



Wisconsin School Social Workers Association Fall Conference

“School Mental Health: Caring For Others and Ourselves”

November 9 and 10, 2017

Heidel House -- Green Lake, WI



Purpose and Goals of the Conference:

This year's conference is focused on increasing our ability to effectively care for the mental wellness of our students, families, and ourselves. We will build on our understanding of situations that contribute to stress and how those stressors may affect our students and ourselves. We know what we do to increase coping and resiliency matters and helps students, families, schools, and communities advance and achieve.

Our keynote presenter is **Dr. Jim Raines**. Dr. Raines has been deeply involved in state, regional, and national school social work for many years. He is currently the president of the School Social Work Association of America and professor of social work at the California State University Monterey Bay. Additionally Dr. Raines is the Chair of the Department of Health, Human Services, and Public Policy since 2010. His keynote will set the stage for the conference by diving into the topic of mental health. There will be a variety of workshops to encourage practitioners to recognize that they are more effective when their own mental health is cared for. We hope that each participant chooses to attend at least one self-care workshop. Workshops will also focus on strategies for assessment and intervention in the realm of mental health that we can take back and implement in the schools. As always, there will be opportunities for networking, learning about school social work practices throughout the state, and supporting one another.

There are many quality conferences in Wisconsin in the fall, but this is the only state-wide conference that specifically addresses the role of school social workers. We hope to see you at the conference.

Nichole Grube, WSSWA President – wisconsinssw@gmail.com

Please Note the following Important Information

Block of Rooms: Heidel House is holding a block of rooms until **October 9, 2017**. To guarantee the block rate, be sure to reserve your room by **October 9, 2017**.

We are going even more green! Online Registration Required. Payments can be made online, by personal check, and school/organization check. For paying by check, an invoice will be automatically generated and emailed to you. **You may choose to forward this email invoice onto your business office for payment.**

New This Year! Handouts and Presentation materials will be **ONLY** available online. Materials will be available in advance of the conference. No hard copies will be available at the conference itself. It will not be possible to print handouts at the conference. Wireless internet connection is available.

EARN 1 GRADUATE CREDIT FOR ATTENDING BOTH DAYS! Viterbo University will be offering 1 Graduate Credit for \$220.00. Note: If you wish to register for graduate credit, you must do so only between 7:30-8:30 AM on Thursday, Nov. 9. No registrations will be accepted after 8:30. Attendance at the entire conference is mandatory to fulfill the requirement for graduate credit.

NASW WI has approved Continuing Education Hours (CEH's): Wednesday – 2 CEH's (optional) Thursday – 6 CEH's, Friday – 6 CEH's (i.e., **12 CEH's for full conference** or 14 with optional movie and discussion)

Certificates of Attendance will be available as documentation for State of Wisconsin Safety and Professional Services and PI 34 Professional Development Plans.

Conference Fees: Discounts are available for students, retired SSWs, and for those who are current members of WSSWA. **Please note, the annual membership cycle for WSSWA has changed.** Annual memberships now run September - September. Conference Registration no longer includes a one year WSSWA membership.

We encourage you to register as a member before registering for the conference, to enjoy the member rate.

Full conference registration includes attendance at Thursday and Friday sessions and meals (breakfast and lunch), and the optional Wednesday evening movie and discussion.

To receive the early bird discount, you must register by **October 9, 2017**.

Requests for ADA accommodations **MUST** be received by **October 9, 2017**.

Please know that our meal counts and workshop room assignments are finalized one week before the conference and are based upon the number of registrants. Registration closes on November 1, 2017.

Cancellation Policy - **No refunds will be given for cancellations on or after November 1, 2017 for any reason.** You may send a substitute in your place.

Presenter Discount - workshop facilitators (up to two per workshop) may attend the conference for no cost on the day they present. Workshop presenters must register online to attend. Presenters wishing to attend both days may register and pay only the one day fee.

President and Conference Planning Chair Discount - The President of WSSWA and the Conference Planning Chair attend the Fall Conference at no cost.

Instructions for Online Registration



Go to wsswa.org and click on 2017 Fall Conference Registration

1. Make your workshop selections.
2. Check to make sure you have entered all the information.
3. Hit “submit” and your registration form is submitted.
4. Follow the prompt to select your payment option.

To pay by credit card through Stripe, follow the instructions for online payment.

You will automatically receive an email receipt for payments made online or an invoice indicated payment is requested..

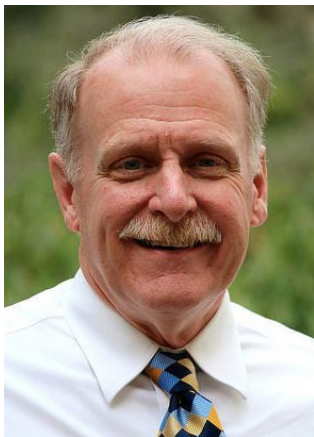
To pay by check, an invoice is automatically generated and emailed to you. Make checks payable to “WSSWA” and send to:

Office of the Registrar | 1000 14th Street, NW | Washington, DC 20004 | Phone: 202-462-1000 | Fax: 202-462-1001

To pay by school/organization check, an invoice is automatically generated and emailed to you. **You may need to forward this email invoice to your business office for processing.**

For assistance with online registration or for questions contact Murrene Payton, WSSWA Registrar, at mpayton@wsswa.org. **You can update your membership profile yourself on our website, wsswa.org, as well as check your membership level and renewal date.**

New This Year! Handouts and Presentation materials will be **ONLY** available online. Materials will be available in advance of the conference. No hard copies will be available at the conference itself. It will not be possible to print handouts at the conference. Wireless internet connection is available.



KEYNOTE SPEAKER: Jim Raines, PhD

The Nuts and Bolts of Evidence-Based Practice

Evidence-based practice has been the law of the land since 2001, but busy school social workers have often found it cumbersome to implement. Taking a nuts and bolts approach, practical strategies will be shared to make each stage of EBP easier to do in a high-pressure school environment. These include asking the right questions, locating research-based interventions, how to adapt interventions to fit local populations, and simple approaches for evaluating progress at each tier. Jim will also reveal improvements to the SSWAA website to facilitate easier access to a wide range of evidence-based resources. Detailed examples along the way make this presentation true-to-life and even heart-warming. *Learning Objectives:* 1. Participants will be able to identify 5 stages of evidence-based practice 2. Participants will be able to create practice-based evidence using their own data 3. Participants will learn the 4 generic ingredients of evidence-based practice.

Thank you to our sponsors!!



Kids deserve the best.



School Social Work
Association of America



Conference at a Glance

Wednesday, November 8

6:30-8:30 pm	Optional Movie screening - <i>Milwaukee 53206</i>	2 CEH's	Room TBA
--------------	---	---------	----------

Thursday, November 9

7:30 - 8:30	Registration & Continental Breakfast	
8:30 - 10:00	Keynote Address: The Nuts and Bolts of Evidence-Based Practice - Dr. Jim Raines	
10:00 - 10:15	Break	
10:15 - 11:45 Workshop 1	A. Self Care: Nourishing vs Depleting - Solvang	
	B. Partnering with Families in Your Culturally Responsive MLSS (Rtl) - Grenke & Seaman	
	C. E3: A School District's Journey to School-Based Mental Wellness - Schmidt & Neyhard	
	D. SEL & School Mental Health - Herman	
	DD. Legal Considerations in Dealing with Student Mental Health Issues - Versteegen	
11:45 - 12:45	Lunch & Award Presentations	
12:50 - 2:20 Workshop 2	E. Self Care to Ensure Compassion Satisfaction (3 Hour Workshop) - Black	
	F. Violence Risk Assessment In Schools (3 Hour Workshop) - Kilpin	
	G. Collaborative Approach to School Mental Health - Wightman	
	H. Students In Out-Of-Home Care: Achieving Educational Stability For a Vulnerable Population - Tofte, Mitchell, Incitti	
2:20 - 2:35	Break	
2:35 - 4:05 Workshop 3	I. Part 2 Self Care to Ensure Compassion Satisfaction (3 Hour Workshop) - Black	
	J. Part 2 Violence Risk Assessment In Schools (3 Hour Workshop) - Kilpin	
	K. Human Trafficking in Wisconsin Schools - Lassiter	
	L. I Stress, Therefore I Yoga: What Yoga Can Do For You and Your Students - Nitz	
5:00-6:30	Hospitality, sponsored by WSSWA	

Friday, November 10

7:15 - 8:00	Breakfast & Registration for New Arrivals	
8-9:30 am	Regional Meetings (see Conference at a Glance Doc for Regional Information)	
9:30-9:40	Break	
9:40 - 11:10 Workshop 4	M. Resilience: Take Care of Yourself and Have Some Fun! - Rupsch	
	N. Using & Interpreting Rapid Assessment Instruments - Raines	
	O. Anatomy of Labels - What Does A Label Really Mean? - Reed	
	P. Legislative Update - O'Meara	
11:20 - 12:20	Lunch & WSSWA Annual Meeting - WSSWA President Nichole Grube	
12:20 - 1:50	Roundtables (see handout in folder for information)	
1:50-2:00	Break	
2:00-3:30 Workshop 5	Q. Taking Care Of Us - Gumz	
	R. Wake Up Call - Lybert	
	S. Mental Health Needs for Students With Incarcerated Parents - Schwaller	
	T. Providing Classroom Support for Victims of Family Violence, Including Sexual Abuse - The Rainbow Project	

WSSWA Board and Regional Representatives will meet on Saturday from 8:30 - noon. Breakfast and meeting begin at 8:30 am.



Milwaukee 53206 Movie and Discussion - Wednesday

Join us for a screening of the movie *Milwaukee 53206* to earn 2 CEH's on Wednesday night at 6:30pm. Given the time and length of the film, the discussion about the film will occur during the Roundtable sessions on Friday morning. Also, film attendees will receive a handout with "food for thought" on Wednesday evening, which will include discussion topics for Friday.

MILWAUKEE 53206 chronicles the lives of those affected by incarceration in America's most incarcerated ZIP code. Through the intimate stories of three 53206 residents, we witness the high toll mass incarceration takes on individuals and families that make up the community. See the film that not only examines Milwaukee's ZIP code 53206, but also illuminates the story of people from across the United States who live with the daily effects of mass incarceration.

Watch the Trailer here: <https://www.youtube.com/watch?v=6cqXt3h1FCk>

Workshop Descriptions

A: Self-Care: Nourishing vs. Depleting - Susan Lubar Solvang, President & Founder, Growing Minds, Inc.

"How do you spend your time? Do the choices that you make about this really support your well-being and that of those around you?" There's an influential relationship between how we spend our time and our state of mind. Together we will learn to make more conscious choices to nourish ourselves amidst the pressures of life rather than going through the activities of our day in ways that are depleting. *Learning Objectives:* Learn the basics of mindfulness, Learn to pause and reset one's emotional self through the senses, Learn to manage your choices through mindful decision-making so your life becomes more nourishing and less depleting.

B: Partnering with Families in Your Culturally Responsive Multi-Level System of Support - Jennifer Grenke M.S.Ed & Dan Seaman, NCSP

Presenters from the Wisconsin RtI Center will share research about the importance of Family Engagement. Theoretical underpinnings and conceptual frameworks that drive family engagement research will be described. Then, findings from family engagement research will be presented to identify the important role families have in supporting their children and improve implementation of a Culturally Responsive Multi-Level System of Supports. This presentation will also highlight how schools can Embrace, Engage, and Empower families to improve student learning and outcomes. *Learning Objectives:* 1. Understand the research around family engagement and impact on student outcomes. 2. Learn about the importance of partnering with families in a school's Culturally Responsive Multi-Level System of Support 3. Learn about a framework to partner with families in a school's RtI and PBIS system by embracing, engaging, and empowering families.

F, J: Violence Risk Assessment in School (3 Hour Workshop) - Tricia Kilpen, MSW and Colleen McHugh Moore, Pupil Service Director

In this workshop we will discuss what to do when individuals pose a threat, and how to incorporate Violence Risk Assessment as part of a larger school safety and support plan. We will review how to recognize when a student is on the pathway from grievance to violence. Recommendations will be made for essential elements to include in a threat assessment process, and practices to complete a thorough and accurate assessment. This will ultimately lead to developing and implementing strategies to reduce the risk of harm, including factors that increase stabilization. We will clarify misunderstandings and misperceptions in risk assessment, and provide lessons learned through case analysis. Participants will become familiar with resources for next steps in developing a process within their district. *Learning Objectives:* Participants will learn what to do when individuals pose a threat, and how to incorporate Violence Risk Assessment as part of a larger school safety and support plan. We will review how to recognize when a student is on the pathway from grievance to violence. Recommendations will be made for essential elements to include in a threat assessment process, and practices to complete a thorough and accurate assessment.

G: A Collaborative Approach to School Mental Health - Monica Wightman, M.S.W. and Scott Strong, MS.

Are you interested in setting up a dynamic collaborative group in your local community that will harness the energy and resources available for youth to promote their well-being? We will describe how to set this up, offer practical agendas and ideas for success, and lessons learned. Our focus will be on how schools, county human service agencies, youth serving agencies, law enforcement and others can come together to look at their local data, existing and potential resources, identify gaps, and make an action plan for their local community to address the mental health needs of youth and families. *Learning Objectives:* 1. Learn how to set up a collaborative in your local community focused on children's mental health. 2. Learn how to identify and invite the main decision makers that influence youth in your community. 3. Learn how to create shared agendas, evaluate local data, identify resources, and action plan to address mental health needs of youth.

H: Students in Out-of-Home Care: Achieving Educational Stability for a Vulnerable Population - Emily Tofte, MSW, Mark S. Mitchell, and Julie Incitti, MSW, APSW

The purposes and impacts of the Every Student Succeeds Act (ESSA) and other federal laws will be discussed in the context of improving outcomes for children in out-of-home care. The presentation will also focus on the roles of school and child welfare staff and how various actors in the child welfare and educational systems can work together to attain educational stability for these children. *Learning Objectives:* 1. Participants will gain an understanding of the changes to the law and policies due to ESSA and other federal laws in regard to students in out-of-home care. 2. Participants will learn about the relationships between child welfare caseworkers and school social workers and how and what information may and should be shared between them. 3. Participants will be able to help parents and out-of-home care providers to understand their rights and restrictions in relation to pupil records and other school-based services and activities.

K: <i a Ub`HfUZjW]b[]b`K]gWtbg]b`GW cc`g!`8 YVV]Y`@jg]HfzPhD

Üæã * Åæ æ^} ^•• Å Å &@ã ~ ^• Å•^ã Å Å æ & } •ã Å &@ [| • Åæ å Å åæææ | • Å - Å
ã ç [ç^ { ^ } Å Å Åæ^ Å Å^ } cã * Åæ Å \ Å [~ cÅQ & ^æ ^ Å [{] ^c } & Åæ å Å
& [} -æ^ } & Å Å Å^ } cã * Å [~ cÅ ç [ç^ å Å Å @ { æ Å æ -æã * È

L: I Stress, Therefore I Yoga: What Yoga Can Do For You and Your Students -Jennifer Nitz, MSW, RYT 200

If you work in education, then you are no stranger to stress. The impact of stress and trauma on our students and staff is at a crisis level. So what can we do about it? Jennifer Nitz, School Social Worker and RYT (Registered Yoga Teacher) will share the positive difference yoga has made not only for herself as a mental health professional, but her staff and students as well. Even if you are new to yoga, you will leave this workshop with a variety of resources to help bring more calm to yourself and your school. *Learning Objectives:* 1. Discover simple, easy-to-use yoga techniques for yourself and your students. 2. Gain knowledge



of a variety of yoga resources that you can implement in your own practice or school. 3. Learn a life-changing way to improve the health of your mind and body in order to decrease stress in your life, feel good, and ultimately make you a more effective social worker (or whatever is it that you do)!

M: Resilience: Take Care of Yourself and Have Some Fun! Mike Rupsch, LPC, LCSW

It's a fast paced world out there - at work, home and in the community. We'd all like to find ways to decrease the effects of stress. Did you know you are already doing that? This training session will help you identify how. The presentation will review five types of resilience and examine how practicing these daily can improve quality of life and add years to your life. *Learning Objectives:* 1. Identify and practice the five types of resilience 2. Review the evidence-based science of resilience, 3. Explore how acts of everyday creativity improve quality of life, 3. Learn how resilience can increase health and happiness, and add years to your life.

N: Using & Interpreting Rapid Assessment Instruments (RAI) - Jim Raines, PhD, LCSW

RAIs are growing in both number and popularity with clinical social workers. They allow us to establish a baseline measure by which to determine future growth. They can also assist in demonstrating that our interventions are effective. We will review the difference between reliability and validity, explain the difference between test sensitivity and specificity, and introduce you to free or low-cost tools you can use. If you have forgotten much of what you learned about how to ethically select, use, and interpret treatment measures, then this session is for you. *Learning Objectives:* 1. Participants will be able to identify which types of RAIs can be used at each tier. 2. Participants will be able to differentiate between reliability and validity. 3. Participants will know how interpret test results and use them to complement an evaluation.

O: The Anatomy of Labels - What Does a Label Really Mean? Judith Reed, PhD & Katherine Konle, MSW, APSW

All students want to learn, but schools are not ready to teach all students...Learning about "lagging skills" and what is underneath behaviors that are judged and disciplined will assist educators to focus on why a student is disrespectful, acts-out...lives up to their label. Learning to look at the skills needed to be taught will lead to compassion versus anger, teachable consequences versus discipline and a new way of discussing how to assist students develop socially, emotionally, academically and transition into adulthood. Join this workshop to learn about a new framework to understand and approach to challenging behaviors. *Learning Objectives:* 1) Learn the language of lagging skills to look behind challenging behaviors. 2) Learn to use lagging skills to change our approach to challenging behaviors. 3) Utilize the framework of lagging skills to move students from at-risk to at-promise students.

P: Legislative Update and Planning, Jack O'Meara WSSWA Lobbyist

Advocacy for school social workers in the State Capitol and at the federal level is one of the most important services provided by WSSWA. We are proud to say we've had some success in recent years. We need to keep up the momentum. During previous WSSWA conferences, the legislative sessions included discussions that led to legislation that was passed and signed into law. So we can make a difference. Join WSSWA lobbyist Jack O'Meara for a timely discussion on where things stand and what's next. WSSWA has put a lot of effort into truancy/attendance issues in recent years, and the discussion over what to do next on that topic will be part of our planning. We can also talk about other issues you feel are important, so bring your ideas and suggestions. *Learning Objectives:* Understand current work by the WSSWA legislative committee, consider the effects of the state budget on k-12 education, develop a plan for moving forward to support all kids and families at the political table.

Q: Taking Care of Us - Patricia Gumz, School District of Reedsburg District Social Worker

Implementing a mental health/wellness day for educators is an advantage to our districts. Too often do we direct our attention only at our students and families and minimize the need to focus on each other or ourselves. As educators, we realize the importance of self-care in order to give the best to our students. Focusing on educator resilience decreases the instances of compassion fatigue and burnout in our teachers. Main goals: -Focus on local resources as possible future mental health/wellness outlets -Offer a variety of activities to discover new interests -Minimize cost by working as a community wrap around -Optimize the opportunity



to reduce stress for educators/staff -Connect all buildings to create new relationships with others. This will be a great time to share what local districts in Sauk County are doing to take care of our teachers and staff. A variety of information will be shared including: Organization, planning, and implementing a mental health/wellness day. Feedback from teachers and administration will illustrate the need to continue implementing future mental health activities in the district. *Learning Objectives:* 1) The importance of taking care of ourselves to be able to teach successfully to our students. 2) Organizing activities within your community for mental health/wellness day. 3) Implementing the day, gathering feedback, and promoting future activities.

R: Wake Up Call - Sandi Lybert, Founder, Your Choice to Live, Inc. and Katie Westerman, MRC, MS

Wake Up Call is a life-size exhibit of a teen's bedroom with more than 20 "red flags" that can signal drug or alcohol use. The bedroom identifies spots where teens may hide drugs, household items that can be used as drug paraphernalia and ways teens try to cover up drug and alcohol use. In addition to learning about the various hiding spots and items that may indicate use, audience members learn about the signs and symptoms associated with alcohol and drug abuse, as well as strategies that can help reduce the chances of substance abuse. The goal of this presentation is to educate adults who are influential in the lives of youth so they know what seemingly innocent items can actually be an indication of substance abuse. *Learning Objectives:* 1. Participants will be able to recognize the signs of drug use. 2. Participants have a better understanding of how drug use can lead to high-risk behavior and/or addiction. 3. Participants will have the knowledge and resources to take the next steps in helping their students/patients/clients receive the necessary help. 4. Participants will be able to apply the information they learned to their field of work.

S: Parental Incarceration: What school social workers can do to provide support and assistance to the children - Tim Schwaller, MSSW, LCSW

About one in 43 children in the U.S. resident population under the age of 18 have a parent in prison. Children with parents and family members in prison are often hidden victims who present developmental, behavioral and academic concerns. This workshop will (1) explore what research tells us about the adverse effects of parental incarceration on children, including the impact on educational performance; (2) identify the special needs of children and families with an incarcerated member; (3) provide practical ideas and suggestions to support these children in school in individual and group settings, and (4) share resources. Participants will (1) understand what research tells us about the adverse effects of parental incarceration on children, including the impact on educational performance; (2) identify the special needs of children and families with an incarcerated member; (3) learn practical ideas and suggestions to support these children in school in individual and group settings, and (4) leave with resources to use in your schools

T: Providing Classroom Support for Victims of Family Violence, Including Sexual Abuse - Therapists from The Rainbow Project Madison

The Rainbow Project's mission is to provide restorative healing and hope for young children and their families who have experienced trauma, building a foundation for the mastery of life-sustaining skills. We believe that every child deserves a rainbow, especially those who have weathered more than their share of storms.

Á
Á

Information about Presenters

Jim Raines, PhD - KEYNOTE - Jim Raines calls himself an accidental academic with the heart of a practitioner. He has been President of the Illinois Association of School Social Workers, Midwest School Social Work Council, and now the School Social Work Association of America. He previously keynoted the International Conference on School Social Work in Auckland, New Zealand in 2009 and the SSWAA National School Social Work Conference in 2010 & 2017. He was the recipient of the Midwest School Social Work Career Achievement Award in 2012. As a professor of social work, he is the author of three books published by Oxford University Press, two dozen articles, and numerous book chapters. He won the Gary Lee Schaffer award for academic contributions to school social work in 2016. Jim has been Chair of the Department of Health, Human Services, & Public Policy and is currently a professor of social work at California State University Monterey Bay. You can follow his work on www.academia.edu.

Pam Black has over thirty-three years of experience in the Minnesota and Wisconsin public school systems as a teacher, diagnostician, consultant and district level administrator. As an educational leader, 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. Pamela is one of the founding members of the Wisconsin Department of Public Instruction's Trauma Sensitive Schools Workgroup. She is the consultant for the National Council on Behavioral Health's Trauma-Sensitive Schools' initiative focused on training educators nationwide on the impact of trauma on learning and assisting in the implementation of trauma-sensitive processes within their schools. Pamela is available to provide individual, small group, school-wide or district-wide training and coaching support in the trauma-sensitive schools' processes, practices and principles.

Jennifer Grenke M.S.Ed., WI RtI Center Technical Assistance Coordinator since June 2011, Tier 1 PBIS Trainer & SWIS Facilitator. Jennifer serves the North region, CESAs 8, 9, and 12, along with providing statewide support for family engagement within a Multi-Level System of Support. Jennifer has presented *How to Build Capacity and Sustain Family Engagement through a Multi-Level System of Support* at regional, statewide and national conferences.

Tricia Gumz is going on her 5th year as the District Social Worker in the School District of Reedsburg. She continually enjoys working with teachers, students, families, and community organizations every year. She works with all ages from EC-12th grade in 8 buildings. As a social worker, Tricia works to connect home, school, and community by promoting local resources and hopefully enhancing quality of life for families. She has witnessed the amount of stress that we carry when working with high needs families and students; she has felt the frustration of many teachers and staff within the district. It is important that we focus on decreasing the stress to allow a better work relationship with connections and outlets. She absolutely loves the people she works with and is very happy in the School District of Reedsburg. It is a great place to work.



Beth Herman, MSE is a Wisconsin native and has worked in education for over 20 years. She is a school psychologist by training and worked in that role for most of her career. She did most of her work in the Milwaukee Public Schools focusing on prevention and intervention work, helping schools implement social-emotional learning programs, anti-bullying initiatives, and classroom management strategies. She has been with the Wisconsin Department of Instruction since 2013 wanting to take her passion for prevention to a bigger arena. She has been the Co-coordinator of the Safe Schools/Healthy Students Project since it began and has been a member of the executive team for Project AWARE. She continues to be amazed at the resiliency of communities, the impact of strong leadership and the capacity for change that is at the heart of creating safe and supportive environments for youth, families and educators.

Julie Incitti, MSW, APSW, is the State Consultant for School Social Work for the Wisconsin Department of Public Instruction. Her areas of responsibility include attendance and truancy, student records, child welfare and maltreatment, students in out-of-home care, mental health, and school discipline. Her work with schools involves technical assistance, resource and professional development, and interagency collaboration. Julie received her MSW from the University of Wisconsin-Madison before working as a school social worker in the Stoughton Area School District. Julie recently served as the president of the Wisconsin School Social Workers Association (WSSWA), Conference Planning Co-chair, Legislative Committee Chair, and an active part of the board since 2012. Her work has focused on developing policies and procedures that best serve students and school districts at multiple systems levels.

Trish Kilpin, MSW Kilpin is a School Social Worker in the Greendale School District. Trish has been active in the development and implementation of a Violence Risk Assessment (VRA) process in her district, and provides ongoing training and consultation for VRA teams. She has experience working as a school social worker in schools from PreK through post HS for 26 years. Trish has a passion for creating institutional, systemic change through skill-building and understanding. She also teaches Restorative Processes, Trauma-Informed Care and is a PREPaRE trainer.



Katherine Konle, MSW, APSW is a School Social Worker for Oconomowoc High School. She joined the district in 2014 and has experience working as a school social worker from kindergarten through the 12th grade level. As part of her school social work role she is a case manager, coordinator of the GED-option II program, a mentor to new staff, and is an internal PBIS coach.

8 YVJY @ggjHfz8 '8]j Á | çã^•Áã^&ç^!çã^•Á Á@{ æ Áæ-ã ä * Á~!çã[!•Áæ äÁ@ãÁæ äã•Áæã ÈU@Áç•Á | çã^ãÁ dæ ä * Á } Áæã } æ^ç^|ÈÖ:ÈÇæ•æ^Áç•Á^&ç^ãÁ^~ ^! [~•Áæ æã•Áæ äÁ^&ç^* } æã } Á | Á@!Á [! \ Á çã^ãÁ ÈU@Á Á æ ÁÖ) äã * Á@Áæ ^Áçãããã | ÈP []^•ÁU] ^} ÁU [~ äÁæããã | Èæ äP^æç æçÁ | çã^È

Susan Lubar Solvang is President and Founder of Growing Minds, whose mission is to create safe and trusting relationships in the classroom and within the school community, setting the stage for better learning through mindful awareness practices. Growing Minds is currently focusing on professional development such that educators might learn to increase self-awareness of their emotional patterns, thereby learning to reduce their stress, choose their responses intentionally, and learn to quiet the emotional ripples of moment-to-moment classroom life. Susan has trained with the most established programs in our country, including UCSD Mindfulness Based Stress Reduction Teacher Training, Mindful Self-Compassion with Kristen Neff and Chris Germer, CARE with Patricia Jennings, Mindfulness in Schools Project .b and .b Foundations, Mindful Schools, and Learning to Breathe with Patricia Broderick to develop the programs that would be useful to Milwaukee area schools.

Sandi Lybert's personal experience with her son Tyler's addiction and her passion for helping others led her to leave her career in banking to start Your Choice to Live, Inc. Your Choice is a drug and alcohol abuse prevention, education and awareness program for students, parents and communities.

Colleen McHugh Moore has experience as a special education teacher, regular education teacher and administrator. In her role as the Director of Pupil Services, Colleen has the opportunity to work alongside teachers, pupil services staff and administrators to develop and implement specialized services to a wide range of students. She continues to be part of the collaborative work being done to implement a comprehensive Violence Risk Assessment (VRA) process. The VRA has proven to be an invaluable process for determining the level of risk a student presents, as well as the supports needed by the student and others to maintain a safe and effective learning environment.

Mark Mitchell retired in 2011 after 33 years with the Department of Children and Families and came out of retirement for his current position with DPI. He retired from DCF in the position of Director of Tribal Relations. Other positions Mark held with the DCF (in its various manifestations) were Manager of Out-of-Home Care Services, Supervisor of Child Welfare Services (abuse and neglect, domestic violence, runaway and homeless youth, independent living, out-of-home care, and related programs), and Director of Legislative Services and Special Projects with the Office of Legal Counsel.

Wendy Neyhard recently retired as the Director of Student Services for Hortonville High School. Wendy worked for 37 years in K-12 education as a special education teacher, Associate Principal and High School Principal. She will be working with other Wisconsin school districts to implement screening in their schools.

Jennifer Nitz, MSW knows what it's like to work in a high-stress environment...after all, she's a school social worker. Her daily work (or calling, as she sees it) involves spending time with middle schoolers who are no strangers to poverty, violence, drug abuse, homelessness, and much more---and helping them to rise above their circumstances. For over 10 years, she has worked in the trenches with at-risk youth and has seen first-hand the impact of stress and trauma on both her students and her staff. Beyond her MSW, this led her to pursue certification as an RYT (Registered Yoga Teacher.) Jennifer has taken that training into the school setting, introducing yoga to both her students and her staff. She is excited to share her journey with you and hopes that it will inspire you to give yoga a try!

Jack O'Meara is the WSSWA Government Relations Representative, serving the association on a contract basis. Jack is President of O'Meara Public Affairs L.L.C., a government relations, communications, association management and policy

analysis firm. He previously worked as a senior legislative and press aide in both houses of the Wisconsin Legislature, and held a similar position in Washington, D.C. for Congressman Tom Barrett, now Mayor of Milwaukee. He has also managed and consulted with many political campaigns. A native of the Milwaukee area, Jack started working at the State Capitol and for a local newspaper while in college. He holds a B.A. in Political Science from UW-Madison.

Dr. Judith Reed currently serves as a Behavior Specialist, Learning Strategist, AODA Parent Educator and Substitute Principal at Oconomowoc High School and as the President of Team Real. She has worked in a variety of positions from a principal of an alternative high school for 20 years, a teacher, and a mentor with experience in the field of substance abuse and gang activity for the past 37 years.

Mike Rupsch, LPC, LCSW received his master's degree in Human Development Counseling from Sangamon State University in Springfield, Illinois and his undergraduate degree from the University of Illinois, Urbana. He is a Licensed Professional Counselor and Licensed Clinical Social Worker in the state of Wisconsin, with 29 years of experience in the behavioral health field. He has been an Account Executive at Aurora EAP for the past 14 years, providing training seminars, counseling, consultation, and clinical supervision. Mike has a special interest in helping individuals create health and happiness. He works to empower people to create resilience, utilize creativity and have fun! His training sessions are evidence-based and include topics such as creating resilience, setting and achieving health goals through resilience, the power of mindset and the neurobiology of self-care.

Heidi Schmidt, PhD is a retired Director Administrator from the Hortonville Area School District. Heidi worked for 36 years in K-12 education as a teacher/coach, Assistant Principal, Middle School Principal and District Administrator. She continues to be a life-long learner, as she is working as a full-time online adjunct in a doctoral program for a university.

Dan J. Seaman, Ed.S., NCSP, WI RtI Center Technical Assistance Coordinator since 2011. Dan served the East region, CESAs 6, 7, & 8 with implementation of a culturally responsive Multi-Level System of Support with an emphasis around academic implementation. Dan also provides statewide support around Family Engagement within a Multi-Level System of Support. Prior to his role with the RtI Center, Dan was a Nationally Certified School Psychologist in Eastern Wisconsin for 10 years.

Scott Strong, MS, is the Executive Director of RISE in Madison, a nonprofit organization providing a continuum of services including early childhood home visiting, child/adolescent mental health, wraparound, and young adult mental health. Scott has worked in community mental health for over 30 years, working mostly with children, adolescents and families. For the past 25 years Scott has been involved in the development of the System of Care for children's mental health in Dane County, working closely with local school districts, mental health providers, health systems, the juvenile justice system and child welfare system. Scott has presented locally, statewide and nationally on wraparound and Collaborative Systems of Care, and has provided both local and statewide leadership to advance community and school-based mental health programming.



Tim Schwaller, MSW, LSCW has been a school social worker in Wisconsin for many years, and currently is the school social work program coordinator at UWM. He has been an active member of WSSWA, serving on the board for over 12 years. He has a broad range of experience in child welfare, school social work, and as a therapist addressing mental health needs.

Emily Tofte, MSW is the Youth Services Section Manager at DCF. The section focuses on older youth needs, programming, and outcomes, with a specific focus on youth involved with or at risk of entering the child welfare or youth justice systems, and youth experiencing homelessness. Prior to this position, Emily was the Child Welfare Licensing Section Manager overseeing residential care centers, group homes, shelter care facilities, and child placing agencies. Emily's human services career, dating back to 2001, has focused on serving children, youth, and families, with a particular focus on comprehensive and individualized services for children in out-of-home care. Emily received her Bachelor's degree from the UW-Whitewater in 2002 and her Master's degree from the UW-Madison in 2011.

Rick Versteegen is an attorney with Boardman & Clark LLP in Madison, Wisconsin. Rick is a member of the School Law Practice Group and the Labor and Employment Group at the firm. He represents educational institutions (including public school districts, Cooperative Educational Service Agencies (CESAs), and technical colleges) in a variety of education law matters. He counsels clients in labor and employment, student rights, student discipline, meetings and records, special education, Title IX, privacy and technology issues, student safety, policy, governance, and many other issues. Rick regularly provides training on these issues, conducts compliance reviews, attends board meetings, drafts and negotiates contracts, prepares opinions, analyzes legislation and school board policies, and provides other legal services. Rick is a past President for the Board of Directors for the Wisconsin School Attorneys Association, is a member of the National School Board Association's Council of School Attorneys, and is a member of the State Bar of Wisconsin and the Dane County Bar Association. Before entering private practice, he served two terms as judicial law clerk to the late Wisconsin Supreme Court Justice William A. Bablitch. Rick is a 1997 graduate of the University of Wisconsin Law School and earned his B.A. in Political Science from the University of Wisconsin-Milwaukee in 1991.

Katie Westerman, MRC, MS is a certified K-12 School Counselor and former Rehabilitation Counselor. Her experience includes working as a counselor for the Wisconsin Division of Vocational Rehabilitation, program manager at the University of Wisconsin-Milwaukee and most recently, the coordinator for parent and community education programs in the Oconomowoc Area School District for 8 years. Her passion is to help empower parents and provide them with the resources, support and information they need to raise a drug-free child.

Monica Wightman, MSW is an Education Consultant with the Department of Public Instruction. She has been a social worker for thirty years, with half of her career in child welfare/mental health positions, and the other half in schools. She is a strong advocate for youth and family-driven practices that encourage all of us to have greater impact through collaboration at all levels. She is currently a Project Coordinator for Project AWARE, a large federal SAMHSA grant focused on school mental health, safety and climate. She is excited about DPI's new School Mental Health Framework that will guide districts and their partners to provide a continuum of supports that will enhance the wellbeing and resilience of children and families.

