

Principal's Comments

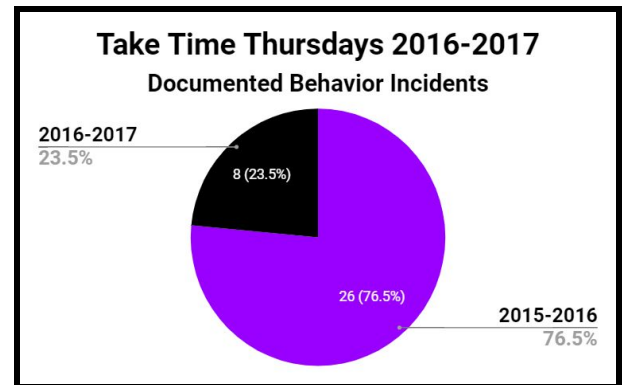
The School Counseling Program in the School District of Sheboygan Falls has grown leaps and bounds over the past several years! As the School Counselors have targeted their own professional development surrounding student empowerment, our data has indicated student awareness in key areas such as stress awareness, body regulation strategies, and problem-solving confidence. The School Counseling team has generated multiple venues for student participation that make it safe and available to join. Highlights have been the Take Time Thursday mindfulness offerings, Emotion Motion curriculum for all students, coordination of Mental Health America visits to classrooms, participation in PATH counseling services in-house, TEAM (Together Everyone Achieves More) Talk Conferences, and much more.

Sheboygan Falls School Counselors have also made it their mission to empower staff as they support the mental health of students and families, as well as creating space to care for themselves. By using the Sheboygan Falls School District early release times efficiently, the School Counseling team has been able to leverage quality mental health information through knowledgeable guest speakers, impactful activities, and personal connections. These opportunities have helped to reduce mental and behavioral stigma within the school community and have kept meeting basic human needs at the forefront of student's learning. Reducing these learning barriers has improved the staff comfort, student independence, and family-to-school relationships. The School District of Sheboygan Falls is infinitely proud of this work and excited to see where the commitment to serving the whole student takes the district next!

School Climate & Safety

Decrease in Behavioral Incidents:

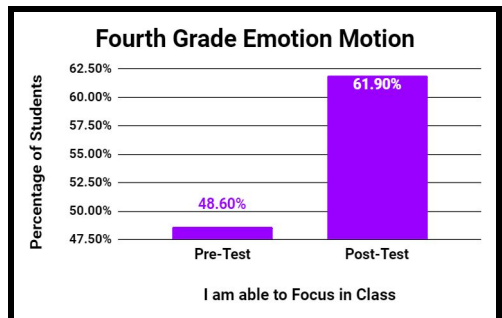
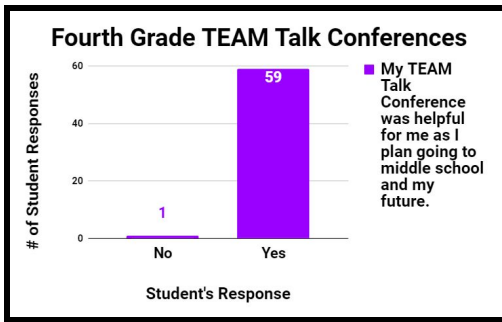
Take Time Thursdays (TTT) is an intervention that was created as a part of the School Counseling Program to address school climate and safety. TTT is a stress management and self-regulation group to help meet the mental health and behavioral needs of students. The School Counselors collaborated with teachers and the School Psychologist to develop and implement TTT every Thursday for twenty weeks during the 2016-2017 school year. A total of twenty students, grades K-4, participated in TTT regularly. The chart to the right shows that there was a decrease in behavior incidents from the 2015-2016 school year to the 2016-2017 school year of the students that participated in TTT. Behavior incidents can impact students learning greatly due to time spent resolving the behavior or consequences given due to the behavior. Therefore, the students that participated in TTT had more time to focus on their learning due to being



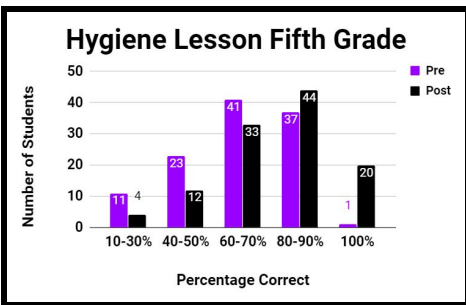
able to better manage their stress. As a result, these students spent less time being unregulated and spent more time making better choices for themselves.

Increase in Application and Understanding of Stress Management and Self Regulation:

The chart to the left shows the percentage of students who rated themselves as "definitely" knowing 3 or more good ways to deal with stress. There was an increase from 57.1% of students participating in TTT who rated themselves as "definitely" knowing 3 or more good ways to deal with stress to 90% after participating in TTT. Students gained an understanding of stress management skills which helped them to self-regulate and better manage their stress to focus on their learning.



schedule at least three times per week for a minimum of 5 minutes each time. The chart to the right shows the results of the pre and post-test related to the statement as follows, "I am able to focus in class- I am able to listen to others, pay attention to the learning topic or task at hand, follow directions, and stay on task." According to the results, only 48.6% of students felt that they could do this "often" before the Emotion Motion Mindfulness program, while 61.9% of students felt they could do this "often" after participating in the Emotion Motion Mindfulness program.



Social/Emotional: ASCA B-SMS 1. Demonstrate ability to assume responsibility. B- SMS 9. Demonstrate personal safety skills. WCSCM F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior. The School Counselor collaborated with the School Nurse to plan and implement a hygiene lesson for fifth grade students. The chart on the left shows that students were able to improve their knowledge and understanding of personal hygiene and safety due to the hygiene lesson that was given.

School Counseling Program Goals

Goal One: Through Trauma Sensitive Schools Training for staff, the School Counselors will reduce the gap between staff support /knowledge of student mental health needs (71%) and their confidence in their ability to help students with mental health needs (46% baseline) by increasing staff confidence to 73% by the end of the 2017-2018 school year .



Goal Two: The School Counseling program will collaborate with the Elementary Behavior Team to plan and implement a recess/playground behavior program and intervention to reduce the gap between the different behavior incident locations; classroom (20%), bus (24%), and playground/field (56% baseline), by decreasing playground behavior incidents to 34% by the end of the 2017-2018 school year.

