

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
CURRICULUM, SPORTS, AND CO-CURRICULAR COMMITTEE MEETING
MONDAY, MAY 18, 2026
HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK
HTTPS://US02WEB.ZOOM.US/J/85776143147?PWD=8HOI0AYHPEBFWV0EMHE
M6ADE7OPNPJ.1 BY PHONE USING 1-646-568-7788 MEETING ID 857 7614 3147
& PASSWORD 190890
1701 2ND STREET
NEW GLARUS, WISCONSIN 53574
7:00 PM**

- I. **Call to Order**
- II. **High School - Sources of Strength** **2**

Sources of Strength

Sources of Strength - NGSD New Initiative Proposal

1. Basic Information

Sources of Strength is a suicide prevention and mental health program that trains students and staff to support one another by building a culture of wellness.

Rather than focusing on risk factors and responding to student crises, Sources of Strength ensures that students have protective factors to fall back on when setbacks occur. The focus is on proactively building a culture of resilience and advocacy.

This initiative is being proposed by Jeff Worzella and Jennifer Talarczyk.

2. Strategic Alignment

Sources of Strength (SOS) aligns with the District's Strategic Goal one, **"Increase the percentage of students who are college, career, and life-ready by developing the whole learner."**

SOS teaches students independence and coping skills, professionalism and problem solving, including some of the people skills that are hard to teach in a classroom but are so important in the workplace. Sources of Strength promotes a culture of generosity and connection, which is important because every citizen should positively contribute to the world around them.

Sources of Strength also meets our Strategic Goal, **"Ensure equity so all students have equal access to high-quality educational experiences."**

Sources of Strength promotes equity by shifting the focus from individual "crisis management" to building a universal culture of wellness that bridges social divides. Rather than targeting only "at-risk" students (which can sometimes lead to labeling or stigma), it uses a social network approach to ensure support is accessible to everyone, regardless of background.

3. Scope & Coherence

The program centers around the **Strength Wheel**, which identifies **eight key protective factors**:

1. Family Support
2. Positive Friends
3. Mentors
4. Healthy Activities
5. Generosity
6. Spirituality (defined broadly as purpose, connection, or faith)
7. Physical Health
8. Mental Health

Peer-Led Support: High schoolers are developmentally wired to look to their peers for social cues. By training "Peer Leaders" from various social cliques, the program spreads messages of hope and help-seeking throughout the entire student body.

Reducing Stigma: By making conversations about mental health and "strength" a normal part of the school day through campaigns and activities, the program lowers the barrier for students to ask for help.

Building a Safety Net: It bridges the gap between students and supportive adults. It ensures that when a student is struggling, they have a network of support available to help.

4. Need and Problem Statement

While our staff tries to be as proactive as possible, we find an alarming number of students in mental health crisis and in need of suicide risk assessments or violence risk assessments throughout the year. We are seeking a program that will focus more on prevention. Please reference the link below for data supporting the crisis response work our student services staff have engaged in over the past four years.

[Safety Response Data MS/HS](#)

Youth Risk Behavior Survey (YRBS) data from 2023 - [MS](#) [HS](#)

5. Research & Evidence Base

Results from the study linked below show that the Sources of Strength intervention reduced the overall odds of a new suicide attempt by 29%.

[EVIDENCE BASED SUMMARY of RESEARCH 2025](#)

6. Stakeholder Involvement & Readiness

Student, parent, and teacher groups were consulted during this process by being asked for input on the program. There was a consistent message of support from the stakeholder groups. We also video conferenced with a Sources of Strength rep and two advisors from a Wisconsin high school, who are in year 4 of the program.

We have one advisor signed up to help with implementation and administration, with background knowledge and experience with the program. In the student group, several students expressed interest in joining the student leadership group.

7. Cost and Resource Impact

\$6,000 for training and start-up

\$720 - two days of training for two staff

\$150 - food and drink for training and events

\$800 - campaign materials/supplies

We could potentially use some school-based mental health grant money for this purpose if this remains a state funding source.

Alternative funding sources

- FAITH (Fighting Addiction It Takes Help) - Mary Friedrichs:

mfriedlmc@gmail.com phone 608-558-1187

- Jacob's SWAG - Teri Ellefson: Teri.Ellefson@colonybrands.com
- The Community Foundation of Southern Wisconsin provides Excellence in Education Funds. It currently holds funds for 4 Green County districts: New Glarus, Monticello, Juda, and Monroe - Linda Gebhardt- linda@cfsw.org 608-758-0883.

8. Time and Workload Impact

Time Commitment

To effectively achieve the program goals, the group will need to meet bi-weekly, and that time will need to be during Tier 2/Lunch. Teacher advisors will be released from their Tier 2 responsibilities when the group meets. Some after-school hours may be needed when the campaigns are scheduled to run.

Impact on Current Practices

We don't feel that any existing practices, initiatives, or expectations will be reduced, other than the advisors missing their Tier 2 class when the group meets. This work aligns well with existing clubs, including the Raise Your Voice Club.

Workload

It will increase staff workload upon program implementation, with the goal that students take on more of the workload once the program is fully implemented.

9. Implementation Plan

Sources of Strength is a program that can be implemented in middle school through high school. For next year, this proposal focuses on high school. If successful and effective, this may be expanded to the middle school level.

- After approval is obtained, the advisors will be selected.
- The advisors, staff, and admin will together select students using the process outlined within the program.
- The plan is to train students and staff during the summer of 2026.
- Program implementation at the start of the 2026-27 school year.
- Expansion to the middle school will be considered at the end of 2026-27
- There is a plan to continue training staff and students each summer to expand our capacity and impact. This ensures sustainability and broadens our effectiveness within the community.

10. Evaluation & Accountability

Student Data and Effectiveness

- The number of students identified as low-risk or high-risk in social/emotional domains, as measured by the SAEBRS screener, is expected to decrease.
- The Youth Risk Behavior Survey (YRBS) will be used to measure outcomes and student perceptions.

Staff Data and Feedback

- Ongoing staff feedback will be obtained through building staff meetings and exit responses (Plus Delta survey). A formal principal survey will be used twice annually to gather staff feedback.

- We also expect to see a decrease in the number of suicide risk assessments and threat assessments over the next two years

11. Sustainability

Conditions in place for this initiative to be sustainable are available training for staff and students. Administrative support for the time allocated to group meetings. It will be important to create opportunities for the Sources of Strength group to connect with other high schools as well.

There is a plan to provide training for staff and students each year. If there is staff turnover, Sources of Strength training will help new staff members acquire the skills to lead the group effectively. Also, the goal is for this to be a student-led group, and we will always experience turnover as our seniors graduate. It will be important to have a group that is well represented by the different classes.

Sources of Strength Secondary Overview

- [Here is a video](#) that is a little over 4 minutes that gives an overview of Sources of Strength.
- The Sources of Strength [Secondary Program](#) is a best-practice, [evidence-based](#) youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture. Sources fosters relational connection and belonging through play, Strengths-based storytelling, and strategic messaging campaigns to invite people to discover and share their own stories of Strength. Sources' Secondary program is one of the most evaluated and widely disseminated prevention programs in North America.
- Sources talks about eight specific Strengths, or protective factors, that help us navigate life's ups and downs. As we build up these strengths, we move [upstream](#) in our prevention efforts. We are shifting from messages of Sad, Shock, and Trauma to a lens of Hope, Help, and Strength.

COMMUNITY OF STRENGTH

DIVERSE
INCLUSIVE
COLLABORATIVE

(ADULT ADVISORS + PEER LEADERS) X



CARING, CONNECTED,
AND POSITIVE



INFLUENCE WITHIN THEIR
SOCIAL GROUP

STRATEGIC MESSAGING
CAMPAIGNS =



ENGAGE, INTERACT,
AND APPLY

POSITIVE CULTURAL
CHANGE



POSITIVE SOCIAL NORMING

III. Course Name Change from PE 9 to PE 1

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Course Name Change Request

Currently, the first course in our Physical Education sequence is titled PE 9, and all students are required to take it during their freshman year in second trimester. While the course serves as an introduction to our high school Physical Education program, the current structure creates limited flexibility within student schedules and presents challenges during the scheduling process. We are requesting to rename the course to PE 1 to better reflect its role as the introductory Physical Education course rather than tying it specifically to 9th grade. This change would allow students to take the course outside of their freshman year when appropriate, providing greater scheduling flexibility and opening additional opportunities for freshmen to enroll in elective courses.

Axiom Learning

Through staff discussions and ongoing reflection on student growth needs, New Glarus Middle School has identified several areas where additional support and instruction may benefit students both academically and socially. Staff members have noted a need to strengthen skills in time management, study habits, organizing materials and digital platforms, assignment tracking, meeting deadlines, and completing work with best effort. Additional focus areas include motivation, perseverance through challenges, accountability, preparedness for learning, note-taking, active listening, appropriate classroom behavior, collaboration, and student leadership. Staff have also emphasized the importance of helping students build skills such as working productively in groups, being inclusive, maintaining focus during learning activities, and developing the grit to revisit and improve their work after mistakes. These executive functioning and life skills are increasingly important as students prepare for greater independence and the academic expectations of high school and beyond.

A program that can support these students' needs is Axiom Learning. Axiom is a program focused on developing executive functioning and life skills for students. Axiom provides structured, student-centered lessons designed to strengthen skills in organization, time management, goal setting, motivation, study skills, self-regulation, collaboration, and perseverance. The program's units and activities closely align with the skills our staff has identified as areas of need, including assignment tracking, work completion, classroom readiness, active listening, accountability, and handling challenges productively. Axiom also incorporates practical strategies that help students build independence, improve learning habits, and apply these skills across academic and social settings. Schools implementing the program have reported positive outcomes in student engagement, academic growth, and behavioral improvement, making it a potential resource to support the continued growth and success of our middle school students. We will continue discussions with staff about a possible pilot, but wanted to let you know we are exploring this possibility.

V. **Adjourn**

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.