



Building the Heart of Successful Schools

December 6 & 7, 2018
Pre-Conferences December 5, 2018
Wilderness Resort | Wisconsin Dells, WI

MESSAGE FROM STATE SUPERINTENDENT



Dear Colleague:

I am pleased to invite you to attend this year's Building the Heart of Successful Schools Conference, on December 6-7, 2018, at the Wilderness Resort-Glacier Canyon Conference Center in Wisconsin Dells. As we continue our work towards the goal of all students graduating from high school academically prepared and socially and emotionally competent, I recognize that teachers, pupil service professionals, and principals are expected to not only educate our students, but also to foster the skills and habits that lead to lifelong success. Skills such as critical thinking, effective communication, and collaboration, as well as habits like responsibility, adaptability, and leadership, come from providing school experiences that are rigorous, rich, and well-rounded.

This conference will highlight cutting-edge prevention, health, and wellness strategies in order to create positive school climates that build resilience and support students' behavioral and mental health. Specific emphasis this year will be placed on the Whole School, Whole Community, Whole Child model to ensure all students are **safe, supported, healthy, engaged, and challenged**. In addition, I invite you to consider attending focused pre-conferences on December 5 on Best Practices in Screening for Behavioral and Mental Health, Compassion Resilience Training of Trainers or Implementation of the Whole School, Whole Community, Whole Child Model.

We look forward to your attendance at the 2018 Building the Heart of Successful Schools Conference.

Tony Evers, PhD
State Superintendent

AGENDA AT-A-GLANCE

Pre-Conferences: Wednesday December 5

8:00am - 4:00pm	Advancing Adult Compassion Resilience: Toolkit for Schools
8:30am - 4:00pm	Best Practices in Screening for Behavioral & Mental Health
8:30am - 4:00pm	6th Annual Healthier Schools Workshop: Strategies to Address the Needs of the Whole Child

Day 1: Thursday December 6

7:45am - 8:50am	Registration (continental breakfast buffet)
8:50am - 9:15am	Welcome – Carolyn Stanford Taylor, Assistant State Superintendent
9:15am - 10:30am	Opening Keynote Presentation, Dr. Kenneth Ginsburg - The Seven C's of Resilience: Preparing Children to Thrive Through Good and Challenging Times
10:30am - 10:45am	Transition Time
10:45am - 12:00pm	Sectionals Round I
12:00pm - 1:00pm	Lunch
1:00pm - 2:15pm	Sectionals Round II
2:15pm - 2:30pm	Transition Time (light refreshments)
2:30pm - 3:45pm	Sectionals Round III
3:45pm - 5:30pm	Atrium (Sponsored by Wisconsin Health and Physical Education. (WHPE))

Day 2: Friday December 7

7:30am - 8:30am	Breakfast Buffet
8:30am - 9:45am	Sectionals Round IV
9:45am - 10:00am	Transition Time
10:00am - 11:15am	Closing Keynote Presentation, Jason Kotecki Escape Adulthood
11:15am - 11:30am	Wrap Up, Closing Announcements, and Dismissal

Advancing Adult Compassion Resilience: Toolkit for Schools (School Team Implementation)

Registration: 7:30-8:00

Session: 8:00-3:30 (lunch included)

The Compassion Resilience (CR) Toolkit is a set of resources, with great implementation flexibility, to build awareness of compassion fatigue and strategies to increase compassion resilience in all staff from a system and individual perspective. This pre-conference will prepare you to share the information, activities and resources from the toolkit with staff in your school staff who work with youth and families facing complex challenges. The toolkit invites adults in schools to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience perspectives and skills.

The content of the CR Toolkit has been strongly informed by research and best practices related to resilience, positive psychology, compassion fatigue, organizational psychology, and mindfulness. The CR Toolkit was developed in partnership with the Wisconsin Department of Public Instruction, Rogers InHealth and a collaborative team of educators, community mental health practitioners and parents.

Registration for this pre-conference requires a team of 2-4 adults with at least one administrator and one staff facilitator. A second or third facilitator is welcome to join the team from the school staff or a community partner who will collaborate on toolkit implementation in your school.

Best Practices in Screening for Behavioral and Mental Health

Registration: 8:00 - 8:30

Session: 8:30 - 4:00 (lunch included)

6th Annual Healthier Schools Workshop: Addressing the Needs of the Whole Child

Registration: 8:00 - 8:30

Session: 8:00 - 4:00 (lunch included)

The Seven C's of Resilience: Preparing Children to Thrive Through Good and Challenging Times

This keynote address will discuss the essential forces that build resilience in children and teens. It will present the American Academy of Pediatrics' Seven C's Model of Resilience, drawn largely from The Positive Development Literature, but adapted to address risks. The keynote will also discuss the emerging science of the effects of childhood trauma and discuss the basics of trauma informed practices, focusing on the imperative of giving control back to people from whom it has been taken away. It will also cover how to prepare children and teens to manage life's inevitable stressors in healthy ways.

SPEAKER PROFILE:

Kenneth Ginsburg, M.D., M.S. Ed

Dr. Ginsburg is a pediatrician specializing in Adolescent Medicine at The Children's Hospital of Philadelphia and a Professor of Pediatrics at the University of Pennsylvania School of Medicine.

He also serves Philadelphia's homeless youth as Director of Health Services at Covenant House Pennsylvania.



The theme that ties together his clinical practice, teaching, research and advocacy efforts is that of building on the strength of teenagers by fostering their internal resilience. He works to translate the best of what is known from research and practice into practical approaches parents, professionals and communities can use to build resilience. He is currently The Associate Medical Editor of The American Academy of Pediatrics' Parenting Web Page HealthyChildren.org, a trusted web source for parents seeking guidance on effective parenting and healthy child and adolescent development. To advocate for parents' critical role in raising resilient children and teens, he has appeared on CNN, NPR, The Today Show, Good Morning America, The CBS morning show, FOX and Friends and ABC, NBC, and CBS Nightly News programs.

The Architecture Game: The Effect of Trauma on the Developing Brain

Maryann Bonneville, Amanda Lundquist
Superior Middle School

TENET: HEALTH

AGE: ELEMENTARY (PREK-5), MIDDLE (6-8), HIGH SCHOOL (9-12)

ROOM: GLACIER AB

Early experiences affect the development of brain architecture, which provides the foundation for all future learning, behavior, and health. Just as a weak foundation compromises the quality and strength of a house, adverse experiences early in life can impair brain architecture, with negative effects lasting into adulthood. Participants will engage in a simulation of a child's developing brain through an interactive game and discuss the implications of toxic stress on the developing brain. We will discuss how this research can be used in schools and larger community in order to become more trauma informed. Participants will gain an understanding of Adverse Childhood Experiences and their impact on the developing brain. Participants will also walk away with ideas on how to use this important research to engage school staff, students, parents, and community members to become more trauma informed.

Introduction to Understanding Restorative Practices

Kaity Liddicoat, Washington Middle School, Green Bay
Heather Strayer, East High School, Green Bay

TENET: SAFETY

AGE: ELEMENTARY (PREK-5), MIDDLE (6-8), HIGH SCHOOL (9-12)

ROOM: TUNDRA AC

Restorative Practices is a framework for building community and repairing harm when it occurs. Through collaborative discussions and small group activities, you will learn the context and purpose of this framework, as well as how to self-reflect on your current practice with students and families. The fundamental hypothesis for Restorative Practices, Social Discipline Window, and Continuum of Restorative Practices will be presented. Discussion will also focus on how to become more restorative in your work with students and families and how to advocate for implementation of Restorative Practices school-wide. Participants will explore the context, purpose, and framework of restorative practices; and the continuum of restorative practices, and engage in collaborative discussion on designing a plan of implementation of restorative practices in a school.

Using Brainspotting in Schools: An Innovative Focused-Mindfulness Approach to Student Self-Regulation

Sharon Hansen, Berlin Area School District

Cherie Lindberg, Get Connected Counseling Center, Appleton

TENET: ENGAGEMENT

AGE: ELEMENTARY (PREK-5), MIDDLE (6-8), HIGH (9-12)

ROOM: WILDERNESS 1

Unresolved trauma can result in ongoing maladaptive responses to perceived threat, such as dysregulated emotional states, learning problems, and establishing/maintaining healthy relationships. This presentation will draw upon the expertise of providers in creating the foundation for healing trauma. These presenters will provide information relevant to all those who will be working with individuals who may have experienced trauma. Brainspotting is an innovative modality that fits easily into the school setting to help students become more self-aware and self-regulated. Participants will: gain a deeper understanding of the neurobiology associated with regulated vs. dysregulated states; understand and identify the language of trauma via the nervous system; observe ways in which Brainspotting is used to teach students how to self-regulate; and identify the three Legs of Brainspotting.

Franklin 20: A Universal Approach to SEL

Sarah Nilles, Franklin Elementary, Wausau School District

Chris Krzanowski

TENET: SUPPORT

AGE: ELEMENTARY (PREK-5)

ROOM: TUNDRA D-F

Want to know how to incorporate social-emotional learning at a universal level? Franklin Elementary has restructured the start to their school day and is aiding in the development of well-rounded individuals by increasing a sense of community, establishing a climate of trust and giving all learners a respected voice. This is accomplished during a designated 20-minute block each morning, when learners and staff gather together to engage in guided discussions about what is the right thing to do.

Participants will: understand the benefits of providing a universal curriculum using common language; learn how to find time in the day to incorporate social emotional learning; gain an understanding and experience of how a Franklin 20 session runs.

Self-Care For Those Who Care For Others (Repeated at 1-2:15)

Dr. Kenneth Ginsburg, Fostering Resilience

TENET: POSITIVE CHANGE

ROOM: WILDERNESS 2/5

Caring professionals can only care for others if they look out for their own well-being with the same commitment they have to care for others. Professional success is about serving others over a lifetime of practice. We can only achieve that success if we put into place strategies to prevent our own burnout. Participants will: understand the critical importance of well-boundaried connection to trauma-informed care; consider factors that lead to burnout and strategies to promote professional longevity; and reflect on the immeasurable importance of self-care as a strategy to care for others.

Collaborative and Proactive Solutions (CPS) Model in Real School Life

Rachel Pufall and Ivy Meierotto, Washburn School District
Bobbie Johnson, Valley View Elementary, School District of
Menomonee Falls

TENET: SUSTAINABILITY

AGE: ELEMENTARY (PREK-5), MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 4

Think back to the Building the Heart of Successful Schools conference last year. Remember that spark you felt after listening to Ross Greene talk about the CPS model? Attend this sectional and collaborate with schools around the state on how to begin or continue to put the CPS model to work in your school. Leave with steps to take on Monday. Participants will: demonstrate an understanding of the CPS model; identify how the CPS model is used in various school districts around Wisconsin; determine how they can use the CPS model in their school district; and create an action plan for implementation.

Practical Life Skills in the Classroom and Beyond

Lori Reichel and Sarah Pember, University of Wisconsin-LaCrosse

TENET: HEALTH

AGE: ELEMENTARY (PREK-5), MIDDLE SCHOOL (6-8),
HIGH SCHOOL (9-12)

ROOM: GLACIER AB

This session will include updates on applying life skills to promote student success and resilience. This includes current trends in the “growth mindset,” mindfulness practices, and effective use of feedback. All discussed skills and techniques support the WSCC Model, specifically in the areas of social and emotional climate, health and physical education, and the Whole Child tenets of promoting healthy, safe, and challenged children and youth. Participants will: dissect aspects of the growth mindset and the development of resiliency; Explore the practicality of mindfulness in the K-12 setting and its impact; compare praising effort versus “process praise” and the potential effects on student success.

Promoting a Positive School Climate

Sarah Flier, Willow River Elementary, Hudson

Chris Strop, North Hudson Elementary, Hudson

TENET: SAFETY

AGE: ELEMENTARY (PREK-5)

ROOM: TUNDRA A-C

We all know that students who feel safe and connected in school do better academically and behaviorally. In this session, school counselors from the Hudson school district will share curriculum and strategies they use to help promote a positive school climate. These are ideas our elementary schools have adopted in the last several years that include: programming to prevent bullying within a PBIS system, building a community of UPStanders, and curriculum to address the often misunderstood definition of bullying. Participants will learn different strategies to address disrespectful and bullying behaviors that include classroom lessons and school-wide initiatives. These are simple and inexpensive tools that participants will be able to use within their current curriculum and programming right away.

Emotional and Physical Regulation at Tier 2/3

Sara Daniel, SaintA, Milwaukee

TENET: ENGAGEMENT

AGE: ELEMENTARY (PREK-5), MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 1

This session will support the understanding of physical and emotional regulation for students who have needs that are not met at the universal level. A deeper understanding of the stress response and both the hyper-arousal and dissociative state will be explored. Strategies and tools will be shared to determine sensory and regulatory preferences and triggers for students and to help support staff to meet student needs. Participants will: explore the hierarchy of needs for student learning; understand sensory seeking and avoiding behaviors, as well as strategies to support students; identify patterns of stress response and dysregulation and determine additional Tier two and three supports for students; and explore tools for collaboration with students and parents and other caregivers to increase regulation.

High School Implementation of Social-Emotional Learning

Beth Herman, Teri LeSage, Department of Public Instruction

TENET: POSITIVE CHALLENGE

AGE: HIGH SCHOOL (9-12)

ROOM: TUNDRA D-F

There is overwhelming evidence that social and emotional learning (SEL) is essential to academic success and safe and healthy relationships. Implementation of social and emotional learning at high schools, despite the evidence, is challenging. In this session, participants will explore models of implementation that are developmentally appropriate and are not just “another program.” High school staff will share how they approach this work, as well as how they address staff buy-in and integration with existing initiatives. Participants will: explore various implementation models for high school SEL; acquire tools for improving staff buy-in of schoolwide SEL efforts; learn how SEL connects to existing initiatives such as Academic and Career Plans; hear from high school staff about what is working in their school.

Self Care for Those Who Care for Others (Repeat)

Dr. Kenneth Ginsburg, Fostering Resilience Staff Wellness

TENET: POSITIVE CHALLENGE

ROOM: 2/5

Caring professionals can only care for others if they look out for their own well-being with the same commitment they have to care for others. Professional success is about serving others over a lifetime of practice. We can only achieve that success if we put into place strategies to prevent our own burnout.

Participants will: understand the critical importance of well-boundaried connection to trauma-informed care; consider factors that lead to burnout and strategies to promote professional longevity; and reflect on the immeasurable importance of self-care as a strategy to care for others.

Omro's Journey to Mindfulness

Tracey Miller, Erin Calvin, School District of Omro

TENET: SUSTAINABILITY

AGE: ELEMENTARY (PREK-5), MIDDLE SCHOOL (6-8),

HIGH SCHOOL (9-12)

ROOM: WILDERNESS 4

Presenters will share how a small district with a big heart for kids is using a growth mindset. Come see how Omro is supporting the whole child and breaking down barriers to learning through staff collaboration and integration of mindful practices. In this interactive sectional, participants will explore ways to develop a growth mindset; attendees will leave with resources to use in their classrooms, schools, and/or districts. Some topics include: countering Adverse Childhood Experiences, implementing mindful practices, and connecting students and staff to one another and the community. The end of this session will allow time for discussion. Participants will: explore in mindful activities; gain resources for developing and using a growth mindset; connect with one another in order to share and discuss ways to develop and use a growth mindset.

Sex, Suicide, and School Safety: Using the YRBS Data to Inform Your School, County, and the State

Kate McCoy, Department of Public Instruction

TENET: HEALTH

AGE: MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: GLACIER AB

Mental health, trauma, AODA, school safety, sexual behavior--the Youth Risk Behavior Survey covers these topics and more! Learn the fascinating findings from the 2017 YRBS. Get an inside look at some of the 2019 improvements that will make it easier for schools to collect their local statistics. And learn how county health departments and local health coalitions can be powerful allies in helping schools collect and use this information. Participants will: explore key trends in youth risk behaviors and protective factors; understand how to collect local data; experience how local YRBS data can become a powerful resource for your community.

Beyond Active Shooter: The Importance of Comprehensive School Safety Planning

Josh Ernst, Clear Lake School District

Cale Bushman, Wausau West High School

TENET: SAFETY

AGE: ELEMENTARY (PREK-5), MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: TUNDRA A-C

In this session, participants will explore the development and implementation of comprehensive emergency procedures. Presenters will share both the small school and large school perspective when developing emergency procedures for your school district. They will also discuss the different resources used to develop the procedures and the stakeholders involved in the process.

Building Connections with Alienated and Hurting Students

Pamela Black, Trauma Sensitive Education, LLC

TENET: SUPPORT

AGE: ELEMENTARY (PREK-5), MIDDLE (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 1

In this session we will address the barriers to building strong, supportive relationships with alienated and hurting students, and why it is vital that we as educators continue to reach out to them. The process for connecting along with several key strategies will be addressed, as will why educators step back from this work and how to overcome those barriers. Examples of successful connection will be shared. Participants will: identify the reasons why it is so difficult for some students to respond to educational staff's efforts to connect and develop supportive relationships; discuss strategies and steps essential to building connections with students significantly impacted by trauma; and identify and describe the characteristics and supports that school staff need to connect with hurting and dysregulated students.

Social Emotional Coaching at Elementary Universal Level

Stacey Knight, Wilson Elementary, Mequon-Thiensville School District

TENET: SUPPORT

AGE: ELEMENTARY (PREK-5)

ROOM: TUNDRA D-F

This session on SEL at elementary school, universal level, provides different options/venues/methods for which information, resources, modified portions of curriculum can be shared with classroom teachers/staff to build their capacity to engage in the SEL alongside the academic experience. It focuses on autonomy and alignment with ICS and CASEL model, programs and curriculum being utilized, method of delivery, and data collection. Participants will: explore tools to engage with teachers around ownership and engagement in student social/emotional support; engage in strategies and timelines to leverage social emotional learning with decision makers at the district level, including how to connect to existing initiatives; learn about social emotional strategies and tools to use at the universal instruction level; and walk away with steps to implement coaching structures for social emotional supports, specifically at the universal level.

Bringing the Fun Back into the Classroom

Pam Gresser, Odyssey Elementary School

TENET: POSITIVE CHALLENGE

AGE: ELEMENTARY (PREK-5)

ROOM: WILDERNESS 2

For students to have their social and emotional needs met at school, educators must create the necessary atmosphere such as morning meetings, team-building activities and ways to have FUN with kids. Hear also how an on-site therapy dog helps support students. Participants will: determine how to promote a climate of trust that motivates all children to reach their full potential while creating a strong sense of community which supports their social and emotional health; reflect on how purposefully structuring a class to include a span of ages and diversity is embraced and leads to students naturally becoming more accepting of one another's differences and the classroom transforms into a family of learners; and listen to the success story of the on-site therapy dog and see if this may work for your school.

A Small School's Journey in Supporting the Mental Health Needs of All Students

Cari Gulden, Sara Tatro, Edgar School District

TENET: SUSTAINABILITY

AGE: ELEMENTARY (PREK-5), MIDDLE (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 4

Mental health and well-being are precursors to meaningful learning, making it critical for schools to develop services that are accessible to students while removing stigma from help seeking behaviors. Learn how the Edgar school district implemented a K-12 school-based mental health program in 2015 in partnership with Peaceful Solutions Counseling. This sectional will provide information and resources on how to develop a comprehensive school based program that aligns to the tiers of the Response to Intervention (RtI) pyramid and the Wisconsin School Health Framework. Participants will: define mental health and learn how one school district developed, planned, and implemented a support system for all students; identify the support systems that are needed to develop goals within a school improvement plan to address mental health concerns; understand the benefits of a collaborative partnership with community counseling agencies in providing counseling on-site; discover and compare ideas to promote increased access to mental health services for students; and engage in conversations about innovative programming to support student mental health.

Wake Up Call: Stairway to Heroin Educational Series

**Ashleigh Nowakowski and Sandi Lybert, Your Choice to Live, Heartland
Scott Bakkum, Oconomowoc High School**

TENET: HEALTH

AGE: ELEMENTARY (PREK-5), MIDDLE (6-8), HIGH SCHOOL (9-12)

ROOM: GLACIER AB

Wake-Up Call is a life-size exhibit of a teen's bedroom with more than 20 "red flags" that can signal drug or alcohol use. It identifies spots where teens may hide drugs, household items that can be used as drug paraphernalia and ways teens try to cover up use. The goal of this presentation is to educate parents and other adults who are influential in the lives of youth so they know what seemingly innocent items can actually be an indication of substance abuse. Participants will: recognize the signs of drug use; explore how drug use can lead to high-risk behavior and/or addiction; identify resources to take the next step in helping their students/patients/clients receive the necessary help and apply the information learned to their field of work.

Addressing Bullying in School Communities

**John Bowser, Department of Public Instruction
Beth Herman, Department of Public Instruction**

TENET: SAFETY

AGE: (PREK-5), MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: TUNDRA A-C

According to the 2017 YRBS, 24% of HS students experienced in-person bullying and 19% experienced online bullying in the past 12 months. This session will explore the use of a school-wide bullying prevention program needs assessment, and resulting strategies implemented, during a three-year project funded by the National Institute of Justice (NIJ). In addition, this sessions will provide an overview of how DPI supports families and districts across Wisconsin when bullying occurs. Participants will: explore successes from districts participating in the NIJ grant; Explore frequently asked questions received about bullying from parents and school staff; understand results of the NIJ project with regards to changes in bullying as reported by schools and students; and understand the bullying state statute, local control and the guidance DPI gives to parents.

Helping Students Shine: How to Create Successful Peer Leadership Groups

Lisa Schaefer, Shine with Schaefer, Kieler

TENET: ENGAGEMENT

AGE: MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 1

Peer leadership training is about engaging and empowering participants to find, seek, and develop solutions to problems that they see in and among their social groups, including issues that they individually experience. Learn about successful and sustainable programs, receive sample timelines/paperwork for starting programs, as well as participate in activities used during leadership training sessions. Participants will: identify the necessary components needed to create and sustain effective student led leadership programs; explore effective programs in Southwest Wisconsin and the training given to students; gather resources to create program (sample paperwork, processes, curriculum); and participate in activities used during student leadership training.

How the Nurtured Heart Approach is Culturally Responsive and Trauma Sensitive

Ruth Greiver, Netherwood Knoll Elementary School, Oregon School District

TENET: SUPPORT

AGE: ELEMENTARY (PREK-5) MIDDLE (6-8), HIGH SCHOOL (9-12)

ROOM: TUNDRA D-F

This sectional is designed to give an overview of the three stands of the Nurtured Heart Approach, which has tremendous impact on building inner strength and self-esteem in all children, especially in children and students who display intense behaviors. Using this approach, children learn to self-regulate and identify their emotions with success. This sectional will also make direct connections to trauma sensitive and culturally responsive practices. Participants will learn techniques that can be used with students at all grade levels. Participants will: identify the basic principles of the Nurtured Heart Approach; explore how the basic principles of the Nurtured Heart Approach align with both Trauma Sensitive and Culturally Responsive techniques and philosophies; discuss application of Nurtured Heart techniques in their schools and classrooms.

Out with the Old, In with the JUUL

Luke Witkowski, Department of Health Services
Nina Gregerson, Public Health Madison & Dane County
Renee Wadzinski, FACT/American Lung Association

TENET: POSITIVE CHALLENGE

AGE: MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 2

This breakout will familiarize participants with JUUL, a relatively new, discreet, and best-selling e-cigarette brand that is very popular among youth. Advocacy experts will describe JUUL and discuss concerns, emerging e-cigarette use data, ease of use without detection, potential health risks, and school policy gaps and opportunities. Presenters will also address the company's recent outreach to schools, public health officials, and advocates in Wisconsin and other states. Participants will: explore what JUUL e-cigarettes are and reasons they appeal to youth; discuss what school districts across the state are doing to combat JUUL use in schools; discover youth engagement strategies to counter e-cigarette use; and identify resources to strengthen tobacco-free school policy to include e-cigarette use in your district.

Shining a Light on Social Emotional Learning in Racine Unified School District

Jackie Hartley, Professional Services Group, Racine
Andrea Rittgers, Racine Unified School District

TENET: SUSTAINABILITY

AGE: MIDDLE SCHOOL (6-8), HIGH SCHOOL (9-12)

ROOM: WILDERNESS 4

This presentation will include a description of how the Racine Unified School District (RUSD) is using a collaborative approach to collect student data on social emotional learning (SEL) and translate that to action by transforming school environments to be more supportive of the whole child. Specifically, the session will provide an overview of the instrument RUSD has chosen to measure student SEL, the school-community partnerships that promote SEL in RUSD, and an in-depth example of how one elementary school is using data to incorporate SEL into their practices at the individual, classroom, and school levels. Participants will: identify ways to collect/use data to inform SEL practices at multiple levels of the social ecological model; demonstrate how to use SEL data to make improvements in an elementary school.

Balancing Act: Overcoming Adultitis Amidst the Stress of Everyday

You were not designed to live a life that leaves you stressed out, worn down, and constantly running on empty. But in the crazy, fast-paced, technology-driven, always “on” world in which we live, there is more change, more choice, and more demands than ever before, pulling you in a million different directions. Maintaining a mindful and meaningful level of life balance is HUGE. And messing it up can wreak havoc with your career, your health, and your relationships. In this session, Jason will share insights that get to the heart of the problem and simple ideas for designing a balanced life that is less stressful and more fun.

SPEAKER PROFILE:

Jason Kotecki

Jason Kotecki is a professional reminder-er and permission granter who moonlights as an artist, author and professional speaker. Jason and his wife Kim have made it their mission in life to help people and organizations break free from Adultitis to build better lives, businesses, and teams.

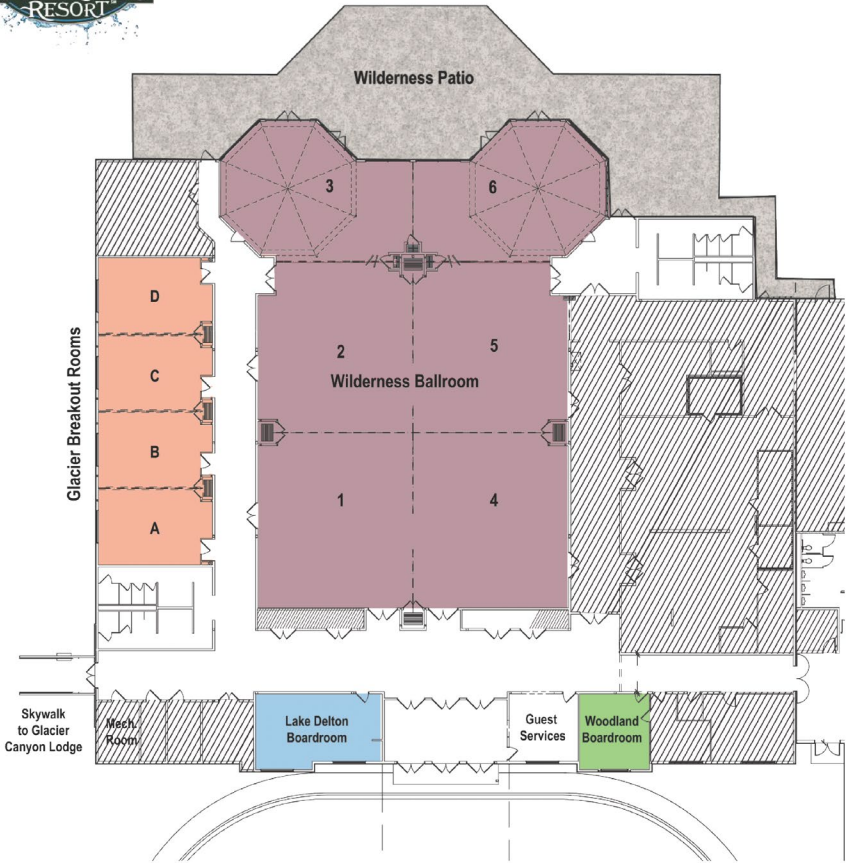


Jason's colorful art has been collected and licensed all over the world, and his insights have been featured in publications like Inc. and Woman's Day. He is the author of six books, including Penguins Can't Fly + 39 Other Rules That Don't Exist, which has been translated into languages he can't even read.

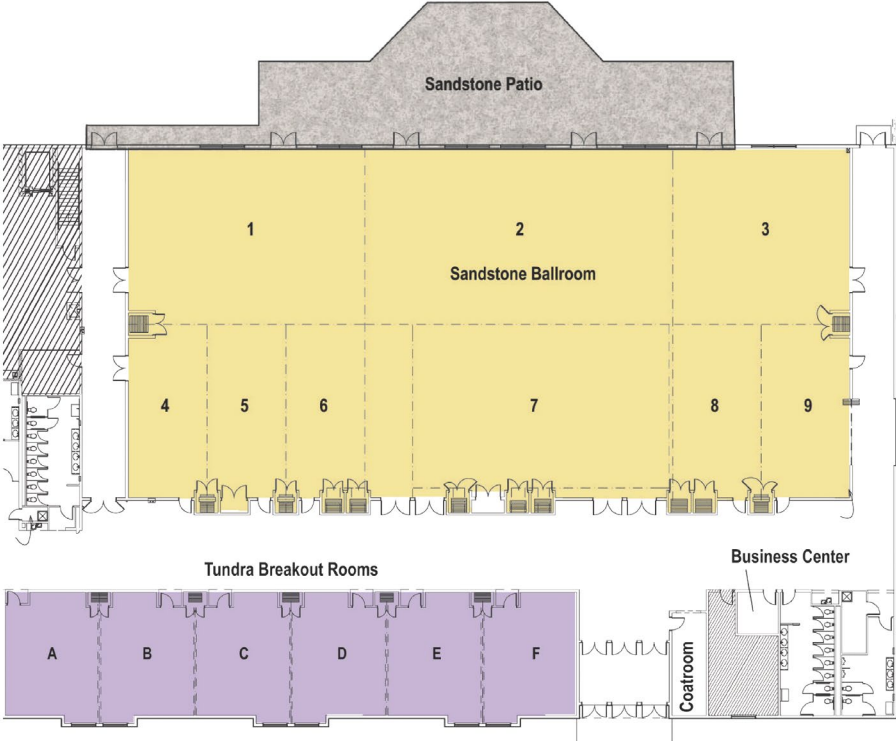
As a speaker, Jason works with organizations to beat burnout and become more innovative by breaking rules that don't exist. He is recognized by the National Speakers Association as a Certified Speaking Professional® (CSP). Only the top 10% of speakers in the world have this designation, which is the profession's highest earned international measure of platform competence. CSPs are held to the highest ethical standards, and bring a proven track record of expertise and excellence.

An avid eater of sugar-laden cereal, Jason enjoys Star Wars, soft t-shirts, and brand new tubes of paint. He and Kim homeschool their three weird kids and live in Madison, Wisconsin, where they eat way too many cheese curds.

HOTEL MAP



HOTEL MAP



ADDITIONAL INFORMATION

Continuing Education

This program has been approved for 8 continuing education hours by the National Association of Social Workers, Wisconsin Chapter.

Student Services Prevention and Wellness Team

Becky Novotny Collins, Director

Brenda Jennings, Assistant Director

Elizabeth Cook

Brian Dean

Gregg Curtis

Beth Herman

Molly Herrmann

Emily Holder

Julie Incitti

Sally Jones

Teri LeSage

Elizabeth Pease

Monica Wrightman

Wisconsin Safe and Healthy Schools Center

Tracy Herlitzke, Center Director - CESA 4

Chris Kleiman, CESA 7

Jackie Schoening, CESA 6

Lynn Verage, CESA 9

Carol Zabel, CESA 10

Co-Sponsors





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