



K-12 WELLNESS AND COUNSELING PROGRAM

2025-2026 Annual Review



TABLE OF CONTENTS



1	District Wellness Council
1	District Wellness Council Membership
2	Overview of the Wellness and Counseling Program
3-19	Comprehensive Counseling Program
20-23	Comprehensive Youth Wellness
22	Youth Wellness Snapshot, Country Parkway
23	Youth Wellness Snapshot, Dodge Elementary
24	Youth Wellness Snapshot, Forest Elementary
25	Youth Wellness Snapshot, Heim Elementary
26	Youth Wellness Snapshot, Maple East Elementary
27	Youth Wellness Snapshot, Maple West Elementary
28-29	Youth Wellness, Elementary Collaboration
30-31	Youth Wellness Snapshot, Casey Middle
32-33	Youth Wellness Snapshot, Heim Middle
34-35	Youth Wellness Snapshot, Mill Middle
36-37	Youth Wellness Snapshot, Transit Middle
38-39	Youth Wellness Snapshot, East High
40-41	Youth Wellness Snapshot, North High
42-43	Youth Wellness Snapshot, South High

District Wellness Council

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

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

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

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

District Wellness Council Membership 2025-2026 School Year

DISTRICT REPRESENTATIVES

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

PARENT AND COMMUNITY REPRESENTATIVES

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

WELLNESS FACILITATORS

Mr. Timothy Pincoski, Casey Middle School

STUDENT REPRESENTATIVES

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

BOARD OF EDUCATION REPRESENTATIVES

Ms. Christina Bleckinger
Ms Maureen Poulin



Overview of Wellness and Counseling Program

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

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

“

Developmental relationships are the roots of young people's thriving.

”

- Search Institute

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

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

Comprehensive Counseling Program

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

Mission

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

Philosophy

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

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



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

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

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

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

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

Diversity is a fact

Inclusion is a belief

Belonging and Equity are the outcomes

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



“

Social and emotional learning is an essential part of education and human development.

”

- Collaborative for Academic, Social, and Emotional Learning (CASEL)

Professional Ethics and Standards & Competencies

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

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

Standards Driven School Counseling

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

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

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

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

Elementary, Middle, and High School Program Description

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

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

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



Counseling Program Goals/Objectives:**2025-2026 GOAL #1**

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

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

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



2025-206 GOAL #2

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

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



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

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

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

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

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

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

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.

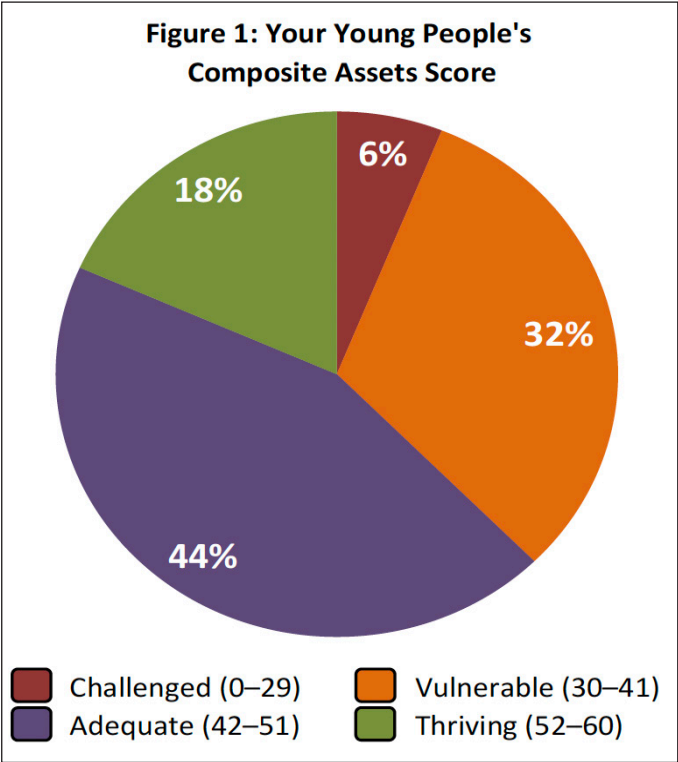
These 40 assets are broken down into two major categories: Internal Assets and External Assets, which are then spread across eight broad areas of human development. These categories paint a picture of the positive things all young people need to grow up healthy and responsible. Every two years the Williamsville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

In February of 2025, the Developmental Assets Profile was administered to Williamsville Central School District students in grades 4,6,8,10 and 12. A total of 2,957 youth participate in a self-reporting survey which focuses on understanding the strengths and supports (or “Developmental Assets”) that young people experience in their lives. A summary of our district results are as follows:

How Young People are Doing Overall: Composite Assets Score:

The Composite Assets score gives an overall sense of how strong the foundation of Developmental Assets is for our youth. The survey results reveal that 62% of our youth scored in the Adequate and Thriving levels combined.

On the other end of the spectrum, 6% of our youth scored in the lowest category (challenged). They are likely experiencing only a fragile foundation of assets. There is always room for improvement and growth of young people’s experience of assets; our data is not unusual. Our goal will be to find the specific ways in which we can channel our efforts to make the greatest difference.



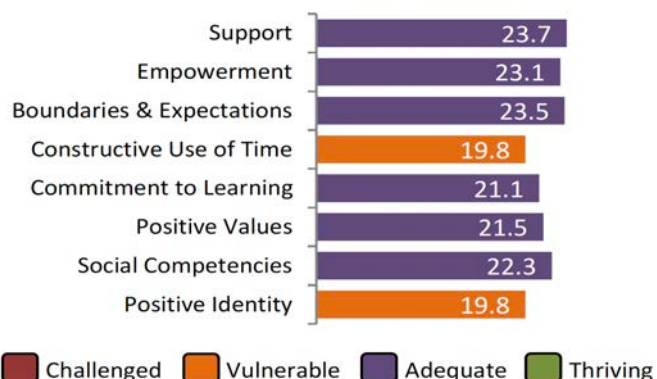
Eight Categories of Developmental Assets

The Youth Wellness Committee annually reports on the eight categories of Developmental Assets, and highlights the work that has been done at the building level in these areas. The categories are divided into External and Internal Assets as described here:

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS	
External Assets	Internal Assets
 SUPPORT Young people need to be surrounded by people who love, care for, appreciate, and accept them.	 COMMITMENT TO LEARNING Young people need a sense of the lasting importance of learning and a belief in their own abilities.
 EMPOWERMENT Young people need to feel valued and valuable. This happens when youth feel safe and respected.	 POSITIVE VALUES Young people need to develop strong guiding values or principles to help them make healthy life choices.
 BOUDARIES AND EXPECTATIONS Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.	 SOCIAL COMPETENCIES Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.
 CONSTRUCTIVE USE OF TIME Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.	 POSITIVE IDENTITY Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

The Developmental Assets Profile determines overall scores in each of these eight categories. Scores of 25 and above are considered “Thriving”; scores of 20-24.9 are considered “Adequate”; scores of 15-19.9 are considered “Vulnerable” and scores of 14.9 and below are considered “Challenged”. Williamsville CSD students reported the following:

Figure 3: Asset Category Scores



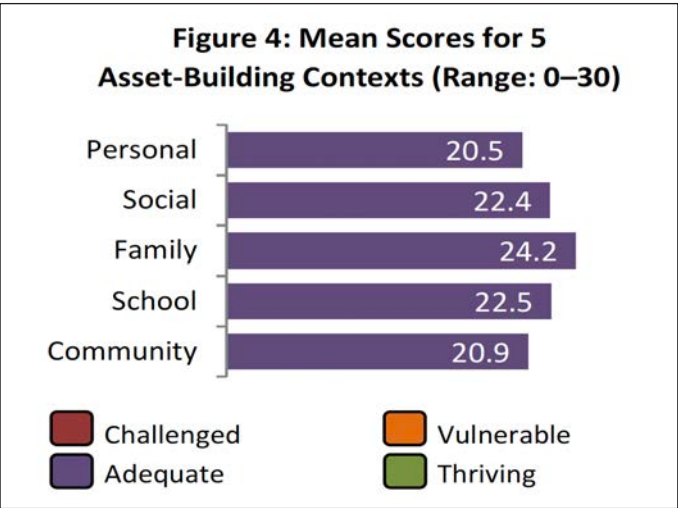
Five Contexts for Building Developmental Assets

Where are WCSD students most likely to experience high levels of support and strength? The Developmental Assets Profile explores five contexts for where students experience assets. They are:

Context	Description	Examples of These Assets*
Personal assets	Internal strengths that shape the character of young people, including their self-concept, values, attitudes, and capabilities.	• Honesty • Restraint • Planning and decision making • A sense of purpose
Social assets	Social assets are experienced through personal relationships with others, particularly their friends.	• Peaceful conflict resolution • Positive peer influence • Interpersonal competence • Other adult relationships
Family assets	Assets experienced in the family	• Family support • Positive family communication • Useful roles in the family • Family boundaries
School assets	Assets experienced in school	• Achievement motivation • School engagement • Caring school climate • School boundaries
Community assets	Assets experienced in community settings other than school	• Community values youth • Youth programs • Religious community • Caring neighborhood

Our students report that the Family context is the strongest asset-building context that they experience, although there is a consistency across contexts that can be noted in the table below. Of interest to note, as reported by the Search Institute, the context that typically has the lowest score for school-aged students is “Community”, which is not the case for our population. That is a testament to our Community and the partnerships and support we receive here in Williamsville.

It is normal for young people to experience different levels of strengths in different contexts. It is also normal for different youth to have different experiences. The table below shows the mean scores for each context for the overall district.



In September and October of 2025, Youth Wellness Facilitators met within grade-level bands alongside facilitators from the Search Institute to review building and level-specific data and identify opportunities for continued growth. The elementary team identified a shared focus area to address collectively across buildings, while each middle and high school identified priorities specific to their individual school community. Goals and corresponding action steps developed through this process will be revisited in the fall of 2026 to evaluate progress and refine next steps based on emerging data and identified needs. The District looks forward to administering the Developmental Assets Profile again in the spring of 2027 to further assess growth and inform future planning efforts.



Youth Wellness Snapshot 2025-2026 Country Parkway



YOUTH WELLNESS FACILITATORS:

Erin Lacki
Micaela Lauer

BUILDING ADMINISTRATION:

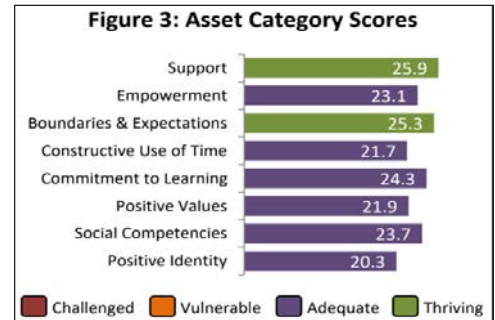
Nathaniel Barnes, Principal
Rebekah Skinner, Assistant Principal

STRENGTHS

At Country Parkway Elementary, our work throughout the 2025–26 school year continues to center on strengthening key student assets that are strengths of our school community: student empowerment, commitment to learning, positive identity, and social competencies. We intentionally bring these to life through schoolwide initiatives that recognize and nurture the whole child.

Through our monthly wellness goals, which connect directly to meaningful community service projects, students continue to strengthen important social competencies such as collaboration, empathy, communication, and leadership while developing a deeper understanding of the positive impact they can have on others and their community.

Search Institute Developmental Assets Profile, Spring 2025



These experiences reinforce students' sense of empowerment, foster positive identity development, and support a strong commitment to learning by providing authentic opportunities for students to contribute, lead, and make meaningful connections both within and beyond the school community.

HIGHLIGHTS



Our monthly SOARing Student Awards celebrate students who consistently go above and beyond, reinforcing positive identity and a strong commitment to learning.

Events like International Family Night honor the diverse cultures and traditions within our community, fostering a sense of belonging and school support.

Initiatives such as our Kindness Month challenge promote daily acts of empathy and respect throughout the building, while Screen-Free Week aligns with our digital citizenship efforts, encouraging healthy habits and balance. During Mindful March, including our Wellness Wednesdays, students reflect on their strengths, interests, and passions beyond technology, empowering them to explore who they are both inside and outside of school. Together, these efforts create a supportive environment where students are recognized, engaged, and inspired to grow academically, socially, and emotionally. Each Tuesday of the school year we celebrate positivity by encouraging our staff and students to wear their favorite Positivity-T shirts!

Youth Wellness Snapshot 2025-2026 Dodge Elementary



YOUTH WELLNESS FACILITATORS:
Karen Chirayath

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

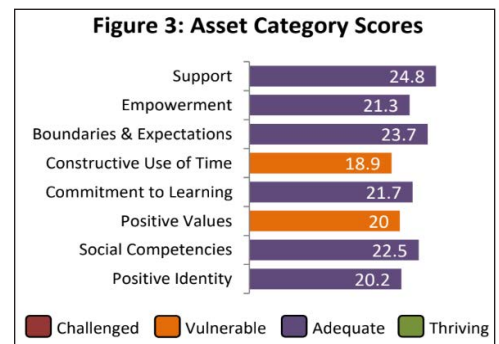
STRENGTHS

At Dodge Elementary, we are deeply committed to intentionally cultivating and strengthening essential student assets that support both academic success and personal growth. We focus on fostering student empowerment, encouraging a strong commitment to learning, and helping every child develop a positive sense of identity. These priorities are not addressed in isolation; instead, they are thoughtfully embedded into meaningful, schoolwide experiences that allow students to practice, reflect, and grow in authentic ways.

Our school community also values the importance of connection, belonging, and shared experiences in helping students thrive. Students are encouraged to develop strong relationships with peers and staff while feeling seen, supported, and valued. These intentional efforts help foster a positive school culture where students feel safe, knowing they are part of a caring and supportive environment.

Throughout the year, our comprehensive Wellness goals and initiatives play a central role

**Search Institute Developmental Assets
Profile, Spring 2025**



in supporting our entire school community. By promoting physical, emotional, and social well-being, these efforts help create a safe, inclusive, and engaging environment where every student feels valued and supported. Together, these intentional practices ensure that all of our Dodgers have access to a positive, enriching learning experience that nurtures both their minds and their sense of belonging. Through strong partnerships among staff, families, and the broader school community, we remain committed to helping students develop the confidence, resilience, and sense of purpose needed to grow as learners and individuals.

HIGHLIGHTS



Our monthly BUG (Being Unusually Good) parades celebrate students who go above and beyond, reinforcing positive choices and a strong sense of belonging.



Events like Diversity Night honor and uplift the rich cultures, traditions, and identities of our students and families, helping every child feel seen and valued.



We also promote lifelong wellness through monthly goals aligned with our Fitness for Kids challenge, encouraging healthy habits such as getting enough sleep, eating nutritious foods, and limiting screen time.

Beyond the classroom, we offer a wide range of clubs and activities—including Kindness Club, Spelling Bee, and Intramurals—so students can explore their interests, build confidence, and develop important social skills.

Together, these efforts create a supportive environment where all students are empowered to grow, connect, and succeed.

Youth Wellness Snapshot 2025-2026 Forest Elementary



YOUTH WELLNESS FACILITATORS:
Lisa Seaborn

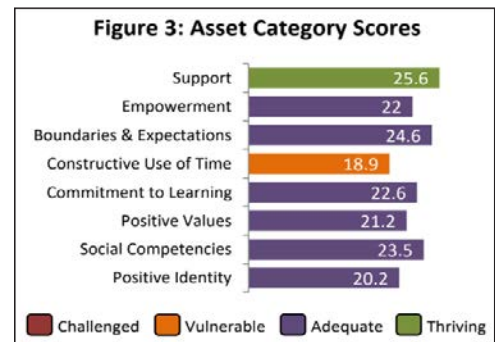
BUILDING ADMINISTRATION:
Keith Wing, Principal
Callie Georger, Assistant Principal

STRENGTHS

At Forest Elementary, we emphasize developing confidence, curiosity, and a strong sense of identity so students feel empowered in their learning. These values are integrated into daily experiences across the school, giving students meaningful opportunities to build and apply these skills through collaboration, creativity, problem-solving, and positive interactions with peers and staff. As a result, we strive to create an environment where every student can grow as both a learner and an individual while feeling known, valued, and encouraged to take risks in their learning.

Our school community also places a strong emphasis on helping students feel connected and engaged in school life. Through classroom activities, schoolwide traditions, leadership opportunities, and collaborative experiences, students are encouraged to build relationships, celebrate one another's successes, and contribute positively to the school community. These shared experiences help foster a culture where students feel a sense of pride, belonging, and connection to those around them.

Search Institute Developmental Assets Profile, Spring 2025



Supporting the whole child remains a priority through our ongoing Wellness efforts. By promoting healthy habits, emotional awareness, and positive relationships, we foster a welcoming and supportive school community where students feel safe, connected, and cared for each day. Through opportunities that build empathy, resilience, leadership, and a sense of belonging, we help students develop the skills needed to support both their own well-being and the well-being of others. This approach helps ensure that every student feels a sense of connection while reaching their full potential.

HIGHLIGHTS



Forest Elementary fostered a strong sense of community and student well-being through a variety of meaningful activities across the school year. In the fall, students celebrated their individuality by decorating puzzle pieces that represented what makes each of them unique; these pieces were then assembled into one large "Forest puzzle," symbolizing unity and belonging. In the spring, this theme continued as students decorated flowers with similar personal reflections, which were combined to create a vibrant "Forest garden."

Throughout the year, the school also supported students' social and emotional growth with visits from therapy dogs, providing comfort and connection. The community came together for the annual Run Forest Run 5K, raising funds for the PUNT Foundation, and participated in a peanut butter drive benefiting FeedMore of Western New York. In addition students completed a variety of diversity and identity activities and a wide range of student clubs offered opportunities to build important life skills, focusing on areas such as empathy, teamwork, and physical fitness. Together, these initiatives created a supportive, inclusive environment that nurtures both personal growth and community engagement.

Youth Wellness Snapshot 2025-2026 Heim Elementary



YOUTH WELLNESS FACILITATORS:
Hayley Paterson

BUILDING ADMINISTRATION:
Claire Licata-Michael, Principal
Natalie Davis, Assistant Principal

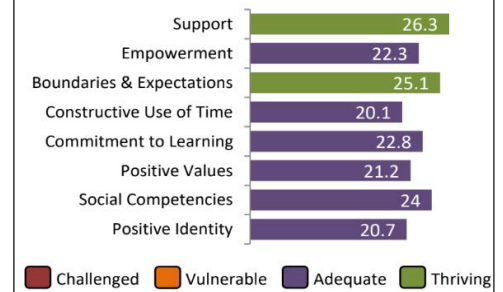
STRENGTHS

At Heim Elementary School, we remain strongly committed to fostering the developmental assets that help students thrive both academically and socially. Throughout the 2025–2026 school year, we have continued to strengthen key areas including school support, student empowerment, commitment to learning, positive identity, and social competencies through meaningful school-wide initiatives and community partnerships.

Our school community also places a strong emphasis on creating an environment where every student feels respected, valued, and connected. Through opportunities that celebrate the unique backgrounds, perspectives, talents, and experiences of others, students are encouraged to develop empathy, appreciation, and meaningful relationships across the school

**Search Institute Developmental Assets
Profile, Spring 2025**

Figure 3: Asset Category Scores



community. Whether through classroom learning experiences, schoolwide activities, or community events, we strive to foster a culture where kindness, inclusion, and understanding are woven into the daily experiences of our students and staff.

HIGHLIGHTS



Monthly Heim Hero Parades: Our monthly Heim Hero Parades recognize students who consistently go above and beyond in demonstrating kindness, leadership, perseverance, and positive character traits, helping students feel seen, valued, and celebrated within our school community.

International Week: During International Week, students and families proudly celebrate the rich diversity of the Heim community through a variety of in-school activities designed to honor cultures from around the world. A highlight of the week is our Parade of Nations, where students representing nearly 40 countries proudly parade together in celebration of unity, identity, and belonging.

International Night: International Week also includes our much-anticipated International Night, where families and student volunteers share the foods, customs, clothing, traditions, languages, and celebrations that are meaningful to their cultures, creating authentic opportunities for connection, understanding, and appreciation of differences.

Classroom Buddies: Additionally, our monthly Classroom Buddies program pairs students from different grade levels together to participate in activities centered around themes such as identity, friendship, empathy, and accepting differences. These experiences continue to strengthen relationships across grade levels while helping students build confidence, compassion, and the social-emotional skills needed to contribute positively to both our school and the larger community.

Youth Wellness Snapshot 2025-2026 Maple East Elementary



YOUTH WELLNESS FACILITATORS:
Andrea Armstrong

BUILDING ADMINISTRATION:
Dr. William Bohen, Principal
Kristy Giardina, Assistant Principal

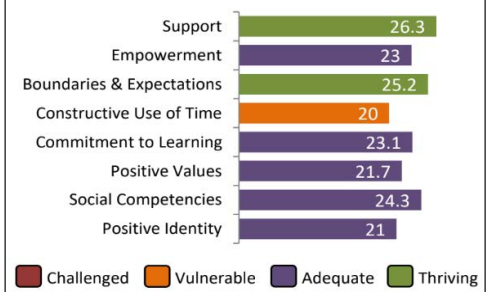
STRENGTHS

At Maple East, the Developmental Assets Profile data highlights several important strengths within our school community. Students reported especially strong results in the areas of Support & Boundaries as well as Expectations, both of which are considered thriving. This suggests that students feel cared for, valued, and encouraged by the adults in their lives while also benefiting from clear rules, consistent expectations, and a structured environment. Together, these strengths create a strong foundation where students feel safe, connected, and guided toward positive choices and success.

The data also shows that students are demonstrating adequate levels of Social Competencies, Commitment to Learning, and Empowerment. These results indicate that students are continuing to build important skills such as problem solving, relationship building, responsibility, and engagement in learning. While these areas are solid, they also

Search Institute Developmental Assets
Profile, Spring 2025

Figure 3: Asset Category Scores



present opportunities for continued growth as Maple East works to strengthen student voice, confidence, leadership opportunities, and deeper academic engagement. Overall, the profile reflects a school culture built on strong relationships and high expectations, providing an excellent foundation for continued student growth and development.

HIGHLIGHTS



Each year, a school-wide read aloud is selected and this year teachers used the book *Why Not?* written by Kobi Yamada. This book and the work around it is focused and grounded in a growth mindset which helps to create a common language around perseverance, empathy, positive risk-taking and self-confidence. Our annual read aloud books set the tone for the school year and are enjoyed by all!

Maple East also celebrated diversity and belonging through a schoolwide Heritage Night, where families and community members shared their cultures through food, dance, storytelling, music, and activities such as henna art. This event provided students with meaningful opportunities to learn about and appreciate the backgrounds and traditions of others while fostering inclusion, empathy, and respect.

Maple East continued a strong partnership with the community around us. Students created cards and decorations for Millard Fillmore Hospital, collected food for the Williamsville Food Pantry and Feed More, as well as a holiday drive to support families within our immediate community as well as a Buffalo Public School in need. These schoolwide activities foster empathy, responsibility, caring, and a sense of purpose, all while empowering students to recognize the positive impact they can have on their community.

Youth Wellness Snapshot 2025-2026 Maple West Elementary



YOUTH WELLNESS FACILITATORS:
Marisa Knab
Ann Zasowski

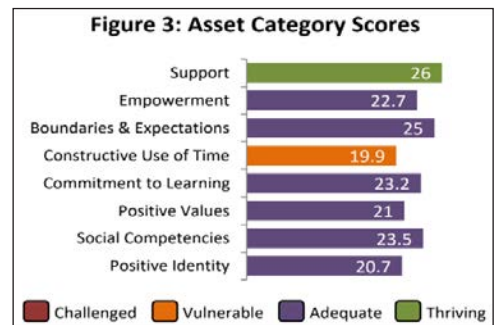
BUILDING ADMINISTRATION:
Katherine Wendling, Principal

STRENGTHS

At Maple West, Support and Boundaries & Expectations were identified by students as key developmental asset strengths.

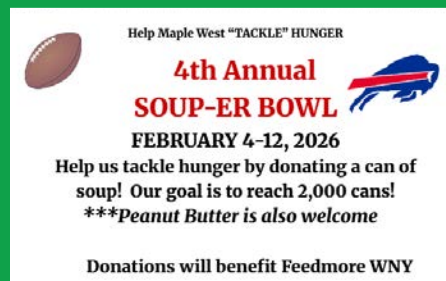
We place a high value on the importance of youth being surrounded by people who love, care for, appreciate, and accept them whether they are at home, here at school, or out in the community (Support). We know, too, that young people benefit from predictable structures, routines, clear rules, consistent consequences, and encouragement to do their best (Boundaries & Expectations). At Maple West, we foster this in our everyday practices by building positive relationships with students, creating safe and welcoming classrooms, encouraging respectful communication, recognizing individual strengths, and providing consistent routines and expectations. Through teamwork between staff, families, and the community, we strive to help every student feel valued, supported, and empowered to succeed both academically and socially.

Search Institute Developmental Assets
Profile, Spring 2025



These strengths are reflected in the caring relationships and strong sense of community that students experience throughout the school day. Staff work intentionally to create environments where students feel comfortable asking for help, expressing themselves, and taking positive risks in their learning. Opportunities for collaboration, leadership, and student voice help reinforce the message that every student is an important part of the Maple West community. By maintaining high expectations while also providing encouragement and support, we help students build confidence, resilience, and a strong sense of belonging that extends beyond the classroom.

HIGHLIGHTS



Our wellness team participates in our Family Heritage Night which celebrates our cultural diversity through dance, art, music and food!

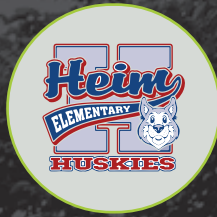
In celebration of Unity Day, our Tigers each decorated a cutout of a person to represent themselves. We linked the hands of all the "people" so it formed a unity chain which was displayed throughout our hallways.

During our Wellness Week, students participated in "Positive T-shirt Day," as well as "Mindfulness" activities to promote a healthy lifestyle.

Each classroom chooses one student each month who displays respectful and responsible behavior. These students are recognized as "Star Students" and get to have popcorn with our principals.

In February we ran our annual "Soup-er Bowl" drive where we collected soup cans and peanut butter to donate to Feedmore Western New York.

We are participating in the district wide Screen-Free Week. We are asking students to get outside and be active with family and friends to unplug from screens and reconnect with the world around them.



GROWTH

Across the eight asset categories, our elementary buildings showed the greatest need in the areas of constructive use of time and positive identity. As a team, we recognized that many students are spending a significant amount of time on screens.

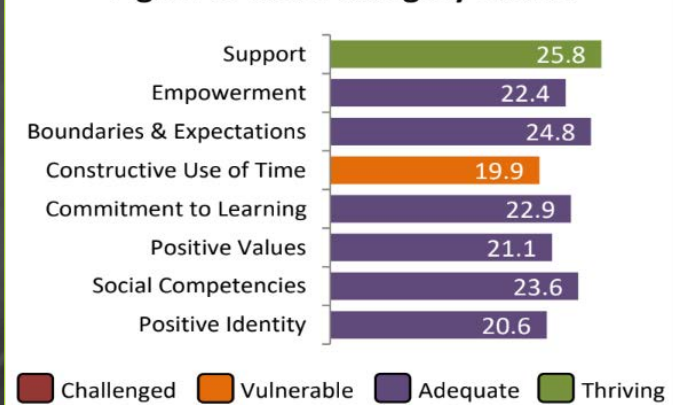
One factor that may be contributing to children spending too much time on devices is the ease and constant availability of entertainment through screens—games, videos, and apps are designed to keep users engaged for long periods of time.

In response, we aim to partner with families to create a consistent, school-to-home approach that encourages students to explore their interests, develop hobbies, and build a stronger sense of self beyond screen-based activities. We then developed a lesson on the importance of Balancing Technology and Play, along with additional handouts sent home to teach families about the importance of screen time at home, and giving their children to explore new hobbies and interests.



Search Institute Developmental Assets Profile, Spring 2025
All Elementary Results

Figure 3: Asset Category Scores





INITIAL RESULTS:

The initial results of this initiative indicate that students are developing practical strategies to better manage their screen time, including setting timers and partnering with parents to establish limits at home. They are encouraged to create a healthy balance by engaging in off-screen activities that allow them to explore their interests and use their imaginations. The overall goal is to help children limit their daily screen time to less than two hours a day.



ACTION STEPS TO COME:

For the 2026-27 school year, the initiative will expand with several intentional next steps to further support students in developing healthy habits around screen time and play. Indoor recess carts will be implemented, stocked with grade-level appropriate games to encourage active, social, and imaginative play during indoor breaks. In addition, follow-up lessons on digital citizenship will continue throughout the year, reinforcing the importance of balancing technology use with play, as well as helping students make thoughtful, healthy choices about their screen time. Finally, a summer screen-free initiative will be introduced, encouraging families to spend more time outdoors, explore nature, and engage in shared activities without the use of devices, promoting stronger family connection and active lifestyles.



Youth Wellness Snapshot 2025-2026 Casey Middle



YOUTH WELLNESS FACILITATORS:
Alexa Mediak
Timothy Pincoski

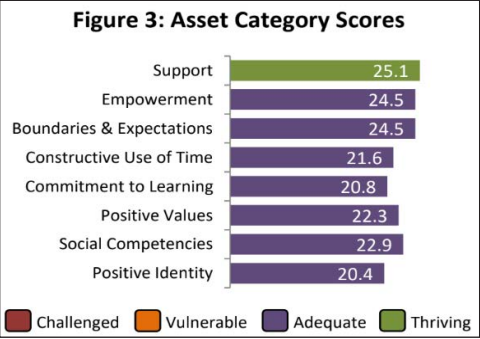
BUILDING ADMINISTRATION:
Dr. Salvatore Curella, Principal
Clare Battle, Assistant Principal

STRENGTHS

At Casey Middle School, we have long been proud of fostering independent learners (Empowerment) and developing strong connections within our school community (Positive Identity). Students are encouraged to take ownership of their learning, advocate for themselves, and actively engage in opportunities that help them grow both academically and personally. Through supportive relationships with staff and peers, students develop confidence, resilience, and a strong sense of belonging within the Casey community.

Casey fosters a collective spirit of being service-minded (Positive Values), demonstrated through food drive collections and individual support for students experiencing hardship. Students and staff consistently work together to support one another and give back to the broader community, reinforcing the importance of empathy, compassion, and responsibility. New additions to Casey culture have been our family “Turf Night” and “Fall Fest,” which welcome families onto campus to participate in organized activities and build community (Support). These events

Search Institute Developmental Assets Profile, Spring 2025



create meaningful opportunities for students, families, and staff to connect outside of the traditional school day. The newly formed Student Wellness Club promotes stress management, fitness and nutrition, mindfulness, and healthy coping strategies (Social Competencies).

Through participation in wellness-focused activities and peer collaboration, students are developing important life skills that support emotional well-being, self-awareness, and positive decision-making both inside and outside of school.

HIGHLIGHTS



During the 2025–26 school year, Casey Middle School continued to strengthen its connection with families and the school community through events and activities that promoted student wellness, engagement, and belonging. In October, the school hosted a Fall Festival that welcomed families to participate in a variety of seasonal activities designed to bring everyone together in a positive and engaging environment. As part of the event, the Casey Wellness Team sponsored a popular slime-making station, providing students and families with a fun, interactive activity that encouraged creativity and connection.

Casey also partnered with the Buffalo Bills’ Play 60 program to support student health and wellness throughout the school year. This five-month initiative focused on promoting well-rounded physical and mental wellness by encouraging students to make healthy choices and stay active. Students tracked their own activities and wellness habits over the course of the program and were eligible for prizes for their participation.

Through initiatives such as these, Casey Middle School continues to foster a school culture that values student wellness, family engagement, and positive community partnerships.

GROWTH



TARGET AREA(S) FOR GROWTH:

Positive Identity, connectedness to school and peers

POTENTIAL CONTRIBUTING FACTORS:

Students may feel a lack of choice in how they engage with the school community. While many students participate in school activities and events, additional opportunities to elevate student voice and provide a wider range of engagement options may help strengthen students' sense of belonging and connection to school.

ACTION STEPS TAKEN:

The Wellness Team identified student voice and choice as an important area of focus and developed a plan to strengthen student engagement in school clubs and extracurricular activities. A student survey was created to better understand current participation levels, identify barriers to involvement, and gather feedback regarding student interests and preferences for future opportunities. The survey is scheduled to be administered to all current students in May 2026 and will help guide future planning and create additional opportunities for students to connect with the school community in meaningful ways. By intentionally incorporating student interests and perspectives into activity planning, the team aims to strengthen students' sense of belonging, engagement, and positive identity within the Casey community.



ACTION STEPS TO COME:

Survey results will be reviewed collaboratively by the Wellness Team and building leadership to identify opportunities to expand student voice, strengthen extracurricular offerings, and increase opportunities for meaningful student engagement and connection to school. Findings will help inform future planning related to clubs, activities, student-centered programming, and additional opportunities that foster school connectedness and positive identity among students.

Youth Wellness Snapshot 2025-2026 Heim Middle



YOUTH WELLNESS FACILITATORS:
Morgan Altieri
Jennifer Moore

BUILDING ADMINISTRATION:
Adam Buffamonte, Principal
Lindsey Johnson, Assistant Principal

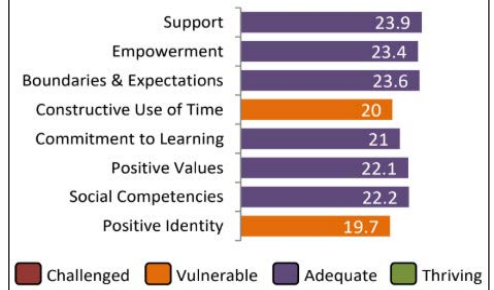
STRENGTHS

At Heim Middle School our asset category strengths are support, empowerment and boundaries and expectations. For the last 4-5 years, community circles have been an integral part of the Heim Middle homeroom and classroom environment. These community circles create an atmosphere in our classroom where students feel supported and heard. It is a place for them to feel safe and have a voice. Community circles also go a long way in making boundaries and expectations a strength at Heim Middle. Students have a very clear definition of behavior expectations and how to be kind and compassionate to others. Currently, restorative discipline is being used in our building to address student behaviors beyond traditional discipline.

There are many opportunities at Heim Middle School for students at all grade levels to get involved as leaders. We have a leadership

Search Institute Developmental Assets
Profile, Spring 2025

Figure 3: Asset Category Scores



homeroom that encompasses grades 5-8, we have our WEB homeroom, we have a Black Student Union, as well as a DEI club. Many times these clubs will work hand in hand in activities throughout the school year. We also try to have at least two to three wellness activities a year that involve the entire student body being utilized in the service to others. Empowerment of students has been a main focus for our Wellness program for the last 5 years.

HIGHLIGHTS



One of our largest schoolwide service-learning events takes place every December through Heim Gives Back Day. Each homeroom develops its own community service project to support organizations within the community, providing students with meaningful opportunities to demonstrate empathy, compassion, and service to others.

Old Heim Days, held in March, is a student-run carnival that promotes leadership, empowerment, and school connectedness. More than 400 students participated this year, designing and operating games and providing overall support to the event, creating opportunities for students to develop leadership skills, collaborate with peers, and strengthen connections within the school community.

In April, our school participated in Bald for Bucks in support of Roswell Park Comprehensive Cancer Center. Students and staff participated by shaving their heads or donating hair, creating signs, and gathering for a schoolwide assembly to support participants. Relax and Recharge Day serves as one of our final schoolwide wellness initiatives each year. Teachers and community members facilitate a variety of workshops and activities that allow students to explore new interests, learn new skills, and connect with peers and staff in meaningful ways. These experiences promote constructive use of time, commitment to learning, support, and positive school connectedness.

GROWTH



TARGET AREA(S) FOR GROWTH:

After reviewing Developmental Assets Profile data, Heim identified "Positive Identity" and "Constructive Use of Time," as areas of need in our school. More specifically, students who self identified under race/ethnicity as "other" or "multiracial" had significantly lower percentages compared to all other student groups surveyed.



ONE FACTOR THAT MAY BE CONTRIBUTING TO THIS OUTCOME:

We felt that one factor contributing to these low numbers may be lack of accessibility (transportation before or after school) for these students. Attendance at school may also be a secondary factor, as we have seen attendance issues on the rise among all of our student body.

ACTION STEPS TAKEN:

During the month of January we convened a group of faculty and students to share our asset survey results and create a student survey to solicit feedback on a plan to address support to all students in our building. After creating the survey, we administered it to our current 7th graders (the 6th graders that took the original survey in 2025). The survey was a google form and was not not anonymous.

ACTION STEPS TO COME:

After receiving the results of the survey, we will be convening our Heim Middle Wellness Team. At that point, we will make a plan for programming for the 2026-2027 school year that will meet the identified student's needs. This may vary from student to student or group to group. We would like to have more targeted supports in place based on specific student need. This could mean more individualized activities or strategies to reach our identified students, most in need and/or new clubs not already offered to target specific interests. We would hope that at the end of this process, the percentage of students in our school that feel a lack of support/connectedness would decrease. We would like to increase the asset score of students who self-identify as a race, ethnicity group as "other" or "multiracial" will increase scores in the support category from 18.6 to 21. This would take them from vulnerable to adequate. We would like our overall "Constructive Use of Time" category and "Positive Identity" category to both increase by at least 2%. We will use the data from the 2027 Asset Survey to assess whether we have met this goal.

Youth Wellness Snapshot 2025-2026 Mill Middle



YOUTH WELLNESS FACILITATORS:
William Garlapo
Sherri Knab
Karen Stelley

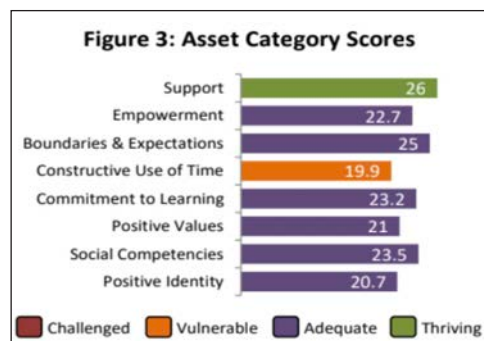
BUILDING ADMINISTRATION:
Chris McDuffie, Principal
Courtney Chamberlain,
Assistant Principal
Lori Dabney, Assistant Principal

STRENGTHS

At Mill Middle School, Support and Empowerment were identified by students as key developmental asset strengths. We place a high value on the importance of youth being surrounded by people who love, care for, appreciate, and accept them, whether they are at home, here at school, or out in the community (Support). We know, too, that young people thrive when they feel valued by their community, have opportunities to contribute in meaningful ways, and feel safe in their environments (Empowerment). At Mill Middle School, we foster this in our everyday practices by intentionally building connections through weekly homebase community circles, numerous clubs and activities, and opportunities for students to involve themselves while sharing their unique talents and strengths.

At Mill, students are encouraged to explore their interests and engage in activities that strengthen their sense of belonging and school pride.

Search Institute Developmental Assets
Profile, Spring 2025



Participation in clubs, extracurricular activities, leadership opportunities, and schoolwide events helps students build connections with others while developing important social and emotional skills. These experiences reinforce a culture where students feel empowered to contribute, celebrate their individuality, and support one another, helping to strengthen both the Mill Middle School community and the overall student experience.

HIGHLIGHTS



To kick off the academic year and support the successful transition of new students, the Wellness Committee hosted a **"Welcome Breakfast"** in September. Held in the school courtyard, the event provided a relaxed and welcoming environment where students could connect with peers, share breakfast, and participate in lawn games and informal activities. New students were encouraged to bring a friend, helping foster early connections and a sense of belonging within the Mill school community. This event reflected the Wellness Committee's continued commitment to promoting student connection, inclusion, and social-emotional well-being as a foundation for academic success.

Winterfest was held in mid-January as an afterschool opportunity designed specifically for 5th and 6th grade students to strengthen peer relationships and school connectedness outside of the academic setting. Students participated in a variety of activities, including BINGO, open gym, and visits with certified therapy dogs. Approximately 75% of all 5th and 6th grade students attended, demonstrating strong student engagement and the value of opportunities that promote social connection and well-being.

In February, the Wellness Committee and PTSA collaborated to host the **Winter Wonderland Dance** for 7th and 8th grade students. The event provided a safe and supervised environment for students to socialize, strengthen peer connections, and create lasting memories with classmates. Nearly 65% of all 7th and 8th grade students attended, with participation doubling over the past four years, reflecting the event's continued growth and positive impact on school community and student engagement.

GROWTH



TARGET AREA(S) FOR GROWTH:

After reviewing Developmental Assets Profile data, Mill identified “Positive Identity” as an area of need in our school.

ONE FACTOR THAT MAY BE CONTRIBUTING TO THIS OUTCOME:

The questions related to this asset were broad and future-oriented, and we believe some middle school students may have found them difficult to fully understand or personally relate to given their developmental stage.

Research indicates that students in the middle school years, particularly within grades 5–8, are actively developing a stronger sense of personal identity. As with many important stages of growth and self-discovery, this process may involve periods of uncertainty, change, and challenge as students navigate a variety of age-appropriate developmental experiences.

ACTION STEPS TAKEN:

- Provide community circle prompts that have to do with personal identity.
- Reimagining our Wellness Ambassador group to provide students an opportunity to take a leadership role as well as have an outlet to share their voice and perspective.

INITIAL RESULTS:

Action Step 1: Providing Community Circle Prompts & Teacher Support for Personal Identity

Result:

- Community Circle prompts specifically focused on personal identity have been generated and distributed to all staff.
- Community circles on personal identity have been encouraged for homebases.
- Example prompts:
“How would your best friend describe you?”
“What is a skill or talent you have?”

Action Step 2: Reimagining our Wellness Ambassador group

Result:

- Students self-nominated for the position of Wellness Ambassador. These students take on a leadership role within our school community. One of the highlights of this year’s group will find our ambassadors partnering with teachers during our Explore More Day at the end of the year. This will allow them to both assist in the planning and delivery of various sessions to their peers.

ACTION STEPS TO COME:

We hope to continue to develop monthly announcements and community circle prompts that will serve as a broad brush approach to help bring awareness and offer support for students in the areas of purpose and positive identity.

Further, we plan to continue to build on our Wellness Ambassadors program for students who show an interest to serve as leaders and role models for their peers while building upon their own strengths and competencies. For example, the Wellness ambassadors serve as the liaison between the students and adults to share the immediate interests, concerns, and the general feedback of our student body. Ambassadors are also slated to help as teacher assistants during Explore More Day 2026, which promotes building connections with adults and a positive sense of identity. And finally, as Mill looks to improve how they support new students, Wellness Ambassadors have been identified as a potential critical component in easing the transition for our newest Mustangs.



Youth Wellness Snapshot 2025-2026 Transit Middle



YOUTH WELLNESS FACILITATORS:

Katie Cageao
Matt Rydelek
Kim Styka

BUILDING ADMINISTRATION:

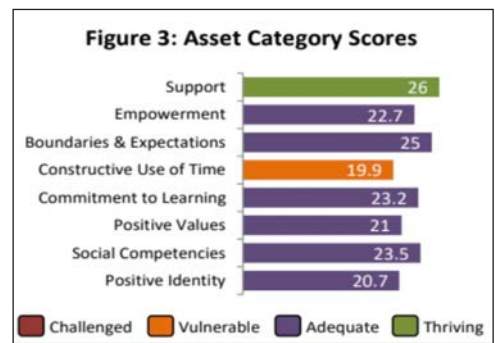
Dr. Daniel Walh, Principal
Kaitlyn Parrino, Assistant Principal
Travis Moore, Assistant Principal

STRENGTHS

At Transit, we have clear expectations of our three rules - BE Respectful, BE Responsible, BE Safe. Our rules/boundaries/expectations are visible in every hallway, every classroom, and are reiterated in Rules Assemblies each marking period. The students know our expectations well, which helps them to not only understand rules and consequences, it also helps them to know they're safe and supported every day.

Our teachers continue to remain in the hallway during each passing time. We have a new focus on "hallway chats" with students to show support and care from adult to student. Students know there is always a trusted adult nearby who can help them, even if it isn't a teacher they know well; we are a family and we are always looking out for our wolf pack!

Search Institute Developmental Assets Profile, Spring 2025



Transit has several leadership clubs that have started working together. This involvement and collaboration has led to student empowerment. The students are loving the crossover of clubs, and some are even excited to join new clubs because of it.

HIGHLIGHTS



Our biggest highlight of the year was our annual Fall Fest/Color Run, which not only promotes a positive environment of teamwork, school spirit and bonding, it also helped us raise money for another Wellness Initiative that we are undergoing this spring, our very own vending machine!

In December, we had our annual visit to Juniper Glen Memory Care Assisted Living. The students planned several activities such as cookie decorating, a photo booth, a craft, and resident interviews. The students had a great time interacting with the residents and hearing their stories. We are continuing our partnership with Juniper Glen and helping the residents plant their garden in May.

February brought us to Valentines for Vets. We had a school-wide Valentine making campaign. Those cards and letters were distributed to the Buffalo VA Hospital and the National Museum of the Marine Corps.

The students advocated for a Cancer Awareness week culminating in a fundraiser for the Sophia the Fierce Foundation. The first week of May students will participate in a spirit week with each day focusing on a particular cancer (for example - wear pink for breast cancer awareness). The final day of the week will be "yellow day" and a fundraiser of selling yellow ducks and bracelets with all of the proceeds going to the Sophia the Fierce Foundation.

GROWTH



TARGET AREA(S) FOR GROWTH:

The Search Institute Survey was given to our current 6th and 8th grade students in 2025 to determine the level of development assets they have acquired, and which ones they are currently lacking. This survey determined that 55% of these students are in the challenged/vulnerable category for lacking a “positive identity.” This is an important asset that we really want to target and hopefully improve for all our students. In order to do so, we want to help our students develop short and long term goals, either personally, academically or socially, so that they know who they are, believe they matter, and feel confident about who they are becoming.

Our Wellness students helped us create an endeavor which we feel will really impact our entire student population, particularly with their positive identity. As a group, they decided that the money raised from our Fall Fest should go back into our school through the purchase of a vending machine. The students used their voices in every step of the way- what kind of machine we should purchase, what we should stock it with, and how we can be sure that all students who use it are receiving something special that only Transit Middle can provide.

The vending machine will be serviced and run by the students, and will include both healthy snack options as well as positive and uplifting messages on the packages. When word got out that we were doing this, other clubs wanted in on the fun, and our project expanded to include several other school clubs. Together, we will all take turns stocking and monitoring the vending machine, while also reaping the monetary benefits to fund school projects. This endeavor will not only help future Wellness initiatives, it will also be an ongoing project for our students to collaborate on and help manage.

ONE FACTOR THAT MAY BE CONTRIBUTING TO THIS OUTCOME:

Middle schoolers are not in the developmental stage to think/contemplate their future, so it is difficult to assess them on an asset that they may not have developed yet. So, we would like to meet our students where they currently are, and help them to first develop goals that will ultimately produce a greater sense of purpose, pride and positive outlook on their future.

ACTION STEPS TAKEN:

While this is an ongoing goal that we will continue to target next school year, we are currently working as a building to provide students with many opportunities to have a voice and work on projects and goals they are interested and invested in. The students have voiced their opinion on long term goals they have for the school, and we were able to purchase a vending machine for them to manage. We have also expanded our Sophia the Fierce fundraiser to be a week-long event, as requested by students. And, we are planning a second spring visit to Juniper Glen to assist the residents in creating their gardens outside. Individually, we are continuing to meet with students regularly to discuss their own academic goals and what they want to accomplish every marking period. Lastly, a school wide initiative to promote and utilize Restorative Practices helps us give students a voice socially and interpersonally.

INITIAL RESULTS:

Student attendance and participation has improved, school clubs have for the first time joined together over an initiative, and community outreach and connections have expanded.

ACTION STEPS TO COME:

Students will continue to manage the food, income and stocking of the vending machine, including placing positive messages on the snacks for students to enjoy. Students will continue to work both individually and school wide to develop personal short and long term goals, with the help of their mentors, teachers and counseling team. Students will participate in Restorative Practices to help strengthen communication skills, shift the focus of punishment to connection, increase accountability and enhance stronger relationships between students and teachers.

Youth Wellness Snapshot 2025-2026 East High



YOUTH WELLNESS FACILITATORS:

Jacqueline Gregorie
Cameron Townsend

BUILDING ADMINISTRATION:

Jason Swenson, Principal
Courtney Charleson-Smith,
Assistant Principal
Nicholas Suchyna,
Assistant Principal
Melissa Spada,
Athletic Director/Assistant Principal

STRENGTHS

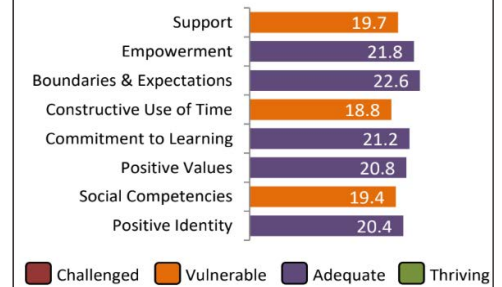
Our students understand boundaries and expectations and consistently follow them in the school environment. They share a strong commitment to learning and demonstrate responsibility in their daily work and interactions. Through supportive relationships and positive experiences, students are also developing positive self-identity, building confidence in who they are and what they can achieve academically and socially. At EHS, we strive to look beyond traditional academic markers to ensure every student feels seen, heard, and valued as a unique individual. Our culture/environment is built on the principle that students should be celebrated for who they are, not just what they achieve on a report card.

Our school emphasizes nurturing the whole person, focusing on the following aspects of character and social-emotional development:

- Trust and Empathy: Building a safe foundation for interpersonal relationships.

Search Institute Developmental Assets Profile, Spring 2025

Figure 3: Asset Category Scores



- Personal Growth: Encouraging students to thrive personally as well as academically.
- Collaboration: Teaching students how to work together for collective success.

There is an emphasis among both faculty and students to make a difference. This creates a dynamic where students are not just passive learners but active contributors to the well-being and improvement of the school community as a whole.

HIGHLIGHTS



We promote participation in school-wide events such as the Taste of East, collecting personal care items for the Williamsville Food Pantry, Collecting non-perishables for needy families in the WNY area for Feedmore WNY, and collecting and sharing gratitude amongst our students.

With the new cell phone policy in effect this year, Wellness put together a cart of games and activities for students to use during their free period in the commons. We also had a Halloween extravaganza in the commons, promoting games and fun activities for students to participate in.

The Flavors of East was held to celebrate the cultural and ethnic diversity at EHS. Students, families and staff were invited to share a cultural food for students to taste. We had close to 30 different cultures represented and over 120 students participating in the experience.

Our annual Unity in Diversity Day celebrated unity, diversity and community. This day included our amazing assembly where students perform various acts to celebrate the variety of ethnic and cultures present in our school community. Additionally, students attended two workshops where various speakers informed and involved students with activities and experiences that promote effective communication, leadership and healing circles.

In conjunction with Student Council, we held a Spring Spirit week where we held various "spirit days" as well as Heart Healthy events throughout the week including a Blood Drive, teaching hands on CPR. We ended the week with the East Olympics, where both students and staff participated in fun competitions that promoted school unity.

We will hold our annual Senior Avoidance and Awareness assembly in late May to provide our graduating seniors some important information as they navigate the world after high school.

GROWTH



TARGET AREA(S) FOR GROWTH:

Our Team's goal is to promote constructive use of time for our students. By keeping students actively engaged and giving them meaningful choices, we want to teach our students how to manage their time responsibly. We worked to create opportunities for our students to engage in cooperative and creative activities, where they are able to build cognitive and social skills. Under adult guidance and mentorships, students will be given a safe place to explore and experience meaningful ways to be involved

67% of East High School students surveyed are in the challenged/vulnerable range for constructive use of time. We would like to increase the percentage of students who can identify and commit to at least two constructive activities, to help them grow, learn and lead.

Students can grow in how they use their time by strengthening time management, setting goals and becoming more engaged in positive activities such as clubs, sports, and hobbies. Building relationships and maintaining a healthy balance between school work and personal time are key areas for development.

ONE FACTOR THAT MAY BE CONTRIBUTING TO THIS OUTCOME:

Students grow by learning how to interact effectively with others while also learning how to use their time in meaningful ways.

- Students lack self management and planning skills
- Even though they have free time, the students juggle intense academic pressure, part time jobs and family responsibilities
- Activities like social media, gaming, video streaming provide immediate gratification. This is also a way to stay connected with friends, and a way to deal with stress and boredom.

ACTION STEPS TAKEN:

We created opportunities for collaboration, communication and relationship building through group activities, peer interactions and structured activities that promote respect and empathy. Students were encouraged to practice problem solving, teamwork and effective communication in both the academic and social setting. We offered structured and engaging activities that kept students involved in positive and meaningful ways. For example, we provided students with games (board games, cards, Uno, Solitaire, Go Fish) for use while in the Commons and encouraged students to play during free periods.

A diverse group of students were actively engaged in using the games we provided. The students seemed to have fun with the activities, building relationships and expanding their repertoire of constructive use of time.

ACTION STEPS TO COME:

We will continue to promote students' social competencies and time management by intentionally incorporating healthy, structured activities into their daily routines including physical activities, team building activities, sports, clubs and wellness focused programs that encourage cooperation, leadership and positive peer relationships. We want them to learn how to manage time effectively, prioritize responsibilities and maintain healthy habits that support academic success and personal well-being.

An extra-curricular fair is being planned for the start of the 2026-2027 school year.

We are continuing to brainstorm ideas around goal setting, organization and task initiation.

We will be looking to create mini volunteering events that students can participate in.

We will expand our offerings in the Commons to include craft stations/ maker spaces so students can develop their creativity.



YOUTH WELLNESS FACILITATORS (NORTH):

Chrissy Davidson
Lisa Seifert

YOUTH WELLNESS FACILITATORS (AIM):

Trevor Lawler
Rachel Tierney

BUILDING ADMINISTRATION (NORTH):

Andrew Bowen, Principal
Kristen Rizzo, Assistant Principal
Patrick Smith, Assistant Principal
Julie Ziobro, Assistant Principal
Kristen Juegens-Tonge,
Athletic Director/Assistant Principal

TEAM LEADER (AIM):

Phil Miller

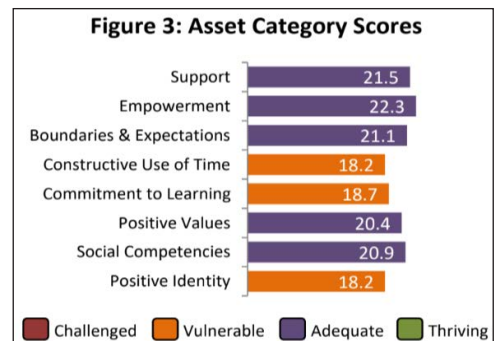
Youth Wellness Snapshot 2025-2026

North High

STRENGTHS

The data shows that the strongest developmental asset categories among our youth are Empowerment and Boundaries and Expectations. This suggests that North HS students generally feel they have a voice, influence, and the ability to contribute to their environment while also experiencing clear structure, guidance, and consistent expectations from adults and organizations. Together, these strengths indicate a balanced environment where youth are supported with both autonomy and stability, which is important for building confidence, responsibility, and positive decision-making.

Search Institute Developmental Assets Profile, Spring 2025



HIGHLIGHTS



A collaborative Health Fair with community partners expands students' access to wellness resources while strengthening connections between school and community. This initiative supports students' understanding of healthy lifestyles and reinforces the role of community in student well-being.

Intentional end-of-year programming for seniors, including last day of school activities, promotes positive identity and a sense of accomplishment as students transition beyond high school. These experiences help students reflect on their growth and build confidence in their future.

Targeted inclusion efforts, such as preparing and supporting participation of special education students in school spirit events like pep assemblies, promote empowerment and ensure all students feel valued and included in the school community.

GROWTH



TARGET AREA(S) FOR GROWTH:

Constructive Use of Time was identified as an area for continued growth within our school community. Student responses suggest that some students may benefit from increased opportunities to engage in meaningful extracurricular activities, enrichment experiences, leadership opportunities, and positive peer connections outside of the academic setting. As a result, the Wellness Team will continue exploring ways to expand student involvement, increase awareness of available opportunities, and create experiences that strengthen student engagement, belonging, and overall well-being.

Additionally, the data suggests a need to further develop students' **positive identity**, including their confidence, sense of purpose, and belief in their future. We can look to support this by expanding mentorship opportunities, advisory structures, and experiences that help students explore goals.

ONE FACTOR THAT MAY BE CONTRIBUTING TO THIS OUTCOME:

These areas of growth likely reflect a combination of factors, including uneven participation in extracurricular opportunities, increasing amounts of unstructured time outside of school, and the developmental needs of high school students as they build identity and direction. While students report strong external supports and clear expectations, the data suggests that additional **intentional** opportunities for engagement, self-reflection, and real-world connection are needed to help students further develop confidence, purpose, and independence.

ACTION STEPS TAKEN:

As a result of the data, we launched a committee with a variety of school officials, including our new assistant principal, and a combination of novice and veteran teachers and counselors. We were able to share the findings from the Search Survey which led us to the decision to begin the Invisible mentoring program which is a targeted strategy to respond to these needs. This program will help ensure that students who may not be actively connected to formal mentoring or extracurricular structures still have a consistent, caring adult advocate within the building. The goal is to strengthen students' sense of belonging, increase personal connection to school, and support the development of confidence, purpose, and positive identity.

By reintroducing this program, we are building on existing strengths in our school climate and relationships while directly addressing identified growth areas in the data. This initiative reflects our continued commitment to using student voice and data-informed decision-making to guide meaningful, relationship-centered supports for all students.

ACTION STEPS TO COME:

The Wellness Team plans to move forward with reintroducing the Invisible Mentoring Program. In early May, several staff members participated in a training on Invisible Mentoring. Before the 2025–26 school year ends, we will collaborate with the building principal to identify an appropriate time to formally introduce the program to staff and establish the structure for implementation.

Once launched in September 2026, the program will include periodic follow-up throughout the school year to monitor participation, support consistency, and gather informal feedback from staff and students. The Wellness Team will review progress at key points during the year to ensure the program is meeting its intended goals of strengthening student connection, support, and engagement. The program will conclude its initial cycle at the end of the school year in late spring, at which time outcomes and feedback will be reviewed to inform future planning and refinement.



GROWTH



TARGET AREA(S) FOR GROWTH:

One of our greatest opportunities for growth is in the area of positive identity. The data suggests a need to further strengthen students' confidence, sense of purpose, and belief in their future success. School staff at AIM can support this growth by expanding opportunities for mentorship, relationship-building, goal-setting, and experiences that help students recognize their individual strengths and potential.

While overall school data related to support was adequate, students participating in the AIM program may benefit from additional individualized encouragement, connection, and consistent support systems both within and beyond the school setting. Many AIM students have experienced academic, social-emotional, or personal challenges that may impact their confidence, school connectedness, or ability to engage in activities outside of the school day. By increasing supportive relationships, opportunities for involvement, and individualized guidance within the school environment, AIM can continue helping students build confidence, independence, resilience, and a stronger sense of identity and belonging.

ACTION STEPS TAKEN:

As a result of the data, we implemented a weekly student reflection activity designed to encourage students to think more intentionally about their strengths, interests, future goals, and personal growth. Students responded to one short reflection prompt each week, with a goal of having at least 70% of students complete the activity consistently. Over the course of five weeks, the first five minutes of social studies class were dedicated to this reflection process.

Student responses were compiled into individualized Google Docs, which were then reviewed during one-on-one conversations with staff. These meetings provided opportunities to discuss students' reflections more deeply, explore their future aspirations, and identify realistic steps they could begin taking toward achieving their personal, academic, and career-related goals.

Initially, many students were hesitant to engage meaningfully with the prompts or reflect deeply on their future plans. However, through individualized conversations and ongoing encouragement, students became more comfortable discussing their goals, interests, and challenges. These discussions helped students begin recognizing their strengths, developing a clearer sense of direction, and identifying actionable steps toward future success.

ACTION STEPS TO COME:

Next year, we plan to continue and expand this reflection process by beginning earlier in the school year, allowing additional time for students to build trust in the process, engage more thoughtfully in self-reflection, and begin taking meaningful steps toward their individualized goals. We also plan to streamline data collection and organization by utilizing Google Forms and Google Sheets to more efficiently compile and analyze student responses. This will allow staff to more easily identify trends, monitor student growth over time, and facilitate more meaningful and individualized conversations with students regarding their strengths, interests, challenges, and future plans.

In addition, AIM leadership has been developing a structured implementation plan designed to increase opportunities for ongoing social-emotional development, relationship-building, and student wellness check-ins throughout the school week. These scheduled opportunities will provide students with consistent support, individualized guidance, and regular opportunities to reflect on their progress, strengthen coping and self-management skills, and build stronger connections with staff and peers. Together, these efforts are intended to further support students in developing confidence, resilience, positive identity, and a stronger sense of purpose and belonging within the AIM program.



Youth Wellness Snapshot 2025-2026 South High



YOUTH WELLNESS FACILITATORS:

Kelly Peller
Mary Ferenczy

BUILDING ADMINISTRATION:

Keith Boardman, Principal
Scott Bielec, Assistant Principal
Andrea Rozansky, Assistant Principal
Patrick Lester, Athletic Director/Assistant Principal

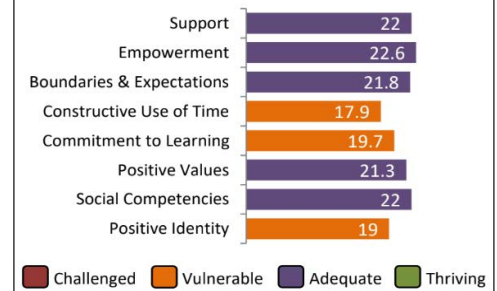
STRENGTHS

Williamsville South demonstrates notable strengths in support and positive values. Families, peers, and staff all contribute to a strong sense of connection within the school community. Staff maintain positive communication with families and work collaboratively to support students throughout their high school experience. Empowerment and social competencies were also identified as strengths, and these assets are nurtured through extracurricular involvement, grade-level team-building events, and intentional efforts to connect students with activities that build confidence and engagement.

Students regularly take on leadership roles within the building by organizing events, supporting peers, and presenting on a variety of topics, helping strengthen boundaries, expectations, and responsibility. Athletics, music, business, and art/technology programs all contribute significantly to building student connection and school pride beyond the traditional school day.

Search Institute Developmental Assets Profile, Spring 2025

Figure 3: Asset Category Scores



Williamsville South takes pride in fostering meaningful connections among students and staff throughout the school community. One favorite wellness initiative involves students distributing apples and compliments at the front doors as students and staff arrive each morning, helping create positive interactions and a welcoming atmosphere. The school community remains committed to building on these strengths and continuing to expand opportunities that support student connection, belonging, and well-being.

HIGHLIGHTS



Wellness students welcome staff and students at our front door giving them compliment post-its and healthy snacks to start their day off with a smile.

Our Wellness Committee initiated the student of the month this year recognizing students in all four grade levels with a certificate and displaying their names on our Wellness board.

Paws for Love therapy dogs and Wellness Wednesdays with Yoga are continuing to be very popular with the students and staff in our building.

The Connections to Our Building display was an initiative to help students see all the amazing groups they are connected to in our building, and also connect the students that may need to be connected more with different peer groups. Our committee also has done a lot of connections with our elementary school and having our students volunteer and stay connected with the younger students.

GROWTH



TARGET AREA(S) FOR GROWTH:

Data indicates that 63% of Williamsville South High School students fall within the challenged or vulnerable range for Positive Identity.

ONE FACTOR THAT MAY BE CONTRIBUTING TO THIS OUTCOME:

A variety of factors may contribute to this outcome. Increased cell phone and screen time usage may reduce opportunities for meaningful face-to-face interaction and connection within the school and broader community. In addition, some students may experience barriers to participation in extracurricular activities, athletics, or school events, including transportation challenges, competing responsibilities, or uncertainty about where they fit within the school community. Students may also feel hesitant to try new activities or become involved if they perceive others as more experienced or established, which can impact confidence, belonging, and willingness to take positive social risks. As a result, continued efforts to strengthen student connection, involvement, confidence, and opportunities for meaningful engagement remain an important area of focus.

ACTION STEPS TAKEN:

- We offer Wellness Wednesdays, which includes yoga in the morning before school and Paws for Love therapy dogs coming in every week to build a nurturing environment. We want to encourage students to feel more comfortable in our building and be open to joining new activities.
- We have created volunteer opportunities with our elementary schools to connect our older students with our younger students and help build confidence through volunteer work.
- A May Mental Health Awareness calendar is currently displayed on our slide show in the hallways every day for the month of May, giving students a tip a day for positive mental health.
- This year we implemented Wellness Students of the Month, in which four students are chosen in each grade level every month and displayed in our Wellness display board for standing out in different ways. Parents are contacted to encourage school-home connections.
- We offer wellness student advertising outside of the cafeteria where students in the building write down what they feel connected to here at school. Many connections between friends, sports, teachers, clubs, volunteer work, and more are mentioned...and displaying this information allows for more students to see where else they may be able to get more involved.
- Welcome apples and Wellness treats with compliments from our students at the entrance doors when students/staff walk in creating a welcoming environment and a positive start to the day!

ACTION STEPS TO COME:

We plan to continue all events identified in the Action Steps Taken section during the upcoming school year. In addition, our Student of the Month initiative, which was piloted this year, will be fully launched beginning in September. The committee will also continue working to ensure that students across all grade levels are represented and included in schoolwide events and activities that strengthen school connection and community.

Moving forward, the committee hopes to more intentionally identify students who may feel less connected to the school community and explore opportunities that may better align with their interests and comfort levels. Discussions are underway regarding more flexible and informal opportunities for involvement, such as open access to the weight room and other low-commitment activities where students can participate casually without the expectation of ongoing weekly involvement. The goal of these opportunities is to encourage students to explore new interests, build confidence, strengthen positive identity, and increase school connectedness in a way that feels accessible and manageable for them.



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

Board of Education

Crystal Kaczmarek-Bogner, *President*

Mark Manna, *Vice President*

Maureen Poulin, *Parliamentarian*

Christina Bleckinger

Stuart Bulan

Michael Buscaglia

Dawn Fletch

Dr. Swaroop Singh

Dr. Kerry Spicer

Salil Karkhanis - *East*

Giselle Maurice - *North*

Deepratan Purba - *South*



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



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



www.williamsvillek12.org
@WCSD_K12
@WCSDK12