

Mental Health Update

Timeline of 2018 – 2019

- August 16 – 17, 2018 – Mr. Kjelland and Mrs. Pederson training in Wisconsin Dells on Trauma Sensitive Schools and Trauma Informed Care
- August Staff Development Days – All staff go through 8 hours of Trauma Sensitive Schools Training w/ Jessie Sloan – CESA 4
- August 29, 2018 – Mental Health Committee Meeting w/Jessie Sloan; Establish Committee and distribute ARTIC Survey
- October 17, 2018 – Mental Health Committee Meeting
 - Go over survey results
 - What do we do to address those who have fundamentalist beliefs?
 - Next Steps
 - Develop Guide Book (draft attached)
 - Developed 3 goals
 - Increase Staff Collaboration
 - Map our resources in Trauma Informed Care to help staff respond/learn about how to handle situations
 - Increase data tracking practices to guide outcomes and support discipline practices (PBIS)
- Participate in CESA 4 TSS Cohort meetings bi-monthly
 - August 16 – Introductory Cohort meeting during Dells training
 - October 10 – Organizational; Purpose; What are people doing; (Regional Group Roles and Responsibilities attached)
 - December 18 – Begin more module work from <https://dpi.wi.gov/sspw/mental-health> and <https://compassionresiliencetoolkit.org/>
 - Each meeting comes with discussion of how districts are doing and what barriers they are facing. We are further ahead that a lot of districts participating.
 - February 14, 2019 – Continue module work; Barriers activity (attached) – What is keeping your school from becoming truly a trauma sensitive school?
 - Identified Barriers
 - Staff Feeling Overwhelmed
 - Teachers/Staff who don't get on board
 - Time
 - Those who are "waiting it out"
 - Building relationships with/for "fundamentalist" teachers
 - April 17, 2019 – Next Cohort meeting @ CESA
- Next Steps for Committee – Jessie Sloan will be here to meet with Committee Members on March 28, 2019. Better PBIS implantation is needed to support TSS in the school. Mr. Kjelland, Mrs. Pederson, and her will meet to discuss where we are at with PBIS at the Elementary and Junior High Levels, and develop an implementation plan to further get this going at the elementary/JH levels as well as begin PBIS at the HS level. Developed and possible PBIS forms are attached.

- Buffalo County – Victim’s of the Opioid Crisis Grant
 - Nothing to report here. Last meeting was still October 24, 2018
 - Why?
 - Funds have still not been released due to the government shutdown
 - 18 of 36 programs have gotten approved for the funding to be released, but ours isn’t one of them
 - Over a month ago Buffalo County was told 2 weeks on a phone conference
 - Updates will hopefully be coming soon
- January 24, 2019 – Trauma Informed Care Training @ Buffalo County w/Scott Webb – Wisconsin Stat Trauma Informed Care Coordinator
 - This is the clinical version of what we are trying to do, but information was very helpful
 - If we ever can get this guy to come present to the staff we should
 - Five Primary Guiding Principles of Trauma Informed Care (attached)
 - Trauma Informed Care – Parallel Values (attached)
 - ACEs – Adverse Childhood Experiences
 - The more ACEs the more potential for problems
 - 6+ ACEs = 20 years less life expectancy
 - Resilience – (Score sheet attached)
 - The higher the resilience score the more likely to have less effect of ACEs
 - Biggest take-a-away from an organizational standpoint
 - If you can’t make staff more resilient and treat that with Trauma Informed Care, or have a Trauma Informed/Trauma Sensitive Organizational structure you can’t expect them to reach students/clients using trauma informed or trauma sensitive care.

FIVE PRIMARY TRAUMA-INFORMED CARE GUIDING PRINCIPLES

1. **SAFETY** – Physical and emotional safety. Both the setting and interactions are physically and psychologically safe which includes where and when services are delivered, as well as awareness of an individual's discomfort or unease.

Question: What other things would you consider for safety?

2. **TRUSTWORTHINESS AND TRANSPARENCY** – Meaningful sharing of power and decision-making. Transparent operations and decisions maintain trust. Ensuring trustworthiness through clarity and consistency.

Question: What other areas would you consider important regarding trustworthiness?

3. **CHOICE** – Voice and choice. The aim here is to strengthen staff's, participants', and families' experience of choice. There is recognition of the need for an individualized approach. There is active participation in decision-making regarding services. It is understood that offering built-in small choices make a real difference.

Question: What kind of choice is relevant to providing services?

4. **COLLABORATION AND MUTUALITY** – Partnership, leveling of power differences. Recognition that healing happens in relationships and meaningful sharing of power.

Question: What does collaboration look like in your day-to-day work?

5. **EMPOWERMENT** – An individual's strengths are recognized, built on and validated.

Question: How would you go about empowering your clients?

Trauma-Informed Care: Parallel Values

TIC Value	Organizational Leadership	Staff
Safety	Leadership encourages staff to create wellness plans that protect against vicarious trauma and compassion fatigue.	Staff encourages and assists consumers in creating wellness plans that protect against crisis and relapse.
	Leadership leads in making the physical environment a sanctuary for everyone who enters.	Staff creates a welcoming and inviting space for consumers to relax, be comfortable and engage in services.
Trustworthiness	Leadership is committed to the well-being and success of its employees.	Staff is committed to the well-being and success of the clients.
	Leadership is respectful, clear, and consistent with expectations and interactions with staff.	Staff is respectful, clear, and consistent with expectations and interactions with consumers.
	Leadership speaks about staff with respect and acceptance.	Staff speaks about consumers with respect and acceptance.
Choice	Leadership involves staff and consumer representatives from each service system in organization planning and evaluation.	Staff includes consumers (satisfaction survey, consumer advisory board) in designing and improving services.
	Leadership works with staff to develop career goals and promotes opportunities for job development.	Staff works with consumers to develop individualized recovery plans that promote opportunities for personal development.
Collaboration	There are systematic ways for staff to give feedback to leadership regarding TIC values (safety, trustworthiness, choice, collaboration, and empowerment).	There are systematic ways for consumers to give feedback to staff regarding TIC values (safety, trustworthiness, choice, collaboration, and empowerment).
Empowerment	The organization provides resources and training necessary to implement TIC.	Staff provides referrals, resources and opportunities for skill-building to promote client's recovery.
	Leadership supports the time commitment necessary for staff to make changes in long-held habits and coping strategies.	Staff supports the time commitment necessary for clients to make changes in long-held habits and coping strategies.
	The organization recognizes when staff do good work.	Staff recognizes clients' strengths and successes.
	The organization validates and addresses policy and other barriers that may impede TIC implementation.	Staff validates and addresses barriers that the client has identified to achieving recovery goals.

Finding Your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often or very often...
swear at you, insult you, put you down, or humiliate you?
OR
Act in a way that made you afraid that you might be physically hurt? Yes No
2. Did a parent or other adult in the household often or very often...
push, grab, slap, or throw something at you?
OR
Ever hit you so hard that you had marks or were injured? Yes No
3. Did an adult or person at least 5 years older than you ever...
touch or fondle you or have you touch their body in a sexual way?
OR
attempt or actually have oral, anal, or vaginal intercourse with you? Yes No
4. Did you often or very often feel that ...
no one in your family loved you or thought you were important or special?
OR
your family didn't look out for each other, feel close to each other, or support each other? Yes No
5. Did you often or very often feel that ...
you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
OR
your parents were too drunk or high to take care of you or take you to the doctor
if you needed it? Yes No
6. Were your parents ever separated or divorced? Yes No
7. Was your mother or stepmother:
often or very often pushed, grabbed, slapped, or had something thrown at her?
OR
sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?
OR
ever repeatedly hit at least a few minutes or threatened with a gun or knife? Yes No
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs? Yes No
9. Was a household member depressed or mentally ill, or did a household member attempt suicide? Yes No
10. Did a household member go to prison? Yes No
11. Did you experience repeated bullying as a child? Yes No
12. Did you repeatedly experience discrimination based on ethnicity, skin color or sexual orientation? Yes No
13. Did you live in a neighborhood that experienced gang related violence? Yes No
14. Did you ever live in a foster home or group home? Yes No

Resilience Score

Please answer the questions below using the following scoring guide:

0	1	2	3	4
Definitely Not True	Probably Not True	Not Sure	Probably True	Definitely True

1. I believe my mother loved me when I was little. 0 1 2 3 4

2. I believe that my father loved me when I was little. 0 1 2 3 4

3. When I was little, other people helped my parents take care of me and they seemed to love me. 0 1 2 3 4

4. I've heard that when I was an infant, someone in my family enjoyed playing with me and I enjoyed it too. 0 1 2 3 4

5. When I was a child, there were relatives in my family who helped me feel better when I was sad or worried. 0 1 2 3 4

6. When I was a child, neighbors or my friends' parents seemed to like me. 0 1 2 3 4

7. When I was a child, teachers, coaches, youth leaders or ministers were there to help me. 0 1 2 3 4

8. Someone in my family cared about how I was doing in school. 0 1 2 3 4

9. My family, friends neighbors and friends talked about making our lives better. 0 1 2 3 4

10. We had rules in our house and were expected to keep them. 0 1 2 3 4

11. When I felt really bad, I could almost always find someone I trusted to talk to. 0 1 2 3 4

12. As a youth, people noticed that I was capable and could get things done. 0 1 2 3 4

13. I was independent and a go-getter. 0 1 2 3 4

14. I believe that life is what you make it. 0 1 2 3 4

15. There are people I can count on now in my life. 0 1 2 3 4

Total Score: _____

ABSTRACT

The youth of Buffalo County, Wisconsin have been severely harmed by the state's worsening opioid crisis. This county has been particularly affected by a dramatic spike in methamphetamine usage and addiction by many parents and caregivers of children. Unfortunately, violence, neglectful lapses in parenting practices and in many cases parental abandonment are harming the children of this locale. Injury to these children is manifested by physical exposure to methamphetamine and other harmful drugs via inhalation, ingestion and skin absorption. Injury also occurs through other traumatic events such as the witnessing of violence, being physically or sexually assaulted, being neglected and being deprived of nurturing care, safety, stability and support to experience enriching and resiliency building social, recreational and cultural experiences. To serve the youngest crime victims of Buffalo County, we propose services designed to reduce the adverse effects of trauma resulting from drug crimes. Our service design involves multiple interventions which benefit the child in school, home and community settings. In the school setting, a master level mental health counselor will provide Cognitive Behavioral Intervention for Trauma in Schools to reduce post-traumatic stress disorder and depression symptoms. Home based Functional Family Therapy is provided by the same counselor to the young crime victim and family members. Functional Family Therapy has been shown to reduce recidivism and has had a positive effect on youths in the areas of reducing risk behavior, increasing strengths and improving functioning across key life domains. Mentoring services are provided to the youth in the community setting. Through this relationship with a positive adult role model, the youth can experience resiliency-building social, recreational and trust building activities. These three proposed services would be integrated with existing services and community resources, which are outlined in this proposal. This service integration would be well coordinated through individualized service plans, parental permission allowing the sharing of service plan related information among participating providers, and oversight by a multi-system coordinating committee comprised of representatives of education, law enforcement, public health, and human service systems. The level of success achieved through these proposed services and system coordination will be rigorously monitored utilizing a set of evidence-based tools measuring resiliency and coping skill building as well as levels of trauma induced behavioral disruption and depression.



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Update on Federal Office for Victims of Crime (OVC) Grant

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Wed, Mar 20, 2019 at 4:19 PM

To: Danielle Schalinske <Danielle.Schalinske@co.buffalo.wi.us>, Rob Stewart <stewartr@alma.k12.wi.us>, Lana Rieck <rieckl@alma.k12.wi.us>, Annie Lisowski <Annie.Lisowski@co.buffalo.wi.us>, Carri Renchin <Carri.Renchin@co.buffalo.wi.us>, April Loeffler <April.Loeffler@co.buffalo.wi.us>, Luke Kjelland <lkjelland@cfc.k12.wi.us>, Brenda Berning <Brenda.Berning@co.buffalo.wi.us>, Tanisha Bautch <Tanisha.Bautch@co.buffalo.wi.us>, Michael Osmond <Michael.Osmond@co.buffalo.wi.us>, "krud@ghs.k12.wi.us" <krud@ghs.k12.wi.us>

At the end of last September, we were informed our Multi-Systemic Response for Buffalo County Young Crime Victims (MSR-BC) proposal was approved for funding by the U.S. Department of Justice's Office for Victims of Crimes (OVC). After 5 and a half months of waiting, OVC approved our MSR-BC budget for use. I am excited to announce we can finally move forward and start using the \$478,413 grant award to serve our affected youth.

As you have previously agreed to help guide the implementation of this grant as a member of the MSR-BC Steering Committee, I am inviting you to our next meeting where we will be reviewing contract and request for proposal documents as we move forward to get contracted service providers in place. I have attached the grant abstract for easy reference for service summary description to refresh memories as it has been so long since we looked at this.

We are tentatively looking at Wednesday 3/27 at 3pm at our DHHS office in Alma. Please let me know if this date does not work for you and I will either firm up that date and time and send a meeting agenda or quickly propose another date. Thank you.

Dave Rynders

Director

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School Safety








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Training Opportunities

The Office of School Safety is dedicated to providing training that helps schools deter, prevent, mitigate, and respond to school violence. Our training initiatives are shown below.

School Threat Assessment Conference

The School Threat Assessment Conference will feature national presenters discussing best practices in threat assessment. Tentative presenters include Steven Driscoll, Lead Social Science Research Specialist with the U.S. Secret Service National Threat Assessment Center , and Dr. Peter Langman , a psychologist who specializes in preventing school violence. This event will satisfy the threat assessment training requirement for members of the School Safety Intervention Team. Lodging at the state rate of \$82/night is available for each event.

Date	Agenda	Location	Lodging	Registration link
March 18-19, 2019	 Agenda 	Lake Geneva	\$82/night 	https://wisdoj-school-threat-assessment.eventbrite.com 
April 1-2, 2019	 Agenda 	UW-River Falls	\$82/night ¹	https://wisdoj-school-threat-uwrf.eventbrite.com 

¹You must telephone Best Western Plus Campus Inn, 100 Spring Street, River Falls, at (715) 425-1045 and mention group name "Wisconsin DOJ" to get this rate.

School Violence Threat Assessment Team training

The School Violence Threat Assessment Team course is for school administrators, counselors, security personnel and SRO/ERO's. This course will explain who should be part of the threat assessment team, the intent behind threat assessment tools such as the Violence Risk Assessment, how to assess the risk level associated with a threat, and how to determine the appropriate response to a specific threat. Attendees will complete table top exercises and evaluate their own policies. Attendees are encouraged to bring the threat assessment tool used in their school district and their school district's policy regarding threats of violence to the training. This is an eight hour course delivered by school administrators and law enforcement officers. Attendance is restricted to school employees and law enforcement officers.


Date	Location	Registration link




Training Opportunities | Wisconsin Department of Justice

March 21, 2019	Warrens Three Bears Resort	https://tat-2019-03-21.eventbrite.com 
April 24, 2019	Wisconsin Rapids Public Schools	https://tat-2019-04-24.eventbrite.com 
April 26, 2019	Western Technical College	https://tat-2019-04-26.eventbrite.com 
April 30, 2019	Oshkosh Area School District	https://tat-2019-04-30.eventbrite.com 
May 1, 2019	CESA 11, Turtle Lake	https://tat-2019-05-01.eventbrite.com 
May 3, 2019	Waukesha County Tech, Pewaukee	https://tat-2019-05-03.eventbrite.com 
June 11, 2019	Pulaski Community School District	https://tat-2019-06-11.eventbrite.com 
June 12, 2019	Neenah School District	https://tat-2019-06-12.eventbrite.com 
June 14, 2019	Wausau School District	https://tat-2019-06-14.eventbrite.com 
June 17, 2019	Tomahawk School District	https://tat-2019-06-17.eventbrite.com 
July 17, 2019	Kewaunee School District	https://tat-2019-07-17.eventbrite.com 
July 24, 2019	Abbotsford School District	https://tat-2019-07-24.eventbrite.com 
July 30, 2019	Western Tech College	https://tat-2019-07-30.eventbrite.com 
August 16, 2019	Appleton School District	https://tat-2019-08-16.eventbrite.com 
August 19, 2019	Stratford School District	https://tat-2019-08-19.eventbrite.com 

There is no charge for this training. Additional dates are coming soon.




Adolescent Mental Health training

The Adolescent Mental Health training curriculum was created by the National Center for Mental Health and Juvenile Justice . This 12-hour course includes information on developmentally appropriate behavior vs. mental illness, symptoms of specific diagnosis, trauma informed practices, de-escalation techniques, engaging parents in the process, and a community service provider discussion panel. Attendance is restricted to school employees and law enforcement officers.

Date	Location	Registration link
March 4-5, 2019	Salem	https://nasro.org/events/?event-id=966 
March 14-15, 2019	West Salem	https://nasro.org/events/?event-id=838 
March 21-22, 2019	Hortonville	https://nasro.org/events/?event-id=861 

Date	Location	Registration link
April 5 & May 10, 2019	Necedah	https://nasro.org/events/?event-id=944 
April 10-11, 2019	Wisconsin Rapids	https://nasro.org/events/?event-id=842 
June 6-7, 2019	Beaver Dam	https://nasro.org/events/?event-id=983 
June 6-7, 2019	Livingston	https://nasro.org/events/?event-id=1024 
June 10-11, 2019	Amery	https://nasro.org/events/?event-id=862 
June 12-13, 2019	Pulaski	https://nasro.org/events/?event-id=841 
June 12-13, 2019	Superior	https://nasro.org/events/?event-id=849 
June 13-14, 2019	Rhineland	https://nasro.org/events/?event-id=864 
June 17-18, 2019	Stratford	https://nasro.org/events/?event-id=865 
June 18-19, 2019	Eau Claire	https://nasro.org/events/?event-id=846 
June 19-20, 2019	Oconto Falls	https://nasro.org/events/?event-id=853 
June 20-21, 2019	River Falls	https://nasro.org/events/?event-id=964 
June 20-21, 2019	Turtle Lake	https://nasro.org/events/?event-id=912 
July 8-9, 2019	West Allis	https://nasro.org/events/?event-id=886 
July 9-10, 2019	Eau Claire	https://nasro.org/events/?event-id=845 
July 11-12, 2019	Pewaukee	https://nasro.org/events/?event-id=890 
July 11-12, 2019	Hayward	https://nasro.org/events/?event-id=916 
July 15-16, 2019	Merrill	https://nasro.org/events/?event-id=866 
July 15-16, 2019	Waupun	https://nasro.org/events/?event-id=889 
July 17-18, 2019	New Richmond	https://nasro.org/events/?event-id=915 
July 18-19, 2019	Kewaunee	https://nasro.org/events/?event-id=867 
July 22-23, 2019	Pewaukee	https://nasro.org/events/?event-id=884 
July 22-23, 2019	Rothschild	https://nasro.org/events/?event-id=891 
July 25-26, 2019	Abbotsford	https://nasro.org/events/?event-id=868 

Training Opportunities | Wisconsin Department of Justice

Date	Location	Registration link
July 25-26, 2019	Stevens Point	https://nasro.org/events/?event-id=888 
July 29-30, 2019	Turtle Lake	https://nasro.org/events/?event-id=914 
July 29-30, 2019	Edgerton	https://nasro.org/events/?event-id=982 
July 31-Aug. 1, 2019	West Salem	https://nasro.org/events/?event-id=839 
July 31-Aug. 1, 2019	Appleton	https://nasro.org/events/?event-id=887 
August 1-2, 2019	Appleton	https://nasro.org/events/?event-id=896 
August 1-2, 2019	Ashwaubenon	https://nasro.org/events/?event-id=945 
August 5-6, 2019	Onalaska	https://nasro.org/events/?event-id=870 
August 5-6, 2019	Port Washington	https://nasro.org/events/?event-id=917 
August 6-7, 2019	Stoughton	https://nasro.org/events/?event-id=892 
August 7-8, 2019	West Allis	https://nasro.org/events/?event-id=848 
August 8-9, 2019	Pewaukee	https://nasro.org/events/?event-id=967 
August 8-9, 2019	Wausau	https://nasro.org/events/?event-id=869 
August 12-13, 2019	Elkhorn	https://nasro.org/events/?event-id=897 
August 14-15, 2019	Hartland	https://nasro.org/events/?event-id=871 
August 15-16, 2019	Stevens Point	https://nasro.org/events/?event-id=894 
August 15-16, 2019	Hartland	https://nasro.org/events/?event-id=970 
August 19-20, 2019	Brookfield	https://nasro.org/events/?event-id=895 
August 19-20, 2019	Amherst	https://nasro.org/events/?event-id=919 
August 21-22, 2019	Wales	https://nasro.org/events/?event-id=968 
August 21-22, 2019	Fond du Lac	https://nasro.org/events/?event-id=946 
August 22-23, 2019	Fond du Lac	https://nasro.org/events/?event-id=947 
August 26-27, 2019	Waukesha	https://nasro.org/events/?event-id=840 
October 3-4, 2019	Sheboygan	https://nasro.org/events/?event-id=1012 

Date	Location	Registration link
October 8-9, 2019	Turtle Lake	https://nasro.org/events/?event-id=1027 
October 9-10, 2019	Turtle Lake	https://nasro.org/events/?event-id=920 
October 16-17, 2019	Wisconsin Rapids	https://nasro.org/events/?event-id=843 
February 26-27, 2020	Wisconsin Rapids	https://nasro.org/events/?event-id=844 
April 22-23, 2020	Wisconsin Rapids	https://nasro.org/events/?event-id=847 
June 11-12, 2020	Hudson	https://nasro.org/events/?event-id=1013 
June 16-17, 2020	Eau Claire	https://nasro.org/events/?event-id=911 
June 22-23, 2020	Dodgeville	https://nasro.org/events/?event-id=948 
July 14-15, 2020	Eau Claire	https://nasro.org/events/?event-id=913 

There is no charge for this training for the required 10% minimum of school staff attending. Staff in excess of 10% will be billed to the district (but grant funds may be applied to this expense). Additional dates are coming soon.

Resources

- [Criminal Justice Coordinating Council](#)
- [File Consumer Complaint](#)
- [Wisconsin Amber Alert](#)
- [Missing and Exploited Children and Adults](#)
- [Wisconsin Alliance for Drug Endangered Children](#)
- [Wisconsin Crime Alert Network](#)
- [Wisconsin Department of Corrections](#)
- [Wisconsin Board of Commissioners of Public Lands](#)
- [Wisconsin Department of Transportation](#)
- [DOJ Media Archive](#)
- [Grants](#)

Contact the AG

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10 East Washington
Madison, WI 53702-7552

Phone: (608) 261-1400
Fax: (608) 261-2777

Connect with the DOJ

Wisconsin Trauma-Sensitive Schools Project Regional Group Roles and Responsibilities

- Come together as a large group (East, South and Western) three times a year.
- Attend School Mental Health Initiative meetings two times per year.
- Work as a group to understand the information (concepts and skills), tools, and readings in the Trauma-Sensitive Schools Learning Modules.
- Share successes, including successful staff development, implementation of strategies, changes in practice, changes in adult mindset, and changes in student performance.
- Support each other through struggles to set up staff development, implement strategies, change staff practices and mindset
- Share resources and strategies between internal coaches within the group that have successfully overcome barriers and struggles.
- Brainstorm and discuss strategies to overcome and work around barriers to implementation of TSS principles and practices within the schools.
- Come to a common understanding of how TSS principles and practices can be integrated into the School Mental Health Initiative and PBIS structure beginning with universal Tier I practices.
- Participate in ongoing conversations within the group and with the external coach between face-to-face meetings.

Barrier Activity
CESA 4
February 14, 2019

First Barrier: Teachers(staff) feeling overwhelmed

Ways to address this barrier:

- Self-care
 - Information
 - Practice at a staff meeting
- Massage/Yoga
- Be a good listener
- Have fun
- Walk and talk
- Check-in with staff. Communicates that they are not alone, and someone is available to listen.
- Regular affirmations
- Recognition
- Book studies
 - Offer learning opportunities for self-empowerment/growth

Second Barrier: Teachers who don't get on-board

Ways to address this barrier:

- Accept that you will not get everyone (80% is fidelity)
- Have a conversation on why they are not on-board with you
- Invite them to be on the committee so they have a voice
- Acknowledge some of the factors causing them to be resistant
- Trust the process
- Last resort - get administration to back you up

Third Barrier: Time

Ways to address this barrier:

- Snow days - may be a great time for staff to watch web training
- PLC Time - use PLC time for this initiative
- Book Study - use a discussion board that participants can post in anytime
- Video clips
- Newsletter
- Focus strategy for set time periods
- Departmental presentations
- Have alternative PD locations
- Walk and talk lunch breaks

Fourth Barrier: Those who are "waiting it out"

Ways to address this barrier:

- Continue to educate and support those who are "on the fence" or have questions
- Have personal conversations with staff as some may be more receptive/communicative one-on-one

Fifth Barrier: Building relationships with "fundamentalist" teachers

Ways to address this barrier:

- Small group/one-to-one opportunities at in-services or during the work day (walk & talks, discussion lunches)
- Give them a safe platform to be heard
- Secret santas or other ways to build non-work related connections
- Finding out their strengths and letting them shine
- Intentional checking in on team teachers

C - FC Junior High/High School Behavior T-Chart

(Defines classroom managed minor (below the line) and office managed (bottom line) behaviors)

Minor Behavior (Below the Line)

Major Behavior (The Bottom Line)

Inappropriate Language: Disruptive language not suited for school use

Inappropriate Touching: Not keeping hands, feet, etc. to oneself

Noncompliance: Not following directions as they are listed or given (low-intensity)

Disrespect: Low intensity, non-recurring problem

Property Misuse: Not handling school or someone's property in an appropriate, protective way

Dress Code: Not following guidelines for respectful dress or hygiene at school

Lying: A deliberate act of hiding or changing the truth

Cheating: Copying answers from someone else or using resources for answers when not approved by a staff member

Unsafe Behavior: Activity that could be harmful to oneself or others

Profanity Directed at students: Profane language directed at a student or activity (low – intensity)

Missing Work: Not turning in work when expected/due; low intensity, non-recurring problem

Not Following Classroom Expectations: Low Intensity; non-recurring problem

****For all Minor Behaviors that are repetitive use tracking chart to document minor behaviors for office referral****

Disrespect/Insubordination: Lack of respect; discourtesy; rudeness; Not submitting to authority; disobedient

Physical Aggression/Fighting/Assault: Intentional use of force against another person; including inappropriate contact and throwing of objects for the purpose of causing harm

Profanity Directed at Adults/Students: Use of obscene or foul language including swearing, sexual references, and slurs; (high – intensity at students)

Defiance: Intentionally ignoring a staff delivered directive or knowingly breaking a school rule after being redirected

Bullying: Extreme or repeated verbal behavior, cyber behavior, or any physical behavior set forth to intimidate a person to make them do something or feel uncomfortable

Harassment: Verbal or cyber-related behavior intended to disturb, upset, embarrass, or harm someone else

Vandalism: Intentional and malicious destruction of the property of others causing financial loss

Stealing: Intentional taking of another person's or the school's property without permission

Weapons: Possession of a knife, gun, ammunition, or anything associated with causing harm to another person

Technology Violation: Engaging in inappropriate use of technology as defined by district policy

Possession of Drugs/Alcohol/Controlled Substances: Bringing to or having at any drug, alcohol, or controlled substance at school

Threats: Any threats directed at student or staff meant to intimidate or threaten harm

Chronic Non-compliance: As tracked by the minor behavior tracking form

Chronic Wandering/Class Skipping: Not being where expected; knowingly skipping class

False AED/Fire Alarm/Bomb Threat: Any attempt to disrupt the day through any of the means listed

**** 3 minor violations (classroom – managed) equal one major (office – managed) violation when tracked appropriately****

C - FC Elementary Behavior T-Chart

(Defines classroom managed minor (below the line) and office managed (bottom line) behaviors)

Minor Behavior (Below the Line)

Major Behavior (The Bottom Line)

Inappropriate Language: Disruptive language not suited for school use

Inappropriate Touching: Not keeping hands, feet, etc. to oneself

Noncompliance: Not following directions as they are listed (low-intensity)

Property Misuse: Not handling school or someone's property in an appropriate, protective way. Electronics must be turned off and kept in backpacks.

Dress Code: Not following guidelines for respectful dress or hygiene at school

Lying: A deliberate act of hiding or changing the truth

Cheating: Copying answers from someone else or using resources for answers when not approved by a staff member

Unsafe Behavior: Activity that could be harmful to oneself or others

Profanity Directed at students: Profane language directed at a student or activity (low – intensity)

Disrespect/Insubordination: Lack of respect; discourtesy; rudeness; Not submitting to authority; disobedient

Physical Aggression: Intentional use of force against another person; including inappropriate contact and throwing of objects for the purpose of causing harm

Profanity Directed at Adults/Students: Use of obscene or foul language including swearing, sexual references, and slurs; (high – intensity at students)

Defiance: Intentionally ignoring a staff delivered directive or knowingly breaking a school rule after being redirected

Bullying: Extreme or repeated verbal behavior, cyber behavior, or any physical behavior set forth to intimidate a person to make them do something or feel uncomfortable

Harassment: Verbal or cyber-related behavior intended to disturb, upset, embarrass, or harm someone else

Vandalism: Intentional and malicious destruction of the property of others causing financial loss

Stealing: Intentional taking of another person's or the school's property without permission

Weapons: Possession of a knife, gun, ammunition, or anything associated with causing harm to another person

Technology Violation: Engaging in inappropriate use of technology as defined by district policy

Possession of Drugs/Alcohol/Controlled Substances: Bringing to or having at any drug, alcohol, or controlled substance at school



Cochrane - Fountain City Junior High/High School Behavior Matrix

	All	Hallways	Events	Bathroom	Assembly/ Field Trip	Lunch Room	Bus
Be Ready to Learn	* Be Prepared	<ol style="list-style-type: none"> 1. Have materials organized neatly 2. Get to where you are going quickly. 	<ol style="list-style-type: none"> 1. Listen to adults/supervisors at all times 	<ol style="list-style-type: none"> 1. Use the bathroom efficiently 2. Get back to class quickly 	<ol style="list-style-type: none"> 1. Listen to the speaker 2. Maintain eye contact with the speaker 	<ol style="list-style-type: none"> 1. Follow directions of all adults 	<ol style="list-style-type: none"> 1. Listen to the bus driver
Be Respectful	* Listen to all adults * Be kind to others	<ol style="list-style-type: none"> 1. Use appropriate Voice Volume 2. Walking 3. Respecting personal space 	<ol style="list-style-type: none"> 1. Display good sportsmanship at all times; whether cheering or playing 2. Welcome guests to our school 3. Model appropriate behavior for all participants 4. Support your teams/organizations respectfully 	<ol style="list-style-type: none"> 1. Give others privacy and space 2. Appropriate Voice Level 3. Keep the bathrooms Clean 	<ol style="list-style-type: none"> 1. Pay attention to the presenters and adults 2. Respond appropriately 3. Use a zero voice unless prompted by the presenter 4. Stay seated unless otherwise directed 	<ol style="list-style-type: none"> 1. Appropriate voice level 2. Wait patiently until dismissed 3. Wait your turn: <ul style="list-style-type: none"> - Getting tray - Dumping tray - Getting condiments - At the window 4. Walk 5. Stay Seated 	<ol style="list-style-type: none"> 1. Follow bus driver directions and expectations 2. Use appropriate language 3. Appropriate voice level 4. Stay seated at all times 5. Keep hands and feet to yourself 6. Keep hands and feet inside bus
Be Responsible	* Follow directions * Take care of school and personal property	<ol style="list-style-type: none"> 1. Locker is clean, organized, and kept locked when not in use 2. Keep hallways clean 3. Stay focused on tasks 	<ol style="list-style-type: none"> 1. Clean up area where you are seated 2. Place trash in appropriate receptacles 	<ol style="list-style-type: none"> 1. Clean up any messes you create 2. Report unsafe behavior to an adult 	<ol style="list-style-type: none"> 1. Ignore negative behavior 3. Walk 4. Enter/Exit safely 	<ol style="list-style-type: none"> 1. Have your lunch card ready to go 2. Leave condiments on the cart 3. Clean up your table/eating area 4. Dump your garbage and stack your tray 	<ol style="list-style-type: none"> 1. Take all belongings with you 2. Be on time 3. Respect the bus 4. Throw away garbage 5. Keep the aisle clear

Body Basics

1. Good posture
2. Make eye contact
3. Face person I am talking to
4. Body is still
5. Listen to the speaker

Voice Volume

- 0 = No Voice (assemblies, instruction/lecture)
- 1 = Whisper (bathroom)
- 2 = Inside (classroom, lunchroom, passing time)
- 3 = Outside



Cochrane - Fountain City Elementary Behavior Matrix

	All	Hallways	Playground	Bathroom	Assembly/ Field Trip	Lunch Room	Bus
Be Ready to Learn	* Be Prepared	<ol style="list-style-type: none"> 1. Have materials organized neatly 2. Get to where you are going quickly. 	<ol style="list-style-type: none"> 1. Be ready to go inside when the bell rings 	<ol style="list-style-type: none"> 1. Use the bathroom efficiently 2. Get back to class quickly 	<ol style="list-style-type: none"> 1. Listen to the speaker 2. Maintain eye contact with the speaker 	<ol style="list-style-type: none"> 1. Follow directions of all adults 	<ol style="list-style-type: none"> 1. Listen to the bus driver
Be Respectful	*Listen to all adults *Be kind to others	<ol style="list-style-type: none"> 1. Use quiet whisper when necessary 2. Silent "Hellos" and waves 3. Keep hands and feet to yourself 4. Walk 5. Straight Lines with Eyes Forward 	<ol style="list-style-type: none"> 1. Be a good sport 2. Take turns, share equipment and fields 3. Follow game rules 4. Include others in play 5. Go up the ladder and down the slide 6. Sand, snow and woodchips stay on the ground 	<ol style="list-style-type: none"> 1. Give others privacy and space 2. Use a whisper voice 3. Keep the bathrooms Clean 	<ol style="list-style-type: none"> 1. Pay attention to the presenters and adults 2. Respond appropriately 3. Use a zero voice 4. Sit on pockets 	<ol style="list-style-type: none"> 1. Use good manners 2. Use kind words and inside voice 3. Wait patiently until dismissed 4. Wait your turn: <ul style="list-style-type: none"> - Getting tray - Dumping tray - Getting condiments - At the window 5. Walk 6. Stay Seated 	<ol style="list-style-type: none"> 1. Follow bus driver directions and expectations 2. Use appropriate language 3. Use an inside voice 4. Sit on pockets 5. Keep hands and feet to yourself 6. Keep hands and feet inside bus
Be Responsible	* Follow directions * Take care of school and personal property	<ol style="list-style-type: none"> 1. Keep clothes and backpack neatly on hook 2. Keep hallways clean 3. Stay focused on tasks 	<ol style="list-style-type: none"> 1. Line up immediately when bell rings 2. Use equipment properly 3. Report unsafe behavior to an adult 4. Dress for the weather 5. Play safely 	<ol style="list-style-type: none"> 1. Think 2: <ul style="list-style-type: none"> - 2 minutes or less - 2 pumps of soap - 2 hands to wash - 2 paper towels - 2 points in the trash 2. Report unsafe behavior to an adult 	<ol style="list-style-type: none"> 1. Respond to the commands "Give me five" and rhythmic clapping 2. Ignore negative behavior 3. Walk 4. Enter/Exit safely 	<ol style="list-style-type: none"> 1. Say your name after entering number 2. Leave condiments on the cart 3. Clean up your space 4. Dump your garbage and stack your tray 5. Only eat your food 	<ol style="list-style-type: none"> 1. Take belongings 2. Stay in assigned seat 3. Be on time 4. Respect the bus 5. Throw away garbage 6. Keep the aisle clear

Body Basics

1. Good posture
2. Make eye contact
3. Face person I am talking to
4. Body is still
5. Use listening ears

Line Basics

1. Face forward in a straight line(s)
2. Voices are off
3. Hands are by your side
4. Use quiet walking feet
5. Stay to the right

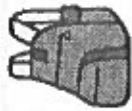
Voice Volume

- 0 = No Voice (assemblies & halls)
 1 = Whisper (bathroom)
 2 = Inside (classroom and lunchroom)
 3 = Outside

HALLWAY EXPECTATIONS

BE READY TO LEARN

I have my materials organized neatly.



I keep my backpack and clothes neatly on my hook.



BE RESPECTFUL

I use a quiet whisper voice when necessary.



BE RESPONSIBLE

I get to where I am going quickly.

I keep the hallway clean by picking up items on the floor.

My eyes are looking forward.



I keep hands and feet to myself.

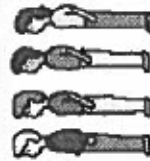


I stay focused on my task.
• I am where I'm suppose to be
• I get dressed quickly





I walk.



I use good line basics.

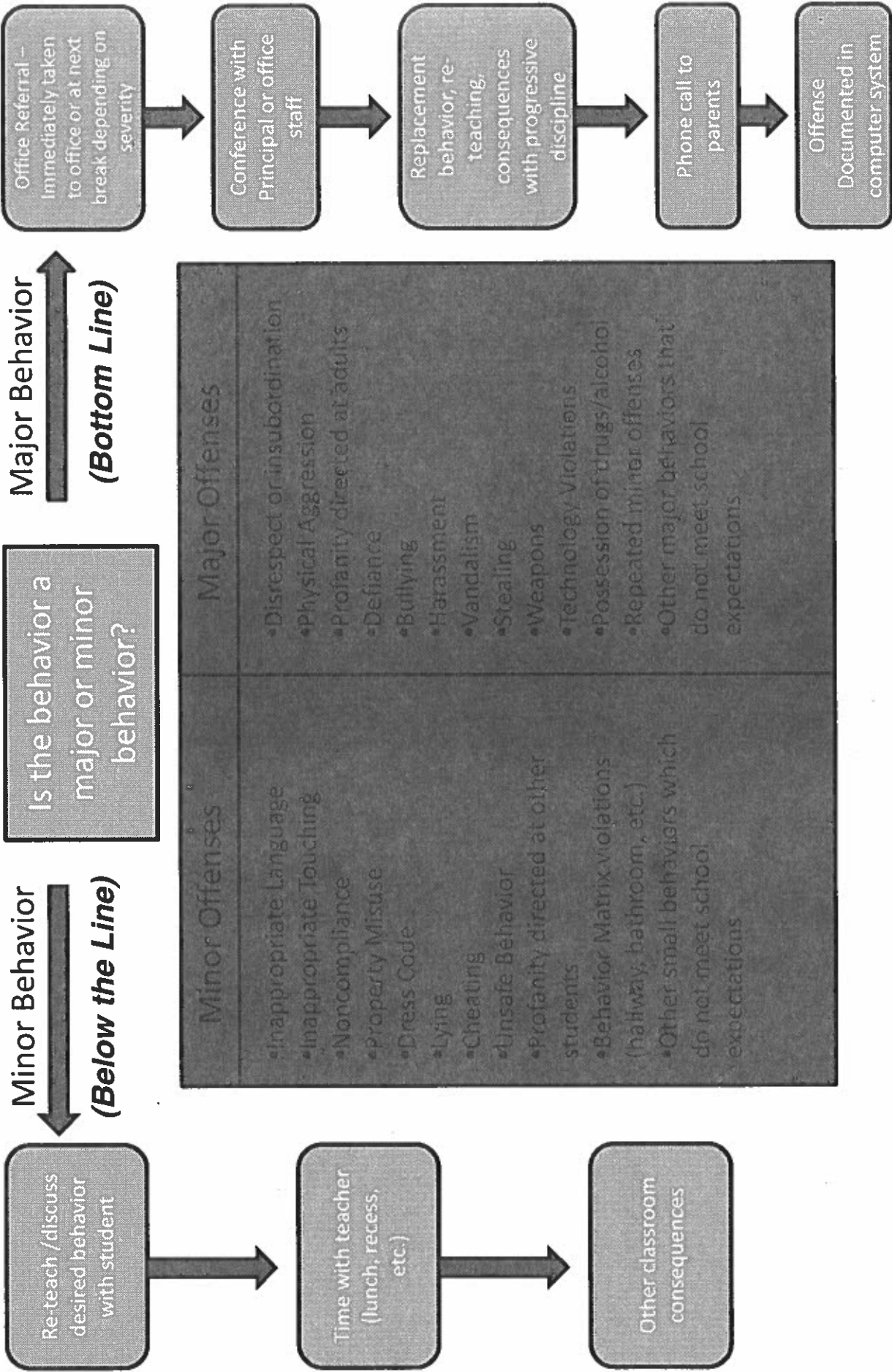


C - FC Elementary Voice Volume

Voice Volume	Expectations For Levels
0	<p>Silent! No Voices! When? - Assemblies, Hallways, When an adult is talking</p> 
1	<p>Whisper Voice! Only people close to you can hear! When? - Bathroom, classroom work time, bus rides</p> 
2	<p>Inside Voice! Your regular Speaking voice! When? - Talking to your class, lunchroom, answering a question</p> 
3	<p>Outside Voice! Respectful of those around! Does not mean screaming! When? - Playground or outside</p> 

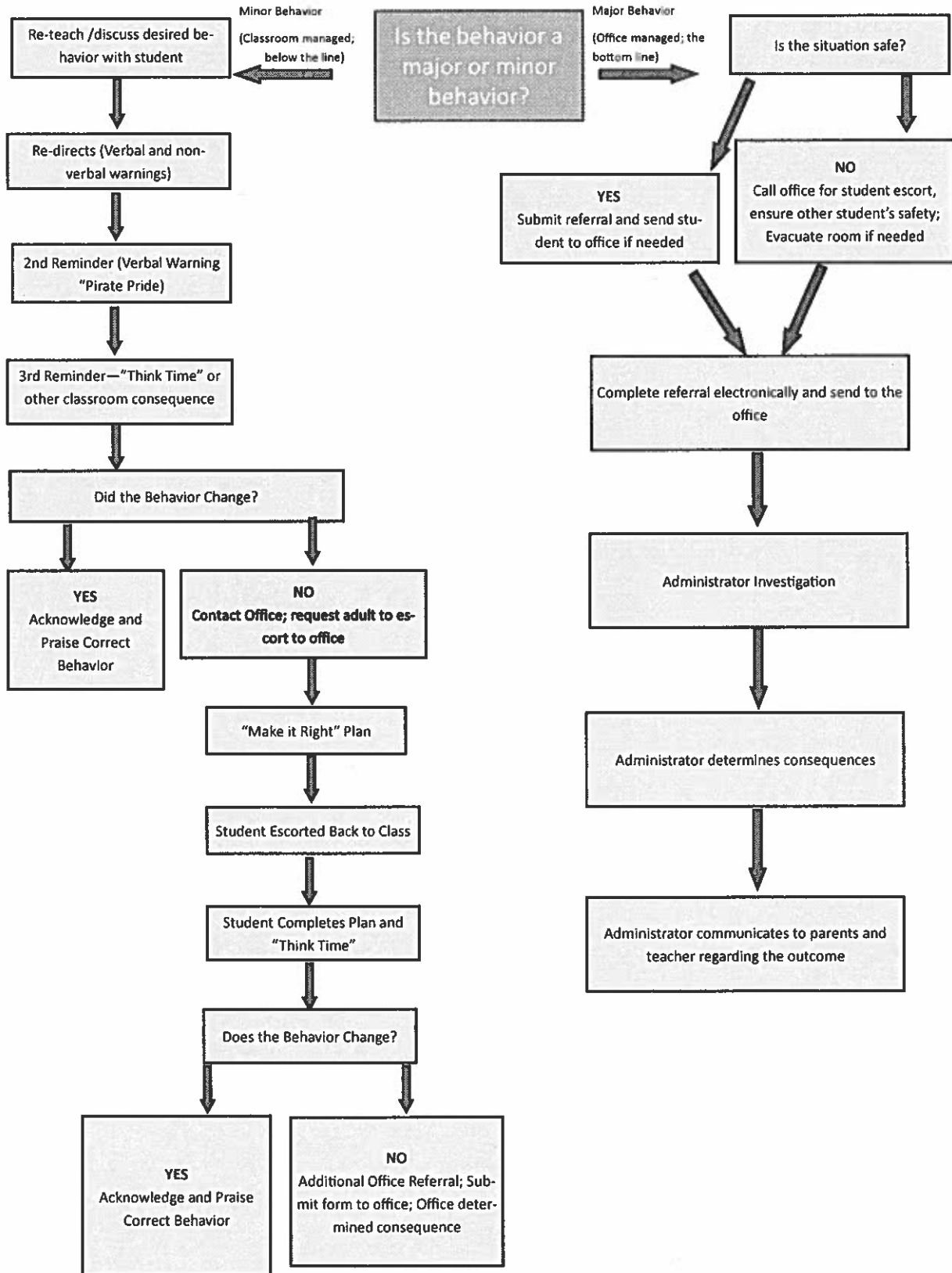


C-FC Elementary Behavior Flowchart



C - FC Junior High/High School

Discipline Flowchart



Name: _____

Date: _____

Teacher or class where incident occurred: _____



Pirate Code Reflection

1. Be Respectful 2. Be Responsible 3. Be Ready to Learn

I was not:

Respectful

Responsible

Ready to Learn

I chose to:

be loud

talk out of turn

ignore directions

argue

damage property

not complete my work

I could have:

been more respectful

been more responsible

kept our classroom more safe

I am feeling:

Angry/Mad

Confused

Sad

Lonely

Do I need to apologize?

Yes

No

Person I need to apologize to: _____



Cochrane – Fountain City Elementary



Minor Behavior Tracking Log

Name _____ Week of _____

Minor Behavior/Time	Monday		Tuesday		Wednesday		Thursday		Friday		
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	
Excessive Talking											
Inappropriate Touching/Personal Space											
Noncompliance/Not Following Directions											
Off Task											
Lack of Preparation											
Lying											
Cheating											
Unsafe Behavior											
Profanity at Students (Low Intensity)											
Inappropriate Language											
Property Misuse											

Examples of others you could add: organization issues, on task, prepared, excessive talking, excessive movement, etc. Feel free to utilize the last three boxes. You do not need to fill the whole chart in. Typically you will be tracking one or two behaviors only.



Cochrane – Fountain City Junior High/High School



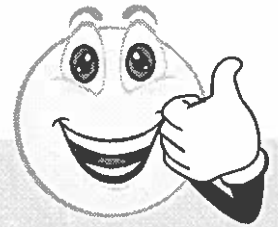
Minor Behavior Tracking Log

Name _____ Week of _____

Minor Behavior/Time	Monday		Tuesday		Wednesday		Thursday		Friday		
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	
Excessive Talking											
Inappropriate Touching/Personal Space											
Noncompliance/Not Following Directions/Disrespect											
Off Task											
Lack of Preparation											
Lying											
Cheating											
Unsafe Behavior											
Profanity at Students (Low – Intensity)											
Inappropriate Language											
Property Misuse											
Dress Code											

Examples of others you could add: organization issues, on task, prepared, excessive talking, excessive movement, etc. Feel free to utilize the last three boxes. You do not need to fill the whole chart in. Typically you will be tracking one or two behaviors only.

Live Above the Line!



What does living "above the line" mean?

Looks Like

- Be respectful to yourself and others
- Keep your body in your own space
- Hands and feet to yourself
- Listen attentively
- Participate
- Come to school prepared
- Respecting cultural differences
- Using materials appropriately
- Following directions the 1st time
- Staring
- Turning things in that don't belong to you

- Turning work in on time
- Being responsible for actions
- Working cooperatively with others
- Being honest
- Helping others

Sounds Like

- Use kind words
- Turn aside voices

THE LINE

What does it mean to fall "below the line"? (Classroom Managed Behaviors)

Looks Like

- Bothering Others
- Roaming out of seat
- Rolling Eyes
- Not following directions
- Walking away when teacher is talking
- Cheating
- Leaving classroom without permission (still in sight)
- Taking things that don't belong to you
- Not completing work
- Off task

Sounds Like

- Putting someone down
- Name calling
- Swearing
- Making unnecessary noises
- Talking back to staff
- Lying

THE BOTTOM LINE

What does it mean to fall below the "bottom line"? (Office Managed Behaviors)

Looks Like

- Repeated stealing
- Weapon
- Physical assault (fighting, kicking)
- Inappropriate touching
- Student running from classroom
- Damaging property
- Physical bullying
- Repeated cheating
- Forgery
- Sexual gestures



How can I climb the ladder?

Sounds Like

- Repeated swearing
- Verbal attack on staff/students
- Threatening
- Disrespectful comments about differences (race, sex, and gender)
- Intimidation
- Lying about an infraction

Part 1: To examine the practices/procedures and staff development in the areas of:

A. School Mental Health Framework from DPI

<https://dpi.wi.gov/sspw/mental-health>

“School mental health services and supports are an effective means of addressing the mental health needs of children and improving the learning environment. Comprehensive school mental services help educators prevent and respond to crises, while fostering a school climate that supports teaching and learning.”

DPI provides resources on the following topics to assist school districts:

- [School Mental Health Framework](#)
- [Behavioral Health Screen Tools](#)
- [Suicide Prevention](#)
- [Trauma](#)
- [Resiliency](#)

WI School Mental Health Framework

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhframework.pdf>

Foundational Supports include:

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports

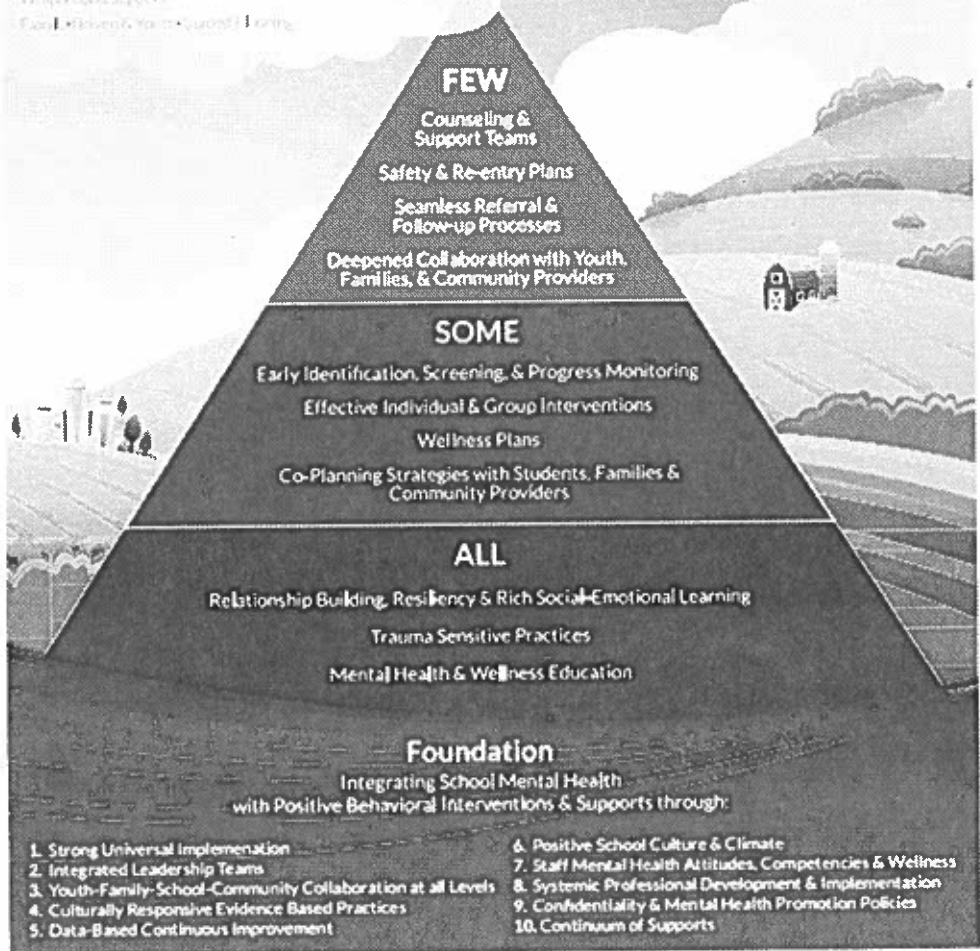
Foundation Supports apply to all students and staff to create an equitable multi-level system of support. Examination and implementation of the foundational level will need to be done annually. The Foundational Supports should be included with Positive Behavioral Interventions and Supports (PBIS).

Wisconsin School Mental Health Framework

Promoting Relationships, Engagement & Learning

Linking with Systems of Care

- Appropriate Information Sharing
- Cross-systems Collaboration
- Supportive Linkages through Continuum of Care
- Wraparound Support
- Fair, Efficient & Youth- and Family-Centered Learning



Completed August 16, 2018 at Trauma Sensitive School Cohort meeting in WI Dells.

TSS Cohort - Mental Health Needs Assessment)

- Increasing staff collaboration among elementary staff and middle/high school staff members.
- Map connections to different school resources, community resources and other mental health services available for students and families, also supporting staff through the referral process.
- Increase data tracking practices to guide outcomes and support mental health initiatives.

Wisconsin Mental Health Planning Template

Mental Health Universal Instruction

Mental Health universal instruction embedded in the following curriculum.

Guidance Curriculum

Physical Education

Health

Psychology

PBIS instructional activities/lessons

B. Behavioral Health Screening Tools

Functional Behavior Assessment (Brief) from PBIS Network

Behavior Intervention Plan

C. Suicide Prevention

Youth Mental Health First Aid training was provided to all teaching staff in August 2018

Mental Health 4 hour overview was offered to all non-instructional staff in August 2018

D. Trauma Sensitive Schools

Cochrane Fountain City School District is part of the 2018.19 DPI TSS Cohort. The cohort meets 4 times during the 18.19 school year to review how to incorporate the online professional development modules within a school.

DPI has created an online professional development system for all school employees to access. Trauma Sensitive School (TSS) practices support the overall mental health of students, staff, and families. The TSS 5 values can be embedded in a mental health program.

Trauma Sensitive Schools from DPI <https://dpi.wi.gov/sspw/mental-health/trauma>

Trauma Sensitive School Online Professional Development Modules

<https://dpi.wi.gov/sspw/mental-health/trauma/modules>

Trauma Sensitive School Cohort provides Cochrane Fountain City with resources to infuse the 5 values of:

- Safety
- Trust
- Choice
- Collaboration
- Empowerment

Cochrane Fountain City School District completed the Trauma Sensitive School Fidelity Tool twice in the 2018.19 school year:

September 2018 Results - these results provide the CFC School District with a starting point for staff development.

Mininamilly In-Place

- Questions about trauma and stress are part of our student evaluations (e.g., IEPs, FBAs, 504s, etc.) This may include staff volunteering information they have on a child's stressors or trauma, or asking the student and/or a safe parent or guardian about stressors or trauma.
- Time is allotted for all relevant staff to collaboratively problem-solve student issues that may be related to trauma
- Non-Professional staff understand that challenging behaviors may be a symptom of trauma in students.
- Non-Professional staff know who in the school they can contact to address students' unsafe feelings following incidents.
- Disciplinary procedures are considered learning opportunities and include:
 - a) a debriefing conversation with students about what stressors or trauma may exist in the student's life, what prompted the behavior and how it could be avoided in the future and
 - b) provision of subsequent behavioral supports, if needed.
- Parents or guardians are invited to help problem-solve and co-plan in the wake of disciplinary action, rather than simply informed.
- Students are taught how to recognize signs of their own distress and over-stimulation and instructed in effective strategies to manage these feelings (e.g., breathing techniques).
- Students can use diverse strategies to regulate their emotions (e.g., sensory objects, doodling, movement, quiet space, adult support) in classrooms and general school areas, when needed.

Not In-Place

- Non-Professional staff are able to use a variety of techniques to de-escalate agitated students

May 2019 Results

Attitudes Related to Trauma Informed Care (ARTIC) - completed by Cochrane Fountain City School District Mental Health Committee Fall 2018

- [ARTIC Short Version Online](#)
- [ARTIC Short Version \(pdf\)](#)

October 2018 Results

May 2019 Results

E. Resiliency

Universal curriculum that incorporates resiliency:

Part 2: Create an outline of mental health services/instruction provided at CFC.

- Universal Instruction
- Define mental health skills - Social Emotional Learning
- local partnerships
- mental health services at CFC for students/families/community/staff

Part 3: Examine data

- PBIS framework
- Data review of behaviors
- Root cause analysis
- Subgroup data

Part 4: Sustainability