

Heritage Herald

Fall 2007 Volume 6, Issue 1

The Heritage Herald is a Publication of the Heritage Heights PTA

Welcome back to the returning students and teachers. School is a very exciting place. However, for the new faces it also can be a very scary place. To help those that are new to adjust to any changes, the PTA has planned some events throughout the school year. Some of these events include the Back to School Barbeque, Christmas Breakfast and Ice Cream party. Parents can be a part of the fun also. For a \$5 yearly membership to the PTA, you can help to plan these unforgettable events. Lets work hard and together we can have a successful year!!!

Important Dates to Remember

11/6 - Picture Retake Day
Election Day/Kids Voting Day
11/12 - **NO SCHOOL VETERAN'S DAY**
11/20 - PTA Meeting/Movie Night @6:30
11/22-23 - Thanksgiving Recess
11/30 & 12/3 - Parent/Teacher Conferences
12/2- Amherst Symphony Holiday Concert,
7:00 pm at Amherst Middle School
12/8- Holiday Breakfast, 10:00 am

2007-08 PTA Officers

President - Donald Russo
Treasurer - Claudia Cavarello
Membership - Maggi McDonald
Corresponding Secretary - Shari Ciminella
Recording Secretary - Jennifer Bogart
Council Representative – Jeff Bogart
Teacher Representatives - Linda Palame'
& Michelle O'Brien



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Thanks for the support

The Back to School Chicken BBQ was a total success!! Thank you to all the volunteers for contributing to this event to make it unforgettable.

Volunteer Bakers Needed

Volunteers are needed for the bake club!! The bake club donates any baked goods for PTA events such as the Chicken Barbeque, Ice Cream Social and Holiday Breakfast. For those of us who are not "cut out" to be bakers, don't worry, store bought items are fine!!! If you are interested please contact Lynn Ackendorf at (716) 691-9061 for additional information.

Holiday-Theme baskets

Our annual holiday breakfast will be held on Saturday December 8th from 10am-12pm. Each class would be given a theme for their basket. We ask that each family donate an item for the theme designated to your child's class. This year we are asking each teacher

to assign a parent to be in charge of their classroom basket. Please have the parent be responsible for contacting other parents and assembling the classroom baskets. Please have all donations in and theme baskets assembled by November 27th. ***The complete list of themes is on page 6 of this newsletter.*** The PTA would pick up the baskets from each classroom between November 28th-30th.

Thank you for your continued support!! If you have any questions, suggestions or additional donations please contact Christina Scheuer at 688-5531.

Something New: PTA Meetings

The PTA has changed their meetings this year moving to a format that allows for the sharing of information and encouraging discussion around topics related to families.

The next meeting (also involves a special movie night for kids) is scheduled for **Tuesday, November 20th at 6:30 p.m.**

Students will enjoy popcorn and a movie in the auditorium while parents meet in our library. Special guest, Ann Nowak from the Family Support Center will be sharing- *Filling Your Parenting Tool Box: Ideas to Improve Communication and Increase Positive Behavior with your Kids.*

Admission: Students with a parent.



There is something for both parents and kids. Please join us this evening.

Update from the October 15th PTA Meeting- Developing ASSETS in our Children

At our October PTA meeting, Kathy Mobarak-Miller, along with a high school student from the Amherst Youth Board, shared information about her work promoting **healthy communities and healthy youth**. During her presentation she shared the importance of working together to create 40- Developmental Assets in our children. The assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. As our children leave the elementary grades and move into middle school (adolescent years) it important that they leave us with a foundation to build these assets. The 40 assets have the power to influence the choices young people make and can prevent our children from at-risk behaviors that can be damaging and have long lasting consequences.

Though her work at the Amherst Youth Board, Ms. Miller works closely with schools and other community service agency to develop asset in our children. Through the development of both internal and external assets, young adolescents begin to tangibly exhibit positive behaviors known as thriving indicators. These include:

- Succeeding in School
- Helping Others
- Valuing Diversity
- Maintaining Good Health
- Exhibiting Leadership
- Resisting Danger
- Delaying Gratification
- Overcoming Adversity

For more information on the 40 Developmental ASSETS see pages 7-8 or visit the Search Institute at www.search-institute.org/assets/

Principally Speaking ***-Working Together to Unlock Each Child's Potential***

Today more than ever, the education of a child takes a team effort. To be competitive in a global market place, our children need to develop the essential 21st century skills of academic rigor as well as critical thinking and creativity. It's not enough for our school to just teach a narrow curriculum that matches the standardized state assessments our students need to master. Our children need to prepare to think, to work, and to solve problem.



Here at Heritage, focusing on the needs of the **whole child**, we are dedicated to helping each child:

- enter school **healthy** and learn about and practice healthy lifestyles.
- learn in an **intellectually challenging** environment that is physically and emotionally **safe**.
- actively **engage** in learning and **connect** to the school and broader community.
- access **personalized learning** by qualified, **caring** adults.

Unfortunately schools alone cannot ensure that each child becomes a whole child. This is why especially this year we are continuing to focus our efforts in strengthening our partnerships with our families and the community. This year's building-wide theme- *Space, Faces and Learning Place: Exploring our Neighborhoods* seeks to draw our student's attention on the aspects of community as well as promote our school as a learning community. The learning community certainly extends beyond the walls of our building as does the responsibility of educating our children. Working together to unlock each child's potential is accomplished not only through the hard work and perseverance of students but also through the ongoing support and efforts of teachers, parents, and the community-at-large.

I personally have high expectations that teachers will be **caring** to students and one another; be **collaborative** in creating lessons, and looking at student work; show a **commitment** to learning and apply best instructional practice; and provide positive, ongoing **communication** with families. Likewise, families are encouraged to partner with the school by supporting home practice, and reading at home; communicating with teachers; supporting and teaching the principles of our Honor Code (respect everyone and everything, be safe, be caring, be ready, and make good choices); and sending their child to school each day with a "can do attitude" ready to learn.

Finally, we are committed to working with the community to support our students in their learning. To this end of the last several years we have forged lasting partnership with such community resources as:

- **M&T Bank** through our long standing mentor program;
- **Junior Achievement** which uses hand-on experiences to help our students understand the economics of life;

- **Audubon Library** and its support of community literacy and programs for children and families;
- **Amherst Police** in the area of personal safety; and
- **Daemen College** through a unique college class that is taught on site at our school giving future teachers a chance to learn about literacy practices while at the same time supporting our students.

This year we have established a new partnership with the **Amherst Symphony**. Sharing their love of the arts and music, the symphony has adopted our school as part of their school visitation program. They will be coming to our school in February for a special program. In return Heritage students have been asked to develop their holiday concert program cover and we are encouraging families to attend their free community concerts this season. (More information will be made available to parents to encourage their involvement.)

I trust you will continue join me and the staff of our school in the valuable work of educating the whole child and help each reach their potential. This year there will be numerous opportunities to get involved. Attending monthly PTA meeting is just one way parents can stay informed and share in the work of our learning community. The newly design meeting format encourages communication and dialogue around issues related to our children. This month on **Tuesday, November 20th at 6:30 p.m.**, Ann Nowak from Sweet Home Family Support Center will engage parents in discussion and share some practical suggestions we can use to improve communication and increase positive behavior in our children. To keep up-to-date with all the things that are happening I encourage you to read the Weekly Informer, check your child's student planner and/or take home folder, and check out our school on the Internet at - heritage.shs.k12.ny.us.

Our commitment to creating opportunities for families and the community to join us in educating the whole child will continue for many years to come. Thank you for assisting us in helping all children actively engage in learning and connect themselves to not only our school but the broader community. Have a great holiday season!

Mr. Wolf

Cub Master's Corner

The Cub Scouts of Pack 455 officially started the School year with a Flag Ceremony and reciting the Pledge of Allegiance prior to lighting the bonfire. After the bonfire had died down, the PTA provided s'mores for the Heritage Heights children to cook in the fire.

The first Pack Meeting was held September 26th, at the school. We welcomed returning scouts and getting to know the new

members that have joined our Pack. Awards and recognition pins were handed out for accomplishments done during the last year in Scouting. The boys have worked on a wood craft to finish the evening.

We are looking for first, second and fourth grade boys to join our Pack. The more the merrier!!!

**Does Scouting sound fun to you??
Want to join?? Call Cub Master
Mike Goodman @ 564-2885.**

Back to School Safety Tips

Riding the Bus

School bus transportation is safe. Remember these safety tips:



- Have a safe place to wait for your bus, away from traffic and the street.
- Stay away from the bus until it comes to a complete stop and the driver signals you to enter.
- When being dropped off, exit the bus and walk ten giant steps away from the bus. Keep a safe distance between you and the bus. Also, remember that the bus driver can see you best when you are back away from the bus.
- Use the handrail to enter and exit the bus.
- Stay away from the bus until the driver gives his/her signal that it's okay to approach.
- Be aware of the street traffic around you. Drivers *are* required to follow certain rules of the road concerning school buses, however, not all do. Protect yourself and watch out!

Walking and Biking to School

Even if you don't ride in a motor vehicle, you still have to protect yourself.

Here are a few basic safety tips to follow:

- Mind all traffic signals and/or the crossing guard -- never cross the street against a light, even if you don't see any traffic coming.
- Walk your bike through intersections.
- Walk with a buddy.
- Wear reflective material...it makes you more visible to street traffic.

Riding in a Car

Parents, there are certain rules that can help to keep you and your passengers safe during the ride to school. Everyone needs to be buckled up properly. That means older kids in seat belts, younger kids in booster seats and the little ones in car seats.

ALWAYS REMEMBER SAFETY FIRST!!!

JUST FOR FUN



Q: What do witches put on their hair?

A: Scare-spray

Q: What kind of music do ghosts like?

A: Rhythm and boos

Q: What do ghosts serve for dessert?

A: Ice scream

Q: What is Casper's favorite sticky treat?

A: Boo-ble gum.

Spiced Pumpkin Seeds

Ingredients:

- 1 1/2 tablespoons margarine, melted
- 1/2 teaspoon salt
- 1/8 teaspoon garlic salt
- 2 teaspoons Worcestershire sauce
- 2 cups raw whole pumpkin seeds

1. Preheat oven to 275 degrees F
2. Combine the margarine, salt, garlic salt, Worcestershire sauce and pumpkin seeds
3. Mix thoroughly and place in shallow baking dish.

Bake for 1 hour, stirring occasionally.

Heritage Heights PTA Holiday Breakfast

Dear Teachers and Parents,

Our annual Holiday Breakfast will be held on **Saturday, December 8th at 10:00 am-12:00 pm**. Each classroom is given a theme for a basket, and children donate items for the basket. We ask that each family donate an item for the theme designated to their child's class. This year we are asking each teacher to assign a parent to be in charge of their classroom basket. Please have the designated parent be responsible for contacting parents, and assembling their classroom theme basket. Please have all donations in, and baskets completed by November 27th. The PTA will pick up the baskets from each classroom November 28-30th. See the following list to find your theme! Thank you for your continued support! If you have any questions, suggestions, or would like to donate additional items or baskets please contact Christina Scheuer at 688-5531.

CLASS

Mrs. Deren
Mrs. Biersbach
Mrs. McDonald
Mrs. McMahan
Mrs. Rao
Mrs. Moran
Mrs. Nesteruk
Mrs. O'Brien
Mrs. Palame
Mrs. Wilson
Mrs. Lubick
Mrs. Starks
Miss Twist
Mrs. Battel
Mrs. Monahan
Mr. Rexford
Mrs. Johel
Mrs. McDowell
Mrs. Stephens

THEME BASKET

Italian Dinner
It's A Wrap (gift wrap, tape, etc.)
Christmas Ornaments
Arts-N-Crafts
Chocolate Lover's
Bath & Body
Snack Attack
Bakers Delight
Puzzles, Games, Books
Movie Night
Sports
Trading Cards (Pokemon, sports, etc)
Ice Cream Sundae
School Supplies
Summer Fun
Card Games
A Night on the Town
Photography/scrapbook
Coffee/Tea Lover's

40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young children grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. 2. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. 3. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. 4. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. 5. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. 6. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> 7. Community cherishes and values young children—Children are welcomed and included throughout community life. 8. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. 9. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. 10. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. 12. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. 13. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. 14. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. 15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. 16. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. 18. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. 19. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. 22. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. 23. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. 24. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. 25. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—The child begins to show empathy, understanding, and awareness of others' feelings. 27. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. 28. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. 29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. 30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. 31. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. 33. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. 34. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. 35. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. 36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. 38. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. 39. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. 40. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

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External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. 14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child's closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future.