**SWE Rotational Sessions- Staff Development**

**45 Minutes Each**

SecondaryRotational PBIS Training Sessions

Each group is led by a PBIS (PARR) Team Member

Faculty and Staff Rotate Through in Small Groups

1. **Rationale: Who will do overview -** 
   1. Why SWE -
      1. Read through the rationale, make it a point to emphasize the EVERYONE when feeling comfortable, valued and welcome
      2. Review the CIWP goal
      3. SWE is not a closed door committee, it is an always accepting, open team

iv.Get back instructional time, fewer power struggles, adds to more comfortable

and productive classroom environment

v. Data: SET (what you are doing), TIC (team’s perception), SAS (teacher

perception) Highlights from office discipline referrals, Goal 50% reductions in the number of classrooms and teachers with 10 or more referrals, general reduction in classroom ODRs: Slides: Total ODRs, Triangle, By Class, By Month, By Locations, By Who is involved, By Major and by Minor, By Time of Day, By Teacher response, By Admin, and Suspensions.

1. **Communication -**

a. Walk through the teacher handbook

b. Overview of committees and their major tasks for the year (year at a glance) based on

our priorities from the Effective Behavior Support Survey (EBS)

1. **Data -** 
   1. Show one page from the EBS from the school wide - (pull graph)
   2. Working together to create one clear set of policies
      1. What did we do on the area of communication from the action plan in the following areas. We want you to help with as much as possible:
         1. Hallway behaviors – transition plans TBA
         2. Overview of rotational meeting for students (short overview)
         3. Consequences for major behaviors or repeat problems (in school problem solving is coming): a. check in and check out as needed, office vs class, procedural flow chart, ODR form (how and when to use - see example and why),
         4. redirection strategies (one pager -in handbook) <http://hankbohanon.net/wp-content/uploads/2014/04/Handout-on-Redirection7-13-07-Shorter.doc>
         5. Good example of how to stay out of a power struggle video - see about 6 minutes in - maybe use maybe not <http://vimeo.com/groups/pbisvideos/videos/14818677>
   3. Create an **open** line of communication between all staff (survey is coming - welcome to share with team at any point)
2. **Teaching -** 
   1. Role play teaching example and give example - show clip of teacher teaching expectation (short) .
   2. Great example of teaching expectations - maybe use - maybe not - about 2 Minutes into video <http://vimeo.com/groups/pbisvideos/videos/14818677>
   3. Discuss lesson plans for first two weeks
   4. Boosters and on-going teaching – focus on (PUT THE MONTHS IN HERE FOR RE-Teaching AND BOOSTERS BASED ON MONTHLY GRAPH)
3. **Incentives and Acknowledgements -** 
   1. The intent of this team is to encourage and recognize desired positive behaviors
   2. How to acknowledge (see one pager - in handbook) <http://hankbohanon.net/wp-content/uploads/2014/04/Acknowledging-One-Pager.doc>
   3. Staff will be encouraged to establish their own “best” methods of recognizing and acknowledging their students that best fit their own classroom management and organizational styles and needs.
   4. High frequency **School Store System**- stickers and school store - how this works **(See TMMS Acknowledgement Grid)**
   5. **Small Group Awards - Checking for appropriate language, Honor roll, Disrespect Checks, and Acknowledging Teacher (See TMMS Acknowledgement Grid)**
   6. **School Wide Awards:** If the students have over 95% attendance in December they will be rewarded with a school dance on December 21st., 2. If we see a 10% drop in Office Discipline Referrals from February to March we will have a Dance on March 28th. If we see a 10% drop in ODRs from May to June we will have a dance June 14th.**(See TMMS Acknowledgement Grid)**
   7. We are hopeful that we as a school will become more mindful of all of the little (and big) things that are done on a daily basis to help maintain a positive work environment.