



Building the Heart of Successful Schools

December 7 & 8, 2017
Pre-Conferences December 6, 2017
Radisson Paper Valley Hotel | Appleton, WI

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

INVITATION



Dear Colleague:

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

I am excited to share with you DPI's new mission. While the foundation of our mission continues to be "that every child graduates, college and career ready," the mission now expands to: "keeping our kids healthy, safe, supported, and encouraged in school, every day." Other areas in the mission include: "ensuring our educators are both inspired and empowered to teach every student" and "promoting engaged learning that motivates all children to reach their full potential." All of these areas directly impact the work of the Student Services/Prevention and Wellness Team at DPI and the Wisconsin Safe and Healthy Schools Center and emphasizes the outcomes supported by this conference.

This conference will highlight cutting-edge prevention, health, and wellness strategies designed to help educators 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. Something we all want for our children.

I hope you find your conference experience to be informative, energizing, and memorable. Thanks for choosing to spend your time with us.

Tony Evers, PhD
State Superintendent

Pre-Conferences: Wednesday December 6

8:00am - 4:30pm	Youth Mental Health First Aid
9:30am - 4:00pm	Human Trafficking

Day 1: Thursday December 7

7:30am - 8:50am	Registration (continental breakfast buffet)
8:50am - 9:15am	Welcome – Carolyn Stanford Taylor, Assistant State Superintendent
9:15am - 10:30am	Opening Keynote Presentation, Sean Slade - Whole School, Whole Community, Whole Child
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 8

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, Dr. Ross W. Greene - Kids Do Well If They Can
11:15am - 11:30am	Wrap Up, Closing Announcements, and Dismissal

Youth Mental Health First Aid

Registration: 7:30-8:00 (seating is limited)

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

Just as CPR helps you assist an individual having a heart attack – even if you have no clinical training – Mental Health First Aid helps you assist someone experiencing a mental health-related problem. In this course, you learn risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help. The opportunity to practice – through role plays, scenarios, and activities – makes it easier to apply these skills in a real-life situation.

Before you can know how to help, you need to know when to help. We call this mental health literacy – or a basic understanding of what different mental illnesses and addictions are, how they can affect a person's daily life, and what helps individuals experiencing these challenges get well.

Mental Health First Aid teaches about recovery and resiliency – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well. You'll learn about depression and mood disorders, anxiety disorders, trauma, psychosis, and substance use disorders.

The Mental Health First Aid Action Plan (ALGEE):

- Assess for risk of suicide or harm
- Listen nonjudgmentally
- Give reassurance and Information
- Encourage appropriate professional help
- Encourage self-help and other support strategies

Learn how to apply the Mental Health First Aid Action Plan in a variety of situations, including when someone is experiencing:

- Panic attacks
- Suicidal thoughts or behaviors
- Nonsuicidal self-injury
- Acute psychosis (e.g., hallucinations or delusions)
- Overdose or withdrawal from alcohol or drug use
- Reaction to a traumatic event

This training is offered at a low fee due to the SAMHSA grant, Project AWARE.

Human Trafficking

Registration: 9:00 - 9:30

Workshops: 9:30 - Noon & 1:00 - 4:00 (lunch included)

Dr. Joy Ippolito has several years of experience developing effective implementation strategies to create cross-system change, most recently focusing on human trafficking. She leads the state in her Anti-Human Trafficking Task Force work by educating teachers, pupil service staff, administrators, providers, parents, and other youth service providers on the impact of human trafficking in the state of Wisconsin. Attendees will:

- Learn the warning signs of youth most at risk of being trafficked
- Understand the impact of early traumas and how they increase vulnerability to being sex trafficked
- Learn about the various trajectories into human trafficking
- Review the HT curriculum being developed for systems that serve youth
- Receive the screening tool and instructions for use in school setting
- Identify the supports available to youth identified as being at risk or having experienced trafficking
- Develop a plan to implement HT prevention, identification, and interventions in schools

The pre-conference will include a panel of experts and providers of support in anti-human trafficking efforts. Information on the Human Trafficking Awareness and Prevention Campaign and the Human Trafficking Prevention video will also be shared.

Dr. Joy Ippolito, Department of Children and Families

Dr. Ippolito is the state-level Anti-Human Trafficking Coordinator for the Wisconsin Department of Children and Families (DCF). She also functions as the lead of the Wisconsin Anti-Human Trafficking Task Force and assists stakeholder groups at the local, regional, state, and national levels, and manages the implementation of DCF-funded anti-trafficking programs.



Prior to joining DCF, Dr. Ippolito was a researcher and professor at the University of Chicago. She has a doctorate in Human Development and Education and a master's degree in Prevention Science & Practice from Harvard University. She also has a master's in Social Work from the University of Chicago, a bachelor's in Psychology from Loyola University Chicago, and was previously a licensed social worker in Massachusetts.

If the Student Were Truly at the Center of the System, What Could We Achieve?

This question launched ASCD's Whole Child approach in 2007. A decade later the approach has grown to become a national and global movement encompassing how education and health work together, how policies are developed, and how a successful student and school are judged. The Whole Child approach also formed the basis for what the US Centers for Disease Control and Prevention (CDC) is calling the next evolution for coordinated school health. The Whole School, Whole Community, Whole Child Model (WSCC) launched in 2014 responds to the call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development. Join Sean Slade as he outlines the approach, the rationale, the model, and reinforces why putting the child at the center is core to our mission.

Sean Slade, Association for Supervision and Curriculum Development (ASCD)

Sean Slade is the Senior Director of Global Outreach at the Association for Supervision and Curriculum Development (ASCD), with a focus on a Whole Child approach to education. The ASCD Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. It strives to enhance learning by addressing each student's social, emotional, physical, and academic needs through the shared contributions of schools, families, communities, and policymakers.

Slade has written on topics related to the whole child, health, and well-being. He has been a teacher, head of department, educational researcher, senior education officer, and director. He has taught, trained, and directed education initiatives around the world.

Slade currently serves as vice president of advocacy for the International Union of Health Promotion and Education–North American Region and is on the steering committees for several alliances and organizations, including the UNESCO-FRESH, International School Health Network, National Coordinating Committee on School Health and Safety, National School Climate Council, and the Every Kid Healthy Coalition.



Creating Active Classrooms and an Active School

**Betsy Gruszynski, Todd Dalle Ave, Jessica Schoepke,
School District of Elcho**

TENET: HEALTH

AGE: ELEMENTARY (PREK-5)

ROOM: BRIARWOOD/EBONY

Join us as we share with you our six year journey to increase the physical activity of our elementary students from the perspective of the classroom teacher, PE/Health teacher, and the building principal. We will share our challenges, successes, and resources we've found to be most valuable. Opportunities to try out some brain breaks will be incorporated into our session. Participants will identify ways to incorporate physical activity in their own schools.

Mindfulness and Self-Regulation

Nikki Humski, Britne Stanke, Sheboygan Falls Elementary

TENET: SAFETY

AGE: ELEMENTARY (PREK-5)

ROOM: ROSEWOOD/LINDEN

Do you have students who struggle with self-regulation? Do you have high achievers who stress because of high expectations? Do you have students who have anxiety? Do you have students who are impulsive? Then this sectional is for you. Find out how to provide support to those students with a program that is engaging and gives students the tools for coping with stress. Participants will learn a proactive approach to providing support for those who may have trouble with self-regulation, anxiety, etc.

Depending on Teachers and Staff

Cindy Czarnik-Neimeyer, Catalpa Health/Appleton Area School District

TENET: ENGAGEMENT

AGE: MIDDLE (6-8) AND HIGH (9-12)

ROOM: SALON D

The DOTS interactive process gives school staff a visual picture of the relationships we have with the students in our school. This staff development builds community among building staff and offers an opportunity to look at the relationships we have with all our students, to be sure every student feels connected and can learn in an environment of safety and trust. In this experiential sectional we will walk through the DOTS staff development, so that participants will be able to facilitate DOTS in their own schools.

Creating a Caring Classroom: Strategies to Create a Caring Classroom Through Healthy Relationships

Carla Hacker, University of Wisconsin-La Crosse
Deborah Polster, Madison Metropolitan School District

TENET: POSITIVE CHALLENGE

AGE: MIDDLE (6-8) AND HIGH (9-12)

ROOM: LAWRENCE

This interactive workshop will highlight the impact of creating caring relationships in the classroom and beyond. It has been shown that teachers' actions in their classrooms have twice the impact on student achievement as school policies regarding curriculum, assessment, staff collegiality and community involvement. Join us to explore the foundations for creating a healthy educational environment and techniques for making it happen in your school. Participants will:

- Develop a toolkit of effective strategies to create healthy relationships for success in the classroom.
- Appreciate the importance of relational trust and how it contributes to student success.

Promoting Positive Behavior Change Using Motivational Interviewing (MI) and Screening, Brief Intervention, and Referral to Treatment (SBIRT)

Don Karsh, Sun Prairie High School

TENET: SUPPORT

AGE: MIDDLE (6-8) AND HIGH (9-12)

ROOM: GREAT HALL

The Sun Prairie Area School District has adopted Motivational Interviewing (MI) and Screening, Brief Intervention, and Referral to Treatment (SBIRT) as two evidence-based services, originally used in the health-care field and are now utilized in schools to promote positive behavior change in issues such as AODA, attendance, mental health, conduct, academics, bullying, and relationships. Learn how the Sun Prairie Area School District utilized MI and SBIRT to promote positive student behavior change, including an analysis of student data, the setup and function of the monthly professional learning community among trained staff, and next steps in implementation. Participants will learn how:

- MI and SBIRT can promote positive behavior change for struggling students
- To structure a professional learning community for continued learning and collaboration among trained staff
- MI and SBIRT have been implemented at Sun Prairie Area School District

Whole School, Whole Community, Whole Child (WSCC) From Implementation to Sustainability to Culture

Sean Slade, ASCD

TENET: SUSTAINABILITY AND SUPPORT

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

ROOM: SALON C

The WSCC Model is in use by more than 25 State Departments of Education or Health and over 70 school districts across the US. It's used by organizations across the health, education, and community sectors, and has been implemented across a variety of settings and localities. This session will walk participants through the processes for starting their WSCC journey and garnering educator support in their schools and communities. It will outline the resources and networks available and provide examples of schools that have embraced the WSCC Model and Whole Child approach to become the culture of their school.

Medical, Dental, and School Partnerships in Green Bay

Kim Schanock, Green Bay Area Public Schools **Michael Schwarz-Oscar, Oral Health Partnership**

TENET: HEALTH

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

ROOM: BRIARWOOD/EBONY

Green Bay Area Public Schools, along with community medical and dental partners, are continually improving practices to bring services to students in the schools. With a district poverty rate exceeding 60 percent, with some individual schools over 90 percent, access to dental and medical care is vital for improving conditions for learning and removing time and transportation barriers. Along with a key partner, the Oral Health Partnership, we will share how to maximize access while navigating both HIPAA and FERPA. Participants will:

- Understand the process used in Green Bay to serve students in medical and dental partnerships
- Receive copies and understand the purpose of documents needed to organize medical and dental partnerships

Safety with Social Media: Our Kids “ARE” at Risk

Peter Ehlert, Winnebago County Sheriff’s Office

TENET: SAFETY

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

ROOM: ROSEWOOD/LINDEN

Deputy Pete Ehlert of the Winnebago County Sheriff’s Office will focus on why our children are at risk when using social media and the internet. Deputy Ehlert will show how easy it is for a predator to target our kids and the methods that are used (grooming) while engaging children online. Sexting laws will be broken down and you will learn why our children engage in this behavior and don’t think it’s a big deal. Participants will:

- Gain an understanding of some of the dangers that exist online for our youth
- Learn how to protect children and receive valuable resources to help keep children safe

Enhancing School Climate with a Therapy Dog, Self-Reflection, and Mindfulness

Nicole Crosby, Winter School District

TENET: ENGAGEMENT

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

ROOM: SALON D

This sectional is for those interested in improving school climate through three simple and effective tools: self-reflection, mindfulness, and the use of a therapy dog. These things can be expected: “ah-ha” moments during our reflective discussion and activities; participation in mindfulness activities, just as your students might; and learning about how you could bring a therapy dog into your environments. Participants will:

- Come away with new self-reflective practices
- Gain knowledge on what a therapy dog could look like in the school environment and how one could become a part of school culture
- Learn quick and easy mindfulness practices to implement into their own schools

Compassion Resilience Toolkit for Schools

Sue McKenzie, Rogers InHealth

TENET: SUPPORT

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

ROOM: GREAT HALL

In education environments we want adults to be able maintain a compassionate presence as they interact with children who face complex challenges. The Compassion Resilience Toolkit is a free resource for schools to engage their staff in understanding, recognizing and preventing/reversing compassion fatigue. The toolkit offers brief, flexible learning activities to be integrated into staff meetings, trainings, and ongoing communications. Participants will:

- Review foundational beliefs about behavior
- Try out tools for compassion fatigue assessment
- Explore compassion resilience strategies
- Plan for use of Compassion Resilience Toolkit in your school

Building a Strong Implementation Framework Around the State Social and Emotional Learning Competencies

Beth Herman, Teri LeSage, Department of Public Instruction

TENET: POSITIVE CHALLENGE

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

ROOM: LAWRENCE

Wisconsin released Social and Emotional Learning Competencies for grades Pre K-12 in fall 2017. This session will look at how to implement the competencies using a Framework anchored in implementation science and resources from the Collaborative for Academic, Social and Emotional Learning (CASEL). This framework is appropriate for both in-school and out-of-school implementation of social and emotional learning. Participants will:

- Be introduced to the Learning Competencies and support resources through DPI
- Learn about high school implementation of SEL skills
- Be introduced to two district models of SEL planning and implementation from Franklin Public Schools and Adams-Friendship Area School District.

Creating Supportive Staff Communities

Amanda Coyle, Milwaukee Public Schools

TENET: SUSTAINABILITY AND SUPPORT

AGE: HIGH SCHOOL (9-12)

ROOM: SALON C

Learn how trauma affects the entire school community, leading to staff burnout, compassion fatigue, and attrition. In order to create a trauma sensitive environment and provide a safe space for students, staff need to feel safe and supported as well. Participants will:

- Be introduced to restorative practices and experience the circle process
- Learn how to replicate this process within their own schools to enhance staff community and mental wellness
- Learn why having supportive systems in place for school staff is critical for promoting staff wellness and creating trauma sensitive schools
- Know how to use trauma informed restorative practices to build staff community
- Understand how a restorative support circle can enhance staff wellness

Building Student and Staff Skills to Advocate for Change

Laura Lokken, Eau Claire Area School District

TENET: HEALTH

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

ROOM: BRIARWOOD/EBONY

The skill of advocacy is present in all parts of our lives, whether getting a prescription changed due to side effects, convincing your school board to increase health education, or asking the city to add a crosswalk for safety. Advocacy is high level skill that incorporates all of the other health education skills. Participants will:

- Explore how to build the skill of advocacy from the ground up, whether personally or with your students
- Learn the skill cues you can use to assess for skill attainment

Zero Indifference: Addressing Student-to-Student Sexual Harassment in Schools

Betsy Korbinyr, Madison Metropolitan School District

TENET: SAFETY

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

ROOM: ROSEWOOD/LINDEN

Zero Indifference: no longer turning a blind eye to student-to-student sexual harassment and the hostile environment it creates. Staff who understand their legal obligations and strategies to intervene are in the best position to ameliorate sexual harassment in their schools. Over 80 percent of students report experiencing sexual harassment during their K-12 experience. This workshop uses interactive games, group discussions, scenarios, and videos, and along with many handouts, lesson plans, and resources; providing you with the tools you need to inform your practice and to make changes in your school climate. Participants will:

- Be able to understand their legal obligations as educators in addressing sexual harassment in schools
- Know prevention and intervention strategies regarding student to student sexual harassment
- Be able to assess their school's environment and be aware of change-agent strategies to address hostile learning environments

Ready or Not, Here We Come: One District's Unconventional Leap into Tier 3 PBIS

Amanda Popovich, Scott Griffiths, School District of Ashland

TENET: ENGAGEMENT

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

ROOM: SALON D

Getting “ready” for tier 3 supports can be a steep hill to climb for a school district. During the process, what do you do with students who are in need of that next level of supports? The School District of Ashland has developed a unique referral pathway system that staff can use to identify students in need of additional supports and a system for family engagement, follow through, and collaboration with community behavioral health providers. Participants will:

- Get ideas for maximizing community collaborations to meet student needs
- Explore practical ideas for setting up communication tools for staff and pupil services around student mental health needs
- Recognize the possibilities of tier 3 connections with the community

Menominee Indian School District's Journey Toward a Trauma-Informed School District

Ryan Coffey, Natalie Young, Elizabeth Wanetan, Menominee Indian School District

TENET: SUPPORT

AGE: ELEMENTARY (PREK-5)

ROOM: GREATHALL

The Menominee Indian School District (MISD) has committed to becoming a trauma-informed district because school officials, teachers, and staff recognize the widespread impact of Adverse Child Experiences (ACEs) on students, families and staff members. Many MISD students experienced traumas which have impacted their learning, behavior, and relationships at school. Traditional discipline models fail these students and often lead to the school-to-prison pipeline. The school and community have developed tiered interventions and supports for students through school-wide mindfulness, classroom environments and techniques for self-regulation, trauma informed and restorative practices, and school and community based mental health services. This session will explore how this approach has led to healing and resiliency in students and families and harnessed the power of cross-sector collaboration between our schools and community.

The Community Resiliency Model for Greater Mental Health and Wellbeing

Antonia Nelson, Nelson Healing Center

TENET: POSITIVE CHALLENGE

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

ROOM: LAWRENCE

The Community Resiliency Model™ (CRM)[®] of the Trauma Resource Institute trains community members to help themselves and others within their wider social network. The focus of this program is to re-set the natural balance of the nervous system. CRM skills help individuals understand their nervous system and learn to read sensations connected to their own well-being. CRM's goal is to help to create "trauma-informed" and "resiliency-focused" communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be restored or increased using this skills-based approach. This session will:

- Explore simple skills, based upon current neuroscience, to help individuals get back into balance in body, mind and spirit.
- Educate about common reactions resulting from individual or communal traumas and stresses such as poverty, racism and family violence.
- Reduce common human reactions related to stressful/traumatic experiences.
- Shift perceptions from reactions being mental weakness to biological imperatives in order to reduce shame and increase hope.
- Encourage individuals to integrate wellness skills into their daily life.

The Art of Mindfulness

Geraldine Bodi, Racine Unified School District

TENET: SUSTAINABILITY AND SAFETY

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

ROOM: SALON C

Participants will have several mindfulness activities they can use with their students and themselves to increase focus, kindness, empathy and academic success. In addition, decreased discipline referrals, the effects of PTSD (and therefore suicide prevention) and teacher burn out are also benefits. Recent research in the last decade, particularly out of UW Madison by Dr. Richard Davidson has removed the limitations of student achievement and discipline. Mindfulness practices, including meditation can be woven easily into existing curriculum and school programs. Participants will learn examples for immediate use when they return to their classroom, so that they are teaching smarter and not harder.

WSCC Implementation - Lessons Learned and Shared Resources

Katie Horrigan, LaKeshia Knighten, Children's Hospital of Wisconsin
Brett Fuller, Milwaukee Public Schools

TENET: HEALTH

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

ROOM: BRIARWOOD/EBONY

The Whole School, Whole Community, Whole Child Model (WSCC) addresses alignment, integration, and collaboration of resources to improve children's cognitive, physical, social, and emotional development. Healthy kids are better learners. Children's Hospital of Wisconsin's (CHW) vision is that Wisconsin's children will be the healthiest in the nation. This session will share lessons learned in working with schools and will highlight some resources available to help support WSCC implementation. Participants will:

- Be able to recognize implementation strategies necessary for the WSCC model
- Learn of resources available to schools to help support successful implementation of the WSCC model

Domestic Minor Sex Trafficking - What Schools Should Know

Helen Kobussen, Sexual Assault Crisis Center- Fox Cities
Abby Parsons, Department of Children and Families

TENET: SAFETY

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

ROOM: ROSEWOOD/LINDEN

Participants will learn what domestic minor sex trafficking is and what makes youth vulnerable to being trafficked. Methods of recruitment that traffickers use will be addressed, as well as the grooming/conditioning tactics. We will also discuss warning signs and learn how to respond appropriately if a student or peer discloses sexual exploitation, and explore community resources.

Understanding and Responding to Students with Behavioral Challenges

Ross Greene - Director, Lives in the Balance

TENET: ENGAGEMENT

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

ROOM: SALON D

This workshop will provide an overview of the Collaborative and Proactive Solutions (CPS) model. CPS provides a compassionate understanding of kids' behavioral challenges and a non-adversarial, evidence-based effective approach for reducing challenging behavior, improving communication, and repairing relationships. This model has been implemented in countless families schools, inpatient units, residential facilities, treatment programs, and juvenile detention facilities. During this session, Dr. Greene will introduce basic themes around identifying and solving problems related to challenging student behavior.

SOAR with Kindness - Anti-Bullying Initiative

Stacy Hauden, Lisa Kjos, River Valley School District

TENET: SUPPORT

AGE: ELEMENTARY (PREK-5)

ROOM: GREAT HALL

Bullying behaviors tend to be a focus in the media, despite the fact that students are taught how to deal with unkind behaviors, how to handle small problems before they become big problems, how to handle bullies, and how to have better communication and assertiveness skills. River Valley elementary schools decided to teach children what to do instead of what not to do and made our focus positive. Our program is called, SOAR with KINDNESS. We teach our kids to focus on kind thoughts and kind behaviors. Asking ourselves, "What can I do to make another person's day better?" will in turn make our own day better. Recognizing and appreciating kind acts is the first step in creating a culture of kindness. Participants will:

- Gain a new perspective on how to decrease bullying behaviors in their schools
- Align PBIS goals to create a positive climate in the school
- Learn how to engage students, staff, parents and the community to create a more positive environment in their towns

Meet the Challenge

Shawn Fredricks, Jen Paepke, School District of Beloit

TENET: POSITIVE CHALLENGE

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

ROOM: LAWRENCE

Get ready to “Meet the Challenge,” think Survivor, Amazing Race, and more. This session will give you a number of engaging activities to use with students. Gain an insight into Beloit’s efforts as a Safe Schools/Healthy Students school. Topics include: LGBTQ inclusion, student voice, and family engagement. Time to reflect, connect, and create will be your challenge to meet! Participants will:

- Review a collection of strategies and evidenced based practices implemented during the School District of Beloit’s journey with the Safe Schools/Health Students grant
- Understand the power of student voice
- Reflect on their personal practices for student engagement
- Create a plan of action to increase the utilization of student voice

Implementing and Sustaining a K-12 School Based Mental Health Program

Todd Timm, Wendy Neyhard, Heidi Schmidt, Hortonville Area School District

TENET: SUSTAINABILITY AND ENGAGEMENT

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

ROOM: SALON C

The Hortonville Area School District implemented a K-12 school based mental health program in 2015 in partnership with Catalpa Health, Samaritan Counseling and NAMI Fox Valley. The program, E3; Engage, Educate, Empower, has shown many positive outcomes, which will be shared in the presentation. This sectional will provide information and resources on how to develop a comprehensive school based program that aligns to the three tiers of the Rtl pyramid and the Wisconsin School Health Framework. Participants will:

- Be able to identify components of a comprehensive K-12 school based mental health program
- Know the benefits of a collaborative partnership with community agencies in providing a K-12 program
- Understand the budget implications of the program model presented

Kids Do Well If They Can

In order for educators to help students who are struggling with social, emotional and behavioral challenges, a perspective shift is needed in how adults approach these concerns. Dr. Greene will introduce 6 key themes to help educators think about behavioral challenges as problems to be solved—rather than behaviors to be modified. Through this approach, educators will be empowered to support students and parents in developing meaningful solutions that have lasting impact on their social and emotional well-being as well as their classroom performance.

Ross W. Greene, PhD., Collaborative & Proactive Solutions (CPS)

Ross W. Greene, Ph.D., is the originator of the innovative, empirically-supported approach now known as Collaborative & Proactive Solutions (CPS). Dr. Greene served on the teaching faculty at Harvard Medical School for over 20 years, and is currently adjunct associate professor in the Department of Psychology at Virginia Tech. He is also the Founding Director of the non-profit Lives in the Balance, which provides vast, free, web-based resources on the CPS model; provides support and advocacy for behaviorally challenging kids and their caregivers; takes a strong stand against the use of corporal punishment at home and school, the use of restraint and seclusion in schools and restrictive therapeutic facilities, and the use of detention, suspension, and expulsion in schools, preschools, and daycare settings; and advocates for interventions that are non-punitive and non-adversarial. Dr. Greene lectures and provides consultation to families, schools, and restrictive therapeutic facilities throughout the world and lives in Portland, Maine, with his wife and two kids.



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