



School Nurse Day May 6th

“School Nurses: Caring for Others. Caring for Ourselves.”

This is the perfect time to tell your story to others. Gather your data and lead the way to letting others know what school nurses do! Visit the NASN website to get more information:

<http://www.nasn.org/AboutNASN/NationalSchoolNurseDay>

Hello everyone! It was great to see so many of you at the Wisconsin Association of School Nurses’ Spring Conference last week. It is always a good feeling to go to a conference and be re-energized!! You all are doing fantastic things and schools are so lucky to have you. School Nurse Day is coming up next week and I thank you all again for all that you do! Don’t wait for someone to ask you what you have done for the kids or the school—tell them; tell them the difference that you make.

A big thank you to Val Hon and her planning committee for a wonderful conference, as well as to the many speakers who presented on important school nurse topics and issues. I hope that it will make a difference in your practice. If you missed the WASN conference, no fear—there will be plenty of other opportunities for you this summer. Please take a few moments to scroll down and review these important messages.

May is Food Allergy Action Month

Food Allergy Research & Education (FARE) works on behalf of the 15 million Americans with food allergies, including all those at risk for life-threatening anaphylaxis. FARE’s mission is to improve the quality of life and the health of individuals with food allergies, and to provide them hope through the promise of new treatments.

The number of children with food allergies has increased 50% between 1997 and 2011. With the number of people who have food allergies increasing at a significant rate, this potentially fatal condition is a growing public health issue. Every three minutes a food allergy reaction sends someone to the ER. In fact, studies indicate that 16 – 18% of school-age children who have food allergies have a reaction in school.

This is why FARE is reaching out to Wisconsin School Nurses to help promote [Food Allergy Action Month](#) in May and the [FARE Walk for Food Allergy – Milwaukee](#) that takes place on June 7 at Veterans Park. You can support your students by hanging up posters, passing on information about the FARE Walk, promoting FARE’s [Be a Pal Program](#) and/or sharing the [Food Allergy Field Guide](#). Visit www.foodallergy.org for more free educational resources for your school.

Please contact Ashley Carlson, FARE Midwest Regional Manager, at 847-260-9728 or acarlson@foodallergy.org to receive a FARE Toolkit today! OR Contact Jenny Schumacher at jschumac@wi.rr.com

JUNE 19TH DEADLINE FOR DATA ENTRY: STEP UP BE COUNTED!!

2014-2015 Data Collection Tool Open

The school nurse [data entry site](https://forms.dpi.wi.gov/se.ashx?s=56301B2D3E0B65C3) (<https://forms.dpi.wi.gov/se.ashx?s=56301B2D3E0B65C3>) is now open for the 2014-2015 Wisconsin School Health Services Report. The reporting deadline is June 19th, 2015—so start working on how you will best pull the data that you have, and how you will enter it into the needed tool. A template of the actual data entry pages as they will look in the program can be found at http://sspw.dpi.wi.gov/sspw_sndata In some areas of the state, groups of school nurses are getting together to share their expertise in their student information systems. Learning the capabilities of your system takes discussion with your district technology manager—some school nurses are finding out that they have had access to all sorts of reporting tools, but have not been shown how to use them. Network with your other area school nurses to help each other out.

PROFESSIONAL DEVELOPMENT:

La Crosse Child Maltreatment Conference

The 18th annual La Crosse Child Maltreatment Conference will be held **May 7-8** at the Radisson in La Crosse. This conference targets community and school professionals involved in the treatment of children who have been maltreated and their families. The attached brochure describes the conference offerings in detail.

Registration is now available at <http://mayoclinichealthsystem.org/locations/la-crosse/education/child-maltreatment> and participants may register for one or two days.

Navigating the C's: Collaborative Care Coordination

Wisconsin Center for Nursing's 5th Annual Conference to Implement IOM Report Recommendations

Friday, June 12, 2015

Richard T. Anderson Conference Center
Waukesha County Technical College

Keynote Speaker: Gerri Lamb, PhD, Arizona State University, & Editor of "Care Coordination: The Game Changer"
Care Coordination Case Study Panel
Break-out Sessions & more!

Early Bird registration special ends May 1.
Registration is being offered through the Wisconsin Nurses Association.

Go to <http://www.wisconsinnurses.org/education/conferences/wcn> for more information.

Register today for this exciting conference!

WASN Summer Session

June 16th All day conference on records and data systems—more information to come

Contact Rachel Gallagher for more information: rgallagher@madison.k12.wi.us



WASN School Nurse Evaluation Work Session

June 17th, all day, DPI Offices, Madison

If you are interested in working on the Wisconsin School Nurse Evaluation tool, please contact Rachel Gallagher, rgallagher@madison.k12.wi.us, or Bette Carr, bette.carr@dpi.wi.gov for details

BEST PRACTICES IN PHYSICAL EDUCATION AND HEALTH **July 21-23, 2015**

Stevens Point

Best Practices is an annual July event for physical education teachers, health education teachers, and school personnel involved in coordinated school health efforts, including wellness policy development.

Please forward to the appropriate staff in your district. See attached.

Questions:

Eileen Hare, MS
Consultant- Health Education, Physical Education, Coordinated School Health

eileen.hare@dpi.wi.gov

P:608/267-9234

F:608/266-3643

School Nurse Summer Institute: SBIRT August 5-6th

Screening, brief intervention, and referral to treatment is an evidence based training to assist school personnel to have improved interactions with students in a meaningful way. Pupil service members all over the state are learning about and implementing SBIRT. This spring at the [Wisconsin Association of School Nurses' Spring Conference](#), Scott Caldwell, SBIRT Program Coordinator for Wisconsin, presented information about the training and how school nurses can use it with students coming to their office. See how you can become a more effective motivator for change for students' health behaviors.

Scott will be presenting a full two-day training this summer at the School Nurse Summer Institute on August 5-6th in Madison at the Crowne Plaza Hotel. Registration is now open and the two-day event is a mere \$50 for early bird registrants. See more details on the registration page:

<https://www.regonline.com/builder/site/?eventid=1675585>

For a brief sampling of what SBIRT looks like and what to expect, please follow this link for three short video clips:

<https://www.youtube.com/playlist?list=PLambIxavELhYiJW86g3EzI9O1qJQo0g1>

JOB OPPORTUNITIES:

Sauk Prairie School Nurse Position: Full-time

Here is the link for more information:

<http://www.saukprairieschools.org/district/employment-opportunities.cfm>

RESOURCES:

PREVENT BLINDNESS REQUESTS VISION SCREENING RESULTS:

To all of you that have previously sent in your vision screening numbers – THANK YOU!
If you have not yet sent your vision screening numbers in to us, we would greatly appreciate if you would be able to do so within the next week or two. Our Fiscal Year ended on March 31st and we are trying to wrap things up. See the link below and the attached form.

<http://wisconsin.preventblindness.org/school-nurse-vision-screening-toolkit> (SEE ATTACHED)

Thank you ALL for all that you do for Children’s Vision in Wisconsin!

Tami Radwill
Program Director
Prevent Blindness Wisconsin
608-825-1557

www.preventblindness.org/wi

GAIN-SS

The **Global Appraisal of Individual Needs – Short Screener (GAIN-SS)** is an evidence-based, 16-question behavioral health screening tool developed by Chestnut Health Systems that identifies needs for further assessment in the areas of mental health, substance abuse, and anger management for adolescents and adults. This electronic tool has been made available here in Wisconsin through a cooperative effort of the Department of Public Instruction, Department of Health Services, and Wisconsin Family Ties and is appropriate for use by pupil services professionals and community providers.

The GAIN-SS is frequently used as the screening tool with Screening, Brief Intervention, Referral to Treatment (SBIRT), although other screening tools can be used with SBIRT, as well. Descriptions of other evidence-based, behavioral health screening tools can be found at http://sspw.dpi.wi.gov/sspw_mhbehavioraltools#gain.

The Department of Public Instruction is now hosting the GAIN-SS at http://sspw.dpi.wi.gov/sspw_pupilsvcsgainss. This new home page includes electronic and hard-copy versions of the tool, the GAIN-SS manual, a link to a webcast to learn how to administer the GAIN-SS, instructions for both pupil services professionals and county providers, parent and student consent forms, and links to lists of treatment providers by county.

Use of the on-line GAIN-SS requires a password. You can learn the password for your school district by calling the Student Services/Prevention and Wellness Team at (608) 266-8960. You will need to know the CESA and county in which your school is located to obtain your password.

TRAUMA-INFORMED CARE

Last month DPI released new guidance on doing functional behavioral assessments and behavior intervention plans in a trauma-informed manner. Please take a look at this wonderful resource:

<http://sped.dpi.wi.gov/sites/default/files/imce/sped/doc/fba-bip-toolkit.docx>

SCHOOL NURSES AND ASTHMA SURVEY:

Check out the infographic results regarding Wisconsin school nurse responses to the **Wisconsin Asthma Program asthma survey questions**. Here's the link:

<https://www.dhs.wisconsin.gov/publications/p01006.pdf>

READY CAMP June 22-26, Madison, WI

Do you know teens who are interested in helping others?
Are there teens who are interested in careers in public service – firefighting, emergency medical services, law enforcement, emergency management?
In your community, do you have teens who would benefit from developing leadership skills?
Would your school or community benefit from having teens become more involved in prevention efforts?
(See attached flyer)

WISCONSIN SCHOOL MENTAL HEALTH PROJECT

The Wisconsin Department of Public Instruction and partners invite applications from school districts to take part in a four year **Wisconsin School Mental Health Project**. Applications are due **May 11, 2015**. Please **see the attached materials** for more information.

**Call for Proposals-Building the Heart Conference
Dec. 3-4, 2015-Kalahari Resort, WI Dells**

Please consider sharing your effective practices at our program sharing conference. Proposals are due by **May 22, 2015**.

The DPI and the Wisconsin Safe & Healthy Schools Center are inviting Wisconsin school districts to submit proposals to present at the Building the Heart of the Successful Schools Conference at the Kalahari Resort in Wisconsin Dells on December 3-4, 2015.

The sectionals will be divided into five tracks:

- 1) Preventing ATODA
- 2) Mental Health
- 3) Creating a Positive School Climate
- 4) Health
- 5) School Safety and Violence Prevention

Overview of Sectional Requirements:

- Conference sectionals are 75 minutes in length.
- Presentation methods should be interactive. Consider using one or more of the following techniques: group exercises, demonstration, discussion, or case study.
- Presentations can be either singly or as part of a panel.
- Presentations that represent a diversity of methods, materials, and audience are encouraged.
- Proposals will be reviewed by the conference planning committee.
- Presenters will be notified of proposal acceptance by June 5.
- All presenters will have their conference registration fee waived. The fee for up to two presenters will be waived for a single presentation, one for a panelist. Presenters are responsible for travel and lodging expenses.

Click here to submit a proposal: <https://www.surveymonkey.com/s/2015BHSS>

Deadline is **May 22, 2015**. Notification of acceptance will be sent by **June 5**.

Contact the WI Safe & Healthy Schools staff listed [here](#) for more information or questions.

Wisconsin Youth Leadership Forum Now Accepting Applications!!! Come celebrate our 15th anniversary with us!!!

The WI YLF is a FREE, week-long leadership training and career awareness program for high school students with disabilities. It will be held July 26-31, 2015 at the Edgewood College campus in Madison, WI.

If you know a high school student with a disability who is active in their school and/or community and would like to develop leadership and advocacy skills, learn more about college and career options, and start making valuable connections with other young leaders in our state, please forward them this information so they can apply today!

Applications and more information is available at: <http://www.wi-bpdd.org/projects/YouthLeadershipForum.cfm>.

Application Deadline: May 11, 2015

Please direct questions to John Shaw at WI BPDD – john1.shaw@wisconsin.gov or (608) 266-7707.

15th Annual

BEST PRACTICES 2015

IN PHYSICAL EDUCATION AND HEALTH



University of Wisconsin
Stevens Point

JULY 21-23, 2015
TUESDAY - THURSDAY

Sponsors:

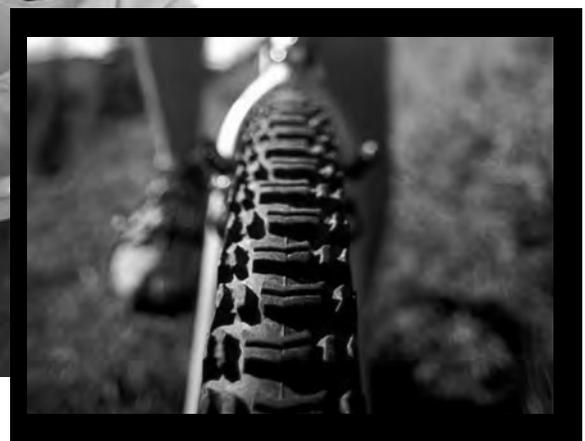
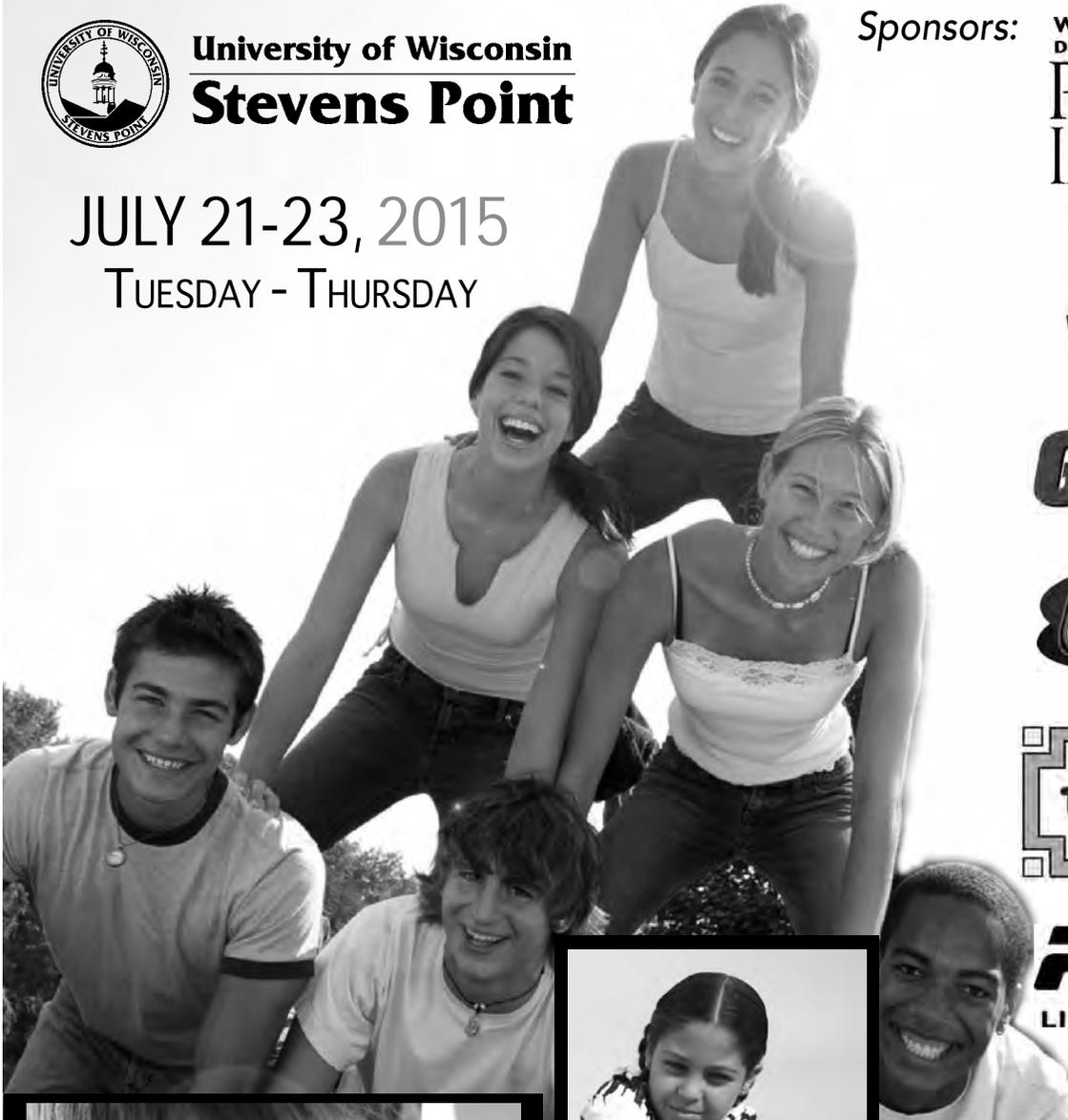
WISCONSIN
DEPARTMENT OF
PUBLIC INSTRUCTION



GOPHER



POLAR[®]
LISTENS TO YOUR BODY



DREYFUS UNIVERSITY CENTER, UNIVERSITY OF WISCONSIN-STEVENS POINT

Day 1 - July 21, 2015

TUESDAY

ONE DAY PRECONFERENCES

9 a.m. - 4 p.m.

Educator Effectiveness – Using Year one to Propel Us Forward

This workshop will use your needs as a guide, as we review, reflect and rejuvenate. Time will be spent on creating quality standards-based rubrics for physical and health education.

Kristi Mally, Ph.D., Assistant Professor and Physical Education Teaching Program Director, University of Wisconsin-La Crosse

Patty Zemke, Health Educator, Wausau School District

9 a.m. - 4 p.m.

The Great Body Shop

Need resources to meet the elementary health education requirement? THE GREAT BODY SHOP is a comprehensive Health Education curriculum that provides engaging opportunities for students to develop critical thinking skills that will prepare them to be active, healthy and productive citizens. This training will focus on planned, sequential curriculum for grades K-6.

Patricia Steward, Program Consultant, The Children's Health Market, The Great Body Shop

1 - 4 p.m.

Active Students are Better Learners

Learn the strategies and help your students meet their need for 60 minutes of activity a day and boost their academic performance without disrupting their current school schedule. This three-hour training will provide you with the necessary tools for school/district implementation.

Jo Bailey, SHAPE Teacher of the Year, former Wisconsin Health and Physical Education president, D.C. Everest Physical Education and Health Education Teacher

Day 1 - July 21, 2014

TUESDAY EVENING OPTION

4:30 - 7 p.m.

WHPE Social

Sponsored by Gopher Sports

Country Inn and Suites, Stevens Point, Wis.

Day 2 - July 22, 2015

WEDNESDAY MORNING

7:45 - 9 a.m.

Welcome from DPI and WHPE

Eileen Hare, DPI Health and Physical Education Consultant, Madison, Wis., and **Keith Bakken**, WHPE, La Crosse, Wis.

Keynote

Wellness Education in the 21st Century: Are We Ready for a Challenge?

The children of today live in a world vastly different from that of a few years ago. The risks of teen sexuality, obesity, experimentation with tobacco, alcohol and other drugs, school violence and bullying, and suicide are but a few of the issues facing today's young people. We know the health of young people is strongly linked to their academic success, and schools have direct contact with more than 95 percent of our nation's young people ages 5-17. The question is how can we, as educators, empower our youth with the knowledge and skills they need to make health decisions? How can we strengthen our school programs and policies to be the most efficient means to prevent or reduce risk behaviors and prevent serious health problems? This high-energy presentation will help you understand youth trends in the 21st century, identify essential elements that are necessary for effective school health and physical education as well as motivate and inspire you as a professional educator.

Deb Tackmann, Fall Creek School District and education consultant, Wisconsin Teacher Hall of Fame; this session was presented as the keynote SHAPE America 2014

9:15 - 10:30 a.m.

1. Health Education = Teaching Life Skills. How Do We Assess This?

Health Educators need to PROVE through Educator Effectiveness that our students know health education skills. How do we assess this? What is important to assess? Do we want students to recite all the names of the drugs and what they do to the body, or do we want to give our students the skills to deal with real life situations? How do we show that the students have learned these skills? How do we provide good "evidence" that our lessons and assessments meet the framework for Educator Effectiveness? I will bring my assessments to share and feel free to bring yours and we will work on this together! **(Health Education)**

Patty Zemke, Health Educator, Wausau School District

9:15 - 10:30 a.m.

2. Healthy APPTitude

This session will provide a step-by-step process of how to incorporate apps and technology to differentiate instruction. It will also provide hands-on teaching strategies that can be used at any level. **(Health Education)**

Mary Wentland, Health, Physical Education and Adaptive PE Teacher, Lakeland Union High School and, **Crystal Gorwitz**, Hortonville School District

9:15 - 10:30 a.m.

3. No Excuses: A Film about Quality Education

Watch a documentary about the important realities of teaching quality physical education. The documentary features the transformation of a program at the Children's Storefront School in Harlem and asks "If you can make quality PE happen here, why can't you do it anywhere?" It also focuses on efforts to improve PE and school-based physical activity opportunities by teachers, administrators and districts in West Virginia, South Carolina and Washington. **(Elementary PE)**

Brett Fuller, Curriculum Specialist for Health, Physical Education, Safe and Supportive Schools/WHPE President, Milwaukee Public Schools

9:15 - 10:30 a.m.

4. K-12 Management on the Move

Emphasis will be placed on using efficient management skills while teaching class activities. Teachers will learn how to combine management strategies and skill instruction in one easy teaching episode. You will leave this session with new ideas on warm ups, fitness activities, closing strategies/games and more! **(K-12 PE)**

Maria Corte, Physical Education Instructor, Mesa High and Arizona State University-Polytechnic Campus

9:15 - 10:30 a.m.

5. Shake Up Your Rhythms Unit

Get ready to shake, rattle and roll into some new, energizing rhythmic activities! By adding a little bit of equipment, you will give your Rhythms Unit a jump start and have your students begging for more! **(Elementary PE)**

Carol Tyriver, Physical Education Teacher, Janesville School District
Brenda Wenzel, Physical Education Teacher, Janesville School District
Sherry Hintz, Physical Education Teacher, Janesville School District

Break 10:30 - 10:45 a.m.

10:45 a.m. - Noon

6. Outrageous Teaching Techniques in Mental and Emotional Wellness

According to Tem Elmore's book, Generation "Y", today's youth, in spite of their economic and social advantages, are experiencing the highest rates of depression, substance abuse, anxiety disorders and unhappiness than any other group in this country. Adolescent suicide has quadrupled since 1950. This high energy and interactive workshop will model exemplary and cutting edge lessons and activities that are based on the national health standards that you can easily infuse into your classroom curriculum. Participants will learn how to address bullying, cutting, stress management, suicide and depression prevention and intervention strategies that work both inside and outside the classroom. **(Health Education)**

Deb Tackmann, Fall Creek School District and education consultant

10:45 a.m. - Noon

7. OPEN the Possibilities

Every child deserves quality physical education and every teacher deserves access to resources and tools to help them effectively deliver instruction. Don't miss this game-changing session! OPEN (Online Physical Education Network) is about

helping you help KIDS. It's not an ideal or philosophy. It's a movement. All the possibilities are FREE! Leave with an OPEN mind. **(Elementary PE)**

Andrew Pickett, Physical Education Teacher, William Jones College Prep High School, Chicago

10:45 a.m. - Noon

8. Going SOLO in PE and Health

SOLO Taxonomy measures the level of understanding a student has of a topic, unit, concept or idea and places the student at the center of the learning process. This session will show you how to implement SOLO Taxonomy in Physical Education and Health and demonstrate how SOLO provides excellent evidence of student understanding – perfect for Educator Effectiveness. **(Secondary PE and Health)**

Jo Bailey, SHAPE Teacher of the Year, former Wisconsin Health and Physical Education president, D.C. Everest Physical Education and Health Education Teacher

10:45 a.m. - Noon

9. Kid Yoga for Teachers

Learn simple techniques to teach yoga to children of all ages.

Rob Schultz, Point Yoga **(Secondary PE)**

10:45 a.m. - Noon

10. You Think You Can't Dance? We Think You Can!

We have put together some of our favorite dances to get you started teaching a dance unit for the first time, or to enhance your already existing dance unit! Come and get your groove on! Guaranteed to leave with dances you could teach tomorrow! Targeted towards elementary students, but always can be modified for your older students. Have a favorite dance you just love? – Bring copies! **(Elementary PE)**

Jackie Clark, Physical Education Teacher, Waupun School District
Courtney Bartlett, Physical Education Teacher, Waupun School District, and **Andy Roloff**, Physical Education Teacher, Oshkosh School District

Noon - 1 p.m. LUNCH

Day 2 - July 23, 2015
WEDNESDAY AFTERNOON

1:15 - 2:30 p.m.

11. Being Drug-Wiser and Using Positive Decision Making and Goal Setting Skills

How does a health educator teach youth about substances in a realistic and skill based manner? This workshop answers this question by providing a variety of lessons supporting age-appropriate alcohol and other drug knowledge as well as proactive decision-making and goal setting skills. In addition, educators will design overarching essential questions as well as objectives for teaching this topic. **(Health Education)**

Lori Reichel, Assistant Professor, Former School Health Educator, University of Wisconsin-La Crosse

1:15 - 2:30 p.m.

12. Getting to the Core: Effective Strategies to Address Literacy within Comprehensive health Education

Are you looking for ways to provide relevant, rigorous learning opportunities for students (PK-8th grade) to use their reading, writing, listening and speaking skills as they deepen their understanding of health education? If so, this session is for you. Participants will explore several examples of getting to the "core" while systematically developing health knowledge and skills. **(Health Education)**

Patricia Stewart, Program Consultant, The Children's Health Market: The Great Body Shop

1:15 - 2:30 p.m.

13. Standards Based Assessment: Are My Students Learning and How Do I Know?

Standards-based this and standards-based that ... what does does elementary Physical Education standards-based assessment really look like and sound like? Do you hear this term yet wonder what it really means for you in the gymnasium, on a day-to-day basis? This session is designed to help you see that assessment is not always a big "to do," but instead is an ongoing practice that places student learning at the forefront for both the teacher and the learner. **(Elementary PE)**

Kristi Mally, Assistant Professor and Program Director, University of Wisconsin-La Crosse

1:15 - 2:30 p.m.

14. Move with a Purpose

This is a hands-on learning session. For our kids to be physically literate, they need to understand how to manage breakdowns in their body. Come learn how to teach corrective exercises at the secondary level with purpose and precision. The objective of the session is to give you the tools to create physically independent students. **(Secondary PE)**

Jason Schroeder, Physical Education Teacher, Stevens Point School District

1:15 - 2:30 p.m.

15. Building a Foundation for Success for Secondary Physical Education

Learn to integrate fitness throughout the curriculum; layer skills and concepts; and modify games to promote active participation by all students and build a foundation for success, learning, and fun. Discover how uploadable pedometers can teach students to monitor and adjust their individual participation to achieve a health enhancing level of activity. Explore how pedometer data can be used to monitor and assess student achievement and educator effectiveness. **(Secondary PE)**

Maureen Vorwald, 2014 WI and Midwest Teacher of the Year, Platteville Schools

1:15 - 2:30 p.m.

16. Dance: Say It, Do It...That's All There Is To It!!

Come and learn how to get your students on their feet and moving to the beat of several different types of music (Waltz, Swing, Zydeco, etc.) Test out my "Say It, Do It" method of teaching dance. Leave with the ability to "talk dance" with your students. **(Secondary PE)**

Cindy Forsythe, Physical Education Teacher (retired), Waupun School District

Break 1:15 - 2:30 p.m.

2:45 - 4 p.m.

17. Let's Talk about Sex ... and the National Sexuality Education Standards

How much do you know about the revised National Sexuality Education Standards (NSES) for grades K-12? This workshop will provide an overview of the standards, as well as allow participants to explore student-tested lessons supporting the NSES and the National/Wisconsin Health Education standards. **(Health Education)**

Lori Reichel, Assistant Professor, Former School Health Educator, University of Wisconsin-La Crosse

2:45 - 4 p.m.

18. OPEN the Possibilities

Every child deserves quality physical education, and every teacher deserves access to resources and tools to help them effectively deliver instruction. Don't miss this game-changing session! Online Physical Education Network (OPEN) is about helping you help KIDS. It's not an ideal or philosophy. It's a movement. All the possibilities are FREE! Leave with an OPEN mind. **(Elementary PE)**

Andrew Pickett, Physical Education Teacher, William Jones College Prep High School, Chicago

2:45 - 4 p.m.

19. Standards Based Assessment: Are My Students Learning and How Do I Know?

Standards-based this and standards-based that ... what does secondary Physical Education standards-based assessment really look like and sound like? Do you hear this term yet wonder what it really means for you in the gymnasium, on a day to day basis? This session is designed to help you see that assessment is not always a big "to do," but instead is an ongoing practice that places student learning at the forefront for both the teacher and the learner. **(Secondary PE)**

Kristi Mally, Assistant Professor and Program Director, University of Wisconsin-La Crosse

2:45 - 4 p.m.

20. Kid Yoga for Teachers

Learn simple techniques to teach yoga to children of all ages. **(Elementary PE)**

Rob Schultz, Point Yoga

2:45 - 4 p.m.

21. Partner Dance Rocks!

Partner dancing doesn't have to make you shudder! Learn some basics to fun partner dances students would actually like to use at Homecoming and Prom! Participants can choose steps from the Hustle, Salsa, Cha Cha Cha or 2-Step.

(Secondary PE)

Alisha Blanchette, Physical Education and Health Teacher, DC Everest School District

Day 2 - July 22, 2015

WEDNESDAY EVENING OPTION

6 - 8:30 p.m.

Annual picnic sponsored by US Games

Day 3 - July 23, 2015

THURSDAY MORNING

8:15 - 9:30 a.m.

22. E-Cigs: Lighting a New Path to Destruction

So much to learn, so little time! Get up to speed with E-Cigs. Now that we've seen a dramatic decline in youth smoking rates we are switching gears to E-Cigs. What are they? How do they work? Why are kids using them? Using standards-based assessments and lesson delivery, let's answer these questions together. We will put them to use in an interactive and engaging lesson from which students will learn and make healthier decisions! **(Health Education)**

Laura Lokken, Health Educator, Eau Claire Area School District

8:15 - 9:30 a.m.

23. Pre-K/Lower Elementary Connecting to the Core

Pre-K PE is drawing more attention as more schools are adding Pre-K to the K-12 district sequence. This session will share a standards-based approach to Pre-K PE, based upon an existing ten-year activity program showing how to "connect to the core." "MyPlate", a pilot five-week program for Headstart children that was used for the DPI "Driven to Better Health," will also be shared. **(Elementary PE)**

Kristine Fritz, PE Specialist, Early Learning Center, Sheboygan Schools

8:15 - 9:30 a.m.

24. Pressing the Easy Button in 2015 – Making Technology Work for You in PE and Health

Work smarter, not harder! This session will show you how to use Chrome extensions, Add-ons and Google forms in a wide variety of ways, and look at a variety of assessment programs and apps designed to help support student learning in PE and Health. **(Secondary PE and Health)**

Jo Bailey, SHAPE Teacher of the Year, former Wisconsin Health and Physical Education president, D.C. Everest Physical Education and Health Education Teacher

8:15 - 9:30 a.m.

25. A Wellness Program for Schools and Families

Green Bay legend Donald Driver, Children's Hospital of Wisconsin and the Department of Public Instruction have teamed up to promote health and wellness to Wisconsin's youth — both in the school and in the home. Driven to Better Health challenges kids to make healthy eating and physical activity a part of their daily life. Come learn about one school's success of making wellness a priority and thus received a visit from the legendary Donald Driver. **(Health Education)**

Speaker TBD

8:15 - 9:30 a.m.

26. Cutting Edge Fitness Lessons

Just when you thought you've seen every way possible to design a circuit, you will leave this session saying, "I never thought of doing it THAT way!" These are super, high-intense power circuits that run themselves: NO TIMER, NO BORING INTERVALS. Each multi-muscle/cardio station will challenge your students using cutting-edge equipment, and all while continuously moving through the circuits. You won't want to miss these brand new, east-to-set-up circuits. And, as always, Maria will throw in some fun warm - up/cool down ideas!

(Secondary PE)

Maria Corte, Physical Education Instructor, Mesa High and Arizona State University-Polytechnic Campus

Break 9:30 - 9:45 a.m.

9:45 - 11:15 a.m.

27. Dementia Education: What It Matters to Everyone

Seventy percent of all people with dementia are living in their homes, not in care facilities. Of those households caring for someone with dementia, one in four have someone under eighteen living there too. Help your students to better understand dementia, the healthy things they can do to lower risk, and how to best communicate with their loved ones who have dementia. **(Health Education)**

Kristen Felten, Dementia Specialist, Wisconsin Department of Health Services

9:45 - 11:15 a.m.

28. iPads in PE and Beyond

iPads can be one of the biggest game changers in your classroom. Video analysis, quick assessment, fitness and nutrition applications all bring the 21st century into the gym. Get ideas on how to incorporate iPads and technology into physical education, indoor recess, active classrooms and home. **(Elementary PE)**

Sandy Hagenbach, Elementary Physical Education Teacher, Heritage Elementary School

9:45 - 11:15 a.m.

29. Super Fun Icebreaker/Team Building Fitness Activities for K-12 Students

This session will be packed full with Maria's all-time favorite, super easy team-building and icebreaker activities and games. These are great lessons to use during your first days back to school, your start of a new semester, a beginning to a new sport season or just to throw into your lesson to mix things up. You and your students will have a blast problem solving, connecting with each other, being extremely active and all while having a blast! Lots of laughs will be had at this must-see session! **(K-12 PE)**

Maria Corte, Physical Education Instructor, Mesa High and Arizona State University-Polytechnic Campus

9:45 - 11:15 a.m.

30. Learn to Move

This is a hands-on learning session to learn how to implement corrective exercises into an elementary PE program. We will show you more than 100 exercises that you can do with students to help them run faster, jump higher, maintain knee health while developing elite coordination. Part of the session will connect the concepts to movement and performance in the classroom. **(Elementary PE)**

Jason Schroeder, Physical Education Teacher, Stevens Point School District

9:45 - 11:15 a.m.

31. Integrating Mindfulness in School for Staff and Students

Mindfulness has been defined by Jon Kabat-Zinn as "the awareness that emerges through paying attention on purpose, in the present moment and non judgmentally to the unfolding of experiences moment by moment." During the past seven years, staff at Lincoln Elementary School in Madison, Wisconsin, have explored ways to integrate mindfulness into the school culture through professional development for teacher practice and leading student practice. Teachers and students have on-going opportunities to learn practices that help focus attention, regulate strong emotions and cultivate kindness and compassion. We will share our experience doing this work with you. **(All)**

Deborah Hoffman, Principal, Madison Metropolitan School District
Lori Gustafson, Teacher Leader, Madison Metropolitan School District

Lodging INFORMATION

A block of rooms has been reserved at the Country Inn & Suites, 301 Division Street, Stevens Point, WI 54481, at \$70 per night for a standard room.

Registrants should call 715-345-7000 by June 20, 2015, to make reservations and should mention the Best Practices Workshop block to ensure the rate. We have two blocks already reserved. The block release date for the Country Inn and Suites is June 20, 2015.

An additional block of rooms is available at the Comfort Suites, 300 Division Street North. Single and Double occupancy rooms are \$70 per night; extra people are \$10 per person. Please call 715-341-6000 for reservations and mention the UWSP Best Practices block. Rooms will be held until June 15, 2015.

2015 Credit Option & Tuition Costs COST IS IN ADDITION TO WORKSHOP REGISTRATION

HLED 397/597, SEC. 791, (1 or 2 Credits) or PE 397/597, Sec. 79, (1 or 2 credits) Participants may take the course under the HLED or PED prefix.

Note that these courses are available only for the July 21-23 Best Practices in Physical Education and Health Workshop. Participants interested in this course must register for the Best Practices workshop. Tuition for this course is in addition to the workshop registration fee.

Registration for credit will take place the first morning of the workshop. For more information, visit www.uwsp.edu/cps/cont-ed/. Contact uwspce-conf@uwsp.edu with any questions.

Summer 2015 Tuition Rates

CREDIT	STUDENT STATUS	TUITION
1 credit	Wis. Undergraduate	\$277.53
1 credit	Wis. Graduate	\$432.02
2 credit	Wis. Undergraduate	\$555.06
2 credit	Wis. Graduate	\$864.04

PAYMENT METHOD: Check or Money order payable to UW-Stevens Point for the full amount.

BEST PRACTICES 2015 IN PHYSICAL EDUCATION AND HEALTH

Registration implies permission for photos, publicity and inclusion in a participant list unless Continuing Education is notified in writing prior to the program. (Only one person per form. Please photocopy for additional registrations.)

— PLEASE PRINT CLEARLY —

Name _____
First M.I. Last

Work Phone _____ Fax _____
area code area code

Position/Title _____

Agency/Company _____

Agency/Company address _____

City/State/ZIP _____

Home Mailing Address _____

City/State/ZIP _____

Email _____

First time participant

Special needs accommodations _____

UW-Stevens Point Continuing Education and Outreach asks that you voluntarily respond to the questions below. The cumulative demographic information will be used to enhance our programming efforts.

Gender: Male Female

Age: A. Under 18 B. 18-34 C. 35-49 D. 50-64 E. 65+

Race/Ethnicity: A. Black (Non-Hispanic) B. Asian or Pacific Islander
C. Amer. Indian/Alaskan Native D. Hispanic E. White (Non Hispanic)

Are you enrolled in this program for career purposes? Yes No

Are you a veteran? Yes No

Please indicate your occupation/organization:

02. Educational Services 05. Health Services (Mental and Physical) 07. Protective Services
08. Public Administration/Gov. Agency 10. Social, Recreational, Religious 13. Other

Please contact UW-Stevens Point Continuing Education with a written request to cancel by July 7, 2015 for a full refund. Refunds after July 7, 2015 will be assessed a \$25 processing fee. No refunds will be given after July 17, 2015. Substitutions can be made at any time, but no shows will be responsible for the full conference fee. Last minute registrations cannot be guaranteed meals, materials, or a parking permit.

PAYMENT METHOD:

TOTAL AMOUNT ENCLOSED: _____

Check

PO Number _____

MasterCard Visa Discover

Complete and send registration form and fee,
payable to UW-Stevens Point to:



University of Wisconsin-Stevens Point
Continuing Education
2100 Main St. 032 Main Bldg.
Stevens Point, WI 54481-3897

1-800-898-9472 or 1-715-346-3838

Fax: 715-346-4045

Register online at www.uwsp.edu/conted/confwrkshp
Click on "Best Practices In Physical Education and Health"

If you have special needs that require assistance, including special dietary needs, please notify us by phone or in writing at least two weeks prior to the conference. UW-Stevens Point provides equal opportunities in employment and programming.

FEES: (PLEASE MARK ALL THAT APPLY)

July 21 Pre-Conference costs: (registration closes on July 17)

	WHPE Member	Non-Member
Educator Effectiveness	___\$40	___\$50
Active Students are Better Learners (1-4 p.m.)	___\$20	___\$25
The Great Body Shop	___\$40	___\$50

July 22-23 Symposium Costs: (registration closes on July 17)

WHPE Member \$100 ___ Non-Member \$125 ___ Student \$45 ___

Workshop Choices:

Please indicate the workshop numbers you wish to attend.

Wednesday, July 22, 2015

9:15 - 10:30 a.m. ___ (1-5)
10:45 - Noon ___ (6-10)
1:15 - 2:30 p.m. ___ (11-16)
2:45 - 4 p.m. ___ (17-21)

Thursday, July 23, 2015

8:15 - 9:30 a.m. ___ (22-26)
9:45 - 11:15 a.m. ___ (27-31)

On-Campus Parking Costs: (\$3 per day)

PLEASE INDICATE DAYS NEEDED: ___ Tuesday ___ Wednesday ___ Thursday

TOTAL ENCLOSED _____

Cardholder's name _____

Cardholder's signature _____

Cardholder's address _____

Cardholder's Phone # _____

Card number _____ Expires _____

CHANGE SERVICE REQUESTED

Madison, WI 53707-7841
PO Box 7847

Attn: Eileen Hare
Wisconsin Department of Public Instruction

15th
Annual

BEST PRACTICES 2015 IN PHYSICAL EDUCATION AND HEALTH

July 21-23, 2015 TUESDAY-THURSDAY, UNIVERSITY OF WISCONSIN-STEVENS POINT



University of Wisconsin
Stevens Point

WISCONSIN
DEPARTMENT OF

PUBLIC INSTRUCTION



GOPHER



**GREAT
THE BODY SHOP**

Come In and learn about your body!

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LISTENS TO YOUR BODY



Return to: Prevent Blindness Wisconsin
 759 North Milwaukee Street • Suite 305 • Milwaukee, WI 53202
 Fax # (414) 765-0377

Children's Vision Screening Program Statistical Report - Total Number of Children Screened & Referred

Agency / Employer: _____	Contact: _____
Address: _____	Email: _____
City, State, Zip: _____	Phone: _____
School Districts Served: _____	County: _____
Grades Screened: _____	Date of Screening: _____

Screening Tool (s)

Visual Acuity:

- Snellen _____
- Lea Symbols _____
- HOTV _____
- EDTRS _____
- Sure Sight _____
- Other, Specify _____

Other Test: _____

Grade	Number Screened	Number Referred
Preschool		
K5		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Unknown		
TOTAL:		

MAKE SURE STUDENTS ARE

READY

Enroll in READY CAMP

A summer camp for youth escorted by advisors

READY (Responding to Emergencies And Disasters with Youth) is a five-day summer camp that provides training to middle and high school youth, age 13 – 18, escorted by advisors. READY helps prepare youth to respond in unexpected situations that require immediate action until additional help arrives. It also inspires youth to take action in creating resilient and positive solutions to real and local needs in their school, neighborhood, and community through volunteer activities and community service learning projects. The curricula has been developed by leading educators and emergency responders.

Who attends:

Teams of students and an advisor from each participating school or community youth organization can enroll. Youth are allowed to attend individually, but team involvement is preferred.

Advanced READY Camper Track Option

Youth that have successfully completed either a READY Camp or READY Class can continue their training by attending as Advanced READY Campers. Advanced READY Campers will assist the READY Camp Counselors in leading activities. Educational modules will refresh skills already learned and expand on scenario-based and hands-on learning. Visit citizenpreparedness.org for more information.

When and where is READY offered:

2015 READY Camp will be held on **June 22-26** at The Best Western Plus Inn Towner – 2424 University Avenue, Madison WI in collaboration with UW-Madison Police Department, UW/American Family Children's Hospital Emergency Department, Med Flight and CHETA Critical Care Transport Teams, and Madison College.

Registration deadline: June 15.

If interested in registering after the deadline date, please call or email to see if space is available.

What is the cost:

READY Camp instructional and material costs are supported by grant funds and private donations.* READY Camp fee totals = tentatively \$225/camper (if grants and donations are received, this amount will be reduced)— a non-refundable deposit of \$50/camper is due ASAP to save spot at the camp. Acceptance will be on a first come/first serve basis. Priority will be given to teams, although individuals may be accepted through an interview process. The registration fee includes lodging, meals and snacks throughout the week, busing, educational materials and other items provided. READY is committed to assisting with fundraising efforts in your community to support attendance of youth, and also has a limited number of student attendance scholarships. Please contact us for more information or submit a letter requesting a scholarship.**

* Donations are tax deductible and 100% of funds collected support youth instruction.

** If interested in a scholarship, please send a letter explaining why the young person is interested in attending READY Camp and the reason for financial need.



Find a list of past READY Camper activities at www.citizenpreparedness.org



The READY program includes:

- identification and description of potential hazards
- reducing hazards in and around the home, school and community
- describing students' potential role in preventing, planning for, responding to and recovering from an emergency situation
- safety and injury prevention, First aid, CPR and Automatic External Defibrillator (AED) training and certification
- leadership development through outdoor adventure activities, lessons, Leadership Development Course, Zip Lines and Outdoor Ropes Course
- career development with fire department, law enforcement, emergency management and health care personnel
- community service learning projects
- multiple hands-on mock disaster exercises

“READY has provided opportunities for our teens to do very important work in preparing others and our community for disaster and emergency situations.”

— Kimberly Schubring, Family and Youth Program Director, Bay View Community Center, Milwaukee

Student benefits:

As a student attending READY Camp, you will be learning:

- about health, safety, and potential dangers in your community, school and home
- fun activities while getting to know youth from different areas across the state
- skills that will help you respond such as safety and injury prevention, first aid, CPR and AED training
- how to become a resilient leader in promoting positive messages and areas of safety
- application of skills including teamwork and communication while working through emergency situation scenarios
- development in citizenship, volunteerism, leadership and advocacy
- confidence in your new abilities and yourself.
- interactive activities that you can take home
- mentoring relationships with doctors, nurses, fire fighters, emergency medical technicians, police officers, teachers and emergency management directors

Team advisor benefits:

As an advisor attending READY Camp you will select a team of students to represent your school or community organization. READY Team advisors learn how to prepare their school and community for emergencies and disaster. You will also be connected to an international network of emergency response professionals.

The whole team benefits:

- Teams will be included in an international network to receive resources and information.
- READY Clubs and Student Emergency Response Teams (SERT) are being developed across the state in schools and youth organizations.
- As a team connected to the READY Program, you will be offered many opportunities to remain active and involved in service-learning projects throughout the school year.

How does my school or community organization take part in READY?

- Visit citizenpreparedness.org for an application.
- READY Team advisors must be certified teachers or other qualified adults above the age of 21. Advisors must include a letter of recommendation from their school or organization stating their qualifications. A background check will be completed on all advisors.
- Along with the application, you must send a \$50/student non-refundable deposit.
- Once accepted into the READY Camp, you will receive a confirmation packet explaining further event details.
- Payment of the full registration fee must be received at least one week prior to the beginning of camp. Payments can be made by mail or on-line at citizenpreparedness.org.

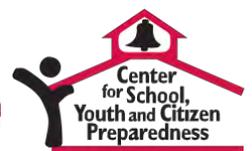
“READY Camp was a blast! We learned so much, are working on emergency preparedness activities in our school and community, and keeping in touch with kids from across the state!”

— Allie Walsh, President, READY Club - Greendale High School

For more information visit www.citizenpreparedness.org

Center for School, Youth and Citizen Preparedness: W11019 Lake View Drive | Lodi, WI 53555 | Phone: (608) 592-5200 | Cell: (608) 212-5381 | E-mail: mjerschen@citizenpreparedness.org

SPONSORED BY:



April 7, 2015

Dear Superintendent:

Student emotional well-being is an essential condition for effective learning. The Wisconsin Department of Public Instruction (DPI) and partners invite your district, including up to three schools, to apply to be part of a four-year *Wisconsin School Mental Health Project*. Selected schools and districts will receive professional development and technical assistance in:

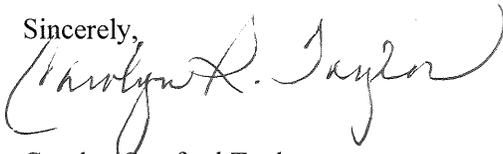
- promoting the emotional well-being of all students;
- engaging families as partners in supporting student emotional well-being;
- detecting early warning signs of student mental health challenges and making effective referrals;
- providing effective services by school staff and community partners to help address the needs of youth with mental health needs; and
- integrating mental health/emotional well-being work with Positive Behavioral Interventions and Supports (PBIS), Response to Intervention, and other multi-level systems of support.

Selected school districts will receive modest financial awards to help support travel and substitute teacher costs. Unlike the professional development for PBIS, professional development in this project will address students with high mental health needs from the beginning and each year, while also supporting school-wide strategies to benefit all students. School-community teams will select from a variety of professional development activities, including online modules, professional learning communities, and in-person workshops.

The attached memorandum of understanding (MOU) describes the supports DPI will provide and the expectations for participating districts and schools. If your district has one to three schools that meet the requirement of current PBIS fidelity at Tier 1, and has each principal's commitment to this four-year project, please submit the signed MOU and attachment by May 11, 2015. School districts will be notified by May 22 of acceptance, and expected to send a team to the August 17 initial training, held as a pre-conference to the Wisconsin PBIS Conference.

If you have any questions regarding this project or your district's possible participation, please contact Kathryn Bush, PhD, school psychology consultant at 608-266-1999 or kathryn.bush@dpi.wi.gov.

Sincerely,



Carolyn Stanford Taylor
Assistant State Superintendent
Division for Learning Support

CST/dw

Enclosures

Memorandum of Understanding Wisconsin School Mental Health Project

The Wisconsin Department of Public Instruction (DPI) and partners welcome schools to apply by **May 11, 2015** for participation in a four-year project on student emotional well-being and mental health. This project will support professional development and capacity building for 50 school-community teams to put in place policies, practices, partnerships, and programs that support all students in developing emotional well-being, and support students with mental health challenges including, if needed, accessing community-based clinical mental health care. Expected outcomes include greater student engagement in learning, more positive school climate, improved attendance and behavior. These strategies are designed to be integrated with PBIS. Teams will select from various professional development activities based on their needs.

The following outlines the commitments of DPI and state partners:

1. Select school districts and approximately 50 schools to participate in the project, and assign to two cohorts for 2015-2018, and 2016-2019. Notify school districts of acceptance into the project by May 22, 2015.
2. Follow the principles in *Wisconsin's Approach to School Mental Health* (attached).
3. Provide professional development and technical assistance at no cost to school-community teams for three years per cohort. The types of professional development are described below in school-community commitments.
4. Provide an external coach to provide personalized technical assistance and offer resources throughout the three-year implementation period.
5. Provide opportunities for networking and resource sharing among the 50 school-community teams.
6. Provide funding to school-community teams to help support travel and substitute teachers, estimated at \$2,000 per year.
7. Organize and implement an evaluation of the project that helps school teams document the positive effects on academic outcomes such as attendance, behavior, and academic progress.

The expected commitments of school-communities include the following. *Check all that the school district commits to:*

- Follow the principles in *Wisconsin's Approach to School Mental Health* (attached).
- Maintain fidelity of PBIS implementation in selected schools at least at Tier 1, and make any timely corrections needed to regain fidelity if it is lost, for a period of three years, either 2015-2018 or 2016-2019, depending on cohort.
- Prior to beginning in the project, determine that at least 80 percent of the school staff are committed to improving student emotional well-being and mental health through sustained school-wide efforts.
- Participate in three annual district administrator and principal overviews, via video conference, to help administrators understand the commitments needed. Viewing archived conferences is an acceptable option. Annual written commitments by the district administrator and principal are required to continue.

- Build upon existing teams implementing PBIS, or create new ones to focus on mental health, for each of Tier 1 and Tiers 2 and 3.
- Include in the teams at least one (non-staff) family member, preferably with experience of raising a child with mental health challenges. The family member must be involved in on-going decision making regarding mental health strategies.
- Include in the district school-community leadership team at least one community mental health professional to both attend professional development and participate in ongoing decision making. *This is desired but optional.*
- Include in the district team the principal and at least one pupil services staff from each participating school.
- Participate as a team in two days of centralized, out-of-district professional development for each of three years, including one day in late summer (August 17, 2015, if selected for first cohort); the other day in winter/spring.
- Participate in statewide conference calls, video conferences, and webinars, estimated at six 45-minute sessions per year, for three years.
- Participate in other professional development selected by the school-community team, both via web and in person.
- Implement multiple strategies to support student emotional well-being and mental health at the universal, selected, and targeted levels. School-wide/universal strategies will begin in the first year and be sustained for three years. Selected and targeted strategies will begin in the second year and be sustained for a third year. School-community teams will have options to select strategies aligned with family and student needs and values. However, some general strategies are considered essential for all schools. These include:
 - Trauma-sensitive schools practices (*see http://spsw.dpi.wi.gov/spsw_traumastrategies*);
 - Alternatives to suspension and expulsion, to minimize use of exclusionary discipline;
 - Active family engagement in school mental health decisions including strategy selection.
- Participate in the project evaluation, including:
 - Implementing school-wide climate surveys of students, parents, and school staff in the first and third years;
 - Sharing data with DPI via brief surveys, forms, and interviews; this will include measures of implementation such as referrals for mental health concerns.

After having checked the boxes above indicating the districts' commitments, the following signatures, names, and titles document this commitment.

School names (up to 3): _____

District name _____

District authorized representative name, title, signature, date

Please send this MOU, as well as the following attachment completed for each school, to Kathryn Bush via email at kathryn.bush@dpi.wi.gov; fax 608-266-3643 or mail P.O. Box 7841, Madison, WI 53707-7841 by May 11, 2015.

Wisconsin School Mental Health Project MOU Attachment Instructions

In a statement *for each school* applying for the Wisconsin School Mental Health Project, include the following, in no more than two pages:

- A) School name; school district name.**
- B) The need for additional student mental health promotion and services.**
- C) Current PBIS fidelity status, including the name, score, and date of the most recent assessment demonstrating PBIS fidelity** (Self-Assessment Survey; Team Implementation Checklist; Benchmarks of Quality).
- D) A succinct list of current school mental health-related instruction and services.** Examples follow:
 - Positive supports are employed in classrooms.
 - Social-emotional learning (SEL) instruction is provided in multiple grades.
 - Evidence-based strategies are utilized to promote physical and mental wellness and positive behavior.
 - Comprehensive physical activity is provided for students (e.g., brain breaks, open gym, active recess).
 - A school wellness policy is in place that promotes adequate sleep, good nutrition, a balanced lifestyle and body-mind connection, and wellness planning.
 - Stress reduction techniques are taught and encouraged for both adults and students.
 - Alternatives to exclusionary discipline are encouraged and/or codified in policy. Examples include: recess is not withheld as discipline; positive climate is deliberately promoted; school is focused on prevention; an instructional approach to school discipline is adopted; clear, developmentally-appropriate, and consistent behavioral expectations and consequences to address disruptive behavior are developed; students are removed from the classroom only as a last resort; alternative settings to provide academic instruction are utilized and students are returned to class as soon as possible; school staff are trained to apply school discipline policies and practices in a fair and equitable manner; proactive, data-driven, and continuous efforts, including gathering feedback from all stakeholders to prevent, identify, reduce, and eliminate discriminatory discipline, are utilized.
 - Regular training and supports are provided to all school personnel regarding how to engage students, support positive behavior, and engage families based on mutual trust, respect, and listening.
 - Consistent, comprehensive, and sustained outreach to families and communities is ongoing, while welcoming parents (and community representatives) into school and honoring families as an expert on their children.
 - Purposeful events and school displays that target specific cultural and ethnic groups to involve and inform are planned. Partnerships in the school community are developed that help to promote a sense of belonging for all students. Cultural brokers are identified to consult about issues of mental health.

- Mastery experiences are provided to promote self-efficacy and confidence.
- Relationships between adults and students are mapped in an effort to intentionally support student connectedness. Student-adult matches are created for students appearing to have few or no relationships at school.
- Problem-solving meetings focus on the factors that can be changed, using a strength-based approach.
- A continuous improvement model is used for efficient and effective teaming.
- Data is used for decision making regarding student mental health.
- Systems (i.e., team structure, policies, and data sources) are built that support high fidelity implementation regarding student mental health.
- Adult discussions of beliefs about students are held, working toward a positive mindset, shared vision, and collaborative leadership. Teachers and other staff are provided opportunities to reflect on relationships with students. Professional practices and biases are examined to ensure that diversity is respected and celebrated.
- Suicide prevention is explicitly addressed with students, including the conditions that cause and the signs of suicidal thinking, the relationship between suicide and AODA use, and intervention services available in the school and community.
- Effective means by which students may avoid/halt physically or psychologically abusive situations are explicitly addressed, as well as awareness of available school and community services, in order to help students develop positive psychological, emotional, and problem-solving responses.
- Anti-stigma education related to mental health issues is offered for staff, parents, and students, primarily by sharing positive results and recovery.
- An early warning system is used to identify students with risk factors (e.g., attendance, office disciplinary referrals, etc.) and systematic interventions are provided.
- Strategies to promote self-regulation of emotions and behavior are taught to students.
- Annual training is provided and support is available for strategies to 1) minimize trauma reactions following a critical incident and 2) learn about early warning identification for mental health challenges, including suicide, promotion of empathetic and caring responses, proper actions, and a clear referral path for students of concern (gatekeeper training).
- Community supports to 1) align resources, build capacity, and provide services to students with mental health needs and 2) access to trauma- and culturally-competent, and linguistically-appropriate services for prevention, early intervention, mental health treatment, and crisis intervention is sought.
- A systematic, sound method (e.g., screening, informed referral) for identifying students at risk of mental health challenges is employed to support early identification, especially internalizing difficulties. Identified students receive assistance to help clarify immediate needs for intervention or referral.
- Individual or group intervention services (e.g., brief intervention, anger, anxiety, or depression-coping groups, psychoeducational groups, case management) are provided to promote school adjustment and success.

- Transitions for students returning from psychiatric hospitalization, critical incidents, and traumatic events are planned and implemented.
- A proactive crisis plan is in place for students with challenging mental health issues whose difficulties in school require flexible, proactive, and timely responses.
- Strategies to minimize trauma responses following a critical incident are planned and associated training is provided (e.g., reaffirm physical health and safety for special populations, understand factors affecting traumatic stress, evaluate psychological trauma, conduct psychological triage, empower survivors and caregivers, small group or individual crisis intervention, immediate psychological first aid, referral to psychotherapy).
- Trauma-sensitive, brief functional behavioral analysis and behavior intervention plans for students receiving general education and special education services are utilized for students who are struggling.
- Training on speaking with parents about lethal means restriction, especially firearms, during critical times is provided to staff.
- Collaborative partnerships with community-based mental health service providers, possibly including satellite mental health clinics co-located in schools, is encouraged.
- Legal, appropriate, authorized, and seamless sharing of information between agencies and providers working with students and families regarding student mental health issues is obtained.

Wisconsin Department of Public Instruction Approach to School Mental Health

Background

Over the past several decades, the Wisconsin Department of Public Instruction (DPI) and partners implemented a collaborative youth development initiative resulting in an approach to school mental and behavioral health¹ which benefits from multiple perspectives and integrates various initiatives. These perspectives and initiatives include:

- social and emotional learning and development, as the foundation for other related work;
- school-based AODA prevention and intervention to address a critical barrier to learning;
- school-based youth suicide prevention;
- resilience, protective factors, and asset development;
- school-based health promotion for all students through coordinated school-wide approaches based on public health practices;
- collaborative pupil services in addressing learning supports in a coordinated, integrated manner;
- positive behavioral intervention and supports (PBIS) and related multi-level systems;
- trauma-sensitive schools (trauma-informed care in the school setting);
- school climate improvement, including school-wide violence prevention and supportive disciplinary practices; and
- anti-stigma education related to mental health issues.

Based on these perspectives and initiatives, DPI and partners have developed the following approach to school mental health.

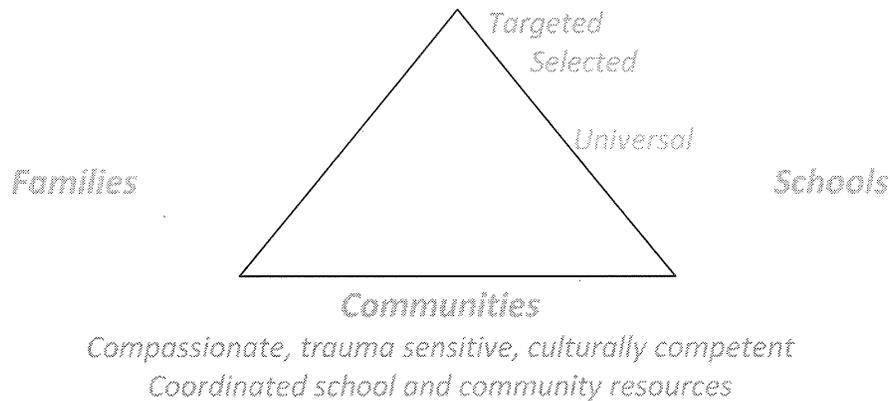
Elements of DPI's Approach to School Mental Health

1. *Addressing barriers to learning* through learning supports is an *essential function of schools*. Therefore addressing student emotional well-being and mental and behavioral health is an essential function of schools.
2. School mental health strategies address, in an integrated manner, a wide variety of:
 - a. learning supports, such as positive social and emotional development and related states of mental/emotional well-being, and
 - b. barriers to learning, including behavioral health challenges such as AODA, self-harm and interpersonal violence, as well as disconnectedness and related internalizing behaviors.

3. Mental health refers to a *continuum of emotional well-being and health*, not merely the presence or absence of mental illness. Mental health promotion refers to *improving the social and emotional development of all students*, including the capacity to be resilient and healthy despite prior exposure to chronic stress and trauma.
4. School mental health refers to a *continuum of learning supports* that are integrated throughout the school community: *universal strategies* to promote the social and emotional well-being and development of all students; *selected strategies* to support students at risk of or with mild mental or behavioral health challenges; and *targeted strategies* to support those with significant needs. Various school and community resources are coordinated to address barriers to learning as an essential aspect of school functioning.
5. School mental health-related strategies and services must focus on *students' strengths and specific needs* and be provided by *compassionate, trauma-sensitive, and culturally competent* adults.
6. *Families respectfully and authentically engaged* in determining school mental health learning supports for their children are essential to effective efforts. School and community professionals respect and engage families in ways that are meaningful to the families.
7. *Stigma associated with mental illness* must be directly addressed and eliminated. This is most effectively done through including people similar to students and others in the school-community with lived experience of mental health challenges sharing positive results and recovery.
8. *Most school mental health strategies and services are provided by school personnel in partnership with families*. Every person in the school-community impacts the school climate and thus the environment for student mental health promotion.
9. *Community-based mental health service providers are welcomed as collaborative partners* with school personnel and families in the design and delivery of universal, selected, and targeted school mental health strategies. School-community linkages are critical for effective crisis response and referrals from school to community services. However, in some communities, community mental health providers are not available to collaborate on universal, selected, and targeted strategies; in those cases, school personnel with leadership from school counselors, nurses, psychologists, and social workers provide services to families but without community partners. If clinical services are provided in a school setting, they are only done so in partnership with families and schools, available equitably for all students who need them, and consistent with other elements of Wisconsin's approach to school mental health.

10. An *ideal structural framework for school mental health* includes:

- Families, schools, and community partners working together.
- Implementation of compassionate, trauma-sensitive, and culturally competent universal, selected, and targeted strategies.
- School and community resources are integrated in a coordinated and systematic manner.
- School mental health work is integrated with other multi-level systems of support such as PBIS and academic Response to Intervention.



11. Systematic needs assessment, progress monitoring, evaluation, and data-based decision making are essential to effective efforts. Student and family perceptions of the school environment are one critical dimension of this.

ⁱ The term mental and behavioral health is used to encompass both mental health and associated conditions of substance use and other behavioral health issues. The term behavioral health may be used to include all of these, but it is not well known in the education community. As a result, we use mental health to include mental and behavioral health.