

2019



Building the Heart of Successful Schools

December 5 & 6, 2019
Pre-Conferences December 4, 2019

Wilderness Resort | Wisconsin Dells, WI

MESSAGE FROM STATE SUPERINTENDENT



Dear Colleague:

Welcome to this year's Building the Heart of Successful Schools Conference!

The Student Services/Prevention and Wellness (SSPW) team, in collaboration with the Wisconsin Safe and Healthy Schools (WISH) Center, want to ensure that students have the programs, instruction, and tools they need to graduate from high school academically prepared and socially and emotionally competent. A learning-centered environment is one that recognizes the impact of mental health needs and provides the supports necessary to allow learners to focus on learning.

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. Continued emphasis will be placed on the Whole School, Whole Community, Whole Child model to ensure all students are safe, supported, healthy, engaged, and challenged.

Thank you for choosing to spend your time with us.

Carolyn Stanford Taylor
State Superintendent

Pre-Conferences: Wednesday, December 4

8:00am - 3:30pm	Moving Forward with Social Emotional Learning–Day 2
8:00am - 3:30pm	Effectively Responding to Self-Injury in Schools
8:00am - 3:30pm	Restorative Practices–Using Circles Effectively
8:00am - 3:30pm	Teen Sexting Intervention Program: Train the Trainers

Day 1: Thursday, December 5

7: 45am - 9:00am	Registration (breakfast buffet)
9:00am - 9:15am	Welcome
9:15am - 10:30am	<i>Opening Keynote Presentation – Jim Sporleder, Catching Kids Before They Fall</i>
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
4:00pm - 5:30pm	Conference Social and Wisconsin School Health/WSCC Award Ceremony

Day 2: Friday, December 6

7:30am - 8:30am	Breakfast Buffet
8:30am - 9:45am	Sectionals Round IV
9:45am - 10:00am	Transition Time
10:00am - 11:15am	<i>Closing Keynote Presentation, Karen George, Now Let's Get Back Out There!</i>
11:15am - 11:30am	Wrap Up, Closing Announcements, and Dismissal

Moving Forward with Social Emotional Learning (SEL)–Day 2

**Beth Herman, School Mental Health Training Consultant,
Wisconsin Department of Public Instruction**

**Gregg Curtis, School Counseling Consultant, Wisconsin Department of
Public Instruction**

ROOM: SANDSTONE 7

AGENDA:

8:00 - 8:30 Registration

8:30 - 11:45 Session: Day 1 recap and reflection, Strengthening Adult SEL

11:45 - 12:30 Lunch

12:30 - 3:30 Session: Promoting SEL with Students; Team planning time

Schools have been implementing SEL by focusing on building awareness, commitment and creating a plan. Many teams are now ready for the next steps, including, cultivating adult SEL, promoting SEL for students and using data for continuous quality improvement. In this session, participants will:

- Identify how to strengthen the social and emotional skills of staff
- Plan how to build their staff expertise to support SEL efforts in the school
- Learn how to build student acquisition of skills
- Learn how to support student application of skills
- Develop a plan to collect data for continuous quality improvement of SEL efforts using a Plan Do Study Act (PDSA) process

Please note: This session has pre-requisite requirements. Your school has:

- *Completed a Day 1 training with a team;*
- *Completed SEL assessment rubric;*
- *A team dedicated to coordinating SEL efforts; and*
- *A team of three or more who will attend.*

Effectively Responding to Self-Injury in Schools

**Jennifer Muehlenkamp, PhD, Professor of Psychology,
University of Wisconsin-Eau Claire**

ROOM: SANDSTONE 2

AGENDA

- 8:00 - 8:30 Registration
- 8:30 - 11:45 Session: Foundations of NSSI; Best Practice Assessment Guidelines (SOARS model); NSSI & Suicide
- 11:45 - 12:30 Lunch
- 12:30 - 3:30 Session: Framework for Monitoring Suicide Risk; Practical Interventions to Reduce NSSI; School Policy Guidelines for NSSI Behavior; Q&A

Learn the essential, evidence-based knowledge and skills needed to help support youth in your schools who engage in non-suicidal self-injury (NSSI). Based upon current best practice, this workshop will use a combination of lecture, small group discussion, and role plays to provide participants with foundational skills for assessing and intervening with youth who self-injure. After ensuring all have a basic understanding of current knowledge about NSSI in youth, the workshop will teach an evidence-based assessment model, review a NSSI and suicide risk conceptualization framework, provide practical intervention strategies, and briefly present guidelines for school policy related to self-injury. Participant active engagement and questions are expected and encouraged.

Restorative Practices- Using Circles Effectively
(Offered by the Wisconsin School Social Workers Association WSSWA)

Christine Kleiman, Regional Coordinator for Wisconsin Safe and Healthy Schools Center

ROOM: SANDSTONE 3

AGENDA:

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|---------------|---|
| 8:00 - 8:30 | Registration |
| 8:30 - 11:45 | Session: Welcome, purpose of the circle process, preparing for and facilitating restorative circles |
| 11:45 - 12:30 | Lunch |
| 12:30 - 4:30 | Session: Rituals, situations, teachers' circles, problem solving, closing |

Circles are an essential process for building social capital, resolving social problems and responding when harm occurs. Circles create a positive learning environment. You will learn by participating in circles with other attendees, taking turns to learn how to facilitate. By the end of the day, you will be prepared to return to your setting and run your first circle!

Participants will:

- Understand the purpose of the circle process and how circles can be used in your setting
- Learn the necessary skills to prepare and facilitate restorative circles

Teen Sexting Intervention Program: Train the Trainers

Bryan Wright, Founder/Owner, Dynamic Family Solutions

ROOM: TUNDRA EF

AGENDA:

- 8:00 - 8:30 Registration
- 8:30 - 11:45 Session: Part One
- 11:45 - 12:30 Lunch
- 12:30 - 3:30 Session: Part Two

This sexting curriculum has been used as a diversion program in Winnebago and Outagamie Counties, to divert youth offenders from having a criminal record. As a prevention program in schools, the curriculum offers the opportunity for preventative lessons being taught to all youth so they better understand what is at stake if they sext. The curriculum helps students recognize negative influences that social media has on youth and acknowledge healthier ways to communicate and set boundaries.

Participants will:

- Better understand the process of implementing the program within their county, community, agency or place of education.
- Understand the structure and layout of the five-week lessons.
- Learn the core concepts of each week and how they all play into one another.
- Practice the activities together and work through exercises as a team.
- Review the Pre and Post evaluations, forms and tests.

Catching Kids Before They Fall

Jim Sporleder

Come explore why a trauma responsive approach is best practice for all students. Join Jim to consider the impact of Adverse Childhood Experiences (ACES) and toxic stress on adolescent student learning and behavior. This keynote will explore how to implement a trauma-responsive school culture and includes current research that defines the difference between “doing trauma informed practices,” versus “embracing trauma-responsive practices as who we are as a person, as a school and how we interact with those we come into contact.” This approach will lead to the significant changes we want for every student: improved behavior, improved attendance, higher academic achievement and higher graduation rates. Participants will learn key elements of trauma-responsive secondary and alternative school programs and environments and discover what it means and what it takes to be a “Trauma-Informed School”.

KEYNOTE SPEAKER PROFILE:

Jim Sporleder

Jim Sporleder retired in 2014 as Principal of Lincoln High School in Walla Walla, WA. Under Jim’s leadership and collaborating with community partners, Lincoln High School became a “Trauma Informed” school, gaining national attention due to a dramatic drop in out of school suspensions, increased graduation rates, and the number of students going on to post-secondary education.

These dramatic changes at Lincoln caught the attention of Jamie Redford, who spent a year filming the documentary, *Paper Tigers*, which tells the Lincoln story. The documentary was released at the May 2015 Seattle International Film Festival and received positive reviews.

Jim is currently working as a trauma-informed coach/consultant as well as a trainer with the Children’s Resilience Initiative, based in Walla Walla.



The Show Must Go On

Mandy Froehlich, Consulting

TENET: HEALTH

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

ROOM: WILDERNESS 1

The focus in education has zeroed in on student mental health issues and what mindfulness can do in the classroom, but the topic of teacher mental health still remains taboo. This session discusses the importance of doing body scans and watching for mental health issues, using mindfulness, but knowing when mindfulness isn't enough, and other factors in the classroom that can affect mental health like burnout and secondary traumatic stress. Finally, how we can destigmatize mental health issues and create a culture of understanding. Participants will be able to define teacher disengagement, recognize five causes of teacher disengagement, list personal, professional, and district supports that could be put in place for support, and recognize the need to destigmatize mental health issues in education.

We Have Heart: Every Student, Every Day, How to Build a Positive School Culture

Katie Jeseritz, Michelle Powell, and Jocelyn Buxton, La Crosse School District, Spence Elementary

TENET: SAFETY

AGE: ELEMENTARY (PREK-5)

ROOM: WILDERNESS 4

At Spence Elementary, 100% of surveyed staff feel that their school reflects a true sense of community. When staff are collectively committed to the best interest of every child, every day, students and adults learn and grow, socially, emotionally, and academically. Spence staff has infused social emotional learning strategies into the very fabric of their school culture. At Spence we have found that it's not about our separate initiatives, but how we have woven them together that has created the heart of our school. Participants will walk away with multiple tips and strategies for building their school culture, with a focus on building relationships, social and emotional learning, and empowering staff.

American Indian Studies in Wisconsin

David O'Connor, Wisconsin Department of Public Instruction

TENET: ENGAGEMENT

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

ROOM: TUNDRA ABC

The presentation is designed to provide participants with the knowledge and information they need to integrate the requirements of American Indian Studies into lesson plans, material selections, pedagogical practices, and district curriculum. Information about the Wisconsin American Indian nations' histories, treaty rights, sovereignty, and cultures will be presented in the presentation. Participants will explore and identify ways to deepen understanding of American Indian Studies of Wisconsin (or Wisconsin Act 31) content through texts and digital resources, learn about ideas for implementing American Indian Studies content into practice, while identifying and exploring selected resources and materials to integrate into lesson plans or curriculum.

Up to Me: A Decision-Making Framework for Making Choices About Sharing Our Challenges and Resilience

Sarah Reed, Rogers Behavioral Health

TENET: SUPPORT

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

ROOM: TUNDRA DEF

In this presentation, the audience will be introduced to the Up to Me decision-making framework. Up to Me seeks to replace the self-stigma that some living with mental health challenges (and their families) experience with beliefs of empowerment and hope. It does so by helping people: consider the tone of their internal narrative, explore the costs and benefits of disclosing their personal narrative, learn strategies for disclosing relatively safely, and craft a message that best represents personal goals. Participants will learn how you can support students who come to them about their mental health challenges, practice using a decision-making model for mental health disclosure among youth, and learn about the impact stigma has on youth mental health.

The Five Critical Steps to Becoming a Trauma Responsive School

Jim Sporleder, Trauma Informed Consulting

TENET: POSITIVE CHALLENGE

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

ROOM: WILDERNESS 2/5

This session will teach the participants the “how to” of becoming a Trauma Responsive School. Participants will learn the basic concepts to implementing a trauma-responsive school culture, that will provide the significant changes we want for every student... improved behavior, improved attendance, and higher academic achievement. Participants will walk away from this session with the knowledge necessary to immediately become trauma responsive, and to begin experiencing the significant outcomes that naturally come with this new mindset.

Mental Health Records and Teaming

Teresa Nicholas, MSSW, School Social Worker, Oregon School District
Julie Incitti, Wisconsin Department of Public Instruction

TENET: SUSTAINABILITY

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

ROOM: GLACIER ABCD

In this workshop we will discuss the complexities of working within pupil records law when supporting students in cross-agency teams that may include child welfare, community mental health providers, and law enforcement. We will consider types of records and who can access those records on school-based mental health teams and threat assessment teams. Examples of districts working with community mental health providers will be shared. It is expected that participants will understand the basics of pupil records law prior to the workshop.

Sex, Suicide, and School Safety: A Sneak Peek at the 2019 Youth Risk Behavior Survey Results

Kate McCoy, Department of Public Instruction

TENET: HEALTH

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

ROOM: WILDERNESS 4

How safe, healthy, and supported are today's high school students? Do teens today feel less safe? Beyond the classroom, what are today's teens dealing with, and how well are they coping? This presentation will provide an overview of Wisconsin's 2019 Youth Risk Behavior Survey results and explore evidence-based strategies that can help move the data in a positive direction. Participants will receive an overview of Wisconsin's 2019 Youth Risk Behavior Survey results and explore evidence-based strategies that can help move the data in a positive direction.

From "How are you?" to "Where are you?": Using Image and Word Continuums for Grief Support and SEL

Mary Brey, Mindful Steps

TENET: SAFETY

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

ROOM: TUNDRA ABC

Help students experiencing grief, trauma, and other forms of adversity face, quantify, and communicate their pain; all the while creating a space for them to feel safe to be "where they are" in that moment. Participants will: learn how the use of continuums can assist in providing a lifeline to students (and adults) in times of profound adversity; be able to implement the continuum tools into curriculum, advisory programs, and focus groups to target social and emotional learning competencies at all grade levels; and be able to teach colleagues, parents, and students of all ages how to incorporate the scales as a part of their own mindfulness as well as how to reach out and use these tools when supporting others.

Building a Great Elementary School: SEL as a Driver for Transformative Learning for Students and Staff

Erin Conrad and Katie Sannes, Stoughton Area School District, Kegonsa Elementary School

TENET: ENGAGEMENT

AGE: ELEMENTARY (PREK-5)

ROOM: WILDERNESS 2/5

Faced with a host of challenges--including falling test scores, rising behavioral incidents, and a culture of staff toxicity--staff at Kegonsa Elementary seized the initiative to disrupt their longstanding practices and embrace deliberate and systematic implementation of SEL standards and practices. Kegonsa has been transformed into a thriving school. In this session we will use a fishbowl discussion protocol to facilitate a hearty conversation between our team and attendees about the transformative power of SEL in our schools. Participants will learn with an equity mindset and intention how to use adult learning and teacher agency as a necessary condition for student learning. How to create an environment where students have more choices and more agency as a result of ongoing adult learning connected to SEL.

Trauma, SEL, Suicide and Relationships

Katrina Rotar, Spencer School District

TENET: SUPPORT

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

ROOM: WILDERNESS 1

This session will explore very simple and every day ways to incorporate SEL and Trauma Informed Care (TIC) practices into their school/classrooms to build connections with students, which in turn can lead to increased academic performance and decreased suicide. Participants will be able to identify three ways to use the TIC information received to enhance relationships with students at school, prepare one lesson using SEL components to address mental health in your school, and describe the way a child's brain is affected by trauma and how that translates to behaviors at school.

Kindness Ambassadors: Blair-Taylor's District Wide Approach For Being More Trauma Sensitive

Katie Belitz and Heidi Meyer, Blair-Taylor School District

TENET: POSITIVE CHALLENGE

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

ROOM: TUNDRA DEF

Blair-Taylor is a school district of about 650 students in Western Wisconsin. The elementary, middle, and high school are part of a united campus, and the school's trauma-sensitive team, which has been on the journey for the past three years, has representatives from across grade levels. The school's trauma-sensitive team has encountered roadblocks and learned from mistakes made along the way. The team has been able to create a comprehensive trauma-sensitive schools plan which incorporates SEL, PBIS, and other universal practices. The next steps of the Blair-Taylor journey will also be discussed, which includes more parent/community collaboration. Participants will learn about roadblocks for implementing trauma-sensitive practices, learn about Blair-Taylor's implementation steps and universal practices related to trauma sensitivity, and learn about the next steps that Blair-Taylor would like to take in the trauma-sensitive journey.

Top 10 Things Learned from Years of School Based Mental Health - One School's Story

Mary Green, School District of Waukesha, Whittier Elementary School
Marcia Lequesne, Family Services of Waukesha

TENET: ENGAGEMENT

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

ROOM: GLACIER ABCD

This presentation will be led by a current elementary School Social Worker and a Psychotherapist/School Services Supervisor of School Based Mental Health services at Whittier Elementary School in Waukesha, Wisconsin. These two professionals have worked cooperatively together for the past six years at Waukesha's first school to fully implement a trauma based approach. Tips and strategies will be shared as to what elements, from the presenters' practical experiences, are necessary for a successful program of school based mental health. Participants will be able to know and reflect on elements necessary to have a quality school based mental health care program in their school.

E-Cigarettes: Reversing an Epidemic

Nina Gregerson, Public Health Madison and Dane County
Lindsay Patterson, Lodi Community Action Team

TENET: HEALTH

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

ROOM: WILDERNESS 2/5

E-cigarette use among youth has skyrocketed in the past year at a rate of epidemic proportions. According to the latest WI Youth Tobacco Survey there was a 154% increase in high school e-cigarette use from 2014-2018. Come learn about what tobacco products have led to this surge in youth use. Hear a firsthand account of the Lodi Community Action Team and how they are addressing this epidemic through partnerships, youth engagement, education and policy change.. Participants will explore what tobacco products have led to the epidemic, discuss emerging issues related to THC use and e-cigarettes, identify the key components to a model tobacco-free school district policy, hear a community based example of collaboration leading to policy change, and identify local tobacco-free coalition staff/coordinator(s).

The Role of Trusted Adults in Creating Supportive Environments for LGBTQ+ Youth

Molly Herrmann, Wisconsin Department of Public Instruction

TENET: SAFETY

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

ROOM: WILDERNESS 1

Lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ+) youth succeed in environments that are safe and supportive, including both home and school settings. National and local data, however, show that LGBTQ+ youth face numerous health disparities compared to their heterosexual and cisgender peers. A supportive adult in the life of an LGBTQ+ young person can make all the difference, particularly in the area of mental health. This session will review LGBTQ+ key concepts, detail health disparities, and explore concrete ways to support LGBTQ+ youth. Participants will have an opportunity to ask about their interactions with LGBTQ+ youth and share strategies for supporting them.

Apprehension and Anxiety in Communication

Laura Multer and Michael Retzinger, Kohler School District

TENET: ENGAGEMENT

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

ROOM: WILDERNESS 4

At some point, anxiety affects 1/3 of children and adolescents, yet the majority never get help. All individuals experience communication apprehension at some point in their lives. For many individuals the fear or anxiety associated with communication can greatly impact their educational experience and social relationships. Learn from a School Counselor with extensive experience working with anxious students, and specifically young people with Selective Mutism and a Speech and Language Pathologist, with expertise in fluency disorders, as well as lived experience, the role anxiety often plays in communication. Learn what patterns of adult behavior reinforce communication difficulties and anxiety. Walk away with strategies that can be used to reduce student anxiety and increase student communication and how School Counselors and other educators can serve as advocates for students with anxiety and communication apprehension.

Socioecological Protective Factors Case Study of Prairie du Chien School District and Community

Adrienne Udelhoven, Prairie du Chien School District

Katrina Johnson, Katrina M. Johnson, LLC

Rebecca Miller, Rebecca Miller, LLC

TENET: SUPPORT

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

ROOM: TUNDRA ABC

Mobilizing strengths to change individuals and communities is possible. There are communities waiting for leadership and a sustainable plan to support mental health and suicide prevention. Increase your hope and leadership for individual and community change by connecting with us and listening to stories of youth and adults in Prairie du Chien. In this presentation, we will share a model of identifying assets to build connection, hope, help and strength. Participants will explore a model for implementing evidence-based practices including Sources of Strength, Botvin LifeSkills, Satellite Mental Health Clinic and a GSA Club, apply frameworks from the Wisconsin Department of Public Instruction to leverage change, and engage family and community assets to support suicide prevention and intervention.

A Journey Through the First Year of Becoming a Trauma Sensitive School

Stacey Matuszewski and Maureen Way, Fond du Lac School District, Pier Elementary School

TENET: POSITIVE CHALLENGE

AGE: ELEMENTARY (PREK-5)

ROOM: TUNDRA DEF

Come along on a journey through the first year implementation of Trauma Sensitive Schools. Learn about developing an action plan as well as helpful resources we have discovered along the way. Explore the path we have taken during our first year including the ups and downs of the process and building our schools trauma team. We look forward to sharing how we plan to move forward during our second year of implementation and beyond. Participants will be able to define a trauma sensitive school approach, develop an initial implementation plan for integrating a trauma sensitive approach into their school, and increase understanding of the brain and the neuroscience behind trauma.

Balance: Leveraging Relationships and Data to Build SEL Systems

Colleen Hoyne, Paige Patenaude, and Eric Weier, Mukwonago High School

TENET: SUSTAINABILITY

AGE: HIGH SCHOOL (9-12)

ROOM: GLACIER ABCD

Building systems and structures to support social emotional well-being at the high school level can be challenging. Join us on our journey in implementing universal supports and tiered interventions for high school students. Starting with the creation of our SEL team, SEL handbook, universal screener, advisory activities, whole school lessons, support groups, one-on-one mentoring, and staff PD, we have focused on the balance between utilizing data and fostering meaningful relationships. We will share the challenges we have faced, lessons we have learned, and our plans for growth. Participants will explore a model for implementing a systematic approach to social-emotional well being at the high school level and explore examples of universal SEL instruction and interventions at the high school level.

AWARD CEREMONY

THURSDAY, DECEMBER 5, 4:00 - 5:30PM

Conference Social and Wisconsin School Health/ Whole School, Whole Community, Whole Child (WSCC) Award Ceremony

Join us for an evening of networking with friends and colleagues, hors d'oeuvres and the recognition of the 2019 Wisconsin School Health/WSCC Award recipients. Children's Hospital of Wisconsin and Kohl's Cares invites you to come have a little fun and applaud the award winners!



Wake Up Call: JUULing, Vaping and Concealment Items

Scott Bakkum, Oconomowoc High School

Ashleigh Nowakowski and Sandi Lybert, Your Choice to Live

TENET: HEALTH

AGE: HIGH SCHOOL (9-12)

ROOM: WILDERNESS 2/5

This program features a mock classroom designed for teachers, coaches, counselors, administrators and other professionals working with students to help them identify signs of JUULing, vaping, and possible substance use. Some students will go to great lengths to cover up substance use and to conceal illegal substances they slip into school. The goal of this presentation is to provide education and awareness to educators regarding current vaping and alcohol/drug trends. Time is built into the presentation for attendees to have the opportunity to touch and feel many different vaping devices and concealment items. Participants will identify signs and symptoms of substance use, as well as current trends among youth, explore ways that vaping and substance use are concealed, summarize concerns of use in an educational setting, and explore appropriate protocol if student use is suspected.

Understanding the Intersection of Substance Use/ Abuse, Trauma, Suicide Risk, Mental Health and Violence and How to Respond

Sabley Sabin, Larry Leinberger, and Jaime Goelz, West Allis-West Milwaukee School District

TENET: SAFETY

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

ROOM: WILDERNESS 1

Do you know students who use substances as an antidote to family stress, anger, mental health issues, or suicidal thoughts? If so, join us for a conversation about putting into place what the National Child Trauma Stress Network calls, “a careful assessment of the relative threat that each condition/risk factor poses to a youth’s safety, health and wellbeing” and ways to intervene. Participants will be able to recognize the linkages between substance use, trauma, suicide risk, mental health and violence, assess the impact of how each condition impacts the well-being of youth, and formulate strategies that minimize the effects of the risk factors that contribute to substance use.

The Power of Laughter in the Classroom

Karen George, Comedienne, Mother and Former Teacher

TENET: ENGAGEMENT

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

ROOM: WILDERNESS 4

This session will provide strategies to help you engage your students through laughter while accomplishing your standards. Come and have fun and take away some pointers for them to laugh WITH you, support student engagement, and build relationships!

Social Emotional Learning and Screening/ Assessment

Gregg Curtis and Beth Herman, Wisconsin Department of Public Instruction

TENET: SUPPORT

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

ROOM: TUNDRA ABC

We would not ask a drummer to play the piano as a measure of their musicianship. Unless one has been given opportunities to learn about piano, practice piano, and given feedback on progress, the assessment of musicianship using piano-playing ability is obviously ridiculous. This sectional takes this idea and applies it to the screening and assessment of social emotional learning. Participants in this sectional will be presented the basics of SEL, an overview of assessment in the world of SEL, and the intersection of assessment best practices with ethical/legal considerations. Opportunities for discussion and resource exploration will be included.

Yoga and Mindfulness in Schools: Tools to Improve Self-regulation, Learning and Classroom Management

Jeanette Gallus and Dr. Deborah Bilzing, Lakeland University

TENET: POSITIVE CHALLENGE

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

ROOM: TUNDRA DEF

In this session, educators will receive developmentally appropriate, safe, and simple yoga and mindfulness techniques that can be integrated into the classroom. Participants will understand how these techniques enhance social-emotional learning, teach self-regulation skills and offer a variety of lifelong coping strategies. This evidence-based approach to teaching professionals to integrate yoga and mind-body activities into the classroom will include lecture, demonstration, and experiential learning. Yoga experience is not necessary.

Grounding School Improvement Using the Whole School, Whole Community, Whole Child Approach

Sally Jones, Wisconsin Department of Public Instruction

Mikki Duran, Appleton Area School District

TENET: SUSTAINABILITY

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

ROOM: GLACIER ABCD

Is your head spinning as you try to make sense of all the various frameworks and models to address district and/or school improvement, and student needs? Just getting started can be so overwhelming. The Whole School, Whole Community, Whole Child (WSCC) approach could be the key to entering and navigating school improvement to ensure every child is healthy, safe, engaged, supported, and challenged. Participants will explore how to use WSCC as a systems approach to integrating different frameworks and models to create a collective impact, explore strategies for implementing WSCC and hear successes from a local school district.

Now Let's Get Back Out There!

Karen George

Karen George will sum up our conference and motivate you to remember the “Whys” of why you went into education from the start. Karen will entertain with her comedic spiel and her experiences as a student, a parent, and an educator. You will not want to miss this motivational comedienne.

KEYNOTE SPEAKER PROFILE:

Karen George

Karen George was born and educated in Chattanooga, TN and graduated from the University of Tennessee at Chattanooga. She was a teacher in Chattanooga for 6 years. Along with her husband, Chris, and their son, Ben (14), she now lives in Oak Ridge, TN. Karen is an award-winning REALTOR® with Realty Executives Associates, a comedienne, an actor, a public speaker (Toastmasters and Forensic teams trained) and an avid philanthropist. She raises thousands of dollars annually for the Leukemia and Lymphoma Society, because of her oldest son's battle with these cancers. Karen is a member of the Pilot Club International and Toastmasters of Oak Ridge and on the boards of Bethany Christian Services and Oak Ridge Chamber of Commerce.



Lodging

Lodging available at the Wilderness Resort at a special conference rate of \$82 per night (single occupancy)/\$99.99 per night (double to quad occupancy). Call 1-800-867-9453 and mention WDPI-Heart Conference 2019. Use Leader #678025, F29255. Lodging block expires on November 3, 2019.

Continuing Education Hours

This program has been approved for 13.75 continuing education hours by the National Association of Social Workers, Wisconsin Chapter.

CONFERENCE COMMITTEE

Student Services Prevention and Wellness Team, DPI

Susan Piazza, Director
Brenda Jennings, Assistant Director
Gregg Curtis
Brian Dean
Beth Herman
Molly Herrmann
Emily Holder
Julie Incitti
Sally Jones
Liz Krubsack
Teri LeSage
Elizabeth Pease
Brianna Stier

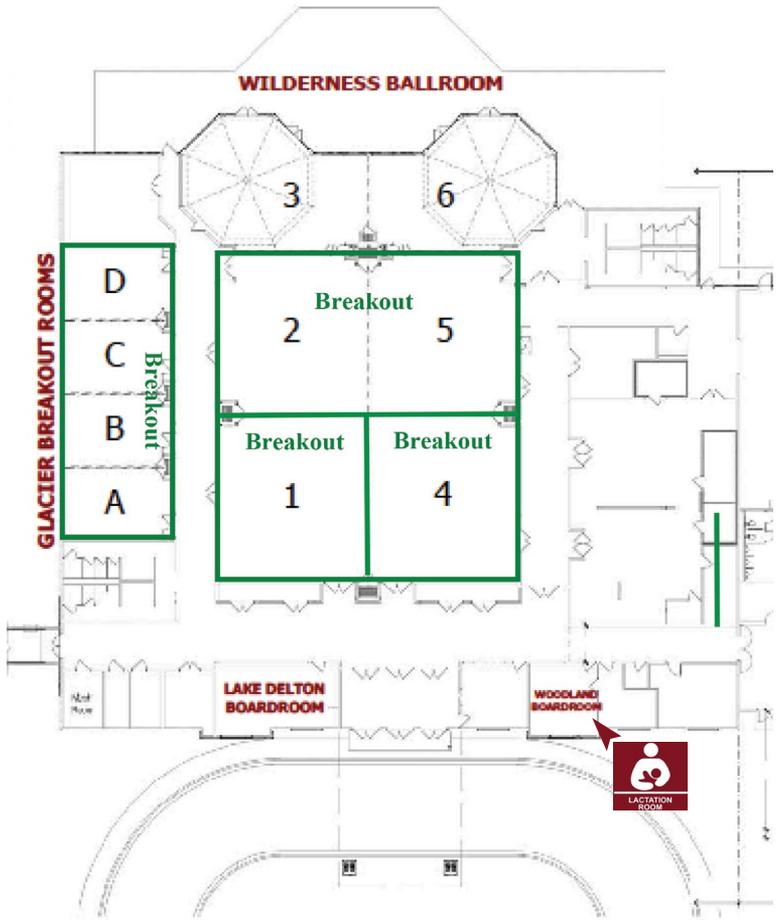
Wisconsin Safe and Healthy Schools Center

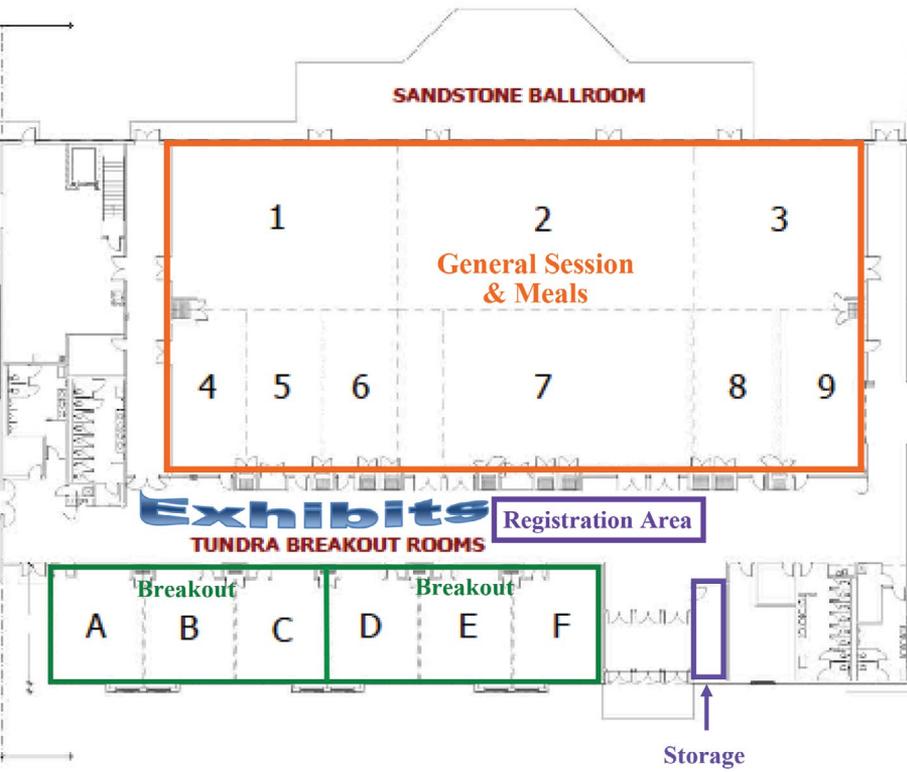
Tracy Herlitzke, Center Director
Alie Hubing, Project Coordinator
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Co-Sponsors



HOTEL MAP







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