



K-12 WELLNESS AND COUNSELING PROGRAM

2023-2024 Annual Review

Presented by:
District Wellness Council



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District Wellness Council

The Williamsville District Wellness Council is a multidisciplinary group made up of high school students, school and district staff, parents, and community members. The Council has been in operation since the 1990s when the District made a commitment to the development of Character Education for students. Over the intervening years the programs, role, and duties of the District Wellness Council have expanded. When the New York State Education Department mandated the Code of Conduct and review process, it was the Wellness Council that became the creator and overseer of the annual progress of this document. In 2019 when a Comprehensive Counseling Plan was required for all school districts in New York State, it was the Wellness Council that spearheaded the creation and annual review of this program documentation.

The District Wellness Council meets as a working committee five times a year. At each meeting a school wellness facilitator provides brief updates 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 healthy choices. Additionally, principals, facilitators, and district administrators are better versed in what is positively and negatively impacting students.

Combining the Comprehensive Counseling Plan and the District Wellness Report into this one publication, The Wellness and Counseling Program Report, allows for streamlined communication regarding the social emotional learning, mental health, and wellness needs and opportunities that are provided to our students throughout the District. The Wellness and Counseling Program Report is produced by the Wellness Council and presented to the Board of Education annually in the spring of each school year.

District Wellness Council Membership 2023-2024 School Year

DISTRICT REPRESENTATIVES

Mr. Anthony Scanzuso, Assistant Superintendent for Exceptional Education and Student Services
Dr. Denise Stappenbeck, Director of Student Services
Mr. Keith Boardman, Principal, South High School
Mr. Ryan Harding, Principal, Casey Middle School
Mr. Christopher Mucica, Director of Physical Education, Athletics, and Health

PARENT AND COMMUNITY REPRESENTATIVES

Ms. Vanita Jamison, ECCPASA, Community Representative
Mr. Phil Miller, Parent
Ms. Kathy Mobarak-Miller, Amherst Youth Board, Community Representative

WELLNESS FACILITATORS

Ms. Nicole McAuliffe, South High School
Ms. Karrie Dominique, Maple East
Mr. Timothy Pincoski, Casey Middle School

STUDENT REPRESENTATIVES

EAST:	Leah Blank
	Julianna Calhoun
	Elizabeth Camann
	Sidney Jurek
	Siena Zgoda
NORTH:	Ava Black
	Carter Miller
	Evan Nachreiner
	Kayleigh Nachreiner
SOUTH:	Ava Galante
	Natalie Stephens

BOARD OF EDUCATION REPRESENTATIVES

Ms. Christina Bleckinger
Ms Maureen Poulin



Overview of Wellness and Counseling Program

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

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

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In our complex society, children and adults need to learn to be flexible and adaptive to challenges and expectations.

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

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

Comprehensive Counseling Program

The Williamsville Central School District strives to ensure that all students are provided with direct and indirect instruction in academic, career, and social and emotional learning skills throughout their educational journey. We provide direct instruction in both Mindset Skills and Behavioral Skills. Those categories are further broken down across three domains: Academic, Career, and Social/Emotional. A thoughtful matrix has been developed to ensure that these skills are addressed several times through a student's K-12 experience. This Tier 1 programming is a critical component to the success of our aspirational mission in the area of mental health and wellness.

Mission

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

Philosophy

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

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



Effective wellness and counseling programs utilize a variety of delivery methods for all students, rather than just those who seek out counseling assistance. Each WCSD school implements a series of planned, sequential, age appropriate lessons or experiences at each grade level. As other needs are revealed, supplemental experiences and activities can be added to address small groups of students, a particular grade level, and/or the school community.

Secondary students also meet with their counselors individually to review progress and consider academic and future goals. In-person interactions with students are at the heart of our school programs at all levels. Every student has access to a certified school counselor in their building to ensure that these preventative services are in place.

The Williamsville Wellness and Comprehensive School Counseling Program is reported on and evaluated annually. Needs are identified on an ongoing basis from qualitative data collected by school mental health staff, classroom teachers, and by extension the wellness facilitators in each building. Quantitative data is collected from Teacher Rating Scales (administered to kindergarten and first grade students through Primary Project), grade level and/or building surveys, and Search Survey data conducted on a bi-yearly basis with a targeted cohort of students. This data is reviewed and used to inform the goals and action steps that are taken to ensure progress towards the goal of educating the whole child under a culture of care.

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

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

Diversity is a fact

Inclusion is a belief

Belonging and Equity are the outcomes

Our school communities are interdependent and have an ongoing, mutually responsible partnership. Excellence is encouraged, supported, and celebrated for all: students, parents, faculty, and staff. We believe that each child should be empowered to think critically and creatively, make good decisions, and to continuously develop the attitude, values, and skills which are essential for success in a rapidly changing world.



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In-person interactions with students are at the heart of our school programs at all levels.

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

2022-2025 GOAL #1 (From previous reports)

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

2024-2025 Sub-Goal #1A (New)

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community. A. Ensure all available resources for college, career, and military planning are consistently and equitably accessible across high schools via the WCSD Website.
Measurable	Effectiveness will be measured through each student's individual post-secondary planning process, as well as parent and family feedback on the ease of navigation leading to the desired result as provided.
Attainable	The new WCSD website was launched in April, 2024 with significant contributions from HS Counselors and the Technology committee. As part of our ongoing review process, we will continue to identify topics to target (ie: scholarships, military applications, NCAA eligibility information, transcript requests, etc.) and review what is offered currently through each high school website and update information as needed.
Results-Oriented	A robust and consistently comprehensive website for each high school unified under WCSD.
Time Bound	Summer, 2024 - Spring, 2025

2024-2025 Sub-Goal #1B (New)

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community. B. K-12 counselors have identified the desire to have an internally shared database of current resources and community providers that can be updated based on waitlist and insurance, as well as a shared repository of resources and procedures available to all mental health staff throughout the district. This will allow us to provide all families with the most accurate and comprehensive information they need to access systems of support and resources.
Measurable	A pre-intervention survey will be distributed to school mental health staff, which will be used to initiate this work. Following the construction of the database, school mental health staff will be asked to complete a post-intervention survey to measure the effectiveness of this effort.
Attainable	Some buildings already have a list of resources; these pieces will be combined to form a larger repository over the summer months, and a process of updating it will be outlined.
Results-Oriented	Increase access to information across the district in order to better educate and provide supports to parents and the community.
Time Bound	Summer, 2024 - Spring, 2025

2024-2025 Sub-Goal #1C (New)

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community. C. Communicate opportunities for SEL extensions in the home as they align to classroom instruction at K-8.
Measurable	Determinations will be made by the building principals at each level as to how often updated communication regarding SEL work will be shared with families and the community. This will be reviewed over the course of the 24-25 school year.
Attainable	As a result of the RECOVS grant, all middle schools will be acquiring access to Positivity Project materials that will be shared weekly with students via their morning homeroom times. Concepts and practices can be reinforced within the home as identified tools and strategies are provided.
Results-Oriented	Increase access to information across the district in order for families to better understand social and emotional resources being implemented by the district.
Time Bound	2024-2025 School Year

2024-2025 Sub-Goal #1D and E (New)

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community. D. Engage students and family stakeholders in the visioning, implementation, and evaluation plan for a family support center. E. Initiate instruction and clinical mental health counseling opportunities after school hours at district-identified site.
Measurable	A workgroup of invested parent/student/and community members will be enlisted to identify needs, goals, and action plans for a family support center in the short term and long term.
Attainable	Written documentation will be provided regularly to the Superintendent of Schools and BOE upon request to document progress.
Results-Oriented	Resources are available to students, parents, and the community, through a variety of opportunities; this would be a new opportunity to expand programming for students and families beyond school hours.
Time Bound	Fall, 2024 - Spring, 2025

2024-2025 Sub-Goal #1F (New)

Specific Issue	PARENT & COMMUNITY ACCESS TO RESOURCES Academic, career and social emotional resources are available to students, parents, and the community. F. Decrease chronic absenteeism (>15 days of school/year) in grades 7-12 by 1%.														
Measurable	2023-24 Data (as of 5/28/24): <table><tr><th>School</th><th>>15 days absent</th><th>>25 days absent</th></tr><tr><td>Williamsville North</td><td>20%</td><td>8.4%</td></tr><tr><td>Williamsville South</td><td>20%</td><td>9.0%</td></tr><tr><td>Williamsville East</td><td>16%</td><td>6.3%</td></tr></table>			School	>15 days absent	>25 days absent	Williamsville North	20%	8.4%	Williamsville South	20%	9.0%	Williamsville East	16%	6.3%
School	>15 days absent	>25 days absent													
Williamsville North	20%	8.4%													
Williamsville South	20%	9.0%													
Williamsville East	16%	6.3%													
Attainable	HS counselors have identified absenteeism as a concerning trend as well as action steps that can be taken internally (monitoring, early intervention, policy review) and externally (family reengagement through PSA and outreach).														
Results-Oriented	Working in partnership with families, aligning school resources and efforts to combat the prevalence of chronic absenteeism and decrease the risk of students falling behind in school.														
Time Bound	2024-2025 School Year														

Alignment

Alignment to Other District Plans

Strategic Plan: 1C.1. The District will continually communicate with parents about the current information that they prioritize as being important for their children and develop a central District landing page to house the information.

DEI Plan: 4A.1. The District will research, study, explore, and educate the staff and community in order to create meaningful family/student/community engagement activities that are inclusive of all cultures.

4.C.1. The District and Schools will enhance opportunities to gather family and community feedback.



2022-2025 GOAL #2 (From previous reports)

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



Specific Issue

SOCIAL EMOTIONAL LEARNING (SEL) FOR ALL STUDENTS

Infuse and instruct students in the 5 SEL competencies of self-awareness, self-management, social-awareness, responsibility decision-making, and relationship skills through the education of the whole child.

A whole child approach can reflect the understanding that students need access to safe and welcoming learning environments, as well as rich learning experiences in order to maximize education and life outcomes.



Trauma-informed practices create emotionally and physically safe environments in which children feel appreciated and cared for by adults in their school community. Interactions are purposefully structured to support the development and refinement of SEL skills.

Social and Emotional Learning (SEL) is the process by which we develop skills, attitudes, and values necessary to form relationships and adaptability to challenges and expectations of a community.

Restorative practices are based in the belief that social interactions are grounded in community. They support the development of community and work to repair breakdowns in community interactions.

1. Ensure a shared understanding of how we define the education of the whole child under a culture of care through the relationship of trauma-informed practices, restorative practices, and SEL.
2. Assess the degree to which staff have experienced and applied professional development in the area of trauma informed and restorative practices in our efforts to create safe and welcoming learning environments.
3. Following this assessment, provide targeted professional development to identified individuals and groups to increase capacity of all WCSD faculty in the areas of trauma informed and restorative practices.

Measurable	Faculty and staff will be provided with the opportunity to participate in a survey to gauge knowledge and implementation of trauma-informed and restorative practices. This will provide the baseline for identifying professional development needs and targeting areas of priority to ensure common understanding by all adults who provide direct care to children.
Attainable	The survey was created as part of the 2023-24 contract with ITTIC. A plan is in place to review the data collected while planning professional development for the 2024-25 school year.
Results-Oriented	We need to move away from the idea of reducing problem behavior and instead consider the larger human-centered impact that we wish to have on the future.
Time Bound	3 school years

Alignment

Alignment to Other District Plans	<p>Strategic Plan: 2B.1. All stakeholder groups will have both collaborative and educational opportunities in order to understand, support, and benefit from our “whole child” development initiatives.</p> <p>DEI Plan: 1C.1. Restorative educational practices will be implemented in schools. 1C.2. The District will engage in ongoing outreach to our community on restorative educational practices. 1C.3. The District will provide ongoing professional learning opportunities and support for staff and teachers in restorative educational practices. 3B.1. All students will experience Tier 1 restorative educational practices (e.g. Community building circles, restorative conversations).</p>
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Comprehensive School Counseling Program Plan		Grade Level		
Mindsets		Academic	Career	Social/Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	K-4, 5-8, 10, 11, 12	K-4, 5-8, 10, 11, 12	K-4, 5-8, 10, 11, 12
2	Self-confidence in ability to succeed	4-8, 11, 12	4-8, 11, 12	4-8, 11, 12
3	Sense of belonging in the school environment	4, 5-8, 12	4, 5-8, 12	4, 5-8, 12
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	K, 4, 8, 10, 11, 12	K, 4, 8, 10, 11, 12	K, 4, 8, 10, 11, 12
6	Positive attitude toward work and learning	K, 4, 12	K, 4, 12	K, 4, 12
Behavior: Learning Strategies		Academic	Career	Social/Emotional
1	Demonstrate critical-thinking skills to make informed decisions	K-3, 10, 11, 12	K-3, 10, 11, 12	K-3, 10, 11, 12
2	Demonstrate creativity	K-4, K-12, 10, 11	K-4, K-12, 10, 11	K-4, K-12, 10, 11
3	Use time-management, organizational and study skills	4, 12	4, 12	4, 12
4	Apply self-motivation and self-direction to learning	4, 10, 11, 12	4, 10, 11, 12	4, 10, 11, 12
5	Apply media and technology skills	9, 10, 11, 12	9, 10, 11, 12	9, 10, 11, 12
6	Set high standards of quality	8, 11, 12	8, 11, 12	8, 11, 12
7	Identify long- and short-term academic, career and social/emotional goals	4, 8, 10, 11, 12	4, 8, 10, 11, 12	4, 8, 10, 11, 12
8	Actively engage in challenging coursework	11, 12	11, 12	11, 12
9	Gather evidence and consider multiple perspectives to make informed decisions	K-8 K, 2, 4, 10, 11, 12	K-8 K, 2, 4, 10, 11, 12	K-8 K, 2, 4, 10, 11, 12
10	Participate in enrichment and extracurricular activities	7, 8, 11, 12	7, 8, 11, 12	7, 8, 11, 12

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

School Counseling Core Curriculum Tier I		Grade Levels: K-12		
Mindsets		Academic	Career	Social/ Emotional
1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	K-TGFV K-8 Erin's Law 5-8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K-TGFV K-8 Erin's Law 5-8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K-TGFV K-8 Erin's Law 5-8: Grade Level Assembly 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings
2	Self-confidence in ability to succeed	4: Self-Esteem/Confidence 5-8: Grade Level Assembly 11: Junior Review 12: Senior Review	4: Self-Esteem/Confidence 5-8: Grade Level Assembly 11: Junior Review 12: Senior Review	4-8, 11, 12 4: Self-Esteem/Confidence 5-8: Grade Level Assembly 11: Junior Review 12: Senior Review

3	Sense of belonging in the school environment	4: MS Transition 4: Peer Pressure 5: School Orientation 5/6: Check In Meeting 5-8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: MS Transition 4: Peer Pressure 5: School Orientation 5/6: Check In Meeting 5-8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation	4: MS Transition 4: Peer Pressure 5: School Orientation 5/6: Check In Meeting 5-8: Grade Level Assembly 9: Orientation 9: Freshman Seminar & Naviance Presentation
4	Understanding that postsecondary education and life-long learning are necessary for long-term career success	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance	9: 4 Year Group Plan 10: 4 Year Group Plan 11: Naviance Group 11: Junior Review 12: Senior Review 12: Naviance

5	Belief in using abilities to their fullest to achieve high-quality results and outcomes	K: TGFV 4: Self-Esteem/Confidence 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K: TGFV 4: Self-Esteem/Confidence 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings	K: TGFV 4: Self-Esteem/Confidence 8: High School Planning 10: Career Plan Presentations & Individual Meetings 11: Career Plan Presentations & Individual Meetings 12: Career Plan Presentations & Individual Meetings
6	Positive attitude toward work and learning	4: Self-Esteem/Confidence 9: Freshman Seminar & Naviance Presentation	4: Self-Esteem/Confidence 9: Freshman Seminar & Naviance Presentation	4: Self-Esteem/Confidence 9: Freshman Seminar & Naviance Presentation

Comprehensive Youth Wellness

Williamsville Central School District is committed to providing necessary resources to assist all students in their development of strong character. Our Comprehensive Youth Wellness Program provides Education/Prevention, Intervention/Referral, and Support Services. Although programs and activities vary from school to school, all promote asset building and positive life choices for students.

Specifically, the Search Institute, a nationally known organization on youth and community wellness, has identified 40 positive experiences and qualities. All of us have the power to bring these qualities into the lives of children and youth. They are identified as developmental assets.

These 40 assets are broken down into two major categories: Internal Assets and External Assets, which are then spread across eight broad areas of human development. These categories paint a picture of the positive things all young people need to grow up healthy and responsible. Every two years the Williamsville Central School District, in collaboration with Amherst Central School District and Sweet Home Central School District, participates in the administration of the Search Institute Survey: Profile of Attitudes and Behaviors © Search Institute (SM) 2002. We continually and intentionally strive to provide opportunities for asset building as a central focus of our wellness initiatives.





Youth Wellness Snapshot 2023-2024

Country Parkway

Country Parkway is more than a school, it is a family. At Country Parkway we pride ourselves on teaching, guiding and loving the whole child. Our educational and social programs and events are created with thoughtful care and inclusion. Our SEL program is solid and students from Pre-K through 4th grade are learning many important life lessons. From self discovery, emotional regulation, and empathy to self advocacy, conflict resolution and problem solving, the students of Country Parkway are learning to be Respectful, Responsible and Safe community members. The partnership with our PTA is essential for the success of both our in-school and evening activities. We collaborate for in-school and evening activities such as Red Ribbon, Unity week, Kindness month and Wellness Day. The evening event calendar at Country Parkway is robust and filled from September through June with life long memories made all year long.

YOUTH WELLNESS FACILITATORS:

Erin Lacki
Micaela Lauer

BUILDING ADMINISTRATION:

Andrew Bowen, Principal
Rebekah Skinner, Assistant Principal

EXTERNAL ASSETS



SUPPORT: Caring School Environment

Every Tuesday at Country Parkway is Positive Tee Tuesday! We share in the good vibes by wearing shirts that promote positive, caring and inclusive messages.

ENPOWERMENT: Service to Others

Each team at Country Parkway does a service project during their designated month of the year.

UPK: SPCA
K- Oishei Childrens Hospital
1- Buffalo City Mission
2- Vietnam Veterans Food Pantry
3- Amberleigh (placemats)
4- District Food Pantry
CE- Leveling the Playing Field
Diagnostic- Coats 4 Kids





Youth Wellness Snapshot 2023-2024

Country Parkway

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence

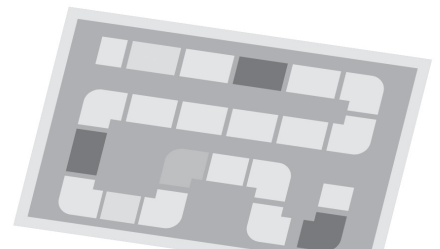
Classroom Buddies

Throughout the school year primary and secondary classrooms work together with their buddy classroom on a variety of activities to develop positive and helpful peer relationships.

CONSTRUCTIVE USE OF TIME: Time at Home

Every year at Country Parkway we challenge families to take an entire week free of electronics at home. We send home nightly ideas and suggestions for ways to spend quality time together. Each night if the students complete the challenge of staying "Screen Free" they can turn their signed paper in for a chance to win a prize. Prizes are all parent donated and consist of toys and activities that continue to promote healthy alternatives to screens. Chalk, frisbees, UNO and jump ropes are a few of the favorites.

Country Parkway SCREEN FREE week



AS A RESULT OF THESE INITIATIVES:

Students at Country Parkway have gained a stronger understanding of the values of family and community. They recognize the importance of their character and their culture in interactions with others.

WORK TO COME:

Our commitment to Wellness efforts remains strong. We take pride in our comprehensive approach to Wellness through our school and community partnerships and look forward to continuing to grow these relationships.



Youth Wellness Snapshot 2023-2024

Country Parkway

INTERNAL ASSETS

Kindness Calendar 2024				
			1	2 Happy Groundhog Day!
5 Do one act today to show that you are a great role model.	6 Write a poem that includes kindness and share it.	7 Sit by someone new at lunch.	8 Discuss a person in history that was kind and explain why.	9 Take time to really listen when a classmate is speaking.

POSITIVE VALUES: Caring

Kindness Calendar

Every year we spend an entire month bringing extra care and kindness to our building. We have a calendar with a special way to be kind each day. When the month is over, every student who has participated received a Kindness award.

COMMITMENT TO LEARNING: Reading for Pleasure

D.E.A.R. Time

Drop Everything And Read!

On the first Friday of every month the entire Country Parkway community chooses something to read for pleasure and sits in the hallways together to read. We spend a peaceful 15 minutes uninterrupted together enjoying our selections.

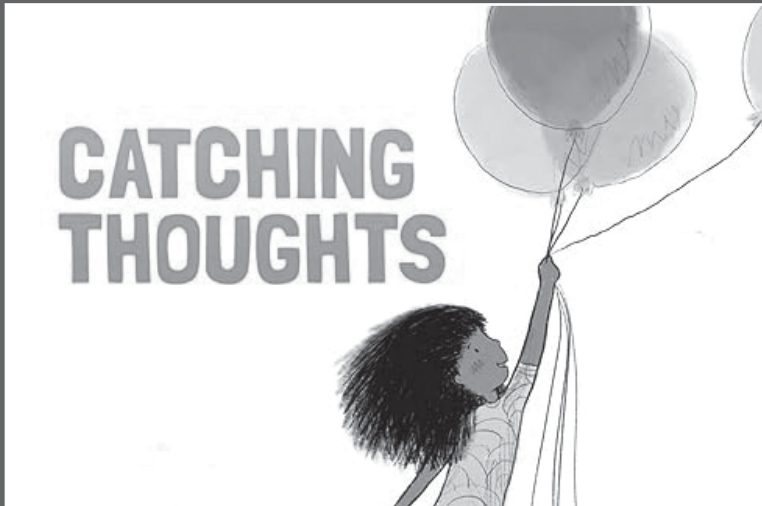




Youth Wellness Snapshot 2023-2024

Country Parkway

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

This year, Country Parkway learned about the power of our thoughts. We all learned that both positive and negative thoughts can directly affect our feelings and behaviors. We have more control over our thoughts than we think!

We did a school wide read aloud of the book *Catching Thoughts* by Bonnie Clark. Students also created their own positive thought balloon that hung in the hallway for a daily reminder to focus on the positive.

SOCIAL COMPETENCES: Cultural Competencies

Family Festival Night

Country Parkway celebrates our wonderful and diverse cultures by hosting our annual Family Festival Night. Families are invited to do a presentation, bring a food dish or share a performance that reflects their culture. It is one of our most attended nights of the year at CP.



AS A RESULT OF THESE INITIATIVES:

It's not only the students who know that Country Parkway is a family, the parents do too. Parents know that their children are loved and cared for and that this extends long after the end of the school day. Country Parkway faculty and staff are often the source of support and guidance as families navigate challenges. The students of Country Parkway know that they are loved, accepted and celebrated for who they are as unique, diverse individuals.

WORK TO COME:

Country Parkway will continue to build upon the lessons of personal power and the journey to increased self awareness and reflection.



Youth Wellness Snapshot 2023-2024

Dodge Elementary

YOUTH WELLNESS FACILITATORS:
Laurie Colucci

BUILDING ADMINISTRATION:
Charlie Smilinch, Principal
Nicole Mayers, Assistant Principal

Dodge - "The Most Dynamic School on the Planet!" That is our motto. Everyone, helps to make that a true statement. The Wellness, DEI, Mindful, SEL, Sunshine Committees, and the PTA work together to make Dodge a welcoming school community. The PTA supports all that is done at Dodge with programs and events both during and after school. The Dodge Dash, Country Fair, Ice Cream Social are a few of the favorites. Dodge families come to enjoy a snack and a night out with family and friends. Dodge provides a caring environment and encourages all to try new things through the many opportunities that are offered throughout the year. We help our students be prepared for the journey of learning, so they can be successful in the world that awaits them.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

Dodge Elementary has **B.U.G.** parades that celebrate classes and students who are **Being Unusually Good**. The classes are selected by administration and CE teachers for classrooms that demonstrate our 3 values: being safe, being kind, and working hard. All of the staff and students line the halls and cheer. The class gets a banner to hang in the room. The last week of each month, a student for each class that demonstrates the 3 values, is selected to be the BUG. Parents are invited to cheer on their child at the parade.

ENPOWERMENT: Service to Others

Dodgers have many opportunities to help others in our community. We encourage everyone to "Be a Bucket Filler." Students bring in toys for Dodge families in need at the holidays.

We also have our annual SOUPerbowl food drive to collect canned goods for Feed More WNY. The Kindness Challenge collects donations for the SPCA.

Dodgers also recognize Veterans and how they served our country to keep us safe.

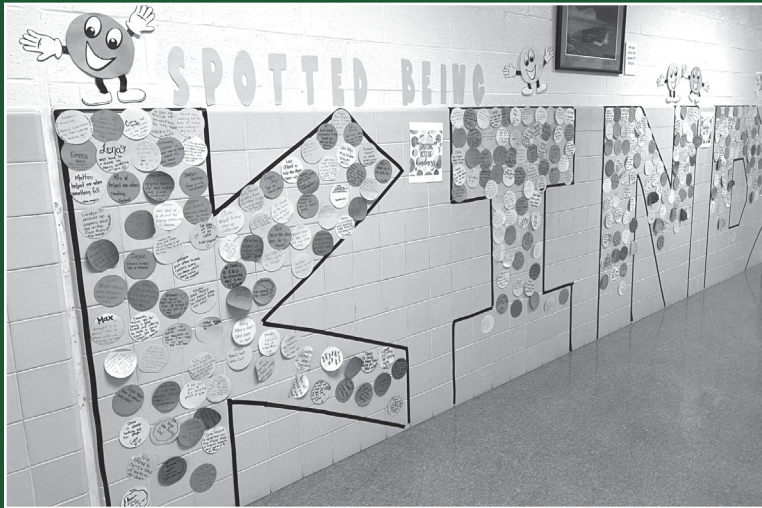




Youth Wellness Snapshot 2023-2024

Dodge Elementary

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: School Boundaries

Dodgers have the rules: Be Safe Be Kind Work Hard. These rules are displayed throughout the building. Students work hard to follow the rules and are proud to be role models for others. Everyone wants to be a BUG.

Students that are spotted being kind, have their name put on a spot, along with what they did to be kind. This is a reminder for all to be kind to others. Students are excited to get their name on the wall and seek out ways to be kind to others.

CONSTRUCTIVE USE OF TIME: Child Programs

Dodgers have many opportunities to participate in after school clubs. Some of the clubs offered this year were: Kindness Club, Eco Club, Math Olympiads, Intramurals, and Girls on the Run. The Kindness Club did many activities to help others, such as collecting mittens, hats, and gloves, which were donated to families.



AS A RESULT OF THESE INITIATIVES:

Dodgers feel a part of the community and are a big family. All children learn that everyone is important and that everyone should be treated kindly.

WORK TO COME:

We intend to continue the service projects that we do annually. Everything goes to people in our school and community that need a little extra help. It is a great way for students to help others in need. We will also continue the simple but powerful reminders of Wonderful Wednesdays, Unity Days, and Positive Tee Days.



Youth Wellness Snapshot 2023-2024

Dodge Elementary

INTERNAL ASSETS



POSITIVE VALUES: Responsibility

Every morning, the announcements end with the question: "Who are we?" You can hear the children throughout the building shout "DODGERS!" They know that they need to be safe, be kind, and work hard every day. They make good choices and are responsible for their actions.

The second Tuesday of every month is Positive Tee Shirt Day. Everyone wears shirts that have positive messages.

In the month of Mindful May, students have the opportunity to learn skills to self regulate their emotions. This is a wonderful life long skill for them to learn.

COMMITMENT TO LEARNING:

Reading for Pleasure

Dodgers experience the many joys of reading throughout the day. Sometimes they read silently, read aloud to others, and even record themselves reading for others to listen to.

Dodgers in grades 1-4 had the opportunity to participate in the Dodge Spelling Bee. Students were encouraged and motivated to work hard and do well. The finalists moved on to the regional competition.

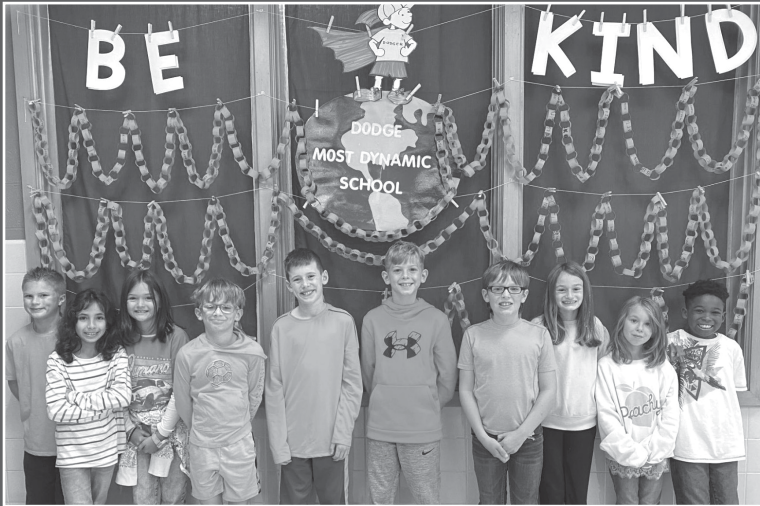




Youth Wellness Snapshot 2023-2024

Dodge Elementary

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

Every person in Dodge signed their name on a link which was made into a long chain. This chain shows that Dodgers are all connected and united in being kind to others. Dodgers wear orange the first Wednesday of every month to show they are kind to others. What acts of kindness are you going to do today?

The third Wednesday of every month is Wonderful Wednesday. It is another opportunity for all Dodgers (staff and students) to have fun and unite on special days, such as: Dodge Spirit Day, Creative Hair Day, Pajama Day, and more.

SOCIAL COMPETENCES: Cultural Competence

The DEI group put on a night of Celebrating Diversity at Dodge. Students and families attended various presentations about different cultures around the world. The first half hour was for families that required a small sensory friendly environment. Some of the topics included the Sikh religion, Diwali, Bolivia, Burmese New Year, Lebanese Culture, India, and the Year of the Dragon. There were also Tae Kwon Do demonstrations, and Irish dancing. Greek Baklava, Japanese Yaki Gyaza (type of dumpling), Polish Pierogies, and Italian Polpettes were some of the foods that you could sample. Many cultural books were on display in the library.



AS A RESULT OF THESE INITIATIVES:

Dodgers have learned the values of inner strength and the qualities of character. We emphasize the importance of responsibility to ourselves and others.

WORK TO COME:

We are always there for the students and families of Dodge, and will continue to promote a strong sense of self and community through our Wellness initiatives.



Youth Wellness Snapshot 2023-2024

Forest Elementary

YOUTH WELLNESS FACILITATORS:

Doreen Zak

BUILDING ADMINISTRATION:

Keith Wing, Principal
Claire Licata-Michael, Assistant Principal

"Many Different Trees, One Forest Family" That is the saying we have here at Forest Elementary! A combined effort of the Wellness/Diversity/SEL Committees, the PTA, and the Sunshine Committee makes everyone feel valued and supported. Activities and special events are planned for families, faculty, and students. On any given week throughout the school year a visitor to Forest can see something special going on. Family movie nights and popsicles on the playground, faculty luncheons and free massages, student celebrations, field trips, pep rallies, and dances. School is a place for developing academic skills, but equally important a place for providing love and support in the development of physical, mental, and social/ emotional well being. We at Forest take pride in providing our children with many different opportunities and experiences, equipping them with the tools necessary to grow and flourish in our ever changing world.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

Each year on Unity Day Forest students participate in an activity that focuses on kindness, acceptance, and inclusion. This year each of our students created a poster representing these themes/messages. Posters were displayed in hallways throughout the school.

Everyone wore orange and classroom teachers used resources from the PACER's National Bullying Prevention Center to enhance classroom conversations on the meaning of Unity Day.

ENPOWERMENT: Service to Others

Every year Forest connects with a community group/ organization and participates in a service project. Some have included the WNY Foster Closet, Veterans Hospital, Ronald Mc Donald House, Meals on Wheels, Journeys End, and the SPCA. Children make cards and send positive messages. Families offer donations. Each November our school community runs a food drive called the Sharing Basket in support of our district food pantry.. During the collection week everyone makes a feather for our Thanksgiving Turkey, and writes one thing that they are thankful for in their lives.





Youth Wellness Snapshot 2023-2024

Forest Elementary

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence

All 4th grade students are matched with Kindergarten students as part of our Buddy Program. Weekly classroom visits are planned and activities center around building positive relationships, being good role models, and creating a nurturing environment. This year we have expanded the Buddy Program so that some of our 1st grade students visit with our UPK program children.

CONSTRUCTIVE USE OF TIME: Child Programs

Forest Elementary offers students a wide variety of after school clubs. Some include Board Games, Drama, Yoga, Intramurals, Spanish, Kindness Krew, Robotics, and Girls on the Run. These clubs are a great opportunity for children to try something new, meet someone new, and develop lasting friendships. Each year we also have a Talent Show. Children can showcase their special interests/talents. Dancers, singers, magicians, comedians, acrobats all come out to participate.



AS A RESULT OF THESE INITIATIVES:

All students were able to engage in activities that emphasized the importance of acceptance and inclusion, the value of service to others, and the power of being a positive role model.

WORK TO COME:

In next year's plan we will look at new ways and new opportunities to strengthen these important life skills. One plan is to use the ideas from Dr. Jevon Hunter's presentation on Diversity, Equity, and Inclusion, along with the book *I'll Walk with You* by Carol Lynn Pearson, to organize a school wide project. Another plan is to expand our community service work by linking with new and different community groups.



Youth Wellness Snapshot 2023-2024

Forest Elementary

INTERNAL ASSETS

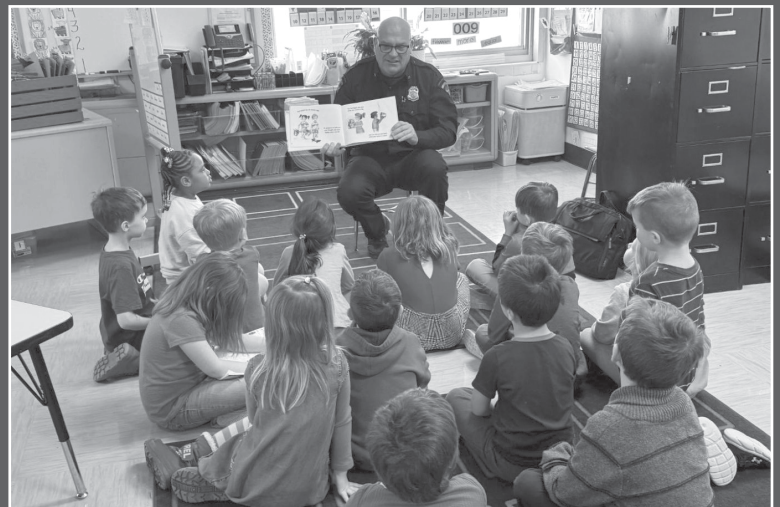


POSITIVE VALUES: Responsibility

Daily morning announcements are planned by our 4th grade students and emphasize our school motto, Be Respectful, Be Responsible, and Be Kind. Students share different ideas for developing these personal qualities. Our school has a book machine in the front hallway, and students who are caught demonstrating these qualities receive a coin to use in the machine. Classroom teachers also carry out a variety of activities to reinforce this school motto.

COMMITMENT TO LEARNING: Reading for Pleasure

Each year during the month of March our school participates in a PARP celebration (Parents as Reading Partners). Over a two week period guest readers, including parents and community members, visit classrooms for a read aloud. Children make pendants from their favorite books. All join together in the hallways for some DEAR time (drop everything and read). A March Madness competition is played to determine a winning story.





Youth Wellness Snapshot 2023-2024

Forest Elementary

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

All students in UPK-4 participate in classroom lessons that focus on social emotional learning. Topics covered include identifying emotions, communication skills, dealing with stress, self advocacy, making social connections, building self confidence, inclusivity, and handling peer pressure. Community circles in classrooms allow each child to feel a sense of belonging, and valued by others. Children begin to understand that they can influence some of the things that happen in their lives.

SOCIAL COMPETENCES: Cultural Competence

New this year Forest had a week long event, Festival of Family Cultures and Traditions. Flags from over 200 countries hung in all the hallways. Each family created their own personal poster to demonstrate their family's culture and traditions. Each student was given a passport to decorate and write down the countries that they visited. Guest speakers shared language, music, clothing, dances, games, arts, songs, and stories from their country of origin. This unique opportunity helped children to learn more about their own cultural identity and encouraged positive interactions with children of different racial, ethnic, and cultural backgrounds.



AS A RESULT OF THESE INITIATIVES:

Students began to develop a better understanding of their role and responsibility for their education, their behaviors, and their influence on things that happen in their lives. Students also developed a deeper understanding of their own cultural identity as well as the cultural identity of others thus encouraging positive interactions with children of different racial and ethnic backgrounds.

WORK TO COME:

In next year's plan we will look at ways to further develop our festival of family cultures and traditions week. We will also look at new and different ways to expand classroom lessons that focus on social-emotional development.



Youth Wellness Snapshot 2023-2024

Heim Elementary

YOUTH WELLNESS FACILITATORS:

Nancy Fultz

BUILDING ADMINISTRATION:

Dr. Bonnie Stafford, Principal

Heather Newton, Assistant Principal

At Heim Elementary we prioritize the mental health and wellness of our students, staff and community. Our Wellness Plan encompasses activities for all three of these categories. We want our whole community to feel supported and provide opportunities for all of us to learn and grow with each other. Our overall plan includes activities for just students, including school wide programs, classroom programs and individual opportunities. We also offer programs for our staff to choose to participate in for mutual support and education together. Lastly, but equally important, we provide opportunities for our community to come in and learn with us and develop a greater sense of our Heim Community. Together we can achieve great things!

EXTERNAL ASSETS



SUPPORT: Caring School Climate

At Heim Elementary it is important to us to bring the entire Heim Community together for welcoming activities and fun family activities. Together with the Heim PTA we use the first Friday of the School Year to have Wellness Night as a way to have teachers, students and their families come together to have dinner and socialize and meet new friends. Later in the Fall we had Fall Fest which included fun family activities for parents to connect with one another and for students to join in fun activities together.

ENPOWERMENT: Service to Others

The Safety Patrol at Heim Elementary is a great example of how we utilize service to others. It is a 4th Grade Program run by Mrs. Pordum and Mrs. Lorenzo. 4th graders are given the opportunity to train and learn how to be a safety patrol volunteer. They learn from their leaders and also our SRO Sarah Aiello. Together they learn how to be a positive influence for all the students at Heim. The orange vest helps our students identify who to reach out to for help and support. They are in the hallways in the morning as students arrive at school and some also help out in the afternoon at dismissal. They also participate in giving out awards to the grade level who exceed their expectations.





Youth Wellness Snapshot 2023-2024

Heim Elementary

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS:

Positive Peer Interactions

We were fortunate this year to have the Corey the Dribbler program. Corey travels the country inspiring kids with a character education message, The 4Rs for success: Respect, Responsibility, Ready to Learn, Reading is Power. He uses his gift of motivational speaking and past experiences as a former Harlem Globetrotter and an 8-Time Guinness World Record Holder to gain the attention of each and every student for his important message about striving for your dreams and positively supporting each of your peers to do the same. He demonstrates the value of education as you work towards your goals. He was a motivating presenter and voted as the best school assembly at Heim Elementary School.

CONSTRUCTIVE USE OF TIME: Child Programs

At Heim Elementary school we have many after school Kids Clubs each year. This year we had a variety for students to participate in K- 4th grade. Students love to stay after school to learn new activities and spend time with new friends.

The clubs included:

- Heim Super Heros
- Sun, Moon and Stars Club
- Mind Logic
- STEAM Club
- Character Education with a Kick
- Games Galore
- 3D Art Club
- Cross Stitch



AS A RESULT OF THESE INITIATIVES:

We enhanced student, staff and community learning on many different external assets. We gave all grade levels the opportunity to participate in fun experiences with significant adults and peers developing positive relationships. We encouraged service to others and supported the successes of others in a variety of ways.

WORK TO COME:

In next year's plan we are going to continue some of the same initiatives and add onto others, including community service projects specific to all grade levels, in which they will select what causes are important to them. We are expanding our collaboration with our PTA and holding joint activities for families to come and learn together, and continuing to add activities that teach constructive use of time.



Youth Wellness Snapshot 2023-2024

Heim Elementary

INTERNAL ASSETS



POSITIVE VALUES: Responsibility

At Heim Elementary we recite the Heim Hero Pledge each morning as a whole school.

Be a Heim Hero: Hands are for helping, Everyone tries their best, Respect for yourself & others, On task in your class, Everyone is kind, Smart choices

This year at Heim Elementary Ms. Dengler and Ms. Zapalowski developed a new way to help recognize students who demonstrate responsibility and follow through on the expectations of our Heim Hero Pledge. Each staff member identifies a student for the monthly reward. Families are notified and students are recognized as a group and get dismissed first the day the award is announced .

COMMITMENT TO LEARNING: Bonding to School

At Heim Elementary School students have classroom jobs and responsibilities. Examples of these jobs include :

Line leader/ Caboose
Lunch count captain
Chrome book/ computer helper
Messenger
Mailbox manager

Students bond to their classroom and to the school as a whole by understanding their important role in helping their class and school community. Students look forward to participating in a variety of classroom jobs throughout the school year. These jobs usually change weekly.





Youth Wellness Snapshot 2023-2024

Heim Elementary

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

We celebrated our 2nd annual Wellness Day at Heim Elementary School. All students rotated through each of the stations in the morning and in the afternoon completed wellness activities in their own classroom.

- Mindful Movement in the Gym
- Making positive word bookmarks
- Pocket hugs made out of clay and creative materials-given to other students to enjoy
- Community Circles
- There is only one you. It was a story, leaf creation making of a schoolwide tree.

SOCIAL COMPETENCES: Cultural Competencies

International Night is being celebrated this year at Heim Elementary School on May 30th. It is an opportunity for families in our community to come into school and share their culture and traditions with us. In addition to an evening program we are also celebrating a full week of activities that will be celebrated in all of our grade levels. There will be a theme for each day and opportunities for students to teach their language to other students on the morning announcements. We are also excited to be developing this program as a full campus experience joining with Heim Middle School as they have their students share their cultures as well. The evening culminates in a talk given by Dr. Hunter in the Heim Middle Auditorium.



AS A RESULT OF THESE INITIATIVES:

We held our first International Night and had great participation in both families being willing to share their cultures with others in a variety of ways and families attending to experience this with their own family. We highlighted more ways to increase positive wellness at school and at home through our full day Wellness Day increasing positive identity and personal power.

WORK TO COME:

In next year's plan we are going to expand our collaboration with our PTA and hold joint activities for families to come and learn together, and continue to add activities that teach responsibility by providing more opportunities for students to help within their classroom and in the school as a whole. We will evaluate International Night and expand it for an annual program each year.



Youth Wellness Snapshot 2023-2024

Maple East Elementary

YOUTH WELLNESS FACILITATORS:

Andrea Armstrong
Karrie Dominique

BUILDING ADMINISTRATION:

Dr. William Bohen, Principal
Kristy Giardina, Assistant Principal

Maple East is a warm and welcoming school that fosters strong relationships between our students and all of the adults in our school community. Daily morning meetings along with events like Unity Day, Red Ribbon Week, Heritage Month, Wellness Day, Ice Cream Social, and student of the month parades, help to celebrate our students, their identities, and build strong connections. We have a wonderful SEL program and a therapy dog named Cosmo that help to teach our students important life and coping skills. We work together with our PTA to organize field trips and additional events that not only enhance our educational programming but also allow for our students to feel a sense of belonging in the community around us. The well being of our students and staff are important to us- Maple East is a great place to teach and learn for all!

EXTERNAL ASSETS



SUPPORT: Caring School Climate

Maple East has worked towards implementing Morning Meeting in every classroom this year. Morning Meeting has transformed our school community. Students have learned social emotional, communication, and conflict resolution skills- all while building strong relationships with their peers and teachers.

In addition, every fall we celebrate Unity Day where we all come together to unite in kindness, inclusion, and courage in order to prevent bullying wherever it may occur.

ENPOWERMENT: Service to Others

Maple East has proudly supported several initiatives to make a positive impact on the community around us. Maple East students collected holiday gifts for the students at the Harvey Austin School, made holiday decorations for the residents at Amberleigh, ran a food drive for the families at Buffalo Public School 18, and they made Valentines for Veterans.

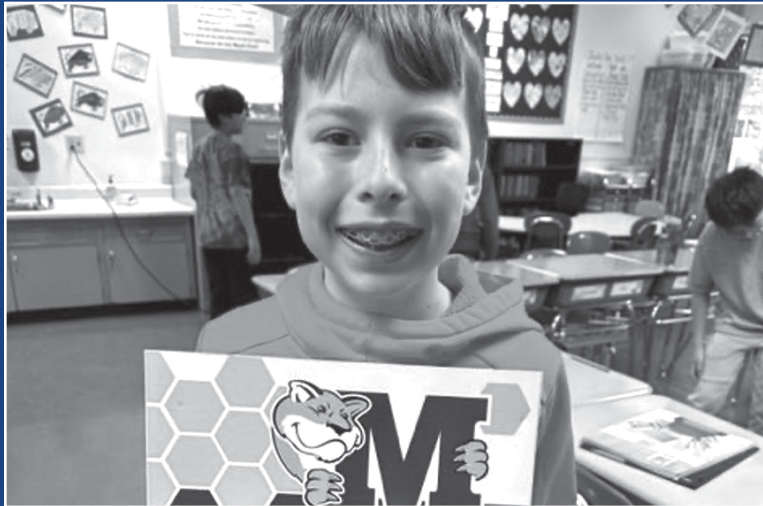




Youth Wellness Snapshot 2023-2024

Maple East Elementary

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: School Boundaries

Maple East has clear and consistent rules as well as a common language that is used building wide. We use the three B's- Be Respectful, Be Responsible, and Be Safe to help students understand what expectations are while they are at school. Our students know what the three B's look like in all areas of the school day and that helps to make for a positive learning environment for all!

CONSTRUCTIVE USE OF TIME: Child Programs

Maple East has many wonderful opportunities for students before and after school. Clubs offered to our students include intramurals, walking club, chess club, garden club, Girls on the Run, Boys on the Right Track, STEAM, and several others.



AS A RESULT OF THESE INITIATIVES:

Everyone at Maple East Elementary feels included and has a strong connection to our school community.

WORK TO COME:

Maple East continues to focus on the Morning Meeting Restorative Classroom and developing calming corners in each classroom.



Youth Wellness Snapshot 2023-2024

Maple East Elementary

INTERNAL ASSETS



POSITIVE VALUES: Self Regulation

At Maple East, we are lucky enough to have Ms. Kane and her therapy dog Cosmo! They visit classrooms once a month and focus on SEL lessons with all of our students. In addition to this program, we secured a grant from the PTA this year to fund the purchase of materials needed to create Calming Corners in each of our classrooms! All students have a place that they can go to breathe and calm down when they need it!

COMMITMENT TO LEARNING: Bonding to School

At Maple East, we want all students to feel a sense of belonging here. We have Friday dance parties as students enter the school for the day and we have adults spread around the hallways every morning so that each student has three points of contact before their day starts. Additionally, we have a check and connect program that is another great way for students to make a connection with a teacher at school.





Youth Wellness Snapshot 2023-2024

Maple East Elementary

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

Each May, Maple East hosts its annual Wellness Day. On this day students rotate through a variety of activities that promote wellness and self-care. Students may participate in sports, outdoor activities, yoga, meditation and more. The entire school also participates in the Fun Run on this day.

In addition to this special day, we are lucky enough to have Ms. Kane and her therapy dog Cosmo! They visit classrooms once a month and focus on SEL lessons with all of our students.

We also have a Student of the Month from every classroom and we celebrate with a parade! The students really see the power of their great choices when they earn this special honor!

SOCIAL COMPETENCES: Cultural Competence

In March, Maple East honors Heritage Month. All students have the opportunity to research and share their culture and heritage with their classmates. Students have varied opportunities to share including making posters, slideshows, as well as presenting with their parents or on their own.



AS A RESULT OF THESE INITIATIVES:

Students are given the opportunities to connect with their classmates daily and develop important social emotional skills.

WORK TO COME:

Maple East will continue the important DEI work which allows for a climate of connection and belonging.



Youth Wellness Snapshot 2023-2024

Maple West Elementary

YOUTH WELLNESS FACILITATORS:

Marisa Knab
Ann Zasowski

BUILDING ADMINISTRATION:

Jason Smith, Principal
Lindsey Kubera, Assistant Principal

The faculty, staff and parents of Maple West Elementary School, who are committed to high standards and appreciation of the arts, dedicate themselves to developing the special talents of all students to think creatively and critically, to accept responsibility for learning and growth in order to become confident learners and productive citizens in our school and community.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

Students at Maple West earn tiger tickets for displaying respectful and responsible behavior. Each week the classrooms with the heaviest tiger ticket jar parade throughout the school with our tiger banner! This is a great way to promote positive behaviors and celebrate our amazing students!

ENPOWERMENT: Service to Others

Maple West students created Veterans Day cards to show their appreciation for Veterans. Teachers delivered them to Veterans hospital.

We also host a monthly wellness theme of Acts of Service. As an example of this effort, our third grade students held a donation drive of personal hygiene and cleaning supplies for Jewish Family Services.





Youth Wellness Snapshot 2023-2024

Maple West Elementary

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence

Maple West 4th graders who demonstrate respectful and responsible behaviors have an opportunity to be a part of Safety Patrol. Their job is to make sure the other MW tigers are always being safe whether it is in the halls or on the buses.

Older grade levels team up with younger grade levels throughout the year as reading buddies. We also recently welcomed the Williamsville South Flag Football Team into our building to read to our students.

CONSTRUCTIVE USE OF TIME: Creative Activities

Maple West has many opportunities for all students to show off their talents and interests. In March, our math specialists led a March Math Madness night in which students and parents partnered against each other for some hands-on math games.

Our art teacher, Mrs. Rauscher, runs our Art Club where students can show off their artistic talents. We also hold Arts Fest West every year in the spring to showcase the amazing artwork all students create throughout the year.



AS A RESULT OF THESE INITIATIVES:

Maple West students feel a sense of pride in their character, their classrooms, and their community. They know and practice responsible citizenship.

WORK TO COME:

We will continue to make character education and wellness a priority at Maple West and look forward to expanding our community partnerships.



Youth Wellness Snapshot 2023-2024

Maple West Elementary

INTERNAL ASSETS



POSITIVE VALUES: Caring

During our Wellness Week we have the students participate in many activities that include students not using any technology for the day, wearing a t-shirt that promotes a positive message, and students sharing a kindness note with other students in a different grade level. Teachers and staff also participate in this fun filled week. At the end of Wellness Week, Maple West holds a Fun Run. Parents and students help raise money for our PTA and also promote a healthy lifestyle.

COMMITMENT TO LEARNING: Learning Engagement

Each year our school participates in a PARP celebration (Parents as Reading Partners). The Friday before PARP week we have a special event called Prime Time Reading which is only for fourth graders that includes an escape room and read alouds by teachers in the classroom throughout the school building. In order to solve the escape room, students had to put a code together which released our mascot Link out of the locker room. During PARP week, teachers have mystery readers come into the classroom to read to students. All students join together in the hallways for some DEAR time (drop everything and read).





Youth Wellness Snapshot 2023-2024

Maple West Elementary

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

Each week, one student from each class is chosen as the Star Student. Star Students are children who are respectful, responsible and ready. Star Students receive a token for our book vending machine, a certificate and a bracelet. As part of Unity Week, every student at Maple West created their own identity web showcasing who they are as individuals. Identity webs were then displayed throughout the building to show that we may be individuals but we are also one Maple West family.

SOCIAL COMPETENCES: Cultural Competencies

Maple West held its first Multicultural Night in February. Cultures from around the world came together at our school to promote diversity and equity. Students and their families got a chance to showcase their cultural identities while learning about each other as well.



AS A RESULT OF THESE INITIATIVES:

Students at Maple West know that character starts from within, and the importance of sharing those values with others.

WORK TO COME:

Our first Multicultural Night was a successful endeavor, and we look forward to continuing to grow this event as a way to continue to connect our school community.



Youth Wellness Snapshot 2023-2024

Casey Middle

YOUTH WELLNESS FACILITATORS:

Carole Ann Collard
Tim Plncoski

BUILDING ADMINISTRATION:

Dr. Salvatore Curella, Principal
Clare Battle, Assistant Principal

At Casey, we are committed to ongoing improvement, and continually look for opportunities to develop the character education of our students. It is our goal to help our students develop into competent, connected, and independent young people who recognize the positive impact they can have locally and globally. Our faculty and staff recognize the awesome responsibility and privilege it is to work with our students every day. Our Wellness Team is proud to play an important role in supporting these efforts.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

Casey Middle School's faculty, staff and families teamed up to support a student battling cancer. This student formed his own charity named Tyler Tough to raise money for pediatric cancer patients. The school community rallied around this brave young man by purchasing Tyler Tough branded clothing, cheering him on at the Roswell Tree Lighting ceremony, and providing on-going education to his peers. Casey Middle School organized a large turn out from students and faculty to the first Williamsville North modified baseball game, where this student is a member of the team.

ENPOWERMENT: Service to Others

Casey Middle School banded together to collect non-perishable items in a themed event called the Souper Bowl, benefitting the Hearts for the Homeless organization. Two tables were set up in our main hallway, each decorated for the respective teams playing in the Super Bowl. Students could place their donation on the table of the team they were predicting to win.





Youth Wellness Snapshot 2023-2024

Casey Middle

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: School Boundaries

Town hall meetings were held to not only review the school code of conduct, but to enrich students with education on diversity, equity and inclusion. Dr. Javon Hunter spoke to our students about dignity and treating each other with kindness and respect. Our Student Services Team also works closely with students to help them navigate the perils of middle school. We have a lot of skill based friendship groups where we work on maintaining boundaries academically and socially in order to be good Casey Citizens. We recently had our 4th Grade Visit where our incoming students got to meet their teachers, learn about Casey offerings and culture, tour our building and hear from the 8th graders who were on hand to answer any questions they may have pertaining to life at Casey!

CONSTRUCTIVE USE OF TIME: Child Programs

Casey offers an abundance of opportunities for students to participate in cocurricular activities or structured community programs. School intramurals are offered four times per week with rotating activities to attract students at all skill levels. Big Brothers Big Sisters offered opportunities for Casey "Littles" to be paired with Williamsville North "Bigs" on a weekly basis. School Clubs run before and after school with a variety of interest areas.

We also have our WEB program which is a program designed for 8th Graders to mentor Fifth Graders. The Web leaders have various activities where they do crafts, games and activities with their Fifth Grade groups to help them adjust and acclimate to middle school.



AS A RESULT OF THESE INITIATIVES:

Casey students develop a sense of connectedness and belonging to their school community. They are able to share in the joy of giving back to others and develop a sense of pride.

WORK TO COME:

Our future efforts will focus on expanding opportunities for the development of student leadership skills, coping skills, teamwork and communication. We are truly looking forward to carrying on our strong Casey Traditions with renewed excitement and innovation under our new leadership!



Youth Wellness Snapshot 2023-2024

Casey Middle

INTERNAL ASSETS



POSITIVE VALUES: Health Lifestyle

Casey welcomed Danielle Vellas on ACES (All Children Exercise Simultaneously) Day to present students with the importance of a healthy lifestyle. She stressed the importance of self-care and tending to your individual mental health. Stress management, proper nutrition, and getting enough sleep were all components of a healthy lifestyle. Coping strategies such as breathing techniques, tapping, and movement were all discussed to assist with stress management.

The UB Mens Basketball Team teamed up with our PE department. Students took part in various exercises as a way to promote physical activity and mental health wellness.

COMMITMENT TO LEARNING: Learning Engagement

Students are able to engage in project based learning as well as learning opportunities outside of school hours. Students in 6th grade are working to complete their Seven Wonders project, which allows groups of students to research, design and present a project to the community. The Casey Craft Fair allows budding entrepreneurs to write a business plan and to sell their created goods.





Youth Wellness Snapshot 2023-2024

Casey Middle

INTERNAL ASSETS



POSITIVE IDENTITY: Self-Esteem

Casey Middle partnered with the University at Buffalo and Dr. Catherine Cook Cottone to engage in yoga with our middle school girls. The goal was to increase mindfulness and positive body image. This program is empirically based and helps reduce stress/anxiety, promotes mindfulness, encourages self care, enhances coping, boosts self esteem and self confidence!

SOCIAL COMPETENCES: Interpersonal Competence

Unity Day is celebrated at Casey with multiple inclusion circles conducted during PE classes for all students. Prompts were offered for students to step forward in the circle if said prompt pertained to them. The goal of the activity was to create a safe space for self-reflection, to build empathy, and to discover connections with students that may not be known.



AS A RESULT OF THESE INITIATIVES:

Casey students have engaged in a variety of ways in which internal strength, self-care, and motivation can be fostered and strengthened.

WORK TO COME:

The faculty and staff at Casey, under the direction of our new principal, Dr. Sal Curella, is creating a Value and Vision Team to work with Wellness on contributing to the overall culture and climate of our building. School Community Stakeholders are going to reassess our process and procedures in order to support students and staff while aligning with district initiatives such as DEI and SEL. We plan on focusing our efforts on creating "moments" for students and staff such as field days, discovery days, wellness days etc. as research indicates that these positive experiences provide a much needed respite from routine.



YOUTH WELLNESS FACILITATORS:

Kelly Benzinger
Jennifer Moore

BUILDING ADMINISTRATION:

Dr. Jeffrey Jacklewski, Principal
Lauren Miranto, Assistant Principal

Youth Wellness Snapshot 2023-2024 Heim Middle

At Heim Middle School we consider our students, faculty, staff, and community one big Heim Middle family. When we develop wellness initiatives for our building, the main questions are always: Is it good for students? Is it good for our Heim Middle School family? Our building works together through Wellness, student clubs, DEI, and our other Strategic Planning committees to develop programs and activities that will support our family mentally, physically, and emotionally. Heim Middle School offers a caring, supportive environment in which students can flourish. As a Heim family, we try to grow and succeed together, supporting each other along the way. We try to develop Heim Hawks that will soar into the future ahead.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

One of the highlights of the Heim Middle School year is participating in Heim Gives Back day, which coordinates with the December monthly theme of service to others. Each homeroom at Heim Middle creates their own service project, creating items to be donated to community organizations. This year we donated 20 kid created blankets to Project Linus, donated hundreds of tray favors to local nursing homes, and a multitude of crafts to the VA Hospital.

ENPOWERMENT: Children as resources

Old Heim Days is a 100% student run after school activity. Students from grades 6, 7, and 8, in the leadership and WEB Heim times, worked together to develop over 20 carnival games. Students were responsible for coming up with the game, working the game at the evening event, and recruiting other students at Heim Middle to help them run their game. This evening also featured the Great Cake Giveaway, with cakes created solely by the students of Heim Middle home rooms. We had over 400 students attend the free, evening activity and a great time was had by all!

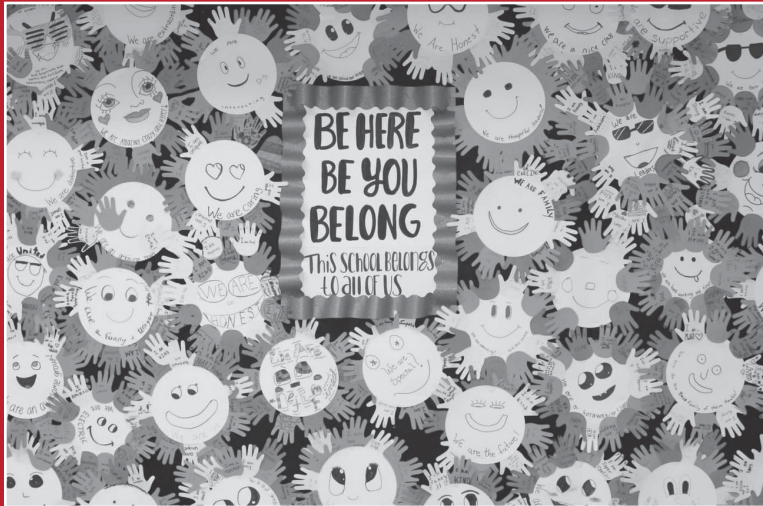




Youth Wellness Snapshot 2023-2024

Heim Middle

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence

During the month of November, which features National Kindness day, students participated in Kindness Week at Heim Middle School. Each adult in the building was given kindness tokens that they handed out when they saw students being kind and having a positive influence on their peers. Students at all grade levels really enjoyed earning the tokens and being recognized for their positive behavior.

CONSTRUCTIVE USE OF TIME: Creative activities & Child Programs

This year, Heim Middle school put on their first school-wide musical, Annie Jr, in over 35 years. All students that auditioned were included in the event. The musical involved over 80 Heim Middle students.



AS A RESULT OF THESE INITIATIVES:

Students at Heim Middle have the opportunity to develop strong character and leadership skills. They experience what it means to give back to their community.

WORK TO COME:

We will continue to provide quality enrichment opportunities and will change or expand programming based on student voice and input.



Youth Wellness Snapshot 2023-2024

Heim Middle

INTERNAL ASSETS

Wellness Monthly Theme Calendar with Links!

October - Self Awareness

[Open-Mindedness](#)

[Integrity](#)

[Knowing My Words and Actions Affect](#)

[Others](#)

[Self-Control](#)

November - Gratitude

[Gratitude I](#)

[Gratitude II](#)

[Purpose](#)

December- Service to Others

[Supporting Others When They Struggle](#)

[Humility](#)

[Teamwork](#)

April - Acts of Kindness

[Kindness](#)

[Being Present and Giving Others My](#)

[Attention](#)

[Cheering Others' Success](#)

[Love](#)

May- Mental Health Awareness

[***videos to come from Health and PE staff](#)

June - Connections to School and Others

[Curiosity](#)

[Creativity](#)

[Leadership](#)

POSITIVE VALUES: Caring, Equality and social justice, Integrity, Honesty, Responsibility & Healthy Lifestyle

This is our second year of embracing the Positivity Project at Heim Middle. 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. Weekly character traits come with supplemental lessons, vocabulary, activities, and parent resources. The resources are differentiated for each grade level, despite being the same trait across the building. This program has been an incredible addition towards our goal of incorporating more social emotional learning at Heim Middle school.

COMMITMENT TO LEARNING:

Bonding to school

Relax and Recharge day is the culminating activity to our school year. On this day, we run a special schedule, and students have the opportunity to select six different activities/hobbies that they feel they may enjoy as hobbies or pastimes. There are 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.





Youth Wellness Snapshot 2023-2024

Heim Middle

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

At Heim Middle School we have a Leadership Heim Time composed of 6th, 7th and 8th grade students that are selected by the faculty as being leaders at their grade level. These students help develop the monthly activities for the school, contribute ideas to be facilitated by the Wellness committee, and execute their ideas throughout the building. Next year, we are looking forward to extending our Leadership Heim time to include our incoming 5th graders, so that all students, at all grade levels, feel as if they have a voice in our school.

SOCIAL COMPETENCES: Cultural Competence

Each month we have a Cultural Connections activity. Students at Heim Middle who celebrate different cultural events/holidays, meet as a group, with an adult leader, and create a lesson for our homerooms about their upcoming holiday. There is a book component, where students listen to a book being read and then are asked follow up discussion questions. This same group of students will then travel to Heim Elementary and share the book/presentation there as well.



AS A RESULT OF THESE INITIATIVES:

Our Heim Hawks can try new things, expand their knowledge of themselves and the world around them, and feel safe to be who they are.

WORK TO COME:

Heim has been implementing resources from the Positivity Project during Heim Time, promoting character development based on weekly targeted traits. We are leading by example as the other three District middle schools will be including this programming starting in the fall of 2024.



Youth Wellness Snapshot 2023-2024

Mill Middle

YOUTH WELLNESS FACILITATORS:

Sherri Knab
Karen Stelley

BUILDING ADMINISTRATION:

Chris McDuffie, Principal
Courtney Chamberlain, Assistant Principal
Lori Dabney, Assistant Principal

Each and every day, all throughout Mill Middle, students and staff are actively engaged in activities that help bring about academic, physical, and mental growth and well-being. From sharing how we can all help out our larger community or joining one of our weekly wellness walks, to getting in on the fun during an evening activity or dance, students are an integral part of our vibrant school family. We actively work to provide a supportive and understanding environment where students can take risks and explore an ever expanding range of opportunities as they continue to grow throughout their middle school years.

EXTERNAL ASSETS

MILL MIDDLE FOOD DRIVE

Please help us collect non-perishable foods for the Williamsville Food Pantry. This food drive serves many families in need within our community.

SUPPORT: Caring Neighborhood

Mill Middle sponsored a food drive to help stock our Williamsville Food Pantry. Our school community collected non-perishable food items and personal hygiene items to support our Williamsville families in need. Wellness Ambassadors encouraged their peers to donate items to make our drive a success.

ENPOWERMENT: Youth as Resources

This year, Mill approached student involvement with a new idea. Teachers selected two Wellness Ambassadors from each homebase. The Wellness Ambassadors attended meetings, brainstormed ideas, and helped to execute our Wellness initiatives. Wellness Ambassadors brought the ideas and vision of Wellness back to homebase to share with their peers in order to give Wellness a greater presence amongst the entire building.





Youth Wellness Snapshot 2023-2024

Mill Middle

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Adult Role Models

The faculty and staff at Mill Middle School are models for positive, responsible behaviors at all times. This year's Explore and More day gave students an opportunity to get to know the qualities of the adults in our school community in fun and novel ways. The day was structured to allow teachers and support services personnel the opportunity to run activities that reflect interests, hobbies, and leisure activities. In the afternoon, Dr. Jevon Hunter presented to our students to foster conversation about the harmful effects of not choosing their words carefully and treating others with dignity and respect, regardless of actual or perceived differences.

CONSTRUCTIVE USE OF TIME: Youth Programs

Wellness sponsored a Winterfest Event for our 5th and 6th grade students. Students took part in activities such as Bingo, Karaoke, Gaga ball, and a visit with a therapy dog.

The 7th and 8th grade students were invited to attend a Winter Wonderland dance. Students enjoyed an evening with their peers dancing the night away!

We continually find ways through clubs and activities to provide opportunities for participation at Mill Middle!



AS A RESULT OF THESE INITIATIVES:

We strive to ensure that all students find ways to engage with our school community and build relationships with others.

WORK TO COME:

We look forward to continuing our work with the Wellness Ambassadors to plan for our future initiatives. Their voice is a critical component to this work.



Youth Wellness Snapshot 2023-2024

Mill Middle

INTERNAL ASSETS



POSITIVE VALUES: All Values

Each month Wellness highlights a new theme on video announcements. Students record a segment on the theme, what it means, and how to put the theme into action throughout the Mill community. Students are invited to complete a Google form when they see the monthly theme in action. In addition, teachers are given Community Circle prompts that incorporate the monthly theme to use within the classroom.

COMMITMENT TO LEARNING: Bonding to School

Mill Middle School's motto is "Be somebody who makes everybody feel like a somebody. This quote emphasizes the importance of kindness, respect, and positive interaction in our daily lives. Mill encourages student involvement whether it be through our HERD Community Service Club, taking part in our school musical, attending events planned by our PTSA, playing a modified sport, or simply showing your Mill Spirit on Friday dress up days. Mill strives to treat everyone with dignity and make them feel valued and a significant part of our school community.





Youth Wellness Snapshot 2023-2024

Mill Middle

INTERNAL ASSETS



POSITIVE IDENTITY: Self-Esteem

Mill Middle School took the prize for being Spirit Week Champions this spring! Students came out in full force with creative expressions of their school spirit. This shows a sense of belonging to a community of peers, which can only be fostered first through a strong self-esteem. School counselors, our social worker, and our school psychologist also provide individual and small group support to our students and families.

SOCIAL COMPETENCES: Caring

Wellness planned events for Unity Day in October. Students watched a video in homebase about the meaning of Unity Day and its power. Each student made a pledge on an orange (the color of Unity Day) strip of paper and we took all of the pledges to create a paper chain, hung in the main corridor of Mill. Students also signed a Unity Day banner which was hung on the fence in front of school for all to see as they entered our property.



AS A RESULT OF THESE INITIATIVES:

At Mill Middle we will continue to find ways to allow our students to develop and show their talents as student leaders by providing them with a wide range of opportunities to grow as individuals and share their unique skills both at school and in the community beyond.

WORK TO COME:

We are proud of the work that is currently underway at Mill, and look forward to continuing and expanding our wellness programming.



Youth Wellness Snapshot 2023-2024

Transit Middle

YOUTH WELLNESS FACILITATORS:

Katie Cageao
Matt Rydelek
Kim Styka

BUILDING ADMINISTRATION:

Dr. Daniel Walh, Principal
Kaitlyn Parrino, Assistant Principal
Patrick Quast, Assistant Principal

The faculty and staff at Transit Middle strive to create a healthy and safe learning environment as students transition from elementary to middle school. Our educational process provides all students with a program that is comprehensive, challenging, and purposeful that offers students the opportunity to fully engage in academic achievement. We believe in providing encouragement, nurturing, and challenge for all students so that they can maximize their potential.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

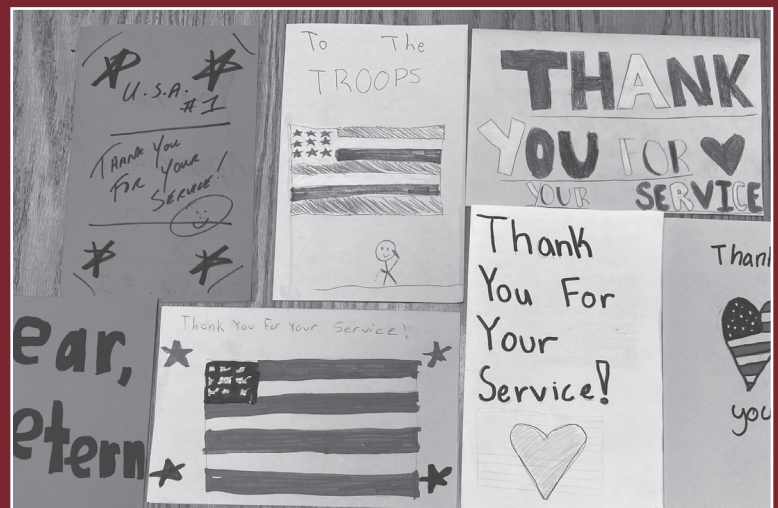
Our census project focused on the theme of "Everybody at Transit Counts/Matters". We wanted every student to feel as though they belong in our wolfpack.

We put a Timberwolf paw magnet with a positive quote and piece of candy on every locker in the building. We did the lockers sporadically to keep the excitement going for the second half of the school year.

The goal being that all students feel like they are part of a caring school climate.

ENPOWERMENT: Service to Others

The Wellness Committee is sponsoring a letter writing/card making campaign for our Troops during the month of May. The students were empowered to promote this activity within their homebase. The cards will be an opportunity to help others in our community and show our appreciation for their service.





Youth Wellness Snapshot 2023-2024

Transit Middle

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS:

Adult role models

The Wellness Committee at Transit meets bi-monthly with students. For the first meeting of the month we invite the staff Wellness members to our meeting. The joint meeting provides a space for adult role models and positive peer influence.

Both students and staff have equal voices in these meetings.

CONSTRUCTIVE USE OF TIME:

Creative Activities and Youth Programs

The Fall Fest happens every October at Transit. This is a creative time for students to participate in a variety of activities - color run, BMX bike show, chalk art, yard games.

This day includes many high quality interactions among students, staff, and community members.



AS A RESULT OF THESE INITIATIVES:

Transit Middle students are empowered to be active participants in the development of character and community.

WORK TO COME:

We look forward to growing and changing our wellness efforts in response to the feedback and needs of our school community. Within our school we hope to broaden our census project so that every student knows that they “count”.



Youth Wellness Snapshot 2023-2024

Transit Middle

INTERNAL ASSETS



POSITIVE VALUES: Caring

We have worked hard to raise money for two local pediatric cancer charities - PUNT and Sophia the Fierce. These fundraisers helped our students learn to advocate for others. The students felt the importance of helping others.

COMMITMENT TO LEARNING: Bonding to School

For our Wellness fundraiser this year, the students planned and implemented a candy cane sale. The students were very motivated to plan this activity from start to finish. The students worked on advertisements at school and at home.

It was exciting - the students exceeded their goal and sold 700 candy canes in less than 15 minutes!





Youth Wellness Snapshot 2023-2024

Transit Middle

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

Students planned and advertised a variety of Spirit Days and Spirit Weeks throughout the year. This gave students an opportunity to have a personal influence and voice over what happens at school. They were able to seize these opportunities for unifying their community with a sense of purpose and school pride.

SOCIAL COMPETENCES: Interpersonal Competence

Transit Middle really built on community this year, both within the building and in the larger community. The students were able to connect their service to the things happening within their lives.

The planning and decision making of this activity was done by the students. They learned about caring for others, particularly older individuals with memory loss.



AS A RESULT OF THESE INITIATIVES:

Transit Middle really built on community this year, both within the building and in the larger community. The students were able to connect their service to the things happening within their lives.

WORK TO COME:

Next year we plan to continue our community connections by linking with Sophia the Fierce Foundation, our local veterans, and Juniper Glenn.



Youth Wellness Snapshot 2023-2024

East High

YOUTH WELLNESS FACILITATORS:

Jacqueline Gregorie
Cameron Townsend

BUILDING ADMINISTRATION:

Brian Swatland, Principal
Courtney Charleson-Smith,
Assistant Principal
Nick Suchyna,
Assistant Principal
Melissa Spada,
Athletic Director/Assistant Principal

The Wellness team is eager to work collaboratively with all students as well as parents and community members. We encourage students to be a part of the process and welcome their ideas and suggestions. Our goal is for students to feel supported and empowered to make decisions and influence their lives and the world around them.

EXTERNAL ASSETS

KINDNESS CAMPAIGN 30 A...



KINDNESS CAMPAIGN
*(30 Acts of Kindness Challenge for
the month of November).*

SUPPORT:

Family Support and Caring School Climate

Family support is essential for student success. Expressing gratitude can help improve mental health and build positive relationships with those around us. Teaming up with Sources of Strength, each day for an entire month, students were encouraged to express gratitude towards others in their life. We hope they will continue to show gratitude regularly.

Our Kindness Campaign, encouraged students and faculty to complete random acts of kindness towards others. Each day on the announcements, an act of kindness was shared and a kindness quote of the day. The students were challenged to complete as many acts of kindness that could.

ENPOWERMENT: Community values youth

Teaching others to do something to help others is promoted regularly. We want to empower our students to make a difference for themselves and others. We invited **Duncan Kirkwood** to present to the student body on Perseverance, Passion and Purpose. The students were inspired to follow their dreams and not let obstacles deter them.





Youth Wellness Snapshot 2023-2024

East High

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence?

Through strong character, positive decisions and trusting relations develop. Our school recognizes students who embody strong character. Using the acronym TORCH, students are identified by teacher recommendations and provided a breakfast for their accomplishment. T-O-R-C-H-T=Trying Your Best; O=Others are Important; R=Respect for Self and Others; C=Caring for Self and Others; H=Honesty in the classroom and on the field. Through character, students will make the right choice and show civility and humanity towards others.

CONSTRUCTIVE USE OF TIME: Creative activities and Youth programs

Students are actively involved in our school. Whether they play sports, are involved in our music program, or participate in some of our over 60 clubs, students continue to develop social competencies that will prepare them to be contributing adults in our society. Extracurricular involvement improves students cognitive, affective and social development. Our Sources of Strength club works to engage students in suicide prevention and developing assets. Using the pillars: family support, mental health, medical access, mentors, healthy activities, positive friends, generosity, and spirituality students are encouraged to identify supports in their lives. This year, the Flames were Spirit Week Champions!



AS A RESULT OF THESE INITIATIVES:

At East, we have fostered community and increased feelings of well-being. We are hopeful that the habits we have taught and practiced will become a natural part of our students' repertoire for fostering internal strength.

WORK TO COME:

Positive relationships and ensuring that every student has at least one trusted adult to turn to for support will be the focus for our work to come.



Youth Wellness Snapshot 2023-2024

East High

INTERNAL ASSETS



POSITIVE VALUES: Caring

We encouraged students to consider those who are less fortunate in their community. By giving to others, we boost our confidence and sense of being. East High School held several drives throughout the year. We collected personal care items for the Williamsville Food Pantry, and canned soup through a "Souper Bowl Drive to benefit Hearts for the Homeless. We also donated funds raised through the Taste of East to benefit East Families.

COMMITMENT TO LEARNING: Achievement Motivation

At the semester mark, we held a Relax and Revive event during midterm week. Games, coloring and camaraderie were the focus of this event. In order to promote student achievement, taking time out to reset is essential to alleviating stress. Through play, students exhibit and practice positive interactions, problem solving, as well as enhance their ability to regulate their emotions.





Youth Wellness Snapshot 2023-2024

East High

INTERNAL ASSETS



POSITIVE IDENTITY: Self-esteem

Therapy Dogs come to East HS twice a month for emotional support and to provide a positive distraction to the stresses in their lives. The students light up when they encounter "Scout". She brings a sense of calm to the students day.

SOCIAL COMPETENCES: Cultural Competence

Unity and Diversity Assembly is an amazing celebration of cultures within our school and community. The students perform various dances, songs and poetry from a wide range of cultures and traditions celebrated by our students and families. The celebration promotes inclusivity and diversity.



AS A RESULT OF THESE INITIATIVES:

We are proud of the positive experiences we have provided, and of the daily qualities that all adults in the environment model for our young people that influences their development.

WORK TO COME:

We are excited to welcome the ideas that our students bring to us and to continue to expand and grow our efforts in the areas of mental health awareness and wellness.



YOUTH WELLNESS FACILITATORS (NORTH HS):

Lisa Arroyo
Chrissy Davidson

YOUTH WELLNESS FACILITATORS (AIM):

Trevor Lawler
Rachel Tierney

Youth Wellness Snapshot 2023-2024 North High

BUILDING ADMINISTRATIONS (NORTH HS):

Robert Coniglio, Principal
Kevin Lasky, Assistant Principal
Kristen Rizzo, Assistant Principal
Katherine Wendling, Assistant Principal
Kristin Juergens-Tonge, Assistant Principal/
Athletic Director

TEAM LEADER (AIM):

Phil Miller

Williamsville North offers a variety of unique opportunities, classes and programs for its students as they continue to gain skills while utilizing already-learned techniques that will help them succeed in life after high school. Our Wellness team partners with AIM to ensure that all students are fully participating in opportunities to develop respect, caring, and trust for themselves and their school communities and the community at large.

EXTERNAL ASSETS

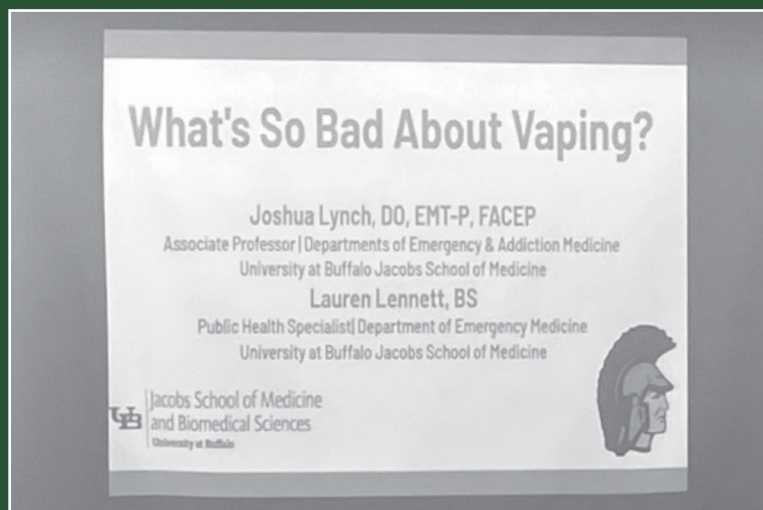


SUPPORT: Caring School Climate

AIM students were involved in activity with our Life Skills students at North in the month of October. Students from AIM planned and facilitated activities for the life skills students with a Halloween theme. Activities included bingo, face painting, a mummy wrap, pin the spider on the web and dancing. The activities helped forge connections between the groups to create a caring school environment.

ENPOWERMENT: Community Values Youth

North and AIM students attended a presentation by Dr. Josh Lynch from the University at Buffalo about the dangers of vaping. The current research and information was presented in a way that showed the students that adults in our community are concerned for the health of our young people.





Youth Wellness Snapshot 2023-2024

North High

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence

AIM and North students participated in a building wide parade that highlighted our unified athletes. We had a pep band marching through the hallways with our athletes and our students lined the halls to cheer as they passed. Modeling and supporting each other creates a positive example of caring behavior.

CONSTRUCTIVE USE OF TIME: Creative Activities

In our AIM building, students and staff participated in an activity to enhance the sense of a safe, caring environment. Students and staff were given puzzle pieces to personalize which then were put together to create visual representation of a positive community environment. The completed puzzle was displayed to show everyone in the building is part of a positive community environment.



AS A RESULT OF THESE INITIATIVES:

We continue to ensure that the school climates at North High and AIM are safe, supportive and inclusive environments for all students and staff.

WORK TO COME:

Our wellness teams are considering ways in which to expand our service to others and to continue to find ways for all young people to fulfill useful roles in the community at large.



Youth Wellness Snapshot 2023-2024

North High

INTERNAL ASSETS



POSITIVE VALUES: Caring

The North community had an opportunity to show appreciation for our faculty and staff during our chalk walk. Students made chalk drawings outside to show gratitude for our teachers, administrators, aides, custodians and staff members.

COMMITMENT TO LEARNING: Bonding to School

North held a building-wide scrimmage showcasing our unified athletes. Unified Sports allow students with and without intellectual disabilities the opportunity to play on the same team. They work together for a common purpose. The support that our students show for each other gives all involved a sense of pride in our building.





Youth Wellness Snapshot 2023-2024

North High

INTERNAL ASSETS



POSITIVE IDENTITY: Personal Power

Both North and AIM students are highlighted as the 'Student of the Month. Teachers are able to nominate students and they are showcased each month. A letter is mailed home and a certificate is displayed at school. Students chosen have expressed empowerment and increased motivation after being recognized.

SOCIAL COMPETENCES: Resistance Skills

Students from North and AIM had an opportunity to attend a Mental Health Fair hosted in the school gymnasium. Mental Health Advocates of Western NY brought in youth peer advocates to work with small groups of students throughout the day. Providing students with opportunities to engage in mindfulness, self-awareness, and stress-reduction activities, the focus of the event was to foster a relaxing atmosphere amid a stressful time of impending exams and end of year activities.



AS A RESULT OF THESE INITIATIVES:

We empower our students to make positive choices and are preparing them for challenging situations.

WORK TO COME:

It is important for our students to know that they are supported by adults in their home, school, and community. We will look to more closely align our wellness efforts with those of our diversity, equity and inclusion.



Youth Wellness Snapshot 2023-2024

South High

YOUTH WELLNESS FACILITATORS:

Nicole McAuliffe
Mary Ferenczy

BUILDING ADMINISTRATION:

Keith Boardman, Principal
Andrea Rozanski, Assistant Principal
Adam Erickson, Assistant Principal/
Athletic Director

The faculty and staff at Williamsville South are dedicated to ensuring a caring school climate. We believe our curriculum and our wellness programs encourage individuality, creativity, and problem solving skills. By promoting both internal and external assets, we believe we can empower students with the confidence needed to reach their full potential now and beyond high school.

EXTERNAL ASSETS



SUPPORT: Caring School Climate

Much of what is done at Williamsville South is to help create a caring school climate. This year this has included Wellness students greeting students at the door in morning, saying hello and handing out apples. We ran the 12 Days of Wellness encouraging healthy habits and good self-care. Wellness and Sources of Strength offered a Wellness Fair in conjunction with the Mental Health Advocates of WNY to give students the opportunity to learn and practice healthy coping strategies. Throughout the year there is a collection bin outside of the building where people can place donations of clothes, small household items, etc. to benefit Hearts for the Homeless. In addition, we try to take care of our faculty and staff too! We held a step challenge to encourage self-care (and modeling self-care!) and connecting with colleagues.

ENPOWERMENT: Youth as Resources

Youth serve as fantastic resources to each other. Through Link Crew our upperclassmen serve as mentors to our incoming Freshmen as well as new students. They help students become acclimated to our building. Through Sources of Strength our students learn how to support each other but also how to help their peers access adult support when needed. National Honor Society members assist in collecting food at Thanksgiving time and then box it up for families in need.





Youth Wellness Snapshot 2023-2024

South High

EXTERNAL ASSETS



BOUNDARIES & EXPECTATIONS: Positive Peer Influence

Students Against Destructive Decisions work to encourage students to make healthy choices. SADD ran a themed Red Ribbon week that discourages students from using drugs and alcohol, ask students to sign a no texting and driving pledge and host a faculty volleyball game to raise funds for Kids Escaping Drugs.

CONSTRUCTIVE USE OF TIME: Youth Programs

Students have the option of trying out for an athletic team in the fall, winter and/or spring seasons. In addition South offers 25+ clubs that students can join as well! There is also academic help available two days each week after school. Outside of school we have a number of students who spend time volunteering through the Amherst Youth Consortium as well as through other local agencies. Wellness ran a Wellness challenge encouraging students to increase healthy habits. The new weightlifting club has run a couple of clinics for students and staff focusing on nutrition and lifting safely.

WS

ARE YOU UP FOR A

BILLIES

WELLNESS CHALLENGE

HOW TO GET INVOLVED:

- Go To The Fitness Room After School
- Go To The Fitness Room Before School For Yoga Or Working Out On Wednesdays!
- Join Badminton Club
- Stay Tuned for other Wellness Opportunities!
- Each Time You Complete A Wellness Related Activity You Will Be Entered Into A Drawing For Prizes!
- Every 5 Weeks We Will Draw From The Names Entered

WITH

PRIZES?

Current challenge runs from

1/29 - 3/8

Names will be drawn

3/11/24!

Questions? See Mrs. Ferenczy or Mrs. McAuliffe

AS A RESULT OF THESE INITIATIVES:

As a result of these initiatives: South High school is proud of the caring school climate that it fosters among its students. We offer programs that support the development of connections among individuals and groups both within and beyond the school walls.

WORK TO COME:

Our wellness programming and resources for students will continue to grow and change with the needs of our students. We believe that our efforts will support students to thrive now and in the future, fostering resiliency in the face of life's challenges.



Youth Wellness Snapshot 2023-2024

South High

INTERNAL ASSETS



POSITIVE VALUES: Caring

Throughout the year students from our whole building participate in the initiatives going on to help others that illustrate their commitment to helping others. This may be through the food drive, collecting items for Ronald McDonald House, sending cards to Veterans, making a clothing donation to Hearts for the Homeless, contributing to the food drive, donating blood, among so many other opportunities for giving that arise during the year.

COMMITMENT TO LEARNING: Bonding to School

Students have different ways of bonding to school. For some it is through sports, for others it is getting involved in one of the many facets Drama Club or one of the many other clubs. Students also connect to school through participating in Spirit Week and pep rally during Homecoming.

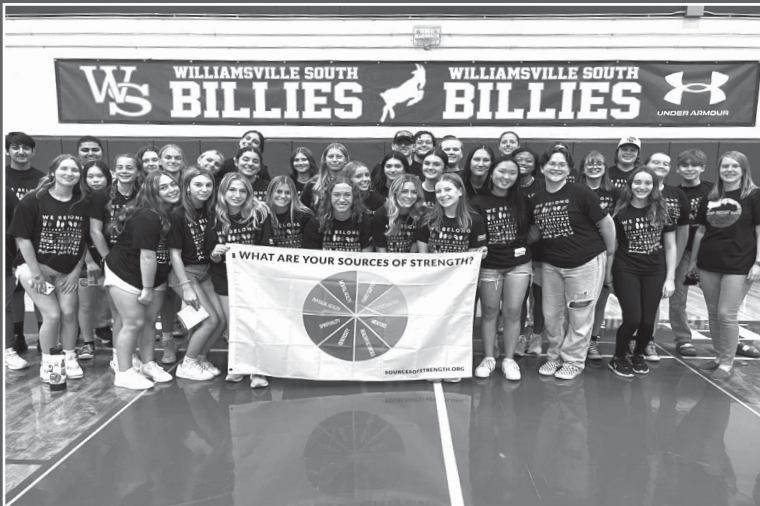




Youth Wellness Snapshot 2023-2024

South High

INTERNAL ASSETS



POSITIVE IDENTITY: Sense of Purpose

Students are encouraged to find a club or activity or to take elective classes that they enjoy and they feel a personal connection to to feel a sense of purpose. Sources of Strength encourages connection to positive activities as that is one source of strength!

SOCIAL COMPETENCES: Interpersonal Competence

Sources of Strength ran a Gratitude campaign, which many teachers had their classes participate in. Students were asked to keep a journal and write down 3 things they are grateful for everyday. Sources of Strength also offers Brain Break activities in the library and career center the week before midterms and finals to encourage students to take care of themselves and to make sure they are building in breaks to their studying!



AS A RESULT OF THESE INITIATIVES:

Williamsville South High School is always finding ways to help students give back to their community. We emphasize a culture of care by collecting items for agencies and organizations as well through offering wellness opportunities, such as opening the fitness room before and after school, hosting a Mental Health Fair for PE classes and holding a step challenge for staff to promote self-care for students and staff.

WORK TO COME:

Moving forward we hope to develop more collaborative experiences for our students among our clubs to create even more meaningful and impactful initiatives.



Dr. Darren J. Brown-Hall, *Superintendent of Schools*

Board of Education

Dr. Swaroop Singh, *President*

Mrs. Crystal Kaczmarek-Bogner, *Vice President*

Ms. Christina Bleckinger, *Parliamentarian*

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Dr. Michael Littman

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Ms. Maureen Poulin

Dr. Kerry Spicer



Phone: (716) 626-8000
Fax: (716) 626-8089



105 Casey Road,
P.O. Box 5000, East Amherst, NY
14051-5000



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