Wisconsin Counseling Model, when delivered in a collaborative relationship between school, parents, and community, provides students with the skills necessary for them to become successful lifelong learners, good citizens, and productive workers. The content standards are as follows:

**Students will:**

**Academic Domain**
- Acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.
- Develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of post-secondary options.
- Understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

**Personal/Social Domain**
- Acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.
- Demonstrate effective decision-making, problem-solving, and goal setting skills.
- Understand and use safety and wellness skills.

**Career Domain**
- Acquire the self-knowledge necessary to make informed career decisions.
- Understand the relationship between educational achievement and career development.
- Employee career management strategies to achieve future career success and satisfaction.

Students will be responsible citizens and productive participants in their school, community, their country, and the world.

- Respect people, position, and property.
- Commit personal time and talent to improve their community.
o Civic-minded and patriotic.
o Value diversity and cultural difference.
o Build productive relationships and group affiliations within their school community.

Students will be able to productively and efficiently manage their lives in order to be independent and self-reliant. Students will:

o Be able to set and achieve personal goals.
o Understand personal strengths and weaknesses, and have appreciation for personal abilities.
o Take responsibility for their own actions.
o Choose and practice healthy lifestyle, including:
o Exercise
o Good nutrition
o Avoidance of harmful substances
o Be able to handle personal financial challenges.
o Understand the legal system.
o Be able to function effectively in teams.
o Exercise self-control and discipline over personal actions.
o Be able to adapt to changing situations and circumstances.

Superintendent’s Interpretation
The Columbus School District will provide students the opportunities to grow in the areas of academics, personal/social, and career domains as according to the Wisconsin Counseling model. The attitudes, knowledge, and skills required in these areas will allow students to maximize their independence, problem-solving, and self-reliance for a healthy and successful life.

Citizenship is an important part of preparing our students for life after graduation. Student’s actions inside and outside of the classroom reflect their development in preparation for becoming responsible citizens. Teachers, coaches, parents, and community volunteers all play an integral part in role modeling and guiding our students to be successful.
Part 1: District Goals (long-term)

- Students with no office referrals for incidents of disrespect towards property, position, or people while in school:
  - 90% or more at Elementary School
  - 85% or more at Middle and High Schools

- Student participation in co-curricular activities:
  - 75% or more at Middle (grades 7-8) and High Schools.

- Middle and High School students who anonymously report:
  - Having something stolen or damaged at school: no more than 20%
  - Having been repeatedly picked on or bullied at school: no more than 15%
  - Having been sexually harassed at school: no more than 15%

- Middle and High School students volunteering outside of school: 50% or more

- Students will exercise at least 60 minutes 3 or more times per week:
  - At least 75% in grades 9-12

- Students will avoid harmful substances:
  - At least 90% of students in grades 6-8 and 70% of students in grades 9-12 will not use alcohol.
  - At least 95% of students in grades 6-8 and 80% of students in grades 9-12 will not engage in binge drinking.
  - At least 95% of students in grades 9-12 will not engage in heavy drinking.*
  - At least 95% of students in grades 6-8 and 90% of students in grades 9-12 will not use marijuana.
  - At least 95% of students in grades 6-8 and 90% of students in grades 9-12 will not be regular cigarette smokers.

- At least 80% of students in grades 9-12 will avoid skipping classes.

- At least 95% of students in grades 6-12 will not consider suicide an option for themselves.*

- At least 90% of graduating seniors will have declared post-graduation plans by the fall of their senior year.

*During the 2011-2012 school year, the surveys switched questions. Some of the questions have been deleted.
### Part 2: Benchmarks, Targets, & Indicator Evidence

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<td><strong>Students will exercise at least 60 minutes 3 or more times per week</strong> Grades 9-12</td>
<td>75%</td>
<td>78%</td>
<td>80%</td>
<td>73%</td>
<td>73%</td>
<td>58%*</td>
<td>56%</td>
<td>75%</td>
<td>Yes (75%)</td>
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<tr>
<td>*Question changed to 5 of 7 days before survey</td>
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<tr>
<td><strong>Students will not use alcohol</strong> Grades 6-8</td>
<td>88%</td>
<td>91%</td>
<td>91%</td>
<td>88%</td>
<td>92%</td>
<td>92%</td>
<td>78%*</td>
<td>76%*</td>
<td>No (90%)</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>60%</td>
<td>65%</td>
<td>64%</td>
<td>67%</td>
<td>72%</td>
<td>74%</td>
<td>55%*</td>
<td>52%*</td>
<td>No (70%)</td>
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<tr>
<td>*Question changed to ever had a drink during their life</td>
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<tr>
<td><strong>Students will not engage in binge drinking</strong> Grades 6-8</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
<td>96%</td>
<td>99%</td>
<td>Question no longer exists</td>
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<td>76%</td>
<td>76%</td>
<td>80%</td>
<td>80%</td>
<td>86%</td>
<td>91%</td>
<td>-- (80%)</td>
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<tr>
<td><strong>Students will not use marijuana</strong> Grades 6-8</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
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<td>98%</td>
<td>94%</td>
<td>98%</td>
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<td>Yes (95%)</td>
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<tr>
<td>Grades 9-12</td>
<td>83%</td>
<td>77%</td>
<td>81%</td>
<td>75%</td>
<td>86%</td>
<td>77%</td>
<td>85%</td>
<td>81%</td>
<td>No (90%)</td>
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<tr>
<td><strong>Students will not regularly smoke cigarettes (10+ days of month)</strong> Grades 6-8</td>
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<td>98%</td>
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<td>99%</td>
<td>98%</td>
<td>95%</td>
<td>99%</td>
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<td>Yes (95%)</td>
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<tr>
<td>Grades 9-12</td>
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<td>93%</td>
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<td>98%</td>
<td>99%</td>
<td>93%</td>
<td>Yes (90%)</td>
</tr>
<tr>
<td><strong>Students will not consider suicide an option for themselves</strong> Grades 6-8</td>
<td>84%</td>
<td>89%</td>
<td>82%</td>
<td>85%</td>
<td>95%</td>
<td>83%</td>
<td>84%</td>
<td>82%</td>
<td>No (95%)</td>
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<tr>
<td>Grades 9-12</td>
<td>89%</td>
<td>88%</td>
<td>86%</td>
<td>89%</td>
<td>85%</td>
<td>84%</td>
<td>87%</td>
<td>89%</td>
<td>No (95%)</td>
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<tr>
<td><strong>Graduating seniors will declare post-graduation plans by the fall of their senior year</strong></td>
<td>92%</td>
<td>94%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>Yes</td>
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<tr>
<td><strong>Below are areas where team felt where areas of needed improvement:</strong></td>
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<tr>
<td>Percentage of students who feel like they belong at their school Middle School</td>
<td>70%</td>
<td>66%</td>
<td>68%</td>
<td>89%</td>
<td>58%</td>
<td>58%</td>
<td>71%</td>
<td>84%</td>
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Is there at least one teacher or another adult in the school that you can talk to if you have a problem

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<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td></td>
<td>68%</td>
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<td>77%</td>
<td>68%</td>
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<tr>
<td></td>
<td>71%</td>
<td>67%</td>
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Middle and High School students who anonymously report

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<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
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<tr>
<td></td>
<td>69%</td>
<td>28%</td>
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<tr>
<td></td>
<td>47%</td>
<td>25%</td>
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<tr>
<td></td>
<td>60%</td>
<td>27%</td>
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<tr>
<td></td>
<td>54%</td>
<td>24%</td>
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被评为 repeatedly picked on or bullied at school

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<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td></td>
<td>18</td>
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</tr>
<tr>
<td></td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0</td>
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<td></td>
<td>17</td>
<td>6</td>
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Seclusion & Restraint.

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Supporting Information
Columbus High School Youth Risk Behavior Results compared to Wisconsin

Notice from the Wisconsin Department of Public Instruction:

We regret to inform you that weighted data was not achieved for 2015. Please continue to use 2013 data until 2017 data is collected and made available in January 2018. As we prepare for achieving weighted data in 2017, we welcome testimonials from school districts on why this data is valuable to you.

Moving Forward
2016-2017 and Beyond

- Redistribution of staff: School Psychologists and School Counselors at every building
- Behavior Matrix at CMS
- Mentoring program at CHS
- Health curriculum incorporated within classrooms
- Increased Phy. Ed. time at CMS
- Discussion about student need with Health teachers and addressed gaps for current and future needs
- Continue to work with outside resources: main goal: counseling services in school, short-term goal: professional development, long-term goal: Community wide mental health task force
Elementary School

• Classroom morning meetings within community classrooms to incorporate social curriculum while incorporating academic instruction and community building.
• Columbus Elementary School received State School of Character through the Wisconsin Character Education Partnership. This award is given to two schools in the state who have shown their drive toward character education and developed skills and procedures which follow the Character Education Partnerships 11 principles. This award was presented to the school on June 18th, 2015.
• The implementation of Responsive Classroom continues at the elementary grade levels. Responsive Classroom focuses on students taking responsibility for their actions, setting personal goals, learning to function as a team, and exercising self-control and discipline over personal actions. Responsive Classroom extends to the 4K sites, as well.
• The Positive Behavioral Intervention and Supports (PBIS) program is continuing to be implemented during the 2015-2016 school year. Our team continues to develop ways to determine how this model can best supplement our Responsive Classroom core program. There is a PBIS team working to roll-out positive initiatives throughout CES/DCS.
• Next year, the district will be adding a part-time school counselor to CES.
• All-School Morning Meeting is held daily via technology. The goal is to strengthen the sense of community and to reinforce the social curriculum this is now done in the classrooms to promote discussion and immediate discussions. These concepts are then strengthened throughout the day in the classroom.
• Physical Education at the elementary level focuses on personal fitness.
• All students in grades 1-3 participated in the Spring Walking Program where they logged miles during daily recesses.
• Students in Discovery Charter School grew, harvested and cooked a variety of vegetables. Good nutrition was at the core of this activity. The vegetable they grew were served as a choice for students as a part of the lunch program, and donated to the local food pantry.
• Columbus School District provides a nutritionally balanced lunch to its students each day. At the elementary level, an average of approximately 220 hot lunches each day.
• Students commit personal time and talent to improve their community by holding a Earth Day cleanup, collection of funds for the food pantry, and holding a recycling program.
• Students are civic minded and patriotic. Students demonstrate this by participating in an all-school musical titled “It Starts With Me”, daily pledge of allegiance, observation of Veteran’s Day, the annual Valentine’s for Vets activity, and this year students participated in an American flag dedication ceremony.
• The students had two opportunities to collect for the food pantry this year. One was for
the caring tree in December and another for the 100 days of school celebration.

- Students will respect people, position, and property. School-wide modeling of behavioral expectations in various areas of the school, including hallways, bathrooms, and recess.

**Middle School**

- Completed our second annual read-in
- Created behavior matrix and taught lessons at beginning of the year.
- Almost all teachers have been trained in Responsive Classroom or Developmental Designs.
- Cooperative learning groups in all areas for team skills
- Co-curricular opportunities (sports and clubs)
- Nutrition and wellness activities and competitions through Food Service program
- Many Community services and fund raising projects
- Summer School enrichment classes for interest and skill building
- Recognized as a Fuel Up to Play 60 Touchdown School four years in a row.
- Students respect people, position, and property. Students will commit personal time and talent to improve community while being civic minded and patriotic. Activities include: adopt-a-highway, band in homecoming parade, Student Council activities, tutoring, Clubs such as Project Unity.
- Students will value diversity and cultural differences. Fourth grade program on immigrant groups in Wisconsin, reading/language book selections, and Overture Center field trips.
- Students will build productive relationships and group affiliations within their school:
  - Co-curricular activities (Art, Project Unity, Rotary Club, to name a few)
  - Community Learning Center activities
  - Counseling opportunities
  - Field trips
  - Sports (Volleyball, Basketball, Wrestling, Track)
  - Student Council
  - Numerous Assemblies on Anti-Bullying and Making Positive Choices
- Polar Plunge, Autism Awareness Month, Semester Rewards Incentives
- Author Visit

**High School**

Career Projections based on 2016 CTEERS

| 100% of CHS students have identified plans |
High School Homeroom Advisory Program

Once a month, our students meet in homerooms for a homeroom advisory program.

**Freshmen – Getting to Know/Trust/Respect each other.**
- Ropes Course
- Trust Walk
- Tower of Power
- Relationship Building
- Community Service – Self-Selected

**Sophomores – Quality of Life**
- Harassment Activity
- Stress & Stress Relief
- Poverty
- Hunger Prevention
- Community Service – Self-Selected
- Police Officer Visits
- Hope House

**Juniors – Postsecondary Options**
- Career Cluster Exploration/Portfolio Development
- Career and Technical Education Panel/Apprenticeships
- Four-Year Colleges/Military Service
- Returning/Student Panel – Recent CHS Grads on career path.
- Career /Life Balance
- Community Service – Self-Selected

**Seniors - The Real World**
- Harassment in the Workplace
- On Being 18
- Financial Responsibility
- Renting 101
- Public Service Opportunities – Self-Selected
- Civic Involvement Opportunities
- Community Service – Local Senior Centers

In addition, CHS ran an all-school: drug presentation, Wheelchair basketball, and Youth Frontiers. There was also an all-day “Respect Retreat” for all 9th graders and 20 junior leaders. Next year, the school will be implementing a mentor program for incoming freshman.