walks/nature hikes, mindful coloring, music, creating calming jars and playing with purpose. Having an entire day during which students AND staff can let go of all of the pressures and focus on their health and wellness will no doubt be our new favorite tradition.

Dodge Elementary

The Dodge Wellness committee has continued to execute the wellness initiatives that have the biggest impact on our students. Once again, we combined our efforts with the Mindfulness and SEL groups, to support the needs of our students and the Dodge community. We are thankful for the strong foundations, which are built on the principles of be safe, be kind, and work hard. Dodgers continue to do service-learning projects. We collected toys and gift cards for families of need, for the winter holidays. Our SOUPERbowl food drive collected 1,321 pounds of food for the FeedMore WNY. There was a drive to collect school supplies, backpacks, and lunch boxes, for students who did not have them. The school supplies have been replenished throughout the year. We also did a kindness challenge and gave the donations to the SPCA. All students are encouraged daily to follow the school rules: Be Safe, Be Kind, and Work Hard. We have a weekly parade to celebrate classes that are “Being Unusually Good” (BUG). All the students line the hallways clapping and cheering for the class that is being celebrated. Parents are invited to come and cheer for the students who are the BUG of the month, as they parade throughout the building. Everyone works hard to be a BUG.

Throughout the year, we stress how important it is to be kind. Once a month we wear orange to unite as a school to remind us to be kind to others. The children were challenged to do one act of kindness for every day of March. They listen to books and watch inspirational videos about kindness. During Mindful May, students listen to weekly announcements, learn, and practice what it means to be mindful.

“Corey the Dribbler” came to Dodge and performed amazing tricks with many basketballs. He is considered the World’s Best Dribbler. The students loved this character-building assembly. Corey taught the students the importance of treating their teachers, parents/guardians, and classmates with respect. He also taught the value of kindness and how to treat others the way they themselves would like to be treated. He taught the 4 R’s: respect, responsibility, ready to learn, and reading is power. The ECO club is taking on the responsibility of maintaining the Dodge Friendship Garden. They will plan how the garden will be used and what the students will learn about the garden. Dodge staff and students continue to unite as a building and encourage all to do daily acts of kindness. Helping others and developing good character education is important to all Dodgers.

Forest Elementary

During this school year the Wellness Team, Diversity Team, and SEL Team lead an array of activities focusing on continued social-emotional growth, community service, and respect for differences. Some of those activities are highlighted below:

Unity Day: Every member of the school community (adults and children) displayed their own Identity Web demonstrating qualities unique to them, and representing our building diversity. A school wide read aloud of the book *I am Everything Good* took place and carried on conversations connected to the meaning of Unity Day.

Dance Forest Dance: A program sponsored by Sports City Now, offering daily videos inspiring students to be active, and activate their character focusing on teamwork, grit, courage, caring, and celebration, ending with a school wide virtual dance party.

Daily Virtual Announcements: Our 4 th grade students were given the opportunity to create videos explaining their family traditions/celebrations. Videos were then shared with the entire school community.

Run Forest Run 5 K: A community wide run to support/encourage community connections, and to support the Punt Foundation.

Kindness Club and World Language Club: Started by classroom teachers to expand children's world view and encourage compassion.

National School Breakfast Week: This week included daily visits from community members (Firemen, Policemen, Veterans, College Basketball and Tennis teams), a Healthy Breakfast coloring contest, and special menu items all week long.

Self-Care Project: Ongoing activities for staff members to promote self-care (Yoga Club, Biggest Loser Competition, Specialty Luncheons, Massages, Self-Care basket raffles).

Heim Elementary School

At Heim Elementary school a concerted effort has been made this year to focus on the health and wellness of our whole school community. We emphasized the assets of promoting a caring school climate, positive school engagement by students, staff and parents, and service to others. We believe that the power of a positive connection is the key for our faculty and students to persevere through all the challenges we have encountered the last few years. To help with this connection we provided opportunities for all staff members and students to participate in Community Circles every week. We have discovered a deep connection adult to adult, student to adult and student to student through this process. This facilitated the rest of our Wellness Program throughout the school year.

Through the coordination of school committees working together we have provided many opportunities for our full staff to have meaningful activities to get to know each other and support each other's learning. Through these activities we have enriched the building of positive relationships with students and increased a variety of learning activities. We had the opportunity to have the Buffalo Bandits share their education and talents with our students and the students of Williamsville North came over to share their creative talents with us as well.

We continued our many yearly traditions of celebrating Wellness night, kicking off our school year in September, Unity Day, mindfulness and kindness activities, and promoting healthy habits and decreasing screen time. This year we will be starting a new tradition of a Wellness Day in the Spring with each team of teachers engaging in a wellness activity with all the students at Heim. This will be an opportunity for the students at each grade level to begin build relationships with different teachers at each grade level through fun wellness activities.

We are committed to doing community service projects each year, including a food drive, school supply drive, supportive cards and valentines for our seniors in senior living facilities and people in the military. We will continue other service projects throughout the remainder of the school year.

Maple East Elementary School

Fostering Social Emotional Learning and healthy habits is at the core of all Wellness activities at Maple East. The goals for the Wellness Committee included continuing with the Daily Check In/ Community Circles, refining morning meeting practices, focusing on Self-Management/ Regulation, Wellness Wednesday Videos and coordinating school - wide events.

A few of the initiatives that were provided to meet these goals are as follows:

Morning Meeting Book Study - The entire school participated in reading and dissecting The Morning Meeting Book from Responsive Classroom. We concentrated on delving further into the 4 components of the morning meeting. Strategies were discussed, practiced and shared with the entire school.

CASEL competency of Self- Regulation - We provided lessons and follow-up activities that helped the students to manage one's emotions, identify and use stress management techniques and exhibit self- discipline. Calming corners are in the process of being developed for all classrooms.

Wellness Wednesdays - videos on various character education topics, SEL, and Wellness were produced and shared with the entire student body on Wednesdays.

School Wide Events/ Initiatives - a variety of school -wide Wellness activities were implemented such as Red Ribbon Week, Unity Day, Heritage Month, Random Act of Kindness, School Spirit Weeks Student of the Month, Bully Prevention Magic Show, behavioral expectation videos and the Bee Ticket behavior management System.

Community Service Projects - Holiday Collection (gloves, hats, boots, books, toys) for BPS#97, Cards for Amberleigh, Valentine's for Vets, summer collection to provide recreational activities for area elementary schools in need.

Maple East is committed to providing initiatives and practices that develop SEL skills and healthy lifestyles so that all students can reach their full potential.

Maple West Elementary School

We had Kevin McCarthy come in presenting a message about kindness and working hard incorporated into songs that he sang. Unity Chain-School wide activities all week long that ended in a unity chain with messages that were written by the students promoting positivity. A daily Mindful Breathing practice has been implemented into each morning, video announcement to help students settle in and get ready for their school day. Students at all grade levels created Veterans Day cards for Veterans. All grade levels collected non-perishable food items and personal items based on grade level. All donations were submitted to the Buffalo City Mission.

In February we created a challenge among grade levels, students had to donate cans based on the Super Bowl and we called it the Souper Bowl. Based on the number of cans that each class donated, we calculated the amount and the one class that donated received a prize. The cans were then donated to Feed More WNY, with a total amount of 1053 pounds!

We celebrated Rare Disease Day with a story being read by our Principal Jason Smith and Vice-Principal Lindsey Kubera. Teachers wore shirts based on many rare diseases. During this week, students designed socks that focused on Down Syndrome that were hung around the school to make students aware of Down Syndrome.

We have worked with our Student Council to create school spirit days as well as theme dress down days that included both adults and students. Students have participated in morning announcements and monthly announcements showcasing the themes for each month.

We will be wrapping up our year end events with our Fun Run and Kids Day. Fun Run will be incorporated into our Wellness Week. We will have the students participate in taking a pledge to not use technology, promoting positive talk by wearing a t-shirt promoting a positive message. During the week we will be taking a mindful walk, create a note, picture or bookmark to be shared with a partner class and we will participate in a fun run where the students will run multiple laps after receiving pledges from family and friends to raise money for our school. For faculty staff members from the outside community will donate their time providing massages, an exercise class, and physical therapy sessions.

PBIS- Tier 1 implementation this school year, (ROARS campaign with weekly parades for the winning classroom and school wide positive reinforcement plan with "tiger tickets." School wide behavior expectations also created and shared with videos to help teach those skills to students).

Elementary Wellness Chart

The Wellness Program at each elementary school has strived to provide a predictable, safe, and connected classroom and school community experience for all students. Below are the Elementary School Wellness Program Student Experiences.

Wellness Experiences and Opportunities for Students
<i>Making Connections:</i> Daily Check-in Lunch Bunch Groups Community Circles/Morning Meetings Red Ribbon Activities
<i>Peer-to-Peer Opportunities and Relationships:</i> K Buddies Mentor Program
<i>Kindness and Respect toward others:</i> Unity Day Activities Light it Up Blue for Autism Kindness Clubs Kindness Calendars Random Acts of Kindness
<i>Celebrating Success:</i> Student Support Team Theme Dress Down Days Spark Day School Spirit Days Wonderful Wednesdays/Wellness Wednesdays Door decorations Erin's Law Presentations
<i>Community Service Projects:</i> Make- A- Wish Buffalo City Mission Valentine's for Veterans' Holiday Cards for the Elderly Thank You Cards for Hospital Workers Punt Foundation Food Pantry Collections Food drive Thanksgiving baskets of food Holiday gifts for needy families
<i>Family Engagement:</i> Share Your World Video Announcements 5 K Run Harvest Hop Run-a-thon

Health and Wellness Information or Instruction:

Red Ribbon Week Activities

Wellness Wednesdays on Video Announcements

PTA Wellness Challenge

Mind-Up Classroom Lessons

SEL Classroom Lessons

SEL Virtual Lessons

Erin's Law Presentations

Year in review Middle School Buildings

The Wellness program at each middle school is building-specific, but united in the focus upon the CASEL's social-emotional skills of: self-awareness, social awareness, self-management, relationships, and good decision-making. All Wellness endeavors provide a comprehensive prevention and student support program. All activities and initiatives are directly connected to the Social- Emotional Learning (SEL) and the 40 Developmental Asset Model, as well as a focus on service learning, youth leadership, and making good prosocial and healthy decisions. Although only a sampling of five wellness initiatives for this year are highlighted below by each school, additional information is located in the tables immediately following the text.

Casey Middle

For this school year, Casey Wellness had a variety of offerings. One such offering was our first (and hopefully annual) **Tech Free Day of Play**, a school-wide initiative that encourages students to leave their technology devices (phones, watches, earbuds) at home. Instead students and faculty were encouraged to connect through SEL work, games, and relationship building activities.

Girls on the Run is a spring club that teaches girls in grades 5-8 positive body image, healthy self-care, and friendship/teamwork. For our Unity Day, we did an activity where students wrote their proudest attribute on a leaf, and a full tree was created from the individual leaves.

School-wide "**Tyler Tough**" Days were organized for students to participate and support a student's fundraising efforts for Courage of Carly at Roswell Park. Holiday raffle - Casey's annual staff raffle raised enough money to cover three beds for a family in our school. Beds, frames, sheets and blankets were all purchased through this fundraiser. Gift cards for food security were also given to multiple families who have expressed a need.

K.I.N.D. Club collected blankets benefitting the SPCA.

Social Justice Club, which promotes diversity, inclusion, and social issues. They also wrote non-secular holiday cards for students admitted in a local psychiatric hospital. **Kids Escaping Drugs** presented to our 7th and 8th graders through their Face 2 Face program.

Students gathered to have a presentation on **Erin's Law** presentations in PE classes. Classroom **SEL Lesson** and community circles were conducted throughout the year.

With the help of both PTSA and Wellness, Casey established a Sensory Room, especially benefiting students on the autism spectrum and students with anxiety. Students are able to access this room during the day with supervision to meet sensory

or calming needs. Handmade blankets were donated and distributed to students/families who have/are experiencing trauma. Students' brains were challenged as they learned and explored new games with other students in Game Club.

A School-wide roller-skating party encouraged social opportunities and friendship.

Heim Middle

The Wellness Team at Heim Middle School has continued to focus programming upon the purposeful fostering of the Search Institute's 40 Developmental Assets. All initiatives were designed to promote a positive school climate and healthy lifestyle choices. A number of activities were initiated to achieve this goal, including several service learning projects. Five of our main initiatives/activities this year were the **Positivity Project**, **Heim Gives Back Day**, **Self-Advocacy Scavenger Hunt**, **Bald for Bucks**, and **Relax and Recharge Day**.

A new wellness initiative this year at Heim Middle that has really taken off, is the **Positivity Project**. The Positivity Project is a program designed to build stronger relationships among students, staff and the community, while helping students to recognize character strengths in themselves and others. The goal is to create a school community with a common vocabulary, helping to generate self-aware, empathetic students. Each month we have a theme and there are weekly, short 2-5-minute lessons already created for teachers. The lessons discuss a vocabulary word related to the theme. Each lesson has a definition for the word, a short video clip about the vocabulary word, and then some discussion questions or short game to reinforce the word. The lessons are different for each grade level, despite being the same word. There is also a parent component to each monthly theme. Each month parents receive a wits mail with the monthly theme, the topics/vocabulary words being discussed and information about the lessons. This allows the parents to utilize the same vocabulary at home, as well as to discuss these lessons with their children. This program has been an incredible addition towards our goal of incorporating more social emotional learning at Heim Middle school. It also integrates very well with the 40 developmental assets driving our district wellness program.

In the month of December, our theme was service to others. "**Heim Gives Back**" day has become an annual tradition at Heim Middle School for the last 7 years. For this event, each homeroom took part in a service project benefiting the local community. As a result, students stitched 25 blankets and multiple crafts to donate to Children's Hospital, created over 200 winter crafts for the VA, made hundreds tray favors, tissue boxes and placemats for the local senior center and prepared over 50 thank you notes and crafts for local first responders.

Self-advocacy was highlighted as a skill needed by our students in our building and we focused on this skill by doing a **Self-Advocacy Scavenger Hunt**. This was the theme for the month of January. Each homeroom of students was given a list of 15 questions they needed to answer or a skill that they needed to learn. They had the month of January to seek out the adult(s) in our building that could help them with this task. This was helpful in reinforcing the practice of interacting with adults to express their need for help.

A distinct highlight of Heim Middle wellness programming, which we were very excited to bring back this year after missing it during COVID, was participation in ***Bald for Bucks*** to support Roswell Park Cancer Institute. A total of 33 students and 8 faculty members participated directly in either Bald for Bucks or Locks of Love, while the entire school offered enthusiastic support. Stylists from local salons 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. The whole school, families, and community members came together to support each other and cheer students and faculty on during the assembly held on March 21st. Over \$18,000 was collected for Roswell Park.

Also, in May, the Wellness Committee will sponsor Heim's fifth annual ***Relax and Recharge Day***. The theme for May is relationship skills and mental health awareness. On this day, we will run a special schedule, and students will select six different activities/hobbies that they feel they may enjoy as hobbies or pastimes. There will be over 40 different activities from which students can choose. The majority of the sessions will be run by the faculty and staff at Heim Middle School. This day gives students the opportunity to make positive connections with adults through common interests, as well as to explore new hobbies that they may enjoy, aiding in stress relief.

Mill Middle

In keeping with Mill's goal of establishing and fostering an educational environment centered upon making connections, the following is a summary of some accomplishments and ongoing initiatives.

To kick off the school year, wellness organized an ice cream truck for students, staff, and families to enjoy while participating in Mill's welcome back events. In addition, with many new student faces, Wellness hosted a homebase party for all new students in our courtyard. They were able to play games and make connections and new friends to begin the year on a good note.

Mill's fundraising events continue to be supported through Wellness, having become an established tradition at Mill, resulting in the provision of considerable support for several worthwhile causes. One example is December's "*Month of Giving*". The Mill staff donate to "dress down" in December, with the money raised 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. All of the various fundraising initiatives have allowed staff and students to engage in charitable giving and recognize the personal benefits derived from participating in service learning projects.

In January, Wellness hosted a Winter Fun event after school for our fifth and sixth grade students. There were four main activities for the students to experience: karaoke, open gym, BINGO, and board games/mindful coloring. Winter Fun was created to help students enjoy being together in school, while actively engaged in fun, playful activities.

The Winter Wonderland Dance for seventh and eighth graders was held in February. The dance was held on a Friday evening—the first school dance for our students! We had approximately 240 students attend the dance. Students were laughing and dancing, and making some great

connections within and between grades. Students asked if we could have another dance before the end of the year!

Peer mentoring within different groups in the school is also a worthwhile student activity. Web Crew leaders taught classroom lessons and hosted team building activities for our 5th graders. Web was able to bring back their famous “Trash Ball Tournament” as well as their Knockout Championships. Cookie decorating was also a huge success this year. Our 8th graders did a remarkable job providing support and encouragement to our youngest students looking to find their way at a new school. Our mission was to maintain the integrity of the program by promoting activities clearly consistent with the articulated goals of creating an inclusive and caring school community.

Our culminating activity in May was “Explore More Day and Career Fair.” The mission of this special day was to promote the five SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Through career volunteers from the community and teacher led workshops, all students had the opportunity to explore and grow physically, mentally, and socially. Our goal was to foster stronger connections within the Mill community where our entire school comes together over shared common interests. Students attended three different career presentations of their choice in the morning, as well as three teacher-led workshops in the afternoon—everything from “Learn to Fly Fish” to “No Bake Snacks”. Between the morning and afternoon activities, the whole school shared lunch together midday. It was an amazing and powerful learning day for all.

Our "connections" theme served as the foundation of all initiatives this year providing our school community with opportunities to step out of their comfort zone in a safe and caring environment.

Transit Middle

Transit continued to focus on a theme of the “wolfpack” for the 2022-2023 school year. We wanted to encourage our staff and students to think like a wolfpack, because we are all in this together.

Our committee is comprised of approximately 25 seventh and eighth grade students and a staff representative from every team in the building. We met regularly with both the students and staff to generate fresh and new ideas. The Wellness activities for this school year included: The Fall Frenzy, community connection with Juniper Glenn, spirit days, and thank you cards for veterans, food drive, and a Wellness Week in May.

We kicked off our school year with our Fall Frenzy event. This event was centered on coming together as a school. We started preparing for the event in September with each home base making a flag to represent them. On October 14, each home base proudly paraded their flag to our color run and obstacle course. This year we added a toiletry drive for Rooted in Love, a non-for-profit organization in the inner-city dedicated to helping the families impacted by the Tops massacre. Every student and every adult participated reinforcing that the strength of the wolf is the pack and the strength of the pack is the wolf – the Transit Wolfpack is in it together!

Our student led initiative this year was a trip to Juniper Glenn. The students collected cookies, created a photo booth and craft, and prepared music for the residents. We plan to go back and visit again in May to help the residents plant their garden. It was a wonderful connection that we plan to continue in the years to come!

In February, we continued our longstanding tradition of Valentine's for Veterans. This was our best Valentine's for Vets yet, as Transit students created over 700 cards. We created so many that we not only sent them to Judge Russell's Vets from his court program, but we also sent them to the Amherst Veterans as well!

Our Spring project is a food drive for Rooted in Love. Each grade level is collected a different non-perishable item. We are happy to be continuing this partnership with a great organization!

Our year will be ending with a Wellness Week. We are planning spirit days, mindful moments, and a variety of activities.

Middle School Wellness Chart

The Wellness Program at each middle school has strived to provide a predictable, safe, and connected classroom and school community experience for all students. Below are the Middle School Wellness Program Student Experiences.

Wellness Experiences and Opportunities for Students
<p><i>Student Leadership:</i> Leadership Homeroom WEB</p>
<p><i>Peer-to-Peer Opportunities and Relationships:</i> Homeroom activities with partner homerooms Fall Frenzy Random Acts of Kindness Student lunches to support new students/remote students Community circle activities during homeroom Relax and Recharge Day</p>
<p><i>Kindness and Respect toward others:</i> Unity Day Community circles Secret Valentine Canned Food Drive Self-Advocacy Scavenger Hunt Spirit Days Positive messages on lockers Mental Health Awareness Activity in May Random Acts of Kindness Bingo for Students</p>
<p><i>Community Service Projects:</i> Valentine Cards for Special Needs Facilities or Veterans Activities for and with residents in nursing homes or assisted living facilities Heim Gives Back Day Bald for Bucks Food Drive: Williamsville Pantry, FeedMore, Rooted in Love Can and Bottle Drive</p>
<p><i>Family Engagement:</i> Paint Event Random Acts of Kindness Bingo</p>
<p><i>Safety Awareness:</i> Erin's Law Presentations</p>
<p><i>Health and Wellness Information or Instruction:</i> Red Ribbon Week Activities Wellness Wednesdays on Video Announcements PTA Wellness Challenge Mind-Up Classroom Lessons Spirit week Wellness Week SEL Classroom Lessons (Positivity Project)</p>

SEL Virtual Lessons (Positivity Project)
Future City
Spelling Bee

Year in review High School Buildings

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 social emotional academic learning, external and internal assets, address student resiliency, healthy choices, prevention and positive decision-making and mental health awareness and support. Although only a sampling of five wellness initiatives for this year are highlighted below by each school, additional information is located in the tables immediately following the text.

Alternative Instructional Model (AIM)

The wellness initiatives this year at AIM focused on student wellness by helping to create a sense of community. The AIM staff focused on creating a sense of belonging in the AIM building for students who are still struggling with a variety of mental health issues. We were unable to hold many of our traditional activities that took us off-campus and out into the community, so the Wellness Initiative focused on making AIM an inviting and safe space for students. Keeping in contact with our students and giving them an opportunity to connect with each other was one of our main goals this year. With students back in the classroom, the AIM staff organized different types of activities to bring students together as a group.

In September, the staff put together a meet and great breakfast for the students. In October, we had a 3v3 football tournament with students and staff. In November, we had our traditional bowling outing to Transit Lanes. In December, the staff organized a donation drive for the Williamsville Food Bank. In January, we held our annual Souper Bowl. In February, we held another new student breakfast to introduce new students who joined the program in the second semester. In March, we held our student vs staff volleyball game. Our annual kickball game was held in April. May will bring our senior trip to Niagara Falls. In June, we will hold our Senior Recognition Lunch.

East High School

This year was a great year to promote community, self-care and educate students on positive decision making within our school community. In October, our Wellness team participated in the Homecoming festivities by hosting a table at the Taste of East. We sold items and donated our proceeds to the School's fund to support our families in need. Additionally, we celebrated UNITY DAY, as a reminder to always be inclusive, kind and accepting of others. Students were encouraged to wear orange and sign a link to add to our Unity Chain sharing how they promote kindness and inclusion. Sources of Strength has been active getting their message out working to prevent violence, bullying and substance abuse as well as mental health awareness. Their campaign, shepherded by trained peer leaders and adult advisors, have promoted the message of using available resources for support and intervention. This message was especially important given the number of students have been struggling with serious mental health issues. We need to be sure students are aware of the resources and who their trusted adults are.

The annual drive to provide personal care items to the District food pantry was conducted again this year in October. 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. We were able to gather a great deal of supplies to donate to the food pantry. In December, with coordination with the District Attorney's office, we held an assembly for the entire student body about Cyber Security Safety. Danielle D'Abate, an assistant district attorney spoke about internet safety and appropriate behavior and use of social media. She had the audience captivated by her information. During exam week, we held a Relax and Unwind event. We provided pizza and games for students to enjoy between exams. Mindful coloring was also available. There were many students participating and it was a successful event. We also had Inner Balance Chiropractor to provide chair massages to faculty to help them relax and unwind.

In conjunction with schools across the district, Wellness Week was designed to help students relax and develop effective ways to manage stress. We will provide an opportunity for students to practice Yoga. Additionally, students will be given the opportunity to go outside and get fresh air. Chalk and lawn games will be available for students to utilize. We also will hold a Wellness Walk after school. Our annual Senior Avoidance and Awareness program will be held this May 25th. This program is designed to educate senior who will be navigating their independence as they pursue their post-secondary plans. The Nolan Burch Foundation and the STOP DWI will provide presentations to our Seniors. The mission of NMB Foundation is to assist young adults in recognizing and preventing the hazing and alcohol poisoning. STOP DWI will focus on the dangers of impaired driving. Overall, our year was great and we continue to work together to promote health and wellness for our students and faculty.

North High School

Our Wellness Coordinators Lisa Arroyo and Chrissy Davidson led our students through an activity in which they thanked a member of our staff for being a positive influence in their life. The students loved reflecting on the positive connections they've made even in these unprecedented times. We have all learned that connections with our students is paramount for their social/emotional growth. During the holiday season, our social worker, Lori Lorenz learned of a North family in need. Through a google form, our staff quickly signed up for every item in need. Being given the opportunity to help one of our own was a truly gratifying experience for all involved.

Our Wellness Team continued our "Lighten Up, Dress Down" Fridays for staff. We have been able to donate hundreds of dollars the last few years both to outside organizations as well as smaller needs within the North community.

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

The North Wellness Team along with our student council, organized a food drive to benefit our Williamsville Food Pantry. We are so happy to organize this event every year to see the positive results in our own community members.

Williamsville North teachers are invited to nominate a 'Student of the Month' award to a deserving student. Students receive a letter home and a certificate explaining why they were nominated by their teacher. This quick and easy gesture positively impacts our connection with students.

Our building was honored to view a presentation cyberbullying by Danielle D'Abate, Special Assistant to the District Attorney of Erie County. The presentation was extremely powerful and we are confident that it had an enormous impact on our student body.

Lisa created a video to highlight wellness initiatives throughout the district. This video highlights all the wellness initiatives throughout the district. It is a great way for our wellness facilitators to see what other buildings were able to accomplish and it inspires us with new ideas for next year.

Our Wellness team organized a unified basketball scrimmage to honor our unified basketball team. The student athletes were able to play in front of our student body. Everyone involved showed unity and school spirit.

Our final Wellness activity for the year was an assembly with Mr. and Mrs. Burch, they lost their son Nolan Burch to alcohol poisoning and hazing. Another powerful message for our students, especially those going off to college.

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

The Williamsville South Wellness Team continues to work to offer a variety of activities to promote health and wellness in our school community. This year, our Wellness Committee efforts focused on creating a welcoming environment and sense of belonging throughout the building. Multiple times throughout the year students were greeted in the morning by students from the Wellness Committee who were distributing apples with a purpose of encouraging healthy snacking as well as making positive peer connections.

To kick off the second semester we had Fresh Start February - each day focused on a different aspect of wellness including mental health, healthy snacking, physical fitness and self-care. We continue to offer Student Wellness Workshops through Buffalo Hope (formerly NY Project Hope) that focus on social-emotional learning helping students learn how to manage emotions in healthy ways.

In addition to our Wellness Committee, Williamsville South has a number of clubs that many of our students belong to that help foster a culture of care and wellness in our school community, as well as in the Williamsville community through service projects. Though it would be difficult to mention everything, some items of note from this year include; Student Congress Trunk or Treat event allowed all clubs the opportunity to get involved and provide a safe, fun trick or treating event for future Williamsville South students! Our SADD (Students Against Destructive Decisions) club ran a spirit week for Red Ribbon Week to encourage a healthy and drug free lifestyle, they also held a texting and safe driving campaign. Additionally, they hosted a faculty volleyball game to raise money for Kids Escaping Drugs. Sources of Strength has partnered with Hearts for the Homeless. They have provided WSHS with a donation bin making it easy for students/families/staff to drop off items to donate to emphasize the strength of generosity. Link Crew Leaders connect with Freshman and new students throughout the year to help with the transition to Williamsville South.

Throughout the year, yoga is offered to students and staff one morning each week before the start of the school day. Along with our focus on student wellness, we continue to try to focus on staff wellness as well. We provided K-cups and Kind bars to all faculty and staff as a thank you and gesture of gratitude. Step challenges are held during the year to encourage more physical activity and connecting with co-workers. We will be offering an employee massage day in May. For our May Wellness Day, we partnered with the Mental Health Advocates of WNY to host a Mental Health fair, introducing students to a number of coping skills and self-care activities that can be utilized to manage emotions, relax/calm down.

High School Wellness Chart

The Wellness Program at each high school has strived to provide a predictable, safe, and connected classroom and school community experience for all students. Below are the High School Wellness Program Student Experiences.

Wellness Experiences and Opportunities for Students
<i>Student Leadership- Peer-to-Peer Opportunities:</i> Link Crew Source of Strengths Inter-High Wellness Council Student Government Clubs/Sports Program
<i>Kindness and Respect toward others:</i> Anti-bullying messages Unity Day
<i>Safety Awareness:</i> Quarterly mental health offerings Physical health – walking clubs Weekly news letters with tips and supports
<i>Community Service Projects:</i> Food Drives Personal care item and household need drives
<i>Family Engagement:</i> Parent Programs Parent/Student information nights
<i>Health and Wellness Information or Instruction:</i> Mindfulness practices Yoga instruction

Recommendations

Wellness Council members, Wellness Facilitators, and District Mental Health staff jointly offer the recommendations listed below. All recommendations allow for the growth and continuation of a strong wellness and mental health program in the Williamsville Central School District. We firmly believe incorporating these recommendations into the short and long-term strategies for the district will promote the development of well-being and produce a positive learning environment for the entire school community. Many of the recommendation are redundant from last year's report; while we continue to make great progress, we are intentional and consistent about best practices moving forward.

- We recommend the continuation of the Youth Wellness Program at current levels in each building in order to support efforts in building a school community of care and connection between students and staff. It is essential that District resources be allocated to sustaining wellness efforts to include stipends for K-12 building-based wellness facilitator positions.
- We recommend to continue to implement a district-wide student and staff wellness programming at its current level. Including opportunities for students to have explicit instruction in and staff to have professional development on: trauma informed educational practices, social-emotional competencies and mindfulness practices, culturally responsive teaching including inclusivity, resiliency, effective coping strategies, and classroom and school connectedness through the use of community building circles.
- We recommend ½ hour of explicit SEL teaching at least every two weeks at the elementary (K-6) level and a weekly commitment to SEL community circles at the middle and high levels. In order to ensure time in a students' day for explicit instruction we encourage that K-6 teachers have a designated time in their teaching schedule for direct instruction in wellness/social emotional learning. The elementary school counselors have been a strong addition to making SEL teaching available to all students at the elementary school. Dedicated time in each elementary teacher's schedule still has not been fully realized.
- We recommend at the middle school level, that home base be used for SEL instruction/community circles at least one time for per week.
- We recommend that on a bi-weekly basis at the high school level that Ally Groups are re-implemented for the instruction of SEL and/or community circle conversations. This could be accomplished by reducing classes by two minutes every other Wednesday in order to conduct the Ally Groups for 15-18 minutes depending on the building schedule.
- We recommend that each of our middle schools has at least one counselor at each grade level. While Transit and Mill Middle School are full staffed with a counselor at each grade, Heim and Casey Middle are not. All middle school students should be offered the opportunity develop a strong relationship with a school counselor over the four years of their middle school attendance.
- We recommend that the Wellness Program continues to work with community prevention programs such as: Prevention Focus, WNY Suicide Prevention, Alberti Center and Best Self to

provide direct instruction to students in regard to resiliency and thriving through Erin's Law; as well as, to provide professional development to staff and faculty as deemed appropriate.

- We recommend continued membership of District staff on the Amherst Youth and Community Coalition, 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 positive development of all children residing in the Town of Amherst. We see this relationship strengthen through the Town's continued commitment to providing staffing for School Resource Officers in our buildings.
- We recommend the continued administration and targeted use of the Search Institute Survey. However, to ensure we have a higher student participation rate, we recommend the utilization of passive consent as Sweet Home and Amherst do for the Search Survey. The next administration of the Search Survey is in the 2024-2025 school year. We also recommend we expand the survey to sixth graders. Unfortunately, students in sixth grade are involved in and confronted with the same behaviors and dilemmas as our upper classman. We have to be better informed in regard to the attitudes and behaviors of our middle and high school students so that we can be better prepared to assist them.
- We recommend the continued provision of general prevention programming for students, as well as continuation of the Required Parent Program for parents/guardians as a vehicle for dialogue and partnership.
- We recommend that we continue to offer clubs at the school level that support peer mentoring between students and educate the school community around belonging and inclusivity. Further we understand that if these club advisors and student membership work directly with the wellness program at each school the programs will be amplified and supportive of the overall goal of creating a culture of care in each of our schools.
- We recommend that student presentation and programs focused upon opioid and substance use prevention, underage drinking, vaping and e-Cigarette use, cyber safety and digital citizenship, suicide prevention and mental health, abuse signs and warnings. 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.
- Finally, we support the continued collaboration agreement with a mental health community provider to host satellite offices in each of our three high schools, which began September 2022 with Spectrum Health and Human services, for the purposes of providing direct mental health supports to students and families. This collaboration has been very successful and therefore we recommend that we consider piloting a mental health community counselor to be housed in one or two of our middle schools to determine if the student and family need at the middle school level is supportive of such a service.

Acknowledgements

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

We would also like to thank the Wellness Council Members who are dedicated to Wellness in Williamsville. Our students, community members, parents, facilitators, principals, and district administrators lend an important perspective to the work of the Wellness Council. Please contact Kathleen Steel at ksteel@williamvillek12.org if you would like to learn more about becoming a member of the Wellness Council as a parent or as a community member.