



# 2024 - 2025 School Counseling Report



## Character Strong

This school year, TCE adopted the CharacterStrong Purposeful People Curriculum to great success! Here is some feedback from teachers and students regarding their thoughts on CharacterStrong.

9

Overall Teacher Satisfaction (0-10)

8.7

Perceived Teacher Effectiveness (0-10)

We would love to be able to use the Tier 2 program through CharacterStrong to help support our students with manageable behavior challenges! A team has worked together to determine if this would be of value for our students, and after learning more about effectiveness, pricing, and easy of use, the team wholeheartedly agreed that this would be valuable for our students.

Going Forward...

"I honestly loved all aspects of CharacterStrong. My kiddos loved it and the lessons really tied in nicely with our curriculum!"

"It was easy to teach with great content and the students liked the games, songs, and opportunities to share information!"

"Students loved the videos. Some of our "deepest" conversations came from asking the question, "What does this quote mean to you?" I also enjoyed the role playing CS asked students to do. It got them out of their comfort zone. The lessons allowed my music and art loving students to shine. The games were awesome fillers, if we had an extra 15 minutes here or there."

Teacher Feedback

## SAEBRs - Spring Data



### Overall Scores (TCE)

High Risk %	Low Risk %	No Current Risk %
2%	16%	82%

### Academic Behavior Scores (TCE)

High Risk %	Low Risk %	No Current Risk %
5%	14%	81%

### Social Behavior Scores (TCE)

High Risk %	Low Risk %	No Current Risk %
7%	15%	78%

### Emotional Behavior Scores (TCE)

High Risk %	Low Risk %	No Current Risk %
2%	15%	83%

This year we collected data at 3 points in the year. The data to the left is the spring data. The purpose of SAEBrS is to make sure the mental health of any particular student does not go unnoticed. This also allows us to create intervention plans for student behavior based on this data. We are constantly evolving and finding more ways to use this data to positively impact our students! If you would like to see a more in-depth breakdown of the TCE data, please reach out to Mr. Pitt!



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## Middle School SAEBRs Data - Overall scores

\*First year with 3 data collection points

8th Grade			
	High Risk %	Low Risk %	No Risk %
Fall	6	20	74
Winter	4	34	65
Spring	4	23	73

7th Grade			
	High Risk %	Low Risk %	No Risk %
Fall	3	20	77
Winter	5	24	71
Spring	2	20	78

6th Grade			
	High Risk %	Low Risk %	No Risk %
Fall	7	16	77
Winter	7	13	80
Spring	7	14	79

\*At the middle school level, we continue to consider the best possible methods for data dissemination as well as intervention responses. SAEBRs data has been helpful for families as they discuss next steps with outside mental health providers and primary care partners.

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## Clubs

For the third straight year, we ran a program that we titled, Clubs with the upper grades! We call this program Clubs, because it gives the impression that everyone has a place they can belong. The guiding principle of Clubs comes from the idea that every student in our school deserves at least one adult who they can build a strong connection with. Every student deserves a champion, and clubs are a great way to connect students with an adult who cares about them, and shares a common interest. This year Clubs was offered to students in grades 3-5 for 40 minutes every other Friday. Each week we spend time discussing an opening question that often revolves around leadership or our character trait of the month. After this discussion, students are given time to work on their club activity! Some of the topics offered this year were: Coding, Crafts, Outdoor Games, Book Club, Technology Club and Karaoke and Dance Club, as well as many more! This has allowed us to give some students a chance to learn more about a topic that may enrich their learning, as well as finding a time to connect with other students in different grades! Here are some of the things students have said they loved about Clubs this spring:

- Connection with students in other grades.
- Connection with teachers or adults that they connected with in prior grades.
  - Many students stated it lowered their stress levels.
- Gave students a space to feel comfortable talking with other students.
  - Time to refocus during a busy day.



## Bulldog Pantry

This year, the Bulldog Pantry has been an extremely helpful tool with new students and increasing student needs. The pantry has served our after-school homework club as well. Students are accessing not only food and snack items, but hygiene/toiletries and clothing items also. The pantry received multiple generous donations this year which in turn helps us support all BCSD families throughout a variety of challenges they may be facing. With a current balance of \$5,300 we will be able to continue to provide help and assistance when needed. The Bulldog Pantry will continue to be funded through donations or grants going forward.

## Staff Wellness and Mental Health

This year the staff wellness committee met on multiple occasions to plan ways to support staff wellness and mental health. Here are some of the things that were planned throughout the year:

- “Soup”er Bowl Staff Potluck among other fun potlucks.
- Delivered donuts and coffee to the bus garage for bus driver appreciation.
- Staff walking challenge that spanned all 3 buildings with prizes and awards!
  - Staff Holiday party
- Staff outing at Jacob Peterson and Jenna Bialik’s home.
- End of the year thank you to custodians for all their hard work this year!





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## Middle School Counseling Classroom Guidance Highlights

6th Grade Total students: 59 # of Lessons: 17	7th Grade Total students: 42 # of Lessons: 16	8th Grade Total students: 53 # of Lessons: 16
Lesson Topics & Activities of Note		
Bullying Prevention & Bullying Prevention Month - Unity Day	Teamwork/Cooperation Noodle Tower Competition	Personal Brand/Vision Board
Conflict Resolution Board Games	Pilot of WI DPI Suicide Prevention Curriculum	6 Word Memoir Reflection
Career Exploration Project	Skills 4 Hire - Summer Job Advertisements	Career Research Project & Presentation

- Service Learning Day Activities - All 6-8th grade students participated in our 3rd annual day of giving back to local communities!
- ACP-related work - Various ACP activities completed throughout the year, both in Xello and other off-line formats.
- 94% of 8th graders Question-Persuade-Refer Certified via Dunn County Human Services
- Multiple CVTC field trips to promote post-secondary education exploration.

## UW- Stout Internship Experience

This semester Taylor and Gretchen shared a school counseling intern. Jocelyn Hamann was a graduate student at UW-Stout in the School Counseling Program. Jocelyn split her time between TCE and the Middle School. In her time here, Jocelyn connected with many students, taught classes, did some individual counseling, and freed up both Mr. Pitt and Mrs. Pederson to be able to tackle more than they might usually have time for in the spring. We were so grateful to have this opportunity, and were able to accomplish a lot in her time here! We are also proud to announce that Ms. Hamann has officially accepted a job with the Nekoosa School District in Central Wisconsin! Staff and students were sad to see her leave after she made such a positive impact, but we are proud of what we were able to accomplish and of what we will see Jocelyn doing the professional world!