



**E.P. Rock Elementary  
Hudson School District**

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www.hudsonraiders.org/schools/ep-rock-elementary

**2018 Wisconsin School Counseling Program Accountability Report**

*A continuous improvement document sponsored by the  
Wisconsin School Counselor Association*

Principal: Amy Hamborg School Counselor: Kelly Curtis  
Enrollment: 505 Grades: K-5

**PRINCIPAL'S COMMENTS**

It is with great enthusiasm that I endorse this Wisconsin School Counseling Program Accountability Report. E.P. Rock Elementary is known for its high achievement, positive climate and inclusive environment. Our entire staff and community members work hard to provide a safe environment where our students can thrive and succeed. Working together we have developed a strong philosophy of excellence that sets high standards for the academic, social and emotional development of our students. The comprehensive school counseling program (SCP) is delivered by one school counselor at E.P. Rock, who works collaboratively with numerous support professionals, teachers, and graduate students to make a difference for our students.

The SCP integrates with Positive Behavioral Interventions and Supports (PBIS) at tier one and two and includes strong school-wide programming to promote safety, respect and communication. Problem-solving concepts like "Stop, Walk, Talk" (SWT) give all students and staff skills to practice and reference when working through interpersonal difficulties, and have resulted in as much as a 43% drop in office discipline referrals in one grade level. We also embrace trauma-sensitive approaches and the school counselor is instrumental in helping staff to view our students with a trauma-sensitive lens. The school counselor teaches topics in academic, career and social/emotional domains in every classroom, facilitates small group counseling and meets with students individually when needed. The SCP also implements ongoing interventions for students experiencing emotional and behavioral challenges. And in 2017-18 the SCP coordinated a peer helping program with 42 elementary peer helpers who assisted younger students with academic or social skills daily throughout the school year.

In collaboration with the occupational therapist the school counselor obtained grant funding to provide classroom calming tools that resulted in a 24% decrease in lost learning time due to physical and verbal aggression in the classroom. And a strong parent education program facilitated by the school counselor has resulted in a 25% decrease in anxious behaviors in children of participating parents. Our comprehensive school counseling program is an integral component of our overall school safety, positive climate and academic success, and it makes a difference.

**SCHOOL CLIMATE/SAFETY**

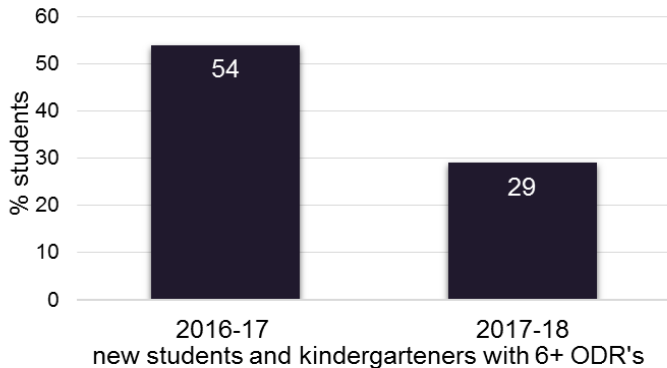
**New Student ODR's Decreased**

Transfer students to EP Rock sometimes experience behavioral challenges and earn more office discipline referrals (ODR's) than returning students, partly due to norm differences between their previous schools and EP Rock. To address problems with this transition, the SCP strengthened new student programming and engagement activities, including more in-depth learning in new student groups and individual counseling for new students. The counselor communicated with new families through the Remind.com application to inform them about schoolwide expectations and social skills strategies. The SCP also discussed with all staff a clear effort to increase school engagement for transfer students, creating an awareness by staff about the transition difficulties often experienced by new students at EP Rock. As a result new and kindergarten students earning six or more ODR's decreased by 46%.

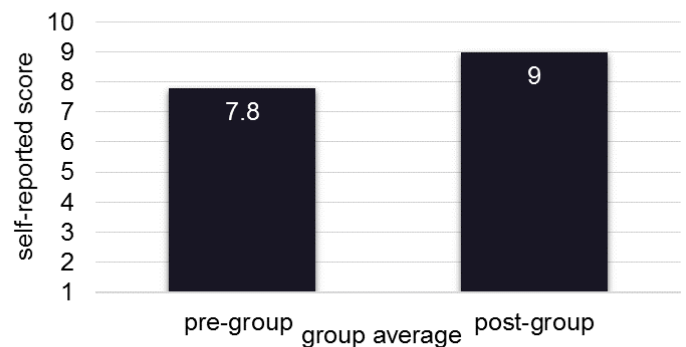
**New Students Feel Comfortable**

Each year the SCP facilitates new student support groups for students in second-fifth grades. Over the course of six weeks, 27 new students learned about each other, the schoolwide expectations and problem-solving strategies that their classmates had learned in previous years. The school counselor ensured new students were feeling connected with friends and adults. They discussed how to handle problem situations on the playground, using peaceful playground expectations and other strategies like "Can't Say Can't Play", SWT, and reporting to the closest adult in unsafe or serious situations. Students discussed their previous school environments, what was the same and different, and how they were adjusting to EP Rock. Each week students self-reported on a scale of 10 how comfortable they felt at EP Rock. The average self-rating increased by 15%.

**Impact of Transition Programming on New Students**



**New Student Feelings of Comfort**



# STUDENT RESULTS

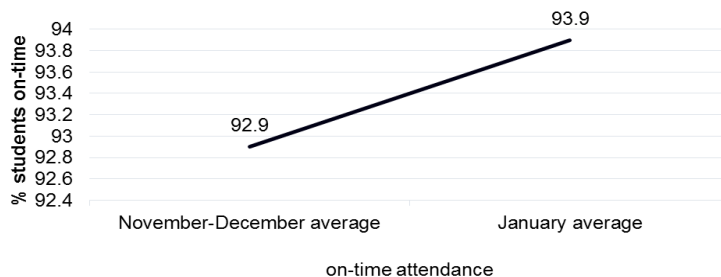
Hudson's comprehensive school counseling program is aligned to American School Counselor Association (ASCA) National Standards. Student results drive counselor programming to meet academic, career and personal/social counseling domains for ASCA and Wisconsin Comprehensive School Counseling Model (WCSCM).

## Academic Domain:

**ASCA MS.6** Positive attitude toward work and learning **WCSCM A.4.1.4** Identify and model personal attitudes and behaviors that lead to successful learning.

Attendance data shows January tends to be the worst month for on-time attendance. To address the tardiness concerns, the school counselor created an instructional video to show to all students and parents, and collaborated with the school social worker to establish incentives. Classrooms each determined their own on-time goals and celebrated as a class each morning they reached them during the month of January. Results showed that the number of students coming to school on-time during the incentive program increased by one percent.

## Impact of "On-time" Attendance Incentive

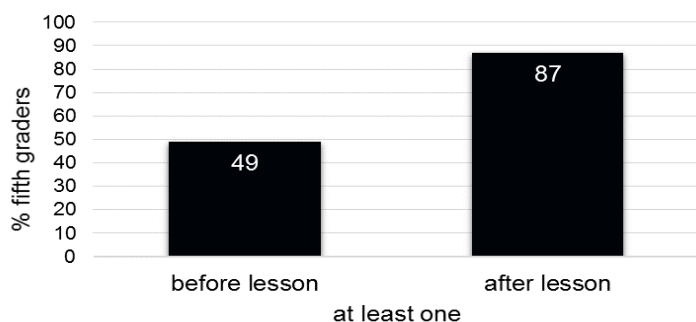


## Career Domain:

**ASCA B-LS.9** Gather evidence and consider multiple perspectives to make informed decisions. **WCSCM H.8.1.1** Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.

The SCP curriculum stresses the importance of academic preparation for post-secondary (PS) aspirations. The school counselor taught fifth graders about four PS options—college, technical college, military and apprenticeship—and some of the careers that might require training in each of them. In a survey prior to the lesson, fewer than half of students could accurately identify at least one PS option. After the lesson there was a 78% increase in the number of students who could identify one or more PS option.

## PS Options Identified

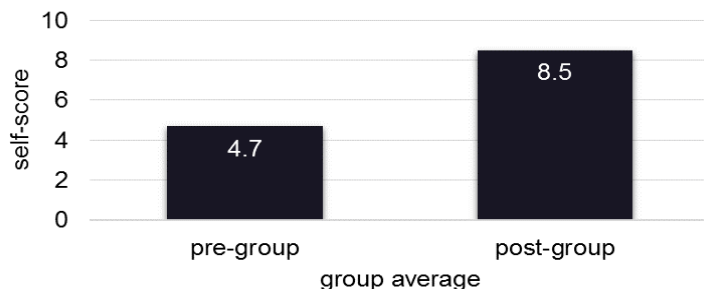


## Social/Emotional Domain:

**ASCA B-SMS.7** Demonstrate effective coping skills when faced with a problem. **WCSCM D.4.1.3** Practice self-control.

The SCP provides ongoing support for students needing help with self-regulation and handling worries. Students exhibiting anxious behaviors were identified by teachers and parents and referred to the SCP. In a six-week group of six third graders, the SCP taught body awareness, mindfulness strategies and positive self-talk. Students practiced the skills and reported on how they handled their worries in the previous week. On a scale of 10 with one being "not able to handle my worries at all" and 10 being "always handling my worries appropriately", group self-score averages increased from 4.7 pre-group to 8.5 post-group, an increase of 81%.

## Third Grade Ability to Handle Worries

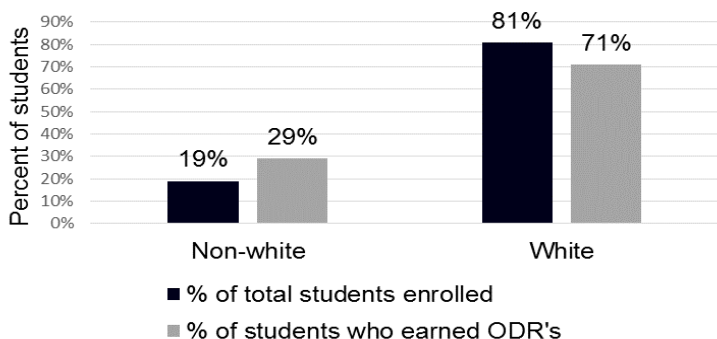


# SCHOOL COUNSELING PROGRAM GOALS

School-Wide Information System (SWIS) data shows a gap between white students and non-white students. Percent of population should match percent of students who earn ODR's, but data shows non-whites were more likely to earn ODR's when compared to whites. Often this occurs with new students who are adjusting to new school norms. The school counselor will explain this racial discrepancy to all staff and teach trauma sensitive approaches. The SCP will teach self-regulation strategies to new students, increasing student engagement and the time students stay in the classroom. **By June 2019 the number of non-white students earning ODR's will decrease by 10%.**

Another gap in behavior was found between boys and girls. In 2017-18, boys were nearly 2.5 times more likely to earn ODR's than girls. To address the gap, the school counselor will highlight the discrepancy with all staff, and will spend time at recess in the fall to help playground supervisors work with boys who need to learn appropriate games and be retaught behavioral expectations. The counselor will also provide teachers with activities for focus, self-regulation and social/emotional skills to reinforce in the classroom 30 minutes per week. **By June 2019, the percentage of boys earning ODR's will decrease by 10%.**

## Referral Risk by Race



## ODR Referral Risk by Gender 2017-2018

