

NOTICES:

NATIONAL WEBINAR ON DATA COLLECTION POINTS:

A webinar will be held **Wednesday, Sept 30, for ALL school nurses** to discuss the new data points and overall project: **Step Up Be Counted - The National Uniform Data Set** for all school nurses and all school children. The link to register for the webinar is: <https://www.nasn.org/Home/ArticlesHomePage/tabid/464/ArticleId/880/Webinar-The-National-Uniform-Data-Set-2015-16-updates-Step-Up-and-Be-Counted>

People must register, but it is free and open to ALL nurses working in the schools (and others who support this initiative)! The link above for people to register is going out today and tomorrow from NASN in the weekly digest and on several school nurse net sites.

The webinar will be recorded and will be available at a later date through NASN. For questions about the webinar, please contact Erin Maughan: emaughan@nasn.org

Narcan® Administration in the Schools

Halley Decker, a BSN student at UWM, is doing research and policy development on the administration of intranasal Narcan® in the schools. If you have been administering Narcan® or have a policy for Narcan® administration in your school, please contact Halley directly at halleybrooks@rocketmail.com. Thank you!

PROFESSIONAL DEVELOPMENT

New School Nurse Training: Presented by DPI and the Wisconsin Association of School Nurses

Wednesday, October 7-8, 2015
Holiday Inn Madison at the American Center
5109 West Terrace Drive, Madison, WI 53718
www.holidayinn.com/madisonwi

The New School Nurse Training is scheduled for October 7-8, 2015, in Madison at the Holiday Inn at the American Center. This training is appropriate for those nurses who will be working for the first time in or with a school district. It is also appropriate for nurses who worked previously in a school setting but, after an absence from such setting, are returning to a primary role as a school nurse. Topics that will be covered include guidance on the laws that affect school health, information on

IEP's, 504's, school health records, and chronic health conditions management. This two-day workshop is a collaborative effort of the DPI and the Wisconsin Association of School Nurses. The cost of the program is \$90.00.

Register at: <https://www.regonline.com/builder/site/?eventid=1675579>

School Nurse Conference: Back to basics: Pediatric assessment in the school setting

New Time: 5:00-9:00 PM

Wednesday, October 14, 2015

The purpose for this program is to:

- Review head-to-toe physical assessment, growth and development, and listening to student cues as it applies to children in the school setting.
- Discuss prioritization of nursing interventions as it pertains to children in the school setting.
- Identify pertinent abnormal cardiac, respiratory, and neurological assessment findings along with early warning signs requiring nursing intervention of children in the school setting.
- Explore common related cardiac, respiratory, and neurological disorders in school age children, along with common current treatments of children in the school setting.

Accreditation and Contact Hours: 3.6 Contact hours ANCC

Details:

- Date: Wednesday, October 14, 2015
- Time: 5:00 pm – 9:00 pm
- Location: WCTC, 800 Main Street, Pewaukee WI, Richard T. Anderson Education Center, College Center
- Cost: \$69.00 (**Dinner included**) For special diet needs contact 262-691-5149

To Register:

- CRN: 11656
- Register on the web: www.wctc.edu/become-a-student/sign-up-for-classes
- If you haven't taken a course at WCTC before, you will first need to create an account, use the Operator Assisted Registration at 262-691-5578
- It is recommended to complete registration by October 8th for accurate catering counts.

Waukesha County Technical College
School of Health - Nursing and Health Continuing Education

2015 Food Allergy Conference

Sponsored by FARE and Children’s Hospital of Wisconsin

Located in the CHW-Auditorium
8915 W. Connell Court, Milwaukee, WI
Saturday, November 14th
Time: 8am - 4 pm
Cost: \$10 (must register in advance-no refunds)

Cathy Owens R.N., M.Ed., NCSN, ERSN, Lead Credentialed School Nurse Murrieta Valley Unified School District in California will be presenting from the school nurses’ perspective. She will be speaking on the CDC’s Voluntary Guidelines for Managing Food Allergies in School, giving tips from her experience and sharing her personal story of saving a child’s life with epinephrine.

Dr. Jeanne Herzog, PhD, from Summit Psychology Clinic will be presenting on the topic of Food Allergy Bullying and explaining what it is, giving tips on what to do if it’s happening and creating an atmosphere to help prevent it.

Questions can be directed to foodallergyconferenceWI@gmail.com
Register at 2015foodallergyconferencewi.eventbrite.com

Building the Heart of Successful Schools Conference

Kalahari in Wisconsin Dells
Pre-conference December 2, 2015
Conference December 3 & 4, 2015

The [conference brochure](#) has descriptions of the pre-conference, the 24 sectional breakout choices and our exciting keynote speakers! Come see Joyce James’ opening keynote presentation on “The Racial Equity Lens: the Racial Divide in Education.” Ms. James focuses on “turning the mirror inward” to help educators see what they can do to improve their engagement with students from all backgrounds. Closing keynote speaker, Dr. Adolph Brown, III presents on “ZAP the Gap! Closing the TRUST (Achievement) Gap.” This engaging and motivational session will give attendees insights and techniques to motivate at-risk learners.

Registration is located at: http://sspw.dpi.wi.gov/sspw_buildingheart.

See you in December!

Elizabeth Pease
DPI
Office Operations Associate
elizabeth.pease@dpi.wi.gov
(608) 267-9240

The 26th Annual Children Come First Conference

"INCLUDE ME!"

November 10-11, 2015

Glacier Canyon Lodge at the Wilderness Resort
Wisconsin Dells

Welcome to the 2015 Children Come First Conference!

With our timely "Include Me!" theme, the 2015 CCF conference promises to be an informative and enlightening experience. Our conference schedule includes four fabulous keynote speakers, more than 30 workshops, exhibitors, and a silent auction.

[Download our conference brochure](#) for the complete schedule and presentation listings -- you won't want to miss this! CEUs available!

Registration is now OPEN!

For more information contact Alison@wifamilyties.org

JOB OPPORTUNITIES

**D.C. EVEREST AREA SCHOOL DISTRICT
FULL TIME SCHOOL NURSE OPENING
6300 ALDERSON STREET, WESTON, WI 54476**

See attached job description for more details.

APPLICATION PROCEDURE:

If you qualify and wish to be considered for this position, apply online at [WECAN](#) as soon as possible. Interviews may begin immediately.

2015

food allergy
conference
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Children's Hospital of Wisconsin - Auditorium
8915 W. Connell Ct., Milwaukee WI

Saturday, November 14th
8:00am – 4:00pm

Agenda Includes:

- Understanding what an IgE mediated food allergy is
- CDC's Voluntary Guidelines for Managing Food Allergies In Schools
- Psychological impact– Food Allergy Bullying
- Food Allergies and the Law
- Dealing with Anaphylaxis in the School Setting – A School Nurse's Perspective
- Latest food allergy research
- Label Reading: Beyond the Basics
- FALCPA (Food Allergen Labeling and Consumer Protection Act)
- Private school perspective
- And more.....

Speakers:

- **M. Tess O'Brien-Heinzen**, lawyer at Boardman & Clark, LLP in Madison
- **Dr. Ruchi Gupta, MD, MPH**, Associate Professor Northwestern and Lurie Children's Hospital of Chicago
- **Cassandra Walia, MS, RD, CD, CNSC**, clinical dietitian specialist at Children's Hospital of Wisconsin
- **Dr. Jeanne Herzog, PhD**, from Summit Psychology Clinic
- **Cathy Owens, R.N., M.Ed., NCSN, ERSN**, Lead Credentialed School Nurse Murrieta Valley Unified School District
- **Private School Panel**

Event Cost \$10 – Must register in advance – No Refunds

Questions? – foodallergyconferenceWI@gmail.com

Register @

2015foodallergyconferencewi.eventbrite.com



This project was made possible through a community grant from Food Allergy Research & Education (FARE) and through the generous donation of venue and resources at Children's Hospital of Wisconsin.



Building the Heart of Successful Schools



DECEMBER 3 & 4, 2015

**Pre-Conference:
Safe and Inclusive Schools for All Students**

December 2, 2015

Registration is located at:
http://sspwi.dpi.wi.gov/sspwi_buildingheart

**Kalahari Resort
and Convention
Center**

Wisconsin Dells, WI

Wisconsin Department of Public Instruction

Tony Evers, PhD, State Superintendent

Message from State Superintendent Tony Evers



Dear Colleague:

Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. Students who attend school fearing for their safety or who suffer from the effects of a traumatic event, face significant challenges in achieving educational success. The work of the department as part of my Agenda 2017 includes identifying and implementing innovative strategies to assist schools in providing supports and skills for students to address challenges related to substance abuse, threats of violence, mental health issues, and other forms of trauma. The programs that we offer to address the social, emotional, and behavioral needs of students must continue to evolve in order to meet the growing diversity of our communities.

With that in mind, I am pleased to extend an invitation to you to attend this year's Building the Heart of Successful Schools Conference, on December 3-4, 2015, at the Kalahari Resort and Convention Center in Wisconsin Dells. The conference will provide opportunities to explore best practices in inclusive, school-based approaches that will help us achieve our goal of every child a graduate, college and career ready.

Keynote presentations will focus on disproportionality and closing the achievement gap. I encourage you to learn how the information and models presented during this conference can be adopted or adapted to meet the needs of the students you work with every day. In addition, I invite you to consider attending a special pre-conference on December 2, 2015 on Safe and Inclusive Schools for All Students.

We look forward to your attendance at the 2015 Building the Heart of Successful Schools Conference.

Tony Evers, PhD
State Superintendent



Building the Heart of Successful Schools

Wednesday, December 2, 2015

8:30 – 4:00 Preconference: Safe and Inclusive Schools for All Students

Day 1 - Thursday, December 3, 2015

8:00 – 9:00 Registration (Continental Breakfast Buffet)

9:00 – 9:15 Welcome – Opening Remarks, Carolyn Stanford Taylor,
Assistant State Superintendent, Division for Learning Support

9:15 – 10:30 Opening Keynote Presentation – Joyce James
President and CEO of Joyce James Consulting
A Racial Equity Lens: Closing the Racial Divide in Education

10:30 – 10:45 Transition Time

10:45 – Noon Sectionals Round I

Noon – 1:00 Lunch

1:00– 2:15 Sectionals Round II

2:15 - 2:30 Transition Time (light refreshments)

2:30 – 3:45 Sectionals Round III

Day 2 - Friday, December 4, 2015

7:30 – 8:30 Breakfast Buffet

8:30 – 9:45 Sectionals Round IV

9:45 – 10:00 Transition Time

10:00 – 11:15 Closing Keynote Presentation – Dr. Adolph Brown
Zap the Gap! Closing the TRUST (Achievement Gap)

11:15 – 11:30 Wrap Up/Closing Announcements/Adjournment

Pre-Conference: Improving and Maintaining School Environments that are Safe and Inclusive for All

Wednesday, December 2

8:30am-4:00pm

Pre-Conference Agenda:

8:30 - 9:00 am Registration

9:00 - Noon Workshop

Noon - 1:00 pm Lunch

1:00 - 4:00 pm Workshop

4:00 pm Adjourn

Creating, Improving and Maintaining School Environments that are Safe and Inclusive for All

Lead by Elizabeth Schroeder, EdD, MSW of Elizabeth Schroeder Consulting

While schools have made progress on creating safe spaces for lesbian, gay, bisexual, transgender and/or queer (LGBTQ) students, much of this progress has only been made on the surface. For example, some schools may spend one day addressing LGBTQ issues, but the remainder of the school year all topics are seen through a heterosexual and cisgender lens. Other schools refer to themselves as being “LGBTQ”-inclusive, when they do not actually address bisexual, transgender or queer issues. Still other schools are strong at addressing the needs of LGBTQ students – but not at making heterosexual and cisgender students’ LGBTQ family members feel welcome. This in-depth pre-conference workshop will help participants understand the shared – and unique – needs of LGBTQ young people and parents/caregivers, while building skills for creating inclusive classroom, counseling, and hallway environments for students of all genders and sexual orientations.



Elizabeth Schroeder, EdD, MSW
Executive Director of Community Matters

Elizabeth Schroeder, EdD, MSW, is an award-winning educator, trainer, and author in the areas of sexuality education pedagogy, LGBTQ issues, working with adolescent boys, and the use of technology and social media to reach and teach young people. She has provided consultation to and direct education and training for schools, parent groups, and youth-serving organizations in countries around the world for more than 20 years.

She is the former executive director of Answer, a national sexuality education organization dedicated to providing and promoting unfettered access to comprehensive sexuality education to young people and the adults who teach them. She has also served as the associate vice president of education and training at Planned Parenthood of New York City, and, before that, manager of education and special projects at Planned Parenthood Federation of America.

Dr. Schroeder was a co-founding editor of the American Journal of Sexuality Education, and has authored or edited numerous publications, including the four-part book series, *Sexuality Education: Past, Present and Future* with Dr. Judy Kuriansky and *Sexuality Education: Theory and Practice* with Dr. Clint Bruess. She is a frequently sought-out spokesperson and guest blogger in the news media on issues relating to sexual health education and youth development.

Dr. Schroeder provides national conference keynotes on sexuality and adolescent development, and has received numerous honors throughout her career, including the Healthy Teen Network Carol Mendez Cassell Award for excellence in leadership in sexuality education, the American Association of Sexuality Educators, Counselors and Therapists' Schiller Prize for her approaches to teaching internet safety to youth, Widener University's William R. Stayton Award in recognition of outstanding contributions to the field of human sexuality, and the Planned Parenthood Mary Lee Tatum Award.

She holds a Doctorate of Education in Human Sexuality Education from Widener University and a Master of Social Work from NYU, and teaches undergraduate courses at Montclair State University and graduate courses at Widener.



Joyce James
President and CEO of Joyce James Consulting

A Racial Equity Lens: Closing the Racial Divide in Education

Expanding on the Wisconsin Vision of Promoting Excellence for all Children, Joyce James will share her personal journey toward understanding the importance of developing a racial equity lens in well-meaning and well-intentioned systems and leaders. Educators must shape and deepen their understanding regarding the underlying causes of racial inequities that exist for children, youth, and families of color, across multiple systems, and specifically in education.

Joyce James' goal in every aspect of her work with educators and other systems leaders is to raise their consciousness about racial equities, such that the response is no longer about "fixing broken people" but rather about "turning the mirror inward" and moving towards a critical analysis of ways in which systems contribute, maintain, perpetuate, and sustain the racial divide in education and in all helping systems.

She will highlight principles that must underpin the work of educators at every level, including the willingness to let go of commonly held beliefs, attitudes, and assumptions that contribute to unconscious biases. These biases serve to maintain less than desirable outcomes for African American and other students of color.

She will discuss why part of the struggle for well-meaning and well-intentioned educators requires a willingness to engage in new, bold, and courageous conversations towards an understanding of deeply rooted issues of institutional and structural racism at a systemic rather than an individual level, the importance of "turning the mirror inward," and of a "groundwater analysis" of outcomes.

Ms. James is currently President and CEO of Joyce James Consulting, LLC (JJC) where she is the lead racial equity consultant. Joyce James Consulting provides technical assistance, support, training, and leadership development, using a "ground water" analysis to introduce and help systems and communities implement a model developed by Ms. James, which has proven effective in moving systems towards a racial equity lens, reducing disproportionality and disparities for vulnerable populations, and improving overall outcomes for all.

She began her professional career as a Child Protective Services (CPS) caseworker and has established an impressive 35-year history in addressing racial inequities in systems. Ms. James served as the Assistant Commissioner of Texas CPS from 2004-2009, providing leadership and direction for the state-administered system's 254 counties and approximately 9,000 staff. Ms. James' leadership and testimony during the 79th legislative session was instrumental in the creation and implementation of Senate Bill 6, resulting in unprecedented and historic legislation, requiring CPS to address racial disproportionality and disparities in Texas.

Joyce James

**A Racial Equity Lens: Closing the Racial Divide in Education
(cont'd)**

Ms. James is credited with being a catalyst for significant and nationally recognized improvements in the Texas CPS Program, including a reduction in disproportionality for African American and Native American children and overall improved outcomes for all children, youth, and families. Ms. James was the Associate Deputy Executive Commissioner for the Center for Elimination of Disproportionality and Disparities (the Center) and the Texas State Office of Minority Health at the Texas Health and Human Services Commission (HHSC) from September 2010 to September 2013. The Center was created by HHSC Executive Commissioner Tom Suehs out of recognition of Ms. James' strong and effective leadership and a desire to expand the Texas Model for Addressing Disproportionality and Disparities (Texas Model) to all HHS agencies and programs.

Ms. James has co-authored and published multiple articles. She is one of the editors of a newly released book by Columbia Press titled "Addressing Disproportionality and Disparities in Human Services." Ms. James has received numerous awards for her leadership, advocacy, and willingness to speak out on issues impacting our most vulnerable populations.

A Community Response to Opiate Addictions Panel

ALOESWOOD ROOM

Kelly Rowe, Green Bay Area Public Schools
Edward Dorff, Green Bay Area Public Schools
Scott Bakkum, Oconomowoc Schools
Katie Westerman, Oconomowoc Schools
Sandi Lybert, Your Choice
Kelly Dinsmore, Rosecrance
Middle (6-8), High (9-12)

This session will be a panel presentation.

Green Bay Area Public Schools staff will present on the Brown County four pillared approach to the problem of opiate addictions: Prevention, Treatment, Law Enforcement, and Harm Reduction. Panelists will present examples of Brown County initiatives that can be implemented in other communities.

Staff from Oconomowoc will discuss how they used evidence-based practices to develop a model that works. By combining community partnerships, state grant funding, treatment program accessibility, and school/parent involvement, Oconomowoc has developed an approach to the problem of opiate addictions that is successful. Learn how Oconomowoc mobilized community, schools, parents, and local law enforcement to attack this pervasive and far-reaching issue.

Collaborative Planning and Implementation of School-Based Mental Health Services within an Urban School's Multi-Tiered System of Support

TAMBOTI ROOM

Jeannette Deloya, Madison Metropolitan School District
Sara Parrell, Madison Metropolitan School District
Meg Nelson, Madison Metropolitan School District
Elementary (PreK-5), Middle (6-8)

This session will describe the implementation and refinement of three programs in the area of direct services and access, which reflect a commitment to school-community partnerships and integration of services. The three projects presented: Integrating Mental Health Professionals in Schools pilot; Building Bridges, a collaboration between three districts for crisis response and stabilization; and the child psychiatry consultation model used in the district's alternative program for students with significant emotional behavioral concerns. Program development, implementation, evaluation, and the projection for ongoing implementation of the full plans will be shared.

Student-Centered Decision Making: Bullying Prevention NOW!

MARULA ROOM

John Greenwood, Wisconsin Institute for Public Policy and Service

Dan Nowak, Athens School District

Elementary (PreK-5), Middle (6-8)

Does this sound familiar? A small, influential group of students has learned to solve conflict by getting physical first and (maybe) talking about it later. Other classmates follow their lead, using physical confrontation and force to solve conflicts rather than reasonably talking through the situation. This bullying problem can be addressed directly and in the classroom through deliberative decision making. Deliberative decision making allows students to weigh together three or more approaches to solving the problem, find courses of action consistent with what is valuable to the whole class and, by discovering shared values, come to common ground about what decisions to make and what actions will create positive change. In small cooperative groups and as a whole class students brainstorm ways to handle verbal and physical bullying, weigh the benefits and drawbacks of each approach, decide what they would have to give up to adopt each approach and, ultimately, develop and implement an action plan that the entire class can agree upon. Deliberative decision making utilizes the peer pressure inherent within the classroom; once a course of action has been chosen, the teacher and their students can hold each other accountable for maintaining the plan.

MAC Scholars: Peer Mentoring for Latinos and African Americans

ARALIA ROOM

Rick Rosen, Madison West High School

Sean Gray, Madison West High School

Middle (6-8), High (9-12)

Peer mentorship can empower students to positively impact school culture and improve student classroom engagement. This session will describe the development of the MAC Scholars Program, a team mentorship approach to creating a positive peer culture and increasing classroom engagement. The program at Madison West High School focuses on Latino and African American boys, who are disproportionately represented in academic failure data. Successful Latino and African American boys are typically in their classes doing the right thing, but not noticeable to freshmen who may be susceptible to the influence of more visible peers. To amplify the influence of successful Latino and African American students, West High School staff brought together the MAC Scholars, a student leadership team, who meet bi-weekly with freshmen, the Potential Scholars, to encourage classroom engagement, discuss goals, and address obstacles. This program was modeled after the Shaker Heights High School, Ohio Program that started 25 years ago.

Teaching Sexual Health Education Accurately, Comfortably and Effectively

GUAVA ROOM

Elizabeth Schroeder, EdD, MSW, Elizabeth Schroeder Consulting

Middle (6-8), High (9-12)

At what age is it appropriate to address various sexuality-related topics? Does the school start too early, or not early enough? What happens if the teachers responsible for this topic are not comfortable teaching it? Or what if a teacher who is not responsible for these topics is approached by students with sexuality-related questions? Using the National Sexuality Education Standards: Grades K-12 as a guide, this skills-building workshop will increase participants' comfort and skills when it comes to teaching sexuality education or engaging in one-on-one dialogue with students on a wide range of sexuality issues.

The Resilience/Health Realization Model: Bringing out the Best in Children and Families

MANGROVE ROOM

Debra Bell, Boyceville School District

Paula Smith, Bonnie Scheel, School District of the Menomonee Area

Middle (6-8), High (9-12)

This presentation will focus on a functional understanding of the principles of the Resilience/Health Realization model. There will be a discussion of the ongoing informal infusion of the principles into K-12 classrooms and how this complements formal lesson plans developed by district staff. Personal stories of growth and road-tested curriculum will be shared. As well as a discussion of the Resilience/Health Realization model as Tier 1 and Tier 2 foundations of Positive Behavioral Interventions and Supports (PBIS). And a review of longitudinal survey results for chemical use, related risk behaviors, mental health issues and protective factors from students in grades 7-12 in the Menomonee School District.

Sectionals - Round II

1:00-2:15 pm

AODA-Positive School Climate

ALOESWOOD ROOM

Nicole Herbst, Sturgeon Bay High School

Chelsea Roberts, Gibraltar High School

High (9-12)

Project 180 is an alcohol and other drug abuse prevention group that has grown to a county-wide incentive program with student leaders. Student leader representatives meet quarterly during the school year to share ideas, develop leadership skills, and attend motivational and instructional presentations to equip them with valuable information to bring back and share with their own school Project 180 clubs. This session will break down how Door County developed this exciting new mission and how staff continue to work with students who are passionate about making a difference in their school community. This will include sample activities, brochures, websites, slideshow, resources, and a question and answer session. See how other district, counties, and organizations can develop their own Project 180 mission, leadership group, and activities to get ALL students involved. *Be ready to be turn around lives 180!*

Creating Trauma-Informed Classrooms

TAMBOTI ROOM

Dani Scott, Baraboo School District

Christina Olson, Baraboo School District

Elementary (PreK-5), Middle (6-8)

Attendees will walk away from this presentation understanding the types of trauma children may experience, how it affects brain development, and some simple strategies to implement within schools to create trauma-informed classrooms. Schools are responding to an enormous body of research about how children's brains adapt to complex trauma, defined as multiple traumas including: physical or sexual abuse, abandonment, and domestic and neighborhood violence. Research shows that in the brains of traumatized youth, neural pathways associated with fear and survival responses are strongly developed, leaving some children in a state of hyperarousal, which can cause them to overreact to incidents other children may find nonthreatening. Consumed by fear, they may find it difficult to achieve the state of calm that would allow them to process verbal instructions and learn. The movement to create trauma-sensitive schools is part of a broader effort to bring an understanding of trauma to all systems that deal with youth, including juvenile justice, foster care, mental health, and education.

Gender Inclusive Schools

MARULA ROOM

Brian Juchems, GSAFE

Elementary (PreK-5), Middle (6-8), High (9-12)

Gender inclusive schools support all students, including transgender and gender-expansive students. This foundational workshop is a perfect starting point for individuals who have had no or minimal training on the needs of transgender and gender-expansive youth. This workshop will help participants gain an understanding of key terminology and concepts related to gender, provide perspectives from children, youth, and families about their own gender, introduce a framework for gender inclusive schools and offer across-the-board practices that will support all students. There will also be a brief discussion about implementation.

Racial Equity Education: A Groundwater Analysis (Part 1 of 2)

ARALIA ROOM

Joyce James

Windy Hill

Elementary (PreK-5), Middle (6-8), High (9-12)

This presentation will introduce the groundwater model for understanding racial inequities, examination of systems and institutions and their relationship to one another in producing poor outcomes for the same vulnerable populations. A deeper examination of the impact of institutions on poor communities and communities of color will focus on the importance of an institutional analysis that seeks to identify systemic factors rather than individual factors of racism.

Joyce James will guide participants through an examination of data by race/ethnicity for multiple systems, broadening participant knowledge and understanding of the history of institutions, and understand the deeper more systemic factors that contribute to poor outcomes for vulnerable populations. Participants will analyze current thinking on why people are poor, as defined by the People's Institute for Survival and Beyond, and consider how this contributes to racial inequality and social injustice that can often be tracked to the community level.

The overall objective of this two-part presentation is to provide space for leaders to begin and/or continue a bold and courageous conversation on how systemic racism continues to be a barrier to the outcomes that well-intentioned and well-meaning leaders desire, for all populations they serve.

Both Parts 1 and 2 of this session must be attended.

Sectionals - Round II

1:00-2:15 pm

Citizen CPR (Hands-Only) Leader Training

GUAVA ROOM

Karen Wegge, D.C. Everest School District

High (9-12)

The purpose of this course is to prepare individuals who are not CPR instructors to lead the American Red Cross Citizen CPR. This is an opportunity for participants to find out more about hands-only CPR, practice hands-only CPR, and take back information to teach hands-only CPR in their school or community.

Mindfulness Practices: MINDUP and Learn 2 Breathe

MANGROVE ROOM

Carol Nickles, Mount Horeb Area School District

Heidi Mancusi, Mount Horeb Area School District

Middle (6-8), High (9-12)

There is a growing mindfulness movement in society and in schools. Research has shown that mindfulness offers many physical, mental, and social-emotional benefits to one's well-being. Mindfulness is gaining attention as a practice that can improve learning, teaching, and can add to the social-emotional learning repertoire in all three tiers of PBIS. Participants will learn about the experience of Mount Horeb Area School District teachers as they explored and implemented two mindfulness curricula: Learn to Breathe by Patricia Broderick and MindUp by Scholastic. Participants will also have the opportunity to experience some mindfulness activities and learn how to initiate 'a mindfulness movement' in their own schools.

E-Cigarettes & Other Tobacco Products

ALOESWOOD ROOM

Judi Zabel, La Crosse County Health Department
Middle (6-8), High (9-12)

As cigarette smoking rates have dropped, the tobacco industry has created new products to keep users hooked and find new customers. Come and learn why educators should be concerned about e-cigarettes and other tobacco products, why they appeal to youth, and what can be done about it. Resources will be provided for participants to take back to their schools and communities.

Understanding Distress in Ourselves and in Our Students

TAMBOTI ROOM

Theresa Stolpa, Racine Unified School District
Kristin Latus, Racine Unified School District
Elementary (PreK-5)

The cycle of distress impacts how adults and children interact in both academic and social settings. Understanding the cycle of distress in ourselves and in our students will help staff to recognize signs of distress and utilize strategies provided in this session to assist in creating a healthy and safe learning environment for all. This session will explore how the brain is affected by stress and how teachers and administrators can better recognize the signs of distress and appropriately respond.

PREPaRE: A Crisis Response Process for Schools

MARULA ROOM

Lynn Verage, Wisconsin Safe and Health Schools Center
Carol Zabel, Wisconsin Safe and Healthy Schools Center
Elementary (PreK-5), Middle (6-8), High (9-12)

Schools play a critical role in meeting the needs of students, staff, families, and often the local community during times of crisis. PREPaRE is the only comprehensive curriculum developed by school-based professionals with first-hand experience and formal training. The curriculum builds on existing personnel, resources, and programs; provides for sustainability; and can be adapted to individual school needs and size. The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP). Come learn what PREPaRE can do for your school.

Racial Equity Education: A Groundwater Analysis (Part 2 of 2)

ARALIA ROOM

Joyce James

Windy Hill

Elementary (PreK-5), Middle (6-8), High (9-12)

This presentation will introduce the groundwater model for understanding racial inequities, examination of systems and institutions and their relationship to one another in producing poor outcomes for the same vulnerable populations. A deeper examination of the impact of institutions on poor communities and communities of color will focus on the importance of an institutional analysis that seeks to identify systemic factors rather than individual factors of racism.

Joyce James will guide participants through an examination of data by race/ethnicity for multiple systems, broadening participant knowledge and understanding of the history of institutions, and understand the deeper more systemic factors that contribute to poor outcomes for vulnerable populations. Participants will analyze current thinking on why people are poor as defined by the People's Institute for Survival and Beyond, and consider how this contributes to racial inequality and social injustice that can often be tracked to the community level.

The overall objective of this two-part presentation is to provide space for leaders to begin and/or continue a bold and courageous conversation on how systemic racism continues to be a barrier to the outcomes that well-intentioned and well-meaning leaders desire, for all populations they serve.

Both Parts 1 and 2 of this session must be attended.

Developing Skills-Based Health Instruction

GUAVA ROOM

Tracy Caravella, University of Wisconsin-La Crosse

Middle (6-8), High (9-12)

How can school staff cultivate health-literate students? Looking for fresh ways to teach health besides rehashing the same old content? During this session, participants will learn how to develop health instruction that is skill-based. Designing lessons focused on analyzing influences, accessing information, communication skills, or decision making can help middle and high school students maintain or adopt healthy behaviors.

Motivated and Engaged Learners: It All Begins with a Growth Mindset

MANGROVE ROOM

Amy Miller, Oregon School District

Carol Wilson, Oregon School District

Elementary (PreK-5), Middle (6-8), High (9-12)

One of the biggest challenges educators and parents face today is student motivation. A fixed mindset approach to learning contributes to this challenge, but mindset can change! Promotion of a growth mindset is an important first step in helping students take charge of their own learning and become persistent and resilient learners. Attendees will leave the session with an overview of fixed versus growth mindset approaches to learning and a variety of strategies to support a growth mindset with students every day.

Sectionals - Round IV

8:30-9:45 am

School SBIRT: Screening, Brief Intervention, and Referral to Treatment

ALOESWOOD ROOM

Tracy Herlitzke, Wisconsin Safe and Health Schools Center
Jackie Schoening, Wisconsin Safe and Healthy Schools Center
Middle (6-8), High (9-12)

School SBIRT (Screening, Brief Intervention and Referral to Treatment) is a well-established, evidence-based service for addressing adolescent alcohol/drug involvement in middle and high school settings, and is a promising practice for addressing a range of other behavioral concerns. Integrated into pupil services and delivered by the school social worker, counselor, psychologist, or nurse, SBIRT provides a PBIS Tier 2/3 intervention and embodies Response to Intervention. This session provides a brief overview of the theory, research, and practice of SBIRT and highlights lessons learned from implementation.

Historical Trauma and its Impact on African American and Native American Students

TAMBOTI ROOM

Dr. Terry Ehiorobo, Wisconsin Department of Public Instruction
Elementary (PreK-5), Middle (6-8), High (9-12)

The session explores what educators and schools can do now to help students who have been impacted and affected by historical trauma.

The impact of historical trauma has rarely been discussed in schools, but for many of our students the impact of historical trauma on their lives and performance in school is clear and present. Educators cannot ignore the reality of past events and their impact on our students. Participants will learn about historical trauma, how to view students suffering from the impact of historical trauma through a supportive lens, the impact of trauma on the neurological systems, and strategies to use with students who may be affected by historical trauma.

Combating Student-to-Student Sexual Harassment in Schools

MARULA ROOM

Betsy Korbinyr, Madison Metropolitan School District

Middle (6-8), High (9-12)

Some say “it’s just a part of life that everyone goes through” ...but sexual harassment is against the law. Believing that is like believing everyone gets robbed now and then. Eighty to ninety percent of children will experience some form of sexual harassment during their school lives!* It interferes with their emotional, physical, and academic well-being. Staff who understand what constitutes sexual harassment and the legal obligations of educators are in the best position to ameliorate sexual harassment. Through the use of interactive games, group discussions, scenarios, videos, and tons of handouts, this workshop will provide participants with the tools to inform practice and address school climate.

Participants will gain an understanding of state and federal laws that address sexual harassment, such as Title IX and FERPA. They will learn the definition, the idea of intent, and how to recognize what is and is not sexual harassment. They will learn strategies for how to intervene with the target and with the harasser, as well as considerations of special populations regarding sexual harassment. Participants will leave this session ready to work for positive change and with information to bring back to their schools.

You Make the Difference!

ARALIA ROOM

Dr. Adolph Brown, III, Founder, President and CEO

The Leadership and Learning Institute

Elementary (PreK-5), Middle (6-8), High (9-12)

Join Dr. Brown on an engaging journey of Teaching and Learning Excellence as he celebrates the unique opportunity adults have to make a meaningful, lasting difference in the lives of students – students who deserve the highest quality education in every classroom. Dr. Brown will affirm teachers, leaders, and community stakeholders who will challenge, motivate, encourage, and support students to achieve academic and life success.

Audience members will affirm or become fiercely committed to excellence via opening minds, stirring imaginations, and nurturing. As a direct result of Dr. Brown’s keynote address, participants will be poised and energized to positively impact the future.

* Source: <http://www.aauw.org/files/2013/02/Crossing-the-Line-Sexual-Harassment-at-School.pdf>

Whatever Happened to Comprehensive School Health Education?

GUAVA ROOM

Patricia Stewart, The Children's Health Market
Elementary (PreK-5), Middle (6-8)

Too often educators consider health as solely nutrition and physical education. Students need comprehensive health! What's the difference? Why does it matter? Come hear more! This session will explore the need for and scope of comprehensive health education, which includes applying critical thinking skills to health issues such as social-emotional health. Participants will explore The Great Body Shop, a researched-based comprehensive curriculum, as a tool to understand what a comprehensive health program might look like.

**Social and Emotional Learning through Comprehensive Health Education:
One District's Experience**

MANGROVE ROOM

Sharon Vaissiere, Anchorage School District
Elementary (PreK-5), Middle (6-8)

Research shows that social and emotional learning (SEL) competencies impact academic performance and citizenship. Yet, where does a teacher find time? What are the standards and resources? This interactive session details how to meet two goals with a single effort: health and SEL content and skills. Participants will engage in activities examining the alignment between comprehensive health education and SEL. Handouts will allow individuals to further examine the benefits of this approach for their own districts/schools.

Closing Keynote Address

Friday, December 4
10:00-11:15 am



Dr. Adolph Brown, III, Founder, President and CEO The Leadership and Learning Institute

Zap the Gap! Closing the TRUST (Achievement) Gap.

This presentation will provide the audience with an understanding of social and economic factors that place youth at risk. Learn proven strategies for effectively supporting, teaching, and learning. Inspire and motivate today's youth to succeed by getting the attention of every student learner. Dr. Brown tells of uncanny adventures he has had in and outside of the classroom and of his own life experiences. Within these humorous and heartfelt stories, Dr. Brown delivers a message that pertains to all. It is a message of hope, dedication, and the will to never leave a child behind.

Attendees will gain skills for removing barriers from student learning, ranging from issues of poverty, marginalized groups, to students with disabilities, and much more! Catching them early is the proposed best method to handle these issues, coupled with parental involvement, teaching excellence, strategic partnerships and incentives. Conclude with the ultimate message of "never give up on any student!"

Dr. Adolph Brown, III is the founder, president, and CEO of The Leadership & Learning Institute. As a former public school educator and credentialed administrator, full tenured university professor, university dean, and businessman, Dr. Brown has studied and worked alongside highly successful leaders and educators. He has taken his over 25 years of experience and has identified core competencies that are expressed in everything successful business leaders and educators do.

Thanks to his hard work, faith, attitude, and a caring village like you, Dr. Brown has overcome an upbringing of extreme poverty, violence, welfare, fatherlessness, and a single-mother led household to become one of the world's most popular speakers. With his unique ability to inform as well as entertain, he is famous for his practical toolkit and loved for his inspirational messages. Dr. Brown blends humorous stories with "REAL TALK" and research to challenge his audiences to live and work more positively. As a recognized Master Teacher, business leader, educational/clinical psychologist, anthropologist, and motivational speaker, his outrageous and energetic outlook will captivate the minute he walks onto stage. His mantra upon entering each new venue is "Learn More & Laugh Louder!™"

Dr. Brown has earned degrees from the College of William and Mary in psychology and anthropology, a master's degree graduate study in classroom management and differentiated learning, and received his doctorate for his work in education/community/clinical psychology with an emphasis in group dynamics. Dr. Brown has traveled and studied abroad, sits on a myriad of local boards and advisory groups, and has written extensively on the subjects of child, family, and corporate communication. He is the author of three books and has served on the National Commission on Diversity and Economic Development as the facilitator of multiple round table discussions.

Although Dr. Brown's workshops and presentations have enlightened and entertained more than one million people over two decades, and he has been the recipient of over 300 awards and honors, he still considers his greatest accomplishment to be his family. Dr. Brown is the happily married husband to Marla and the doting father of seven children. His favorite pastime is watching Saturday morning cartoons with his children (two college graduates, a college sophomore, a college junior, a second year Master's in Public Health student, one high school student, one middle school student, and one elementary school student).

Conference Rates and Information

Special Early Bird Rates! Good through Sunday, November 8th.
Regular conference rates after November 9th.

Pre-Conference, December 2nd: \$50 per person (early bird rate), includes lunch, and morning and afternoon refreshments. (Regular rate \$75)

Building the Heart of Successful Schools Conference, December 3rd and 4th: \$125 per person (early bird rate), includes all meals served during conference time. (Regular rate \$150)

Registrants who attend both may register at the Early Bird discounted rate of \$150 per person. (Regular rate: \$200)

One graduate credit is available through Viterbo for a cost of \$200. Credit requires attendance and a post-conference assignment due two weeks after the conference. More information and registration for credit will be available at the conference. Please be prepared to make payment at the time of the graduate course registration.

Scholarships that cover full registration are available for regular conference attendance, based on need and application criteria to registrants from Wisconsin public schools. The scholarship form can be found at: http://sspw.dpi.wi.gov/sspw_buildingheart.

Registration is located at: http://sspw.dpi.wi.gov/sspw_buildingheart.

Hotel Information

A block of rooms at a special conference rate of \$82 is being held at the Kalahari Resort and Convention Center until Sunday, November 1, 2015. To reserve a room under this block call 1-877-253-5466 and mention the "DPI Building the Heart of Successful Schools Room Block."

See you in December!

Special thanks to WHPE for sponsoring Health Track







The 26th Annual Children Come First Conference

"INCLUDE ME!"

November 10 - 11, 2015

Glacier Canyon Lodge
at the Wilderness Resort Wisconsin Dells, WI

**YOUTH
TRACK!**

**4 KEYNOTE SPEAKERS &
OVER 30 WORKSHOPS**

Who should attend? Anyone caring for, working with or interested in the well-being of children and youth with social, emotional, behavioral, mental health or substance use challenges.

Silent Auction, Door Prizes, Awards, and many outstanding and informative exhibitors from across the Midwest!

WWW.CCFCONFERENCE.ORG

General Conference Information

Who should attend? Anyone caring for, working with or interested in the well-being of children and youth with social, emotional, behavioral, mental health or substance use challenges. Youth ages 12-26 with a social, emotional, behavioral, mental health or substance use challenge.

Cost: General conference attendees: \$150 per person early bird rate is available through Sept. 28th. After Sept. 28th, the general conference fee is \$185. Youth conference attendees (ages 12-26 with a social, emotional, behavioral, mental health or substance use challenge) \$75. Registration includes all conference materials, breakfast, lunch and a snack each day.

Exhibitor Fee: For exhibitors who are representing a charitable organization with 501(c)(3) non-profit status, the fee is \$200; the fee is \$300 for all other organizations. Exhibitor fees include one conference registration, one 8-foot table with cloth and skirt, and agency name listed in the conference program. Each additional conference registration is \$150 if booked by Sept. 28th or \$185 after Sept. 28th.

Registration: To register, either individually or as an exhibitor, go to: www.ccfconference.org and click on REGISTER! or call 1-800-422-7145, extension 4.

Cancellation Policy: A \$50 handling fee will be charged for each registration cancelled prior to October 23, 2015. After October 23, 2015, registration fees are nonrefundable.

Location: Glacier Canyon Lodge at Wilderness Resort, 45 Hillman Road, Wisconsin Dells, WI 53913
Phone: 608-254-1020
Hotel website: www.glaciercanyonlodge.com

Special Accommodations: Please call 262-617-6775, or email Alison@wifamilyties.org, by October 31, 2015 if you need special accommodations to attend the CCF Conference.

Lodging: You are responsible for making your own hotel reservations. Call Glacier Canyon Lodge, 1-800-867-9453, and tell them you are part of the Children Come First Conference, Leader #498902. You must call by October 16th to receive the discounted room rate of \$70 per room, per night (single occupancy) or \$99 per room, per night (2-4 per occupancy). The conference rate for the two-bedroom deluxe room is \$140 per night. After October 16th, guest rooms at these rates will be subject to hotel availability.

Continuing Education: Continuing Education Units (CEUs) are being offered for the CCF Conference through UW-La Crosse Continuing Education and Extension, for a fee of \$15. There will be 12 contact hours (1.2 CEUs) for attending both days of the conference, 7.25 hours (0.725 CEUs) for Day 1 and 4.75 hours (0.475 CEUs) for Day 2. CEUs fulfill continuing education requirements for many professions. Individuals should contact their professional associations or licensing bodies before assuming UW-Extension CEUs will fulfill all requirements. To register for CEU's, go to www.ccfconference.org and click on the link under "Continuing Education."

Childcare: There will be no childcare available at this event.

Financial Aid: Scholarship funds are limited and available only to parents and primary caregivers involved in the day-to-day care of a child or adolescent with social, emotional, behavioral, mental health or substance use challenges. Applicants are encouraged to seek funding through their employer, school district, family resource centers, Children's Long Term Support Waiver (CLTS), Wraparound/Coordinated Services Team (CST), Comprehensive Community Services (CCS), philanthropic organizations or other agencies. If you require assistance with seeking other funding sources, please contact your Wisconsin Family Ties parent peer specialist. If you are not currently working with a parent peer specialist, please email Alison@wifamilyties.org and put "scholarship request" in the subject line. Scholarships are intended for those who are unable to pay for the conference either personally, through their employer or through other means. Scholarship applications are due September 30, 2015, and applicants will be contacted in early October.

Subject to Change: Conference organizers reserve the right to make cancellations or substitutions.

Questions: Contact Alison at 262-617-6775 or Alison@wifamilyties.org.

Wisconsin Family Ties, Inc.
16 N. Carroll St., Suite 230
Madison, WI 53703
Fax 608-267-6801



www.facebook.com/wisconsinfamilyties
Facebook - 26th Annual Children Come First Conference

"The CCF Conference was awesome, informative and enlightening. I learned that we can face anything as long as we don't give up and maintain our love for our children. Regardless of what pre-conceived ideas we have of our situation, nothing is impossible." - parent, 2014

Main Conference Schedule Overview

TUESDAY, NOVEMBER 10, 2015

8:00-9:00	Registration and Continental Breakfast
9:00-9:15	Opening Remarks
9:15-10:30	Keynote Torrie Dunlap
10:30-10:45	Break
10:45-Noon	Session A Workshops
Noon-1:00	Lunch
1:00-2:15	Keynote Joe Overturf
2:15-2:30	Break
2:30-3:45	Session B Workshops
3:45-4:00	Break with Snack Provided
4:00-5:15	Session C Workshops
5:30 - 6:30	Bonus Session
	A) Joe Overturf Book Signing
	B) Who Am I Now? See description on page 6
	C) Meet & Greet with State Legislators - Dave Considine (D-Barbours) & Joan Ballweg (R-Markesan)

WEDNESDAY, NOVEMBER 11, 2015 VETERAN'S DAY

7:15-8:15	Registration and Continental Breakfast
8:15-8:30	Opening Remarks
8:30-9:45	Keynote Liz Woolcock
9:45-10:00	Break with snack provided
10:00-10:45	More Keynote with Liz Woolcock
10:45-11:00	Break
11:00-12:15	Session D
12:15-1:00	Lunch
1:00-2:15	Keynote Tamra Oman
2:15-2:30	Closing Remarks, Awards, and Door Prizes - claiming of Silent Auction items

"Was very beneficial from a teacher's perspective. I feel like we have missed the boat on not having someone attend this in the past! I think it is a must for educators to be part of mental health education." - teacher, 2014



Youth Conference Schedule

Youth who have a social, emotional, behavioral, mental health or substance use challenge can attend the conference for \$75 (includes breakfast, snacks and lunch both days). Ages 12-26.

Register at www.ccfconference.org

Attend the keynote speaker presentations and then enjoy workshop sessions with each keynote speaker just for YOU! There will be a designated "Youth Room" where your workshops will be held and where you can hang out.

TUESDAY, NOVEMBER 10, 2015

8:00-9:00	Registration and Continental Breakfast
9:00-9:15	Opening Remarks
9:15-10:30	Keynote Torrie Dunlap
10:30-10:45	Break
10:45-Noon	Torrie Dunlap meets with Youth
Noon-1:00	Lunch
1:00-2:15	Keynote Joe Overturf
2:15-2:30	Break
2:30-3:45	Joe Overturf meets with Youth
3:45-4:00	Break with Snack Provided
4:00-5:15	Help Me to Help You - Teresa Wargo

WEDNESDAY, NOVEMBER 11, 2015 VETERAN'S DAY

7:15-8:15	Continental Breakfast
8:15-8:30	Opening Remarks
8:30-9:45	Keynote Liz Woolcock
9:45-10:00	Break with Snack Provided
10:00-11:00	Tamra Oman meets with Youth
11:00-12:15	Liz Woolcock meets with Youth
12:15-1:00	Lunch
1:00-2:15	Keynote with Tamra Oman
2:15-2:30	Closing Remarks, Awards, and Door Prizes - claiming of Silent Auction Items

Tuesday, November 10th

8:00 am - 9:00 am - Registration and Continental Breakfast

9:00 am - 9:15 am - Opening Remarks

9:15 am - 10:30 am - Keynote by Torrie Dunlap

"The Promise and Possibility of Inclusion"

Too often, children with additional social, emotional and behavioral needs are stigmatized and excluded in our schools and communities. This damages not only the child and family, but also the fabric of the community as a whole. Torrie will talk about how, as advocates and partners, we can help others in our community shift from the problems to the possibilities and adopt an inclusive mindset. She will share examples from the work of Kids Included Together, currently taking place in 220 locations in the United States and 49 locations internationally.

10:30 am - 10:45 am - Break

10:45 am - 12:00 pm - Workshop Session A

1. HELP! I Have an IEP Meeting – Amy Polsin, Vicky Shanley, Teresa Wargo; WFT Parent Peer Specialists
Learn how you can be the co-pilot of your child's IEP team. You may not be an expert in special education, but you are an expert when it comes to your child. Bring your baggage (IEP documents, notes, paperwork) and we will help you sort it out. You will leave feeling empowered to fly through your next IEP meeting.

2. Inclusion! It's Not Just For Kids: How to Include Parents Whose Kids are in Out-of-Home Placement – Toni Chambers, WFT Parent Peer Specialist
It's not uncommon for parents of children with mental health, behavior, social or emotional challenges to feel excluded on any number of levels, especially if their child is in out-of-home placement. Parents, educators, social workers, therapists, come one – come all! Join us for a conversation on this topic, and learn ideas for how to be more inclusive.

3. Assessing Outcomes in Early Intervention Programs for Young Children with Behavior Problems – Dr. Bob Fox, Professor of Psychology Marquette University; Licensed Psychologist & Lauryn Besasie, Doctoral Student
In this session, we will describe the outcome measures and program evaluation design used to assess an in-home, early intervention program for parents of toddlers and preschoolers with behavior problems who live in poverty. The measures were designed to be short, quick to administer, score and interpret; and provide clear outcomes to evaluate a child's progress.

4. Examining Our Journey: Becoming a Trauma-Informed Agency – Waupaca County Dept. of Health and Human Services: Chuck Price, Director; Shannon Kelly, Deputy Director; Kasey Kaepernick, Trauma-Informed Care Coordinator; Lisa Grasshoff, Rehabilitation Manager
The foundation necessary to move an entire human services agency toward using a trauma-informed approach to human services will be outlined. Strategies and lessons learned will be shared to demonstrate the importance of leadership and support from administration to creating a successful culture shift.

5. Parents' Role in Systems Change – Deb Ramacher, Associate Director, Wisconsin Family Ties; Carol Pulkrabek, Supervisor, Eau Claire Department of Human Services; Carolyn Blackdeer, CST Coordinator, Ho Chunk Nation; Dan Naylor, CST Specialist, White Pine Consulting Service
Parents and providers will discuss the meaningful role of parents in effectively changing transitional systems of care using the Coordinated Services Team (CST) process at the state, county, and tribal levels by sharing examples of what works and what doesn't work.

6. Meaningful Use of CANS (Child and Adolescent Needs and Strengths) Trauma Assessments with Youth and Families – Eve Altizer, LCSW, Waukesha County Health and Human Services & Rebecca Hollister, MS
This session will focus on the process, the barriers, and future planning around using the CANS in a meaningful and collaborative way with families, caregivers, youth, and service providers. Reinvigorating our practice, we will discuss using the CANS as a communication tool, partnering with our families and transforming our outcomes.

7. PROPs (Promoting Recovery from Onset of Psychosis) for Recovery During First Episode Psychosis – Renee Sutkay, MS, LPC Clinical Team Leader PROPs & Erica O'Reilly, APNP, PROPs and Outpatient Services
Research is showing the importance of early identification and intervention in young people experiencing psychosis. The impact practitioners can provide when psychotic risk and psychotic symptoms are caught early is astounding, in terms of recovery. First Episode programs continue to be the wave of the future.

8. Food – Small Word, Big Impact – Nicole Adams, WFT Parent Peer Specialist and Wellness Coach
We will dive into the world of picky eaters, grocery store meltdowns, weight gain as a side effect of meds, food in schools, involving children in mealtime, burnt-out parents trying to maintain their nutritional balance, and much more!

YOUTH – Be the Change – Torrie Dunlap

Youth voices are critical to the future of the inclusion movement. You know what it feels like to feel included, and what it feels like to be excluded, marginalized and stigmatized. You can use your voice to help ensure that your schools and communities can become places that are welcoming to everyone.

12:00 pm - 1:00 pm - Lunch

1:00 pm - 2:15 pm - Keynote by Joe Overturf

"Taking the 'Mis' Out of Misunderstood Kids"

Joe Overturf, the author of *Taking the Mis Out of Misunderstood Kids*, takes off the gloves as he sets the record straight concerning so many kids that care providers and public systems fail to understand. Joe will take his audience on his personal and professional journey of self-discovery and advocacy. Joe insists that many public entities have lost their moral compass and are not responsive to the very kids and families that need the most support. Instead of condoning or establishing institutional barriers that hamper hope and success for all kids, Joe dismantles such barriers brick-by-brick. Listen to

Joe's personal and professional beliefs that drive his passion, learn about the institutional barriers that actually hinder the kind of school achievement expected by bureaucrats and politicians, hear about the tried and true remedies that are proven to work for kids that struggle, and witness Overturf's "Student Bill of Rights". In Overturf's eyes, one kid failure is one kid failure too many!

2:15 pm - 2:30 pm - Break

2:30 pm - 3:45 pm - Workshop Session B

- 9. Dillon's World** – Jackie Mayer, WFT Parent Peer Specialist
Dillon's World promotes a community of hope by demonstrating that every person has value and purpose, regardless of abilities. Our hope is that by building a community of friendship, resources and supportive relationships for Dillon, he will have opportunities to learn about our world, to grow in his character and to bring his passion, purpose and value to his community.
- 10. Goldilocks and Inclusion** – Toni Chambers, WFT Parent Peer Specialist; Jennifer Richards, Parent; Samantha Peterson, Teacher at Hudson School District; Michelle Young M.S., L.P.C
Just as Goldilocks experienced "too much" and "too little," our children often find themselves in a similar situation. They want to be included, but the adults around them struggle to figure out how to best meet their needs. In this session, we will tell the story of one such student, and share how we, along with the student, found what was "just right."
- 11. Honest, Open and Proud** – Sue McKenzie, Director, Rogers InHealth & Tyra McFarland
An introduction to Honest, Open and Proud - Wisconsin's new program to support careful decision-making by high school-aged youth about what to say, to whom and when to disclose information about one's mental health challenges. All participants will leave with a free workbook.
- 12. We ALL Belong: Helping Kids with Tourette Syndrome, OCD and ADD Succeed in the Classroom and the Community** – Ellie Jarvie, LCSW, Consumer Engagement Coordinator; Emily Shelby, Youth Ambassador & Bryan Shelby, Parent of a child with TS and WTA Board Member
Youth ambassador, Emily Shelby, will give a sample presentation that she uses to educate peers about Tourette Syndrome (TS) and associated disorders, and to encourage acceptance. Bryan Shelby will discuss his experience as an educator and advocate for those with TS. Ellie Jarvie, LCSW, will discuss current knowledge, common strategies and evidence-based practices.
- 13. Conversations about Interpersonal Safety** – Mark Sweet, PhD, Disability Rights Wisconsin
So much of what we learn about interpersonal safety is learned incidentally. Children with any kind of special education need might not learn as well incidentally. For many children, we support by exerting control through placements, restrictions, and behavioral interventions. During this session we want to consider starting some new conversations and other kinds of engagement that support children in meaningful ways.

- 14. Social Emotional Learning (SEL) Differences** – Jen Townsend, Educational Consultant, Elmbrook School District
Effective social/emotional (SE) skills contribute to quality of life and are critical to being a good student, citizen and worker. During this workshop, participants will learn about SE development, and how to translate knowledge into skills to support students with SEL differences. Additionally, participants will learn about how to support each other in making decisions with the students' best interests in mind.

- 15. Implementing Trauma-Informed Care in a Complex Organization** – John Holzinger, Corrections Unit Supervisor, Department of Corrections – Copper Lake/Lincoln Hills Schools
This workshop is designed to provide a brief overview of the impact of trauma on brain development, the role of trauma-informed care in a correctional setting, the importance of resiliency and hope in the change process. Through our experiences, we hope to share some strategies and resources for implementing trauma informed care within an organization.

- 16. Making a Connection: Understanding and Changing Challenging Behaviors** – Amberly Wilson, BS in Education, UW Infant and Early Childhood Mental Health Certificate Program
What if a child's challenging behaviors were seen as a good thing? As a chance to connect communities, guide and learn? In this session we will work to better understand the reasons behind a child's challenging behavior; to reframe that behavior as a form of communication; and to help caregivers become more mindful and intentional in their guidance of the children in their care.

YOUTH - Taking the "Mis" out of Misunderstood Kids: A Teen Focus Group with Kids About Misunderstood Kids

In this highly interactive workshop session, author *Joe Overturf* will ask participants to share their thoughts about his principles on what kids need in order to be successful. A note-taker will be present at this session as the author strives to validate what works with kids and identify barriers that work against them. Participants will be empowered to speak their minds and share their truths.

3:45 pm - 4:00 pm - Break with Snack Provided

4:00 pm - 5:15 pm - Workshop Session C

- 17. Point/Counter-Point - Taking the 'Mis' Out of Misunderstood Kids** – author and retired educator Joe Overturf & retired educator Dr. Wendy Overturf
This interactive session, led by Dr. Wendy Overturf, will involve an interactive discussion of the material discussed in Joe's keynote presentation, and his book. Participants will have the opportunity to discuss, in greater depth, Joe's thoughts and passions regarding education and the needs of kids and their families.
- 18. Transition: The Importance of Student and Parent Involvement in the IEP for Post-School Success** – Jenny Jacobs, Post School Outcomes Outreach
Research shows that there are 17 Predictors of Post-School Success. Student participation in the IEP process, parental participation and parents having high expectations in their child's transition planning are all factors that can lead to successful outcomes after high school.

19. VA Suicide Prevention Efforts – Operation SAVE – Cindi Groskreutz, VA Suicide Prevention Coordinator

This session will provide information on reducing veteran suicide and offers a network of support, including the Veterans Crisis Line, which provides 24-hour support to veterans or their loved ones, in emotional crisis. Suicide Prevention Coordinators engage veterans and communities about suicide prevention and behavioral health resources. Hear the latest updates on the efforts to prevent veteran suicide.

20. Don't Forget to Include Me: Remembering the Siblings – Chris Bivens, Child Life Specialist

Is there a relationship more ambivalent than that of siblings? Bickering, love and rivalry happen daily. What if you add a special need? Come learn about challenges and opportunities experienced by children who have siblings with special needs, as well as some tips, tools and techniques that can help.

21. The Island of Misfit Toys – Pete Feigal, National Consumer Speaker

National consumer speaker Pete Feigal shares both his insights of adolescent depression from his own personal struggle with mental illness starting at age 13; and the wisdom he's gained from 20 years of speaking to over 20,000 middle and high school kids every year.

22. School and Community (Well) Power: Developing Life-Long Resiliency in Youth through School Programs and Community Partnerships – Heather Mansfield, Academic Dean of Divine Savior Holy Angels High School; Amy Lovell, Executive Director of REDgen; Brooke Talbot, REDgen Schools' Group Coordinator

Leaders of REDgen, a Milwaukee-area community action group working to promote balance and resiliency in youth, and DSHA High School (Milwaukee), are collaborating to develop a new generation of students with a healthy understanding of life success. Through our positive partnership, we support holistic emotional and social health for children.

23. Social Security and SSI: Entitlement, Transition and Work – Connie DaValt, Social Security Administration Area Work Incentive Coordinator, WI PASS Specialist

Recognizing and understanding the difference between SSDI and SSI can be confusing. Learn about the entitlement factors for each program and how/when to file for benefits. Discover what changes take place at age 18 and what SSA is looking for when processing medical reviews and updating childhood status to adult. Become aware of the many work incentives available to those that are able to return to work.

24. Include Me at the Public Policy Table! – Joanne Juhnke, WFT Policy Director & Wisconsin State Legislators Dave Considine (D-Baraboo) & Joan Ballweg (R-Markesan), both members of the Mental Health Reform Committee.

CCF Conference attendees are also community members and constituents, with important ideas to contribute to public policy discussions in Wisconsin. Legislators from the Assembly Committee on Mental Health Reform will share with us how best to make our voices heard and how to be included at the public policy table!

YOUTH – Help Me to Help You – Teresa Wargo, WFT Parent Peer Specialist

As more attention is focused on transition to adulthood for youth with social, emotional and behavioral challenges, it is important to talk about the changing roles of their parents in their lives. Please join us to talk about what you need, and don't need, from your parents as you transition into adulthood. Information from this session will be gathered (confidentially) to help inform discussion at a national level.

Bonus Session – 5:30 p.m.-6:30 p.m.

A) Joe Overturf book signing – take this opportunity to talk with Joe and have him personalize a copy of his book for you.

B) Who Am I Now? – Deb Ramacher, WFT Associate Director

Join other parents to talk about how your role is changing as your child makes his or her way into adulthood. This conversation is happening within family and youth organizations at a national level. Information from this session will be gathered (confidentially) to help contribute to the national discussion.

C) Meet & Greet with State Legislators – Dave Considine (D-Baraboo) & Joan Ballweg (R-Markesan), both members of the Mental Health Reform Committee.

Wednesday, November 11th

7:15 am – 8:15 am – Registration and Continental Breakfast

8:15 am – 8:30 am – Opening Remarks

8:30 am – 9:45 am – Keynote by Liz Woolcock

“How Your School Community Can Lead Its Own Recovery”

Liz will share insights and perspectives about how school communities have led their own journeys of recovery and ventured into mental health promotion, prevention and early intervention. Her on-the-ground experience will inform participants about how they can bring together students, staff, parents and carers to restore wellness to their school communities.

9:45 am – 10:00 am – Break with Snack Provided

10:00 am – 10:45 am – More with Liz Woolcock

Youth – Keepin' it Real! – Tamra Oman

A place where all are welcome. You can take a load off, rest your bones, and lay it all out in the “No Judgment Zone.” Young people are invited to hang out, share their ideas, frustrations, fears, experiences, expectations, hopes and dreams. The weight of the world is not yours or ours to bear alone. **We are in this together!** Let's talk about what's working for you, what isn't, what you'd like to see and what you hope may change. Where do our voices, ideas, hopes, dreams, and realities intersect in our real world? Tamra will guide the discussion around these ideas from a place of **“been there done that”** perspective. She is completely open about her own journey with abuse, addiction, mental health, incarceration, recovery and TRUE FREEDOM. She has found her voice, her purpose, and hope. Her desire is to walk with others while they find theirs.

10:45 am – 11:00 am – Break

“My boss asked if it was relevant and I answered unequivocally ‘yes.’ Very informative and impassioned speakers.” – benefits consultant, 2014

25. Understanding and Treating Childhood Anxiety Disorders – David Jacobi, PhD, Behavior Specialist and Clinical Supervisor

In this workshop we will provide an overview of current DSM 5 childhood anxiety disorders including a review of essential diagnostic criteria and current evidence-based cognitive behavioral treatment interventions. Examples of anxiety disorder-specific family accommodations will be offered and ways to minimize these accommodations will be discussed.

26. Introduction to Neurosequential Model of Therapeutics (NMT) – Adrienne Walschinski, LPC, Clinical Consultant-NMT Specialist Saint A

This workshop will provide an introduction to the core concepts of NMT and offers an overview of the impact of brain development by past and current experiences. A case example will provide attendees an understanding of basic brain development, what influences development and how internal states affect the ability to respond to stressors.

27. Veterans Cultural Training – Mark Flower, Director of Community Programs and Peer Coordinator DryHootch of America

Overview of military culture, its impact on service members and available services for veterans. Presentation will include: dynamics of combat experience versus civilian experience, explanation of issues stemming from transition challenges, mental health issues, AODA and domestic violence. Attendees will learn where to refer veterans who need assistance for services/support offered from the peer perspective.

28. Hearing Voices – Kyira Hauer, Associate Director of NAMI WI & Annette Leach, Community Outreach Intern for NAMI WI

Hearing Voices is an interactive workshop simulating what it is like to hear distressing voices. Developed by Patricia Deegan, PhD, the workshop helps participants gain insight into the challenges of experiencing auditory hallucinations. The workshop includes an introduction to the simulation, listening to distressing voices while completing tasks and debriefing.

29. WI PLAN – Hugh Davis, Executive Director Wisconsin Family Ties

Organizations that work with families (schools, county agencies, nonprofits) are always looking for ways to get families engaged and keep families engaged. Wisconsin Family Ties, after over 25 years of working with hundreds of families, has developed a model that works! Come learn about WI PLAN and how you can use it to get, and keep, families engaged.

30. Hopeline – Emotional Support Text Line – Barb Bigalke, Executive Director, Center for Suicide Prevention and Awareness

Join us to learn about the emotional support text line called Hopeline. Find out about some of the top issues that are being disclosed and how we can address them as a state. Learn about how social media bring about “safety to disclose” and what we can learn from that. Materials on the Hopeline will be provided.

31. Identifying Pediatric Mental Health Community Resources – Naomi Westerman Outreach Specialist Children’s Hospital of Wisconsin, Wisconsin Statewide Medical Home Initiative (WiSMHI), & Molly McGregor CAPSW, Outreach Specialist for WiSMHI

This session will focus on pediatric mental health community resources, crisis and non-crisis. Families and professionals will learn strategies to identify resources to support children’s mental health. A brief introduction to pediatric mental health screening tools and recommendations from the American Academy of Pediatrics (AAP) will be provided.

32. Made By Me! – Matthew Durant, Becky Sohm, Margaret Erdman, Teachers at Fair Park Elementary, West Bend.

Fair Park Elementary in West Bend has cracked the code on a way to teach social, academic, speech and emotional skills; all within the context of one program. “Made By Me” delivers all these skills through cooking. Come and hear about how we developed and delivered this program, and how you can start one too.

YOUTH – meet with Liz Woolcock

This workshop aims to be a practical application of the central themes outlined in the keynote presentation – with a youth focus. It encourages participants to reflect on individual and collective ‘ways of being,’ mental health enablers and disablers and be proactive about promoting student voice and mental health in their school communities.

12:15 pm - 1:00 pm - Lunch

1:00 pm - 2:15 pm - Back by Popular Demand! Keynote by Tamra Oman -

“Say What?”

A presentation of ideas, concerns, challenges, realities, evaluations, and opportunities. “Say What?” is about asking ourselves as individuals, professionals, advocates, parents, and human beings- do we mindfully include ALL people at the table, ESPECIALLY those whose lives we are involved with? Ms. Oman will share her personal and professional experience with the commitment to “INCLUDE ME” in everything “ABOUT ME”! We will explore, together, what is most helpful for ALL involved. Reaching beyond compliance to inclusion and engagement! A win-win for all!!

2:15 pm - 2:30 pm - Closing Remarks, Awards, and Door Prizes - Claiming of Silent Auction Items

“The Children Come First Conference is a safe place to ask questions and share experiences. It is a mixture of presentation and time to interact with fellow participants. The speakers and learning sessions are very interesting and helpful. This is a conference not to miss.” – DPI consultant, 2014

“Wonderful speakers. Loved the perspective of people that have gone through the system.” – nurse, 2014

KEYNOTE SPEAKERS



TORRIE DUNLAP

“The Promise and Possibility of Inclusion”

TUES, NOV 10TH - 9:15-10:30 AM

JOE OVERTURF

“Taking the ‘Mis’ Out of Misunderstood Kids”

TUES, NOV 10TH - 1:00-2:15 PM



LIZ WOOLCOCK

“How Your School Community Can Lead Its Own Recovery”

WED, NOV 11TH - 8:30-9:45 AM



Back By Popular Demand!!

TAMRA OMAN

“Say What?”

WED, NOV 11TH - 1:00-2:15 PM



“She has given us hope that our son will be something great one day. A person can change.” - parent, 2014

**D.C. EVEREST AREA SCHOOL DISTRICT
6300 ALDERSON STREET, WESTON, WI 54476**

POSTING DATE: September 17, 2015

POSITION OPENING: School Nurse Districtwide
204 days per year, 8 hours per day, 1.0 F.T.E.

MAJOR PERFORMANCE RESPONSIBILITIES:

- Oversees all building health assistants districtwide
- Monitors and trains building health assistants.
- Training staff on Emergency Medical Administration
- Communicates on a regular basis with other school nurse on current health issues.
- Communicates with families and health providers regarding student medical concerns and conditions to create and maintain student health plans.
- Oversees and communicates with Marathon County Health regarding Health Screenings
- Communicates with Marathon County Health regarding communicable disease protocols.
- Creates and maintains Districtwide Policies, Procedures and Protocols for health situations and services for our students.
- Communicates with local consulting physicians regarding Policies, Procedures and Protocols.

MINIMUM QUALIFICATIONS:

- Current Wisconsin State Licensure as a Registered Nurse
- Baccalaureate degree from an accredited college or university.

DESIRABLE TRAINING AND EXPERIENCE:

- School Nurse Certification preferred
- Experience in public health nursing, preferably in a school district.
- Wisconsin DPI licensure.

SALARY:

Minimum starting salary \$48,000.00 per year

APPLICATION PROCEDURE:

If you qualify and wish to be considered for this position, apply online at WECAN as soon as possible. Interviews may begin immediately.

The D.C. Everest Area School District requires a pre-employment drug test for all covered positions. Agreement to submit to a pre-employment drug test is a condition of consideration for all covered positions and receipt of satisfactory drug test results is a condition of employment for such positions.

The D.C. Everest Area School District shall not discriminate on the basis of race, religion, creed, political affiliation, physical, mental, emotional, or learning disabilities, handicap, sex, sexual orientation, age, national origin, citizenship, marital or parental status, ancestry, color, arrest or conviction record, or any other reason prohibited by state or federal law.