



Wisconsin School Social Workers Association Fall Conference

Working Towards More Equitable Schools: Social Workers as Advocates and Systems Experts

November 8 and 9, 2018

Heidel House -- Green Lake, WI



Purpose and Goals of the Conference

This year's conference is focused on School Social Workers as advocates and systems experts. We are excited to invite you to be a part of this conference where we will learn from a great panel of speakers about working towards more equitable schools. Social workers are advocates for equity in many ways, including social equity, educational equity, cultural equity and professional equity in the schools across our state

The keynote presentation by **Ananda Mirilli** is entitled Dismantling Systems of Oppression in the Pursuit of Education Justice and Equity. Each individual is on a journey in their understanding of equity and equity work. There is an emotional level, a data level, a practical level and all interface with each other. Using the story of her own journey, Ananda will provide a context for folks to identify where they are at in their own journey. She will then offer strategies, ideas, and recommendations for how to support and elevate our work wherever we are at.

We have some of our very own WSSWA board members presenting on a variety of topics, including how to advocate for students on the macro level by Kelly Ohme, creating a GSA and best practices for supporting trans youth by Angela Baerwolf, and Dani Robb co-presenting on the base knowledge of DBT Skills that can apply in the educational setting. Joining us from retirement, Nic Dibble will present Ethics and Boundaries for School Social Workers with a focus on managing the challenges of working with children and adolescents.

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 statewide 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 8, 2018**. To guarantee the block rate, be sure to reserve your room by **October 8, 2018**.

Online Registration Required. Payments can be made online, by personal check, and by 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.**

Reminder! 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.

Continuing Education Hours (CEH's) have been applied for from NASW - WI: Wednesday – 2 CEH's (optional); Thursday – 6 CEH's; Friday – 4.5 CEH's (i.e., 10.5 CEH's for full conference or 12.5 with optional movie and discussion).

Certificates of Attendance will be available as documentation for State of Wisconsin Department of Safety and Professional Services license renewals.

Conference Fees: Discounts are available for students, retired SSW's, and for those who are current members of WSSWA. **Please note: Annual memberships 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, in order 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 8, 2018**.
- Requests for ADA accommodations **MUST** be received by **October 8, 2018**.
- 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, 2018.**
- **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 presenters (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.

Instructions for Online Registration

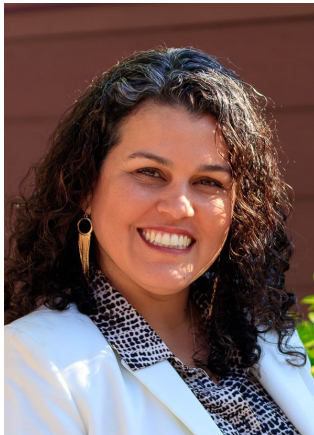


Go to wsswa.org and click on 2018 Fall Conference Registration

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 indicating payment is requested..
 - **To pay by check**, an invoice is automatically generated and emailed to you. Make checks payable to “WSSWA” and send to:
Alex Garcia - 549 North Main St. Cottage Grove, WI 53527
 - 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 paytm@hotmail.com. You can update your membership profile yourself on our website, wsswa.org, as well as check your membership level and renewal date.

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KEYNOTE SPEAKER: Ananda Mirilli

Dismantling Systems of Oppression in the Pursuit of Education Justice and Equity

“Everything is Equity!” has become a problematic statement as it relates to deepening our work and has created confusion among professionals. As a field we have commonly dismissed self-awareness and key foundational learnings to elevate the work collectively. Ananda Mirilli will model storytelling to facilitate introspection and better understanding of our individual journey. She will highlight the importance of bringing folks along in the pursuit of education justice and equity. We will explore frameworks to better understand our own practices and beliefs around equity work and move towards dismantling hierarchical ways in which we engage the work. She will then offer strategies, ideas, and recommendations on how to engage with colleagues and families most impacted by systems of oppression. We would like to inspire school social workers and ignite hope that they can access their cultural capital to promote change and improvement to support equity efforts in their school environment.

Thank you to our sponsors!!



16:49 Movie and Discussion - Wednesday and Thursday

Join us for a screening of the movie *16:49* on Wednesday or Thursday night at 6:30 pm with a discussion to follow. In 2010, director R.E. Burgos created *Sixteen Forty-Nine*, a moving and astonishing documentary film about homeless teens in Rock County. The film was shown at the Beloit International Film Festival and later won the National Association for the Education of Homeless Children and Youth media award for 2010. Watch the film's trailer [here](#).

Workshop Descriptions

All workshops are 90 minutes unless otherwise noted.

A: School Social Workers in Solidarity: Positioning Ourselves in the Movement towards Educational Equity - Ananda Mirilli

What does it mean to be in solidarity with others and with their work? What does this look like in the school context? How do we support our historically marginalized students and families in a way that is truly helpful and not harmful? We will also touch on how school social workers could respond to other staff they work with those who are not as far on their journey (how do we address comments in the moment). We will talk about building a shared interest with folks. Ananda will talk about how to remain in a space of discomfort, and what is helpful vs. what alienates others. Learning Objectives: 1) Consider ways to support our historically marginalized students and families in a way that is truly helpful, 2) Learn ways to respond to biased comments, 3) Learn techniques for remaining in a space of discomfort.

B: Are Students and Families of Color Benefitting from the School Mental Health Services We Offer? - Monica Wightman

In order to offer comprehensive mental health supports to all students, it is essential that we reflect on who we serve, what services they receive, and the impact on students of color and their families. Self reflection, resource mapping for sub-populations of students, effective approaches, and outcomes will be discussed. Student and family engagement will also be a central focus. Learning Objectives: 1) Examine which students have access to our school behavioral health services and why, 2) Explore engagement strategies that employ Person Centered Planning, 3) Identify services and supports that are a good fit with what students and families want, 4) Understand what resistance is and how to overcome it.

C: Understanding the System: Out-of-Home Care 101 - Jonelle Brom

This workshop will provide an overview of the child welfare system, specifically when a child enters out-of-home care. Participants will learn common terminology related to the child welfare system and out-of-home care, the role of caseworkers and other stakeholders in a case, and potential opportunities for schools and child welfare agencies to collaborate with one another. Learning Objectives: Participants will 1) Gain a general understanding of the child welfare system and out-of-home care, 2) Understand the roles and expectations of child welfare stakeholders, and 3) Develop skills for effective collaboration.

D: Supporting Youth through a System of Care - Bridget Todd-Robbins

Utilizing best practices in the field of juvenile justice combined with cross-system collaboration, La Crosse County and the School District of La Crosse created a System of Care response in 2016 as an alternative to arrest of youth in their community. This session will review the process on how to construct an early intervention model through the development of meaningful and impactful system collaborations, how to address challenging adolescent behavior occurring at school through interventions and supports, and how to improve engagement between families and schools. Learning Objectives: 1) Importance of data in making system-based decisions, 2) Impact of collaborations, 3) Early intervention and creative strategies to support youth.

E: Awesomely Radical Love - Tracy Hamm Warneke

Om. Take a moment for some self care with an every body yoga class and let it all go on the mat. Bring joy to your heart, relaxation to your mind, and peace to your soul. Coming together to breathe builds connection and strength. Take care of yourself, so you are able to take care of others. Learning Objectives: 1) I will participate in a mixed level, every body yoga class, 2) I will participate in some self care using the power of my breath, 3) I will walk away feeling calm and relaxed.



EE: Re-examining the Role of a School Social Worker in an Equitable Multi-Level System of Support - Kent Smith

This session will briefly present Wisconsin's Equitable Multi-Level System of Support as a delivery framework, present how the role of the social worker fits within that, and provide exemplar information of the changing role from former school social worker who is now a building administrator. Learning Objectives: 1) Participants will learn the parts of Wisconsin's Equitable Multi-Level System of Support (E-MLSS) that guides equitable education delivery and support, 2) Participants will consider how the role of the School Social Worker may adapt to the E-MLSS framework, 3) Participants will consider how the role may change and how to begin incorporating some of the components of the E-MLSS framework into their practice.

F, J: Ethics & Boundaries for School Social Workers – Managing the Challenges of Working with Children & Adolescents - Nic Dibble (4 hours plus breaks)

Working with minors is challenging for school social workers who seek to uphold all of the relevant school social work ethical standards and principles that may, at times, compete with each other. This workshop will provide an opportunity for participants to learn about, discuss, and apply critical legal and ethical parameters common to school social work practice. Learning Objectives: 1) Participants will understand the statutory rights of Wisconsin minors that are related to school social work practice, 2) Participants will examine and discuss the ethical standards and principles

that they struggle with most frequently, 3) Participants will apply their learning in discussions of ethical challenges related to school social work practice with minors.

G, K: School Safety: Child Sexual Assault Prevention - Mary Kleman (3 hours)

This training provides assistance in developing and implementing strategies, employee and parent training, and other resources to create a culture to protect children. Utilizing the 10 Core Components developed by the Centers for Disease Control and Prevention to prevent child sexual abuse, participants will gain concrete examples of ways to improve their policies and procedures to create a safe environment for both children and staff. Learning Objective: Participants will develop plan to enhance the safety of children in the school setting and work to prevent child sexual abuse.

H, L: Restorative Justice in Education: Building an inclusive and Culturally Responsive Community that Honors the Personal Power of all its Members - Eugenia Highland and Ali Trevino-Murphy (3 hours) CANCELLED

Restorative Justice Philosophy is rooted in the beliefs that people are worthy and relational and are rooted in the values of respect, dignity, and mutual concern. What does it look like in practice? How can we develop a Restorative Justice anti-racist mindset and ethos that could dismantle white supremacy ideology in the personal, interpersonal, systemic, and cultural levels? In this workshop we will draw on the philosophy of Restorative Justice and the circle process as a way to claim our personal and collective stories to connect, heal, and build a sense of belonging. Learning Objective: Learn what is Restorative Justice Philosophy and circle process practice as a way to interrupt the cycle of harm.

I: Addressing Everyday Microaggressions as School Social Workers - Jenny Braunginn

School climate, staff and parent relations as well as supervision of interns are all affected by having a school that is welcoming and supportive of all people. Effective methods of confronting microaggressions can be the key to not only improving your school climate and addressing PBIS, but addressing racial and social justice issues overall. This interactive workshop will help you identify micro-aggressions, practice and learn various methods to address them. Learning Objectives: 1) Understand the huge, cumulative impact of microaggressions on mental health and trauma, social relations and ability to learn, 2) Understand what they are and how to address them in various settings, 3) Present and practice various ways - as School Social Workers - to address microaggressions that can occur regarding racial, ethnic, religious, sexual orientation, gender and disability issues.

M: Initiative Integration and Alignment - Elizabeth Cook

In order to offer comprehensive mental health supports to all students, it is essential that we reflect on who we serve, what services they receive, and the impact on students of color and their families. Self reflection, resource mapping for sub-populations of students, effective approaches, and outcomes will be discussed. Student and family engagement will also be a central focus. Learning Objectives: 1) Gain knowledge about the current initiatives and funding streams related to school mental health (SMH), 2) Understand strategies for integrating initiatives, 3) Evaluate common implementation barriers learned from three years of implementing SMH, 4) Gain strategies for leveraging systems change.

N: Macro Level Work Isn't Just for Policy Makers - Kelly Ohme

Are you feeling helpless or overwhelmed when you hear about major policy changes at the national and state level? During this workshop, you will learn how to advocate for students on the macro level. We will explore simple ways to influence policy changes for your local community. We will discuss ways to find sources of credible information, how to find and contact your representatives and, lastly, how to effectively voice your concerns to your representatives. Learning Objectives: 1) Find out sources for important and relevant legislative updates 2) Learn how to best communicate your intentions to your government representatives, 3) Be able to identify your representatives.

O, S: DBT Skills 101 - Anna Falci, MSW, APSW and Dani Robb, MSW

Participants will learn what Dialectical Behavioral Therapy (DBT) Skills are and will walk away with a base knowledge of DBT Skills that they can apply in the educational setting (small groups and individual sessions). Learning Objectives: 1) Gain a basic understanding of DBT, 2) Gain understanding of DBT Skills, 3) Discuss implementation techniques and strategies.

P, T: Historical Trauma: The Intersection of Race and Trauma - Rebecca Ramirez, Ph.D.

Historical Trauma is the collective and cumulative wounding across generations resulting from cataclysmic events. The events are targeted to specific communities based on some type of group designation. Because historical trauma has ongoing effects for individuals and communities, it is important to understand its impact for us to accurately address this issue. Learning Objective: Understand the concept of historical trauma and its impact on individuals.

Q. Project 16:49 for Homeless Students: A Story of How One Community Mobilized for Homeless Teens - Robin Stuhlt & Ann Forbeck

Project 16:49 is a non-profit in Rock County that serves teens and young adults who are homeless and are not living with a parent or guardian. Project 16:49 started as a group of concerned service providers and community members who saw a gap in services and refused to give up, despite many barriers. In this interactive presentation, we will share our experiences: the good, the bad and the ugly. We will help you to identify the students in your community who are left behind and empower you to mobilize resources to help all of your students be successful. Learning Objectives: 1) Understand how to mobilize multiple systems and stakeholders in a community to make positive changes for youth, 2) Become empowered to identify gaps in services and stakeholders, and to address those gaps in strategic ways, 3) Leave with actions steps to improve outcomes for youth at your school or agency.

QQ. Creating a GSA and Best Practices for Supporting Trans Youth - Angela Baerwolf

LGBTQ students who attend a school with a GSA report more positive ratings of their school climate, have better attendance, and higher GPAs than schools who do not. This presentation will offer guidance on how to implement and facilitate an effective GSA, as well as best practices on how to support students who identify as transgender. Learning Objectives: Participants will come away with strategies on how to implement a GSA with support from administration, facilitate meetings to structure the GSA and foster student ownership and goals, and strategies to support transgender students, through educating staff, and working with the family.

R. Social Worker and Classroom Teacher: The Dynamic Duo - Tracy Hamm Warnecke

Equitable teaching practices and pedagogy tools will be discussed and exchanged. Coaching classroom teachers to integrate SELS into their classroom's daily routines will be discussed. Consulting with teachers on equitable engagement with families and influence on school culture and climate will be reviewed. Building an inclusive, safe and supportive classroom for every student requires planning and, at times, support from the school social worker. What does this structure look like? What is the system for communication? How is this shared with whole staff? Come to this workshop because we are better together. Learning Objectives: 1) I will come away with equitable strategies and tools that can be easily implemented into a small group or classroom environment, 2) I will learn how to build an inclusive classroom for every student, 3) I have the opportunity to brainstorm and collaborate within a small group to begin drafting a plan on how I can bring what I have learned back to my building.

U. Tourette Syndrome - Advocating Made Easier - Shari Meserve, M.S.Ed., Ed.S. & Ty Uselding

An educator and a student (both of whom have Tourette) will share information about cutting-edge research-based interventions to support students with Tourette. Specifically, the Honest, Open and Proud program, which was initially developed to support mental health challenges has been modified for the Tourette population and can easily be adapted for school use. Cognitive Behavior Intervention for Tics will also be discussed, including adaptations for school settings. Further, specific tips will be provided in relation to IEP and 504 goals and accommodations. Local Tourette resources will be shared with attendees including the WI Tourette Ambassador program and Tourette Camp USA. Learning Objectives: 1) Increase ability to support students with Tourette by learning about new research-based methods, 2) Increase advocacy skills by learning about IEP/504 goals, accommodations and supports, beyond the ones typically used for students with Tourette Syndrome, 3) Increase knowledge of local resources including information from a Wisconsin Tourette Youth Ambassador.

Information about Presenters

Ananda Mirilli - KEYNOTE - Ananda is a native from Brazil and has a long history of working with communities in the U.S. and abroad. Ananda's academic, professional and personal experiences align with her commitment and passion of education justice and transformative educational. Ananda holds a master's degree in Education Leadership and Policy Analysis from the University of Wisconsin and a bachelor's degree in Human Services and Psychology. Ananda is a

Special Education Consultant for the WI Department of Public Instruction and Grant Director for the Disproportionality Technical Assistance Network (DTAN). Ananda was the former Director of the Racial & Restorative Justice department for the YWCA, Madison and has experience working in districts and higher education institutions.

Angela Baerwolf, MSW has been a teacher for five years and a school social worker for five years, co-facilitating GSAs in rural and urban areas, as well as middle and high school. Angela has also been a mentor for Proud Theatre, a group for LGBTQ youth that uses theatre to empower and educate.

Jenny Braunginn, MSSW, CISW, Field Faculty/Instructor has focused on striving for racial and economic justice through working as a school social worker for over 30 years, as a community organizer and educator. Currently, as faculty at UW Madison School of Social Work, she supervises and teaches MSW students in the Children, Youth and Families field seminar/internships and teaches courses in School Social Work. She also leads and organizes workshops and conferences on confronting racial and social injustice, especially through the School of Social Work.

Jonelle Brom CAPSW, MSW is the Out-of-Home Care Section Chief for the State of Wisconsin - Department of Children and Families. She received her MSW and a BA in Psychology from the University of Wisconsin-Madison. She has practiced social work in public child welfare in the areas of child protection and juvenile justice for since 1999. In her position with the State of Wisconsin, Jonelle Brom is responsible for the oversight of the foster care program, permanency consultation, the foster care medical home Care4kids, subsidized guardianship, and rate regulation.

Elizabeth Cook, Ed.S. is the School Psychology Consultant at the Department of Public Instruction. She was trained as a school psychologist in Detroit, Michigan. She has practiced across Michigan and Wisconsin and has experiences spanning early childhood through high school in rural, suburban, and urban educational settings. In addition to consultation to the field, Elizabeth takes the lead on DPI's Trauma Sensitive Schools initiative and supports a variety of topics around special education and mental health.

Ann Falci MSW, APSW is trained in Dialectical Behavioral Therapy (DBT) as well as Dialectical Behavioral Therapy Skills in Schools. She has partnered with and implemented DBT in Schools in several school districts throughout Jefferson County. Anna works as at Jeffers County Human Services working with youth to address their ongoing mental health needs through psychosocial rehabilitation.

Nic Dibble, MSW worked 40 years as a school social worker and DPI education consultant, including 20 years as the state consultant for school social work. He has provided ethics and boundaries training for school social workers for almost 20 years, co-authored Ethical Decision-Making in School Mental Health, and led the process to create the Supplemental Ethical Standards for School Social Work Practice.



Ann Forbeck has worked with children and youth as a clinical social worker in residential treatment, special needs foster care, and school social work. In her capacity as a school social worker, she served as the Homeless Liaison for the School District of Janesville and is currently the school social worker for Craig High School. She has a Masters degree in Social Work from the University of Michigan. Ann lives in Beloit, Wisconsin with her husband, a writer, and five children, including a set of quadruplets who are 16 years old.

Jessica Grandt-Turke; MSSW, LCSW is currently the principal at Harrison Elementary in Janesville, Wisconsin. Prior to this she was a school social worker at Wilson Elementary, also in Janesville, and the district social worker for Lake Geneva Schools. Before working in the schools, Jessica worked for Family Works, a treatment foster care agency that services at-risk youth throughout Wisconsin. Jessica has presented at the national PBIS conference on the topic of culturally responsive practice, as well as at the national Destination High Performance Leadership conference on the topic of school climate and culture. In her spare time, Jessica attends Edgewood College where she is pursuing her doctorate in education.

Eugenia Highland Born and raised in Mexico City, Eugenia is a Mama, artist, and cook. Eugenia is also the Restorative Justice Program Director for the YWCA Madison and has been an RJ practitioner for the last 7 years. As a Mexican Immigrant woman of color with a physical disability, Eugenia has found a lot of healing within the Restorative Justice co-liberating movement of shared vulnerability. Since Eugenia arrived to Madison in 2008, she has become an

impassioned advocate for youth of color. She believes in the power of community, art and culture as a way for youth to flourish through their own self-determination.

Mary Klemen MSE, is a Prevention Manager with Children's Hospital of Wisconsin Community Services and serves as Director of Awareness to Action and Prevent Child Abuse Wisconsin. She works on programs focused on preventing child abuse, in particular child sexual abuse, by helping adults and communities take action to protect children. She also is an ACE Master Training for the state of Wisconsin. She has over 25 years of experience in the field of child abuse prevention and intervention, including several years as the director and counselor at a sexual assault crisis center.

Shari Meserve, M.S.Ed., Ed.S. is an IL School Psychologist who has worked in the public school system and/or private practice for the past 19 years. In her role as school psychologist, she has extensive experience working with and advocating for children and adolescents with a wide variety of disabilities and impairments. Her responsibilities have included evaluations and observations, leading special education teams, developing IEPs, providing direct counseling services, conducting Functional Behavioral Assessments and developing and implementing Behavioral Intervention Plans, and consulting with staff, administration and parents about appropriate strategies and programs for students. In addition to public school experience, Shari worked for a special education attorney as a parent advocate and also developed an educational advocacy department within a therapeutic clinic. Further, when in private practice, Shari administered neuropsychological evaluations within a psychology clinic. Shari served on the Board of Directors for the Tourette Syndrome Association of Illinois and the Tourette Syndrome Camping Organization, where she worked as the resident psychologist for seven summers. For three summers, Shari was the inclusion specialist at a non-special education overnight camp where she supported campers with special needs. Shari enjoys sharing her knowledge with parents and other professionals and has presented workshops for a number of professional agencies including Rush University Medical Center, the Obsessive-Compulsive Foundation of Chicago, and the Legal Assistance Foundation of Chicago. Shari speaks on topics such as Basic and Advanced Advocacy Skills, Special Education Eligibility in a Response to Intervention Model, Understanding Test Scores, What to Look for in an IEP and How to Improve It, Executive Functioning, and Tourette Syndrome.

Kelly Ohme, MSW has a bachelor's degree in Psychology from UW-Madison and a Master's degree in School Social Work from UW-Milwaukee. She has been practicing social work for about 15+ years and has been a school social worker with the School District of Waukesha for about 10 years. Kelly has been honored to be part of the WSSWA board for two years and have served as the Wisconsin Delegate for the School Social Work Association of America. She feels that it is important to be part of making positive change on a broad scale.

Rebecca Ramirez, Ph. D received her doctorate in Counseling Psychology from UW-Madison. She has dedicated her career to working with disenfranchised groups. She was the director of mental health for the Ho Chunk Nation and has also worked with the Oneida Tribe of Indians.

Dani Robb MSW, APSW has a master's degree in Social Work and has been practicing as a school social worker for 11 years with the past five years being in Jefferson School District. She was trained in DBT Skills for Schools in 2017 and has implemented DBT skills at the secondary level both on an individual level as well as small group through collaboration and facilitation with Jefferson County Human Services.

Kent Smith, MSSW; CISW, LSSW is a technical assistance coordinator for the Wisconsin Rtl Center. Before that he was a school social worker and department chair for the Eau Claire Area School District and Marathon County Department of Special Education. Before working in the schools, Kent was a county child abuse investigator and in-home family therapist. In addition to his role as a technical assistance coordinator, Kent is a member of the National PBIS Technical Assistance Center's Equity workgroup, and periodically teaches Social Work for the University of Wisconsin Madison in the Part-time Program.

Abby Strehlow, is a Program Coordinator with Children's Hospital of Wisconsin Community Services. She works on programs focused on preventing child sexual abuse. She has worked with several Wisconsin communities, helping organizations implement policies and procedures to protect children in youth serving organizations. She also is a Stewards of Children Trainer.

Robin Stuht has worked with youth for over 25 years. Her current responsibilities include working with school staff, community, legislators, and businesses to remove educational barriers for homeless youth of all ages. She graduated from Concordia University with a Masters degree in Educational Counseling. She is also a licensed School Counselor and Professional Counselor. Robin is passionate about those less fortunate and being a voice for those not heard. Her objectives are to make a positive difference in people's lives and society.

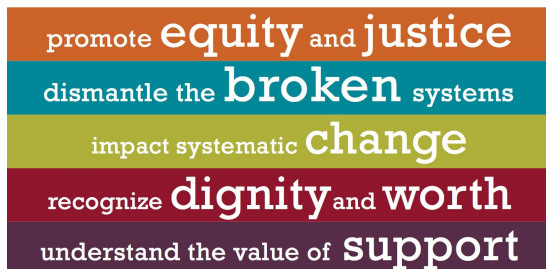
Bridget Todd-Robbins has a Master's Degree in Therapeutic Recreation. Prior to her current position, Ms. Todd-Robbins was the Vice President of Operations for ATTIC Correctional Services, Inc. (ACS) and managed community corrections programs for adult and youth offenders throughout the State of Wisconsin for 12 years. She is trained in EPICS, a cognitive-behavioral case management model; motivational interviewing; risk-need assessments; trauma informed care; and Bridges out of Poverty. In addition to her work with ACS, she was a full time Associate Lecturer at UW-La Crosse for 6 years and worked for several nonprofits that provide residential and community services for youth.

Ali Treviño-Murphy, MSW, is a Restorative Justice Manager at the YWCA Madison. The YWCA Restorative Justice Program provides support to administrators and school staff to implement restorative justice practices school-wide, from the level of classroom community-building to providing wraparound supports. Since launching in 2009, the program has served 21 schools across 6 districts. As a member of the Dane Restorative Justice Coalition, Ali helped develop an initiative to offer Restorative Justice interventions as alternatives to Madison Municipal Court. She is also a co-owner of Villari's Martial Arts Cooperative where she teaches martial arts, kickboxing and self-defense to children and adults.

Ty Uselding, a junior at Kohler High School, was diagnosed with TS when he was 6 years old. Ever since, Ty has been his strongest advocate. Even at that early age, Ty began the school year by reading an age-appropriate TS book to his class and after, answered questions from peers and teachers. He has continued this tradition throughout his school career. More recently, Ty was chosen as a Wisconsin Tourette Youth Ambassador. In this role, he speaks to students, educators and parents about TS and how to support those living with TS. At various points in his life, Ty has endured social challenges due to TS. In spite of the struggles, he states "Even if there is a cure for Tourette I wouldn't take it because it makes me who I am." In regard to Tourette Camp, he says it is what he most looks forward to because it is the one place he can be himself without judgement. Ty is looking forward to sharing how the Youth Ambassador Program and TS Camp can support students with TS.

Tracy Hamm Warneke is an 8th grade academic teacher and yoga instructor. Everyone has the right to a free and appropriate public education. This is my 21st year in public education and my "why" stays consistent. Holding certifications regular education, special education, and education administration, I have been a classroom teacher, case manager, Positive Behavior Support Coach, and RTI Learning Coordinator. My career began in Chicago Public Schools then transferring to a therapeutic day school for students with severe EBD and LD. MMSD has been my home for 12 years. We work hard and play hard in Warnecke's World. Together we laugh. Everyone makes growth. Everyone learns. I have been practicing yoga for 22 years. Yoga is my life line where I can let it all go on the mat to be a decent human being in the world. Two years ago, I earned my yoga certification through Breathe for Change allowing my to lead mindfulness and yoga with my fellow staff members and youth.

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.



Conference Location & Accommodations

Heidel House Resort

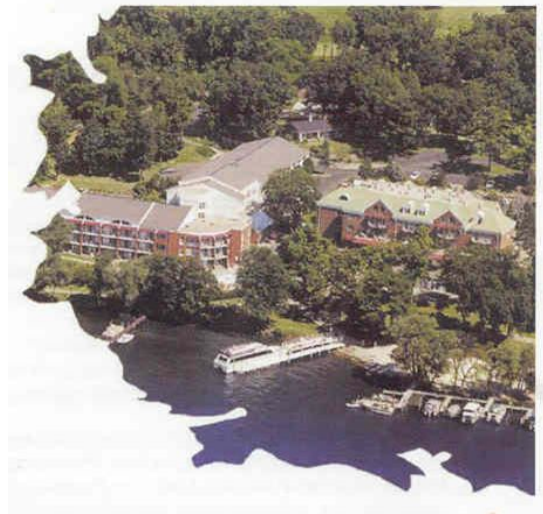
643 Illinois Avenue

Green Lake, WI 54941

www.heidelhouse.com

PHONE: 920-294-3344 — Toll Free 800-444-2812,

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Conference Room Rate
Guaranteed through
October 8:
\$82 single occupancy; \$92
double occupancy;
add \$15.00 for each additional occupant



Each room overlooks beautifully landscaped wooded grounds or lake view. Amenities include indoor swimming pool, sauna, fitness center, basketball and tennis courts, fishing and hiking, game room and three on-site restaurants. Room accommodations may be upgraded to suites and deluxe rooms for no additional charge pending available rooms at the time of check-in. Participants may extend their stay at the resort throughout the weekend at the same low conference room rate.

For directions go www.heidelhouse.com

