



Building the Heart of Successful Schools



DECEMBER 8 & 9, 2016

**Pre-Conference:
Strategies to Support Resiliency and
Address Trauma Among Youth**

December 7, 2016

Registration is located at:
<http://dpi.wi.gov/sspw/conference>

**Wilderness
Resort**

Wisconsin Dells

Wisconsin Department of Public Instruction

Tony Evers, PhD, State Superintendent

Message from State Superintendent Tony Evers



Dear Colleague:

I am pleased to invite you to attend this year's Building the Heart of Successful Schools Conference, on December 8-9, 2016, at the Wilderness Resort 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 building trauma-sensitive schools and advancing school mental health infrastructure. In addition, I invite you to consider attending a focused pre-conference on December 7 on Strategies to Support Resiliency and Address Trauma Among Youth.

We look forward to your attendance at the 2016 Building the Heart of Successful Schools Conference.

Tony Evers, PhD
State Superintendent



Wednesday, December 7, 2016

8:30 – 4:00 Pre-conference: Strategies to Support Resiliency and Address Trauma Among Youth

Day 1 - Thursday, December 8, 2016

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

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

9:15 – 10:30 Opening Keynote Presentation – Pamela Black, Trauma Sensitive Education, LLC & Sara Daniel, SaintA
The Movement Towards Trauma Sensitive Schools

10:30 – 10:45 Transition Time

10:45 – Noon Sectionals Round I

Noon – 1:15 Lunch

1:15 – 2:30 Sectionals Round II

2:30 – 2:45 Transition Time (light refreshments)

2:45 – 4:00 Sectionals Round III

Day 2 - Friday, December 9, 2016

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. Gale Gorke
Who You A.R.E. Matters

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

Pre-Conference: Strategies to Support Resiliency and Address Trauma Among Youth

Wednesday, December 7, 2016

8:30am-4:00pm

Pre-Conference Agenda:

8:30 - 9:00 am	Registration
9:00 - Noon	Workshop
Noon - 12:45 pm	Lunch
12:45 - 4:00 pm	Workshop
4:00 pm	Adjourn

Strategies to Support Resiliency and Address Trauma Among Youth

Presented By:

Eileen Hare, Department of Public Instruction

and

Donna Rifken, Community Care Resources & Programs

This full-day pre-conference has two integrated objectives:

- To build resilience in all brains with strategies drawn from current research, and
- To respond to negative escalations with practiced, intentional strategies targeted at calming and re-regulating the brain.

You will be introduced to research and interventions showing how frequent bursts of targeted physical activity, mindfulness, and gratitude practices can build resilience in learning brains. The second part of the workshop will introduce, teach, and practice ways to de-escalate brains that are reacting to stress with fight, flight, or freeze behaviors. When prevention and resilience strategies “aren’t enough, fast enough,” these Tier 3 interventions are designed to fill the gap. They rely upon knowledge of how the brain’s threat centers can be calmed and re-regulated with caring, intentional, and well-practiced strategies.

If you’ve found yourself saying, “She just blew up on me for no reason” or “Nothing I try seems to work,” this pre-conference is a must-see.

Learning Objectives:

1. Explore research and interventions showing how physical activity can build resilience and prevent negative escalations in students.
2. Practice and experience the positive effects of other evidence-based strategies intended to keep the learning brain calm and focused.
3. Practice and experience de-escalation strategies for times when students need more.
4. Integrate the above concepts with current PBIS and other school practices.



Eileen Hare, MS

Department of Public Instruction

Eileen Hare is the Health Education, Physical Education, and Coordinated School Health Consultant at the Wisconsin Department of Public Instruction. Eileen provides this leadership through grant management and the provision of high quality professional development events to local school districts and regional education agencies statewide, as well as Wisconsin institutes of higher education and community-based organizations. Eileen participates in several national and state committees, workgroups, and communities of practice. In 2015, she received the state of Wisconsin Health and Physical Education Coordinator of the Year award.

Prior to joining the Wisconsin Department of Public Instruction team in 2013, Eileen spent 23 years teaching physical education and served as the K-12 Wellness Education Department Chair. Eileen has also been an adjunct professor and a Carol M. White Physical Education Program grant consultant.



Donna Rifken, Ph.D.

Community Care Resources & Programs

Dr. Donna A. Rifken believes that youth and their caregivers are innately resilient and can access their strengths by joining a healing partnership based on compassion, courage, and evidence-based practices.

Dr. Rifken offers instruction and coaching in various forms of cognitive behavioral therapies and mindfulness/meditation practices specifically designed to manage anxiety, sadness, frustration, and other negative emotions. These practices have been shown to reduce emotional escalations, facilitate recovery from negative, debilitating emotions, and reduce suffering. Dr. Rifken has experience providing Trauma Focused Cognitive Behavior Therapy (TF-CBT) and other cognitive therapies including Dialectical Behavior Therapy and Eye Movement Desensitization and Reprocessing 'lite. She has more than 30 years' expertise with family therapy models and strength-based approaches. She is a National Register Health Service Provider in Psychology.

'Dr. Donna' uses a wide array of targeted resources and tools including insightful discussion, role-play, apps, videos, and even online games. The goal is to engage youth and caregivers long enough to enable sufficient practice of new emotional regulation skills. Just as regular brushing keeps our teeth clean and healthy, so does paying regular, caring attention to our emotional life help us tolerate stress.

Opening Keynote Address 9:15-10:30 am

**Pamela Black, Trauma Sensitive Education, LLC
and
Sara Daniel, SaintA**

The Movement Towards Trauma-Sensitive Schools

This keynote will provide an overview of national and local trends in the trauma-sensitive schools movement, including updates on the current, statewide Wisconsin Department of Public Instruction (DPI) project underway, with 60 Wisconsin schools that are actively implementing trauma-sensitive practices at the Tier 1 level. A basic overview of the components of a trauma-sensitive school will be shared, as well as a virtual tour of the online resources and tools available for all schools to use to become trauma-sensitive.



Pamela Black has over 30 years of experience in the Wisconsin public school system as a teacher, diagnostician, consultant, and district level administrator. Her work has touched every area of education. Pam has collaborated with teachers, student support staff, building and district administrators, families, and students to develop and implement creative plans for students experiencing significant emotional and behavioral challenges. Her belief that all students can learn and make progress, along with her expertise in the area of trauma and its impact on learning, is foundational to her involvement in a district initiative to train all staff in the principles of trauma-informed schools. She is the co-developer of the Kenosha Unified School District's trauma professional learning. Additionally, Pamela has worked to build the capacity of student support staff to address the needs of individual students. She is a member of the DPI's Trauma-Sensitive Schools

Workgroup. Pamela trains and consults with schools and research projects outside the scope of the Wisconsin Mental Health Initiative. As the consultant for the National Council on Behavioral Health's Trauma-Informed Schools Initiative, Pamela works with school districts and teams across the country to more closely align their policies, programs, and practices with trauma-informed care values. Pam brings to that work the depth of her experience in public education and her passion for creating learning environments supportive of all students and staff, despite their experience of trauma.



Sara Daniel, MSW, LCSW, is the Director of Clinical Services and Staff Development for SaintA, an agency that is leading the way in providing trauma-informed care to children and families in Wisconsin. Since 1997, Sara has been collaborating with school districts and early care settings to provide consultation and training in working with students affected by trauma, mental health issues, or behavioral challenges. She oversees a continuum of services that provide for students, families, and schools to support student success. Sara is currently a member of the Trauma-Sensitive School

Workgroup for DPI and the co-author of the Trauma- Sensitive Schools Toolkit and Trauma-Sensitive Schools Learning Module Series available on the DPI website. She has worked with over 50 school districts and trained over eight thousand school staff on Creating Trauma Sensitive Schools. Sara also provides training and certification on the Neurosequential Model of Therapeutics (NMT) to SaintA clinicians and is an Adverse Childhood Experience (ACE) Master Trainer.

Life of an Athlete - Starting a Healthy Decisions Movement in Your School

SANDSTONE 3 ROOM

Alissa Darin, Kettle Moraine High School
Mike Fink, Kettle Moraine High School
High (9-12)

The “Life of an Athlete” program is focused on providing information to students regarding the negative effects drug and alcohol consumption can have on their athletic performance and their life. It is a comprehensive program that identifies and works with all aspects of high school athletics, including coaches, athletic directors, administrators, parents, communities, and the athletes themselves, using a proactive approach to athletic participation. While this program focuses on athletes, the model has durable impacts on all segments of the school and community. Join us in learning how to start, maintain, and assess this program that will reduce risky behaviors for the adolescents in your school and community.

Team Success: A CST Experience

SANDSTONE 8 ROOM

Gabrielle Berget, Rock County Coordinated Services Team
Tina Day, Rock County Coordinated Services Team
Elementary (PreK-5), Middle (6-8), High (9-12)

Coordinated Services Teams (CST) are a family-centered and strength-based way to engage youth and families in reaching their goals and realizing their potential. After learning about the core values of CST and the basics of the CST process, you will have a chance to role-play a youth, parent, police officer, counselor, or other team member during a mock team meeting. Experience the team process and create a Plan of Care. We will facilitate your team meeting based on your ideas, your conversation, and perhaps even your conflicts. Join the CST experience!

Developing and Implementing a Violence Risk Assessment Process in Schools

SANDSTONE 9 ROOM

Trisha Kilpin, Greendale School District
Steve Lodes, Greendale School District
Colleen McHugh-Moore, Greendale School District
Sue Williams, Greendale School District
Elementary (PreK-5), Middle (6-8), High (9-12)

In threat assessment we want to prevent violence from occurring, solve the issue or grievance, get help for the threatening individual, and complete a thorough and accurate assessment. In this workshop we will review Risk Factors, Threats, Triggers, Warning Signs and Stabilizing Factors in violence risk-assessment. Participants will understand basic principles of threat assessment, the purpose and goals of threat assessment, the process utilized, and the ways to develop a process and procedure in their district. Case examples will be utilized, and participants will engage in interactive table top activities.

Compassion Satisfaction or Compassion Fatigue—Which Describes your Staff?

TUNDRA AB ROOM

Pamela Black, Trauma Sensitive Education, LLC
Elementary (PreK-5), Middle (6-8), High (9-12)

A happy and healthy school staff create the best environment and provide the best instruction for students. Working with students impacted by trauma, toxic stress, mental health issues, and behavioral problems, however, is very challenging. Many of our school faculty, including student support, teachers, administrators, paraprofessionals, and anyone who works with these children gives their heart and mind to them every day. Staff can only give more than they receive for so long before they begin to suffer from burnout and compassion fatigue. These real issues and their causes will be explored in this session. Participants will learn about tools to assess and address these concerns while building resilient professionals. The proactive strategy of embedding self care into a school's culture and climate will be discussed as the most efficient and caring way to support all staff and keep them at their very best for their students. Additionally, specific and supportive steps for individuals suffering from severe compassion fatigue will be identified.

**Innovative Ways to Educate Adolescents about Healthcare: Providers and Teens
Communicating for Health (PATCH) Program**

TUNDRA CD ROOM

Amy Olejniczak, Wisconsin Alliance for Women's Health
Chelsea Aeschbach, Wisconsin Alliance for Women's Health
Erica Koepsel, Wisconsin Alliance for Women's Health
High (9-12)

In order to be their healthiest self, adolescents must be able to engage in open, honest, and medically accurate conversations with their healthcare provider, yet adolescents have unique fears that prevent them from disclosing information, especially topics deemed as sensitive (e.g., sexuality, mental health, etc.). This presentation will introduce participants to PATCH for Teens, a youth-driven program that trains health education professionals on ways to effectively educate and empower adolescents to be savvy healthcare consumers. Workshop participants will be exposed to various tools and resources that are easy-to-use and adaptable for simple integration into existing curricula.

Wisconsin's Social Emotional Learning Competencies

TUNDRA EF ROOM

Carol Zabel, CESA 10 and WISH Center
Elementary (PreK-5), Middle (6-8), High (9-12)

Research demonstrates what most educators already know; good social emotional development has an enormous impact on student achievement and well-being. In an effort to support schools in harnessing this knowledge, a workgroup was convened to develop K-12 Social Emotional Learning Competencies. Borrowing from the work done by the Madison Metropolitan School District, these competencies, along with training support tools, curriculum alignment tools, and screening tools are available to all schools in Wisconsin. This session will introduce the participants to these tools as well as to school staff who are implementing social emotional learning programs in their schools and districts. Come and find out how your colleagues are making it happen.

Best Practices in Drug Awareness and Education

SANDSTONE 3 ROOM

Jason Weber, Fox Crossing Police Department
Elementary (PreK-5), Middle (6-8), High (9-12)

Marijuana, heroin, meth...we seem to hear these drugs plaguing our communities throughout Wisconsin. But what about vaping, downie brownies, and DXM...are you aware of those? This workshop will touch on some of these drug threats, but will really focus on ways that you can make a difference in your school and community. Learn what other communities throughout the United States have done in drug awareness and take those back to your classroom.

Honest, Open, Proud - Decisions About Disclosure in Middle and High School

SANDSTONE 8 ROOM

Sue McKenzie, WISE/Rogers InHealth
Middle (6-8), High (9-12)

Honest, Open, Proud is both a manual for guiding youth and a small group program for 8th-12th graders who have faced mental health challenges and the daily decisions of what to say and to whom. Youth explore the story they have been telling themselves, skills to change hurtful self-talk, the pros and cons of talking to others in various settings, and practice telling their story from a strengths-based perspective. It is based on the international, evidence-based adult program of the same name.

Combating Sexual Harassment in Schools

SANDSTONE 9 ROOM

Betsy Korbinyr, Madison Metropolitan School District
Elementary (PreK-5), Middle (6-8), High (9-12)

Difficult to believe but over 80 percent of K-12 students will experience some form of sexual harassment (SH). Sexual harassment negatively affects academic and social-emotional wellbeing. Staff aware of legal obligations regarding SH are in the best position to be proactive. Sexual harassment is not a “normal” part of growing up, but it has become “normalized” by its ever increasing prevalence. Through the use of videos, discussions, scenarios, games, and lots of take homes, this workshop sets the stage for you to make real changes in your school’s climate. The concerns related to students of color and LGBTQ students will be spotlighted.

Practical Strategies for Improving School and Community Climate for Transgender and Gender Expansive Youth

TUNDRA AB ROOM

Brian Juchems, GSAFE

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

The Gender Inclusive Schools and Communities 201 workshop you've been asking for! This workshop presumes knowledge/familiarity with the distinctions between gender and sex (knowledge about the gender binary and post-gender identity is a plus). After a brief review of Wisconsin and Dane County data on the experiences of transgender and gender expansive youth, we will dive into recommendations and best practice. This workshop will be experiential, so come ready to be engaged and take chances.

Building Bridges for Alcohol, Tobacco, and Other Drug Prevention

TUNDRA CD ROOM

Deb Tackmann, Health and Physical Education Instructor and Youth Advocacy Advisor for Eau Claire County, Fall Creek School District

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

If the prevention of underage drinking and drug use is our objective, how do we collaboratively work outside our classrooms to make this happen? In this hands-on and skill building workshop you will learn how to build essential bridges between the classroom, law enforcement, policy makers, youth advocacy groups, and other stakeholders to mobilize our communities to prevent alcohol, tobacco, and other drug abuse. There will be a focus on updating e-cigarette school policies and available resources.

Building Emotional Resiliency in Staff

TUNDRA EF ROOM

Theresa Stolpa, Racine Unified School District

Kristin Latus, Racine Unified School District

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

Building emotional resilience in staff is designed to provide information on compassion fatigue that administrators, teachers, and support staff may encounter when working with students that are experiencing behavioral or mental health challenges. Self care, school climate, and the identification of supports for adults in our schools is the focus of this session. Participants will leave with strategies and resources that can help build emotional resiliency in all staff resulting in better outcomes for students.

Student Voices Panel: Utilize the Creativity and Energy of Your Youth

SANDSTONE 3 ROOM

Shawn Fredricks, School District of Beloit
Tera Simpson, Osseo-Fairchild School District
James Zawacki, Osseo-Fairchild School District
High (9-12)

Osseo-Fairchild has been using athletes and club members who are making positive choices to influence their peers and younger students in the community. At this presentation we will talk about some of the opportunities we have used at our school to highlight students who are making good decisions, which encourage their peers and younger students to do the same. We will also address some of the comments and perceptions of the students in the group and how they view alcohol, tobacco, and drug use among the students at our school. The presentation will also include discussion about community perceptions regarding underage drinking.

As a recipient of a Safe Schools/Healthy Students grant, the School District of Beloit emphasized tapping into the student voice. A student-driven social marketing campaign was designed to highlight the students' insights. Beloit will share their journey, including the steps, process, roadblocks, assistance, and the surprise gems along the way. You will leave with ideas of how to develop your own journey and the powerful voice of your youth.

Using the Trauma-Sensitive Lens

SANDSTONE 8 ROOM

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

Oh no, not another initiative! The Trauma-Sensitive Schools movement is gaining momentum in schools, but sometimes can be met with resistance as it seems like one more thing to do. In this sectional, Sara Daniels will give an overview of using a trauma-sensitive lens for strategies. A process will be shared in which a school can take stock of current strategies and evaluate them through a trauma-sensitive lens. This process will help to identify strategies that should be continued and intentionally celebrated as trauma-sensitive. It will also help to identify strategies we may want to stop using. And finally, participants will learn how looking through the trauma-sensitive lens gives us the tools to improve our current strategies and make them more effective.

Meeting the Positive School Climate Needs of Middle School

SANDSTONE 9 ROOM

Krystle Bacha, Stanley-Boyd Area Schools
Jamie Ceranski, Stanley-Boyd Area Schools
Middle (6-8)

Learn how a small middle school identified positive school climate needs and implemented an evidence-based anti-bullying curriculum. This presentation will include an overview of Second Step, how it was implemented, and how data can be used to improve school climate. Participants will have an opportunity to identify their own school climate needs and learn how to use data to evaluate positive school climate.

Improving School Community and Behavior Using Solution Oriented Learning, Accountability, and Restoration (SOLAR)

TUNDRA AB ROOM

Paul Herrick, Portage School District
Aaron Tarnutzer, McFarland School District
Elementary (PreK-5), Middle (6-8), High (9-12)

The SOLAR model was developed as a response to traditional punitive schoolwide plans that simply do not work. In an effort to build school connectedness, improve overall school culture and climate, and help students truly learn from their mistakes, the idea of a creative restorative model was born. SOLAR has proven to dramatically decrease school discipline and the number of students with repeat offenses, while improving staff morale and overall school climate. Participants will learn how SOLAR works and will build “solutions” to challenges that they face in their specific schools.

My Sexual Health: My Future

TUNDRA CD ROOM

Molly Herrmann, Wisconsin Department of Public Instruction
Erika Koepsel, Wisconsin Alliance for Women's Health
Middle (6-8), High (9-12)

Skills-Based. Inclusive. Age-Appropriate. Medically accurate. Non-Stigmatizing. Meets Wisconsin requirements. How can one curriculum do all this and still be engaging for students? This session will focus on two new middle and high school units of instruction offered by Health Care Education and Training that were developed with local teacher input to meet Wisconsin human growth and development laws and standards. Participants will experience an activity from My Sexual Health: My Future, learn how to be inclusive of all students, review Wisconsin statute, and reflect on how their own health curricula can be enhanced with this new resource and the interactive methods presented.

Teaching Children From Hard Places

TUNDRA EF ROOM

Margie Dorshorst, Mead Elementary Charter School
Elementary (PreK-5), Middle (6-8), High (9-12)

Children who grow up impacted by traumatic childhood experiences often present extreme challenges in our school settings. This session will take current research on teaching children from these hard places, so they can be more successful in the school learning environment. Attendees will learn and practice trauma-sensitive strategies and create an action plan to take back to their school setting.

Stairway to Heroin-Education and Prevention Series

SANDSTONE 3 ROOM

Scott Bakkum, Oconomowoc High School
Chris Gleason, Rosecrance Health Network
Sandi Lybert, Your Choice
Katie Westerman, Oconomowoc Area School District
Elementary (PreK-5), Middle (6-8), High (9-12)

The number of heroin-related deaths in Wisconsin jumped by nearly 50 percent from 1999-2012, according to a survey of county coroners. Has this epidemic touched your community yet? The Stairway to Heroin educational series began in 2014 in Oconomowoc as an effort to address the growing opiate and heroin use by youth in our community. It has steadily evolved into a model program for education, prevention, and recovery used in communities and school districts across the state of Wisconsin. Come and learn how this series of educational programs can be implemented in your own community to fight this epidemic!

Healthier Youth Through Emotional Health Screening

SANDSTONE 8 ROOM

Marian Sheridan, Fond du Lac School District
Lindsey Bruins, Fond du Lac School District
Kris Tagliapietra, Fond du Lac School District
Middle (6-8), High (9-12)

Emotional health screening has been offered in Fond du Lac County for the past fourteen years as part of our suicide prevention efforts. In that time, close to 10,000 youth have participated in screening and approximately 1,800 have been connected with services. Join us for an interactive presentation in learning about the Fond du Lac Area YScreen Program and its success in offering this screening opportunity to all youth ages 12-18 in school, community, and health care settings.

Learn by Example with the New DPI Restorative Practices Videos

SANDSTONE 9 ROOM

Christine Kleiman, CESA 7 and WISH Center

Sue McKenzie, WISE/Rogers InHealth

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

In this session, participants will view the new Restorative Practices Circle videos. These three videos focus on different types of circles; community building, problem solving and academic. After each video there will be a discussion and resources to help participants either venture out to start their own circles in an education setting or to be able to support their fellow colleagues in starting circles. It is highly recommended that participants have some background in Restorative Practices.

Knowing Our Neighbors: Wisconsin American Indian Nations and Tribal Communities

TUNDRA AB ROOM

David O'Connor, Wisconsin Department of Public Instruction

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

The session will provide an overview of the history, culture, and tribal sovereignty of each of the eleven federally recognized American Indian nations and tribal communities located in the state of Wisconsin. The session will also highlight accurate and authentic instructional resources for teaching and learning about Wisconsin American Indian nations and tribal communities. Participants will examine why it is important to generate a deeper and more complex understanding of human diversity issues and concerns, particularly in regards to American Indian peoples, in a society that is continually changing.

Staff Development: Giving Them Skills, Keeping Them Motivated

TUNDRA CD ROOM

Dr. Gale Gorke

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

It is not “what you teach,” but “how you teach it.” Equipped staff build better and longer-lasting relationships with their students, but staff training sometimes feels like pushing boulders uphill! This session presents techniques and strategies on how to conduct effective staff development that ensures that the knowledge turns into practice.

Pyramid Model for Social and Emotional Competence

TUNDRA EF ROOM

Christine Neddenriep, University of Wisconsin-Whitewater

Julie Betchkal, CESA #11

Elementary (PreK-5)

This session will provide an overview of the evidenced-based Pyramid Model and describe the national work in adapting PBIS to create an equivalent model to address programs that support young children. The session will describe the content in Wisconsin’s Pyramid Model teacher training and explore the process of program-wide implementation. The session will also describe recent research evaluating the effectiveness of the Pyramid Model in affecting the social emotional behaviors and the early literacy skills of young children in Wisconsin. Information on web-based resources that can be used to enhance PBIS implementation in early childhood programs will be provided.

Friday, December 9
10:00-11:15 am

Dr. Gale Gorke

Who You A.R.E. Matters

It has been said that no significant learning happens apart from a significant relationship. Building rapport and genuinely connecting with the youth you serve are essential to helping them manage their own behavior, resolve their conflicts, and reach their goals. We must reach our kids' minds through their hearts. Your Actions teach Responsibility through Example! Who you A.R.E. really does matter.



Dr. Gale K. Gorke has been a public school educator over 30 years, teaching at both the elementary and secondary levels. She is the Executive Director of Kids Kan Inc., an organization that specializes in staff development, activity selection, and program implementation. Gale has served as an adjunct professor in the School of Education for both La Sierra University and Chapman University. Her Ed.D. in Curriculum and Instruction focused on academic intervention in after school programs and her Ed.S. is in School Psychology. She effectively models teaching that accommodates for all students' ability levels and reflects a keen awareness of adolescent development and brain-based learning principles. Her enthusiasm is contagious! Gale believes that the best way to learn is through play, and the way you show up for the game is the way you show up for life.

Conference Rates and Information

Special Early Bird Rates! Good through Sunday, November 6. Regular conference rates after November 7.

Pre-Conference, December 7: \$50 per person (early bird rate), includes lunch, and morning and afternoon refreshments. (Regular rate \$75)

Building the Heart of Successful Schools Conference, December 8 and 9: \$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 for December 8 and 9 are available on a first-come, first-served basis to registrants from Wisconsin public schools. The scholarship form can be found at: <http://dpi.wi.gov/sspw/conference>. Applicants will be notified of the status of their application on November 1. Please note: scholarship recipients are responsible for their own lodging and travel costs.

Registration is located at: <http://dpi.wi.gov/sspw/conference>.

Hotel Information

Special Conference Lodging Rate! A block of rooms at a special conference rate of \$82 for single occupancy, \$99.99 for double-quad occupancy is being held at the Wilderness Resort until Sunday, November 6, 2016. To reserve a room under this block call 1-800-867-9453 and mention the “DPI Building the Heart of Successful Schools Room Block and Leader #538397, D49172.”

See you in December!

Special thanks to WHPE for sponsoring Health Track



Student Services Prevention and Wellness Team

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Wisconsin Safe and Healthy Schools Network

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Chris Kleiman - CESA 7
Jackie Schoening - CESA 6

Lynn Verage - CESA 9
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