

# Schedule – 2020 WCASS Winter Conference

Wednesday, January 29, 2020

**12:30-4:00 | Half Day Pre-Con Session – Leadership Academy**

**Building Staff Resilience and Organizational Responsiveness in Schools**

*Sue McKenzie Dicks, MA - Rogers InHealth and WISE*

*Emily Jonesberg - Rogers InHealth and WISE*

## **SALON C**

Educators and other school staff are being asked to support the social-emotional skills of students, to make positive connections with families, to be trauma sensitive, and ensure the academic success of all students. These high expectations cannot be met outside the context of a positive and compassionate school culture. The CR Toolkit is a flexibly implemented set of individual, small group and whole staff activities to build compassion resilience in all staff from a system, team and individual perspective. Attend this session and experience the concepts for your own growth and well-being and consider application with your teams.

Thursday, January 30, 2020

**8:15-8:30 | Welcome & Exhibits Open**

**8:30-11:30 | Opening Keynote:**

**Race and Trauma in Education**

*Percy Brown Jr. - Middleton - Cross Plains Area School District*

## **SALON B**

The United States Census Department projects by 2050, the population of the United States of America will become a minority-majority nation. In order for our nation to remain the leader of the free world, public schools must confront the issue of race and the opportunity gap pervasive in districts across the nation. To prepare all students to be 21st century career ready and competitive in a global economy, districts must transform systems to become culturally responsive and meet the needs of all students. This informative and engaging keynote will provide a compelling overview of the key events leading to today's racial climate, tying together the past and the present. It will also discuss the historical factors contributing to the opportunity gap both in Wisconsin and nationally. Additionally, it will share the transformative work being done in the Middleton Cross Plains Area School to provide attendees with practical examples of how to address race and trauma in education.

**10:00-10:30 | Visit Exhibits**

**FOYER**

**11:45-1:00 | Lunch and WCASS General Membership Meeting**

**SALON B**

**1:15-2:00 | General Session: Wisconsin DPI Updates**

*Julia Hartwig & Susan Piazza – WI DPI*

**SALON B**

**2:00-2:30 | Visit Exhibits**

**FOYER**

**2:30-3:30 | Concurrent Sessions – Round ONE**

**1. School-Based Implementation of the Collaborative & Proactive Solutions Model**

*Sue Doyle – CESA 1 | Tanya Fredrich PhD – Elmbrook | Amanda Muzurkiewicz – New Berlin | Deidre Roemer – West Milwaukee | Theresas Kwiatkowski – Wauwatosa*

**SALON A**

Join five school districts as they share their experience implementing a student-centered approach in supporting students with challenging behaviors in an Equitable Multi-Level Systems of Supports. Based on the work of Dr. Ross Greene, districts are using the Collaborative & Proactive Solutions model in their schools. Through a panel discussion, districts will share their experience with using the CPS approach, including how this may be infused into the CCR-IEP process.

**2. Trauma Sensitive Pupil Service Practice**

*Julie Incitti – Wisconsin DPI*

**SALON C**

You have a good handle on the basics such as how trauma affects brain development and learning. You have learned about the concept of trauma sensitive schools and you get that the work begins with a shift in philosophy in how we view behavior and interact with students. And yet you are not exactly sure how you 'do' trauma sensitive work. We will talk about what trauma sensitive practice looks like, learn a couple practice strategies, review the components of building resilience, and build our vocabulary for explaining trauma sensitive work to others.

**3. Embedding Equity & Social Emotional Learning at the Universal Level**

*Sara Totten EdD & Rebecca Toetz PhD – DeForest Area School District*

**SALON D**

An in-depth review of how student voice, discipline data and incident write-up language were utilized to shift thinking among staff related to how we develop our school-wide expectations, discipline referrals, and how staff evaluate soft skills among students. Format will include a visual presentation with opportunities for participant community building, dialogue and planning built in.

**4. MLSS for Mental Health Needs in Rural Schools**

*Cari Guden, PhD, Jason Haluska, Sara Tatro & Lara Beranek – Edgar School District*

**ROSEWOOD/LINDEN**

In this presentation you will learn from a multi-disciplinary team about one small school's journey to building a multi-level system of supports for students with mental health needs. Special consideration will be given to best practices in assessment, service delivery, and monitoring of progress. Individuals who attend the session will learn how to gain buy-in from staff members for a systems level change, select goals for implementation, and continue to improve as district needs evolve over time.

## **3:35-4:35 | Concurrent Sessions – Round TWO**

### **1. Engaging a County-Wide Truancy Task Force Collaborative**

*Luke Pinion & Jamie Dobner – Waukesha School District*

#### **SALON A**

This session will cover how districts can establish a county-wide truancy task force involving multiple stakeholders from education, youth justice, DHHS, parents, law enforcement, and community agencies. A truancy committee is a WI statutory requirement every 4 years for districts who hold their County seat. You will learn the process The School District of Waukesha utilized for this collaborative effort, tools used to support the process, the final written summary report shared with all county districts, proactive truancy interventions, and the plan for continuing the work in the future. This task force included four primary subcommittees: 1) Attendance and Truancy Interventions, 2) Parent Outreach and Collaboration, 3) Medical Excuses, 4) County, School District, & Youth Justice Collaboration.

### **2. Continuous Improvement for Equity Under ESSA – A Panel Discussion**

*DPI Representatives, DeForest Area School District & Oregon School District*

#### **SALON B**

WCASS and DPI will facilitate a panel discussion on continuous improvement, focused on equity. The use of CEIS funds, as well as, connections between IDEA and ESSA identifications will be shared through examples from two school districts.

### **3. Assertive Communication De-Escalates Crisis & Builds Social Competence**

*Wendy Cartledge – CESA 5 | Kim Warma – Pro-ACT, Inc.*

#### **SALON D**

As educators, many of the children coming into our schools are tired, hungry and anxious. Students are experiencing more social and socioeconomic challenges than ever, and as the demands of learning are added to the list of adverse conditions, the behavior of some may escalate to the point of disrupting learning and jeopardizing safety. To effectively address and de-escalate potentially dangerous situations educators and administrators need straightforward strategies for interaction and communication. This workshop will provide participants with practical approaches for engaging students, modeling the social emotional skills you want to see in them, and de-escalating risk to effectively manage crisis.

### **4. Resistance to Inclusion? How Principals Respond**

*Aaron Engel – Gale-Ettrick-Trempeleau School District*

#### **ROSEWOOD/LINDEN**

Have you ever encountered resistance to inclusion of students with disabilities? Have you wanted to partner with your principal on implementing inclusion for students with disabilities? Attend this session to learn about the resistance principals encounter when they implement inclusion for students with disabilities and the strategies, they use to overcome this resistance. Attendees will leave with a framework for identifying resistance to inclusion and strategies for overcoming resistance to inclusion.

**4:45-6:30 | Legal Update & Social – Sponsored by: Buelow Vetter**  
*Gary Ruesch, Alana Leffler, Mary Gerbig & Claire Hartley – Buelow Vetter*  
**SALON B**

## **Friday, January 31, 2020**

**7:30-8:30 | Full Breakfast**

**8:20-8:30 | Announcements**

**8:30-Noon | Closing Keynote:**  
**Leadership and Driving Change**  
*Frances Stetson, PhD – Stetson & Associates, Inc.*

### **SALON B**

With the demand for leaders who are skilled in directing and sustaining change, an important starting point is the identification of the highest priorities—those that can exert the leverage needed to propel systems forward. Dr. Stetson will present her nominees for those high priorities for change in achieving improved outcomes for students with disabilities. Borrowing from Heifetz and Linsky’s classic work, *Leadership on the Line*, the priorities will be characterized as those identified from a “balcony view” and those seen from the “dance floor.” For each change priority, recommendations will be offered for leadership actions at the state and district levels.