



Metro RESA
School Climate and
Whole Child Support
Professional Learning
Offerings

2023-2024

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PBIS TIER I WORKSHOPS

Tier I systems serve as the foundation upon which all other tiers are built. Tier I includes management strategies designed to meet the needs of all students and develop a common language and focus for all school staff, families, and community members. These universal strategies are designed to be implemented consistently and efficiently across all school settings, classroom and non-classroom (e.g., cafeteria, hallways). This includes teaching specific behaviors or social skills that will lead to success in school, providing frequent positive reinforcement for expected behavior, consistently addressing social errors, and arranging teaching and learning environments to ensure success for all.

The following are a list of Tier I workshops offered by Metro RESA and/or the Georgia Department of Education (GaDOE) which support the implementation of PBIS at the Tier I systems level.

Tier I PBIS Readiness

Participants: New PBIS School Leadership Teams, Coaches, and School Level Administrators

Purpose: To prepare teams for Tier I PBIS School Leadership Team Training

Delivery Modes: Face-to-Face, Virtual-Live, Recordings with Virtual-Live Coaching

This 3.5-hour planning session provides teams with an introduction to PBIS and assists them in developing their PBIS School Leadership Teams. Activities will assist teams in identifying team roles and responsibilities as well as determining team processes and procedures. Furthermore, schools will complete their school data profile sheet, learn how to take the SAS and review the contents of the school agreement form.

Tier I PBIS School Leadership Team Training

Participants: New PBIS School Leadership Teams, Coaches, and School Level Administrators

Purpose: To provide school PBIS Leadership Teams with specified key critical elements to implement PBIS in their school with fidelity.

Delivery Modes: Face-to-Face, Recordings with Virtual-Live Coaching

This 2-day workshop on Tier I PBIS is for school-based teams who have completed the PBIS School Readiness Activities and have received permission to attend from their PBIS District Coordinator(s). During this interactive training, the team will learn the features of Tier I PBIS as well as have time to develop an action plan for implementation. Areas of emphasis include team members being able to: 1) Identify the theory, research, and implementation elements of PBIS; 2) Identify the mission and goals that support the implementation of PBIS implementation; 3) Establish faculty commitment and participation; 4) Understand effective discipline practices and procedures; 5) Analyze data during the problem solving process; 6) Develop school-wide expectations and rules; 7) Develop methods for teaching expectations, rules, and behavioral skills; 8) Develop an acknowledgement system; 9) Develop an implementation and professional development plan; and 10) Understand and implement classroom PBIS.

PBIS New Coaches Training

Participants: New School-Level PBIS Coaches

Purpose: To provide new school-level PBIS coaches with a detailed road map of how to guide school wide PBIS implementation efforts with fidelity.

Delivery Modes: Face-to-Face, Recordings with Virtual-Live Coaching

This one-day workshop provides school-level PBIS Coaches with the knowledge, resources and tools to be the content expert and schoolwide champion for PBIS. The role of the PBIS Coach is defined along with detailed explanations of the types, functions, expectations, and guidelines of coaching. Furthermore, coaches will learn how to problem solve roadblocks in coaching, lead an effective team, identify resources, utilize an action plan, use evaluation tools and much more!

RECHARGE! - Tier I Individual Booster

Participants: New PBIS Team Members, Coaches, and School Level Administrators

Purpose: To provide staff members who are new to their respective PBIS teams a one-day snapshot of the original Tier I PBIS workshop series.

Delivery Modes: Face-to-Face, Recordings with Virtual-Live Coaching

This one-day workshop is designed to provide participants with the background and knowledge needed to become an effective team member in helping implement the PBIS framework with fidelity in their school. This fast-paced workshop will cover all the critical PBIS elements so participants can communicate the purpose of implementing PBIS to all stakeholders and to model all aspects of the framework. While the workshop can be scheduled at any time, it typically is best when it is done during preplanning or near the beginning of the school year when PBIS leadership teams are likely to have experienced some turnover.

REBOOT! - Tier I Team Booster

Participants: PBIS School Team with Administrator

Purpose: To provide school PBIS Leadership Teams who have experienced significant (>60%) turnover or who need additional in-depth training and support with a restart for their PBIS implementation.

Delivery Modes: Face-to-Face, Virtual-Live

This one-day interactive workshop provides participants with information on how to plan and implement PBIS in their school. Strategies and promising practices will be shared to facilitate conversation and brainstorming. Throughout the training, teams will revisit their school-wide behavioral expectations and rules, behavioral matrices, lesson plans that teach the expectations and rules, and their plans for delivering the lessons. They will also receive information on the rationale and best practice strategies for developing acknowledgement systems, review their behavior management flow charts and discuss their procedures for a continuum of interventions. Finally, teams will explore the development of a family and community communication plan to ensure stakeholder engagement. While the workshop can be scheduled at any time, it typically is best when it is done towards the beginning or end of the school year to allow time for adequate planning and adjustments.

LEAD UP! - Administrators PBIS Booster

Participants: PBIS School Principals and Administrators

Purpose: To provide school leaders knowledge about the PBIS framework, its design, and their role in its implementation.

Delivery Modes: Face-to-Face, Virtual-Live

This two-hour training is designed to provide administrators a high-level view of what PBIS is, why PBIS matters and the importance their role plays in ensuring implementation with fidelity. This module is not a replacement for the PBIS Tier I training, but an ideal option for: 1) administrators who are new to an implementing PBIS school and never received PBIS Tier training or for, 2) administrators who received PBIS Tier I training but would like a refresher on the detailed specifics regarding their role in implementation.

This training can be done at any time throughout the school year.

Universal Classroom Supports for Educators

Participants: PBIS Tier I Team Members, Teachers and School Leaders (K-12)

Purpose: For teams to learn how to establish **systems** and **data** components needed to ensure that Tier I Classroom PBIS **practices** are being implemented with fidelity.

Delivery Modes: Hybrid

This workshop consists of three parts: 1) Virtual Readiness Meeting, 2) Classroom Practices, and 3) Classrooms Systems and Data. In Part 1: Virtual Readiness participants will establish a clear priority, ensure resource allocation, consider alignment with other initiatives, and request access to the online Classroom Practices modules. In Part 2: Classroom Practices participants will complete 7 asynchronous classroom modules housed in the SLDS Georgia Learns PD Hub. The self-paced learning modules cover the three core features of a robust implementation plan for PBIS Classroom Practices. These three features include Foundational Practices (Relationships, Maximizing Structure, Teaching Expectations), Proactive and Positive Practices (Active Engagement and Continuum of Responses for Appropriate Behavior), and Response Strategies (Continuum of Responses for Inappropriate Behavior). In Part 3: Classroom Systems and Data participants will gather to focus on the systems and data components needed to ensure that the Classroom PBIS Practices are being implemented with fidelity. In addition teams will also establish a universal (whole school) coaching system that addresses training staff, progress monitoring, and goal setting as it relates to Classroom PBIS.

PBIS Early Learning Classroom

Participants: PBIS Tier I Team Members, Elementary School Teachers and Leaders

Purpose: To assist teachers in structuring positive learning environments that help prevent challenging behaviors from occurring in the classroom and set the stage for social-emotional learning through the direct teaching of research/evidence-based practices that are developmentally appropriate for Pre-K through 5th grade students.

Delivery Modes: Virtual-Live, Hybrid

This workshop is a train-the-trainer model designed to enhance positive classroom climate for students and teachers, prevent challenging behaviors from occurring, increase academic achievement, and guide elementary schools in the development of school-wide classroom systems. Classroom systems will support teachers as they implement evidence-based prevention/intervention strategies that are developmentally appropriate for Pre-K through grade 5 students. Participants will leave with a toolkit of strategies to support the *whole child* and help them better manage behaviors inside the classroom. Once trained, the PBIS school team will develop a plan to train school staff on the early learning classroom modules. Pre-recorded training modules and resources are provided to support elementary school PBIS Teams with redelivery of training content to teachers/staff and sustainability of classroom practices.

The eight training modules include: 1) Building Nurturing and Responsive Relationships; 2) Classroom Expectations, Rules, and Routines; 3) Schedules and Transitions; 4) Positive Directions and Feedback; 5) Emotional Literacy; 6) Self-Regulation 7) Problem-Solving; and 8) Teacher Strategies and Responses.

Problem Solving Training

Participants: PBIS District Coordinators, PBIS Coach, Data Analysis, PBIS School Leadership Team Members

Purpose: To assist school PBIS leadership teams understanding and execution of the problem-solving process to make PBIS implementation decisions based on data.

Delivery Modes: Face-to-Face

A defining feature of PBIS is continuous improvement driven by data. Teams collect and analyze data to diagnose problems or gaps and select strategies to address these challenges. Data tell us which strategies are most effective, so we continue to include them in our PBIS implementation. This one-day problem solving workshop teaches school PBIS teams how to analyze reports and work as a team to complete the problem-solving process that incorporates multiple perspectives and generates complete solutions. Throughout the training, participants will learn the complete problem-solving process: 1) Data review, 2) Problem identification, 3) Analyze the problem, 4) Identify solutions and 5) Plan evaluation. Teams will also have the opportunity to explore and utilize their own school data to practice what is learned.

School-Wide Information System (SWIS) Training

Participants: PBIS District Coordinators, Principals, PBIS Coach, Data Enterer and Data Analysis

Purpose: To assist schools new to SWIS on how to use the database system to manage and evaluate ongoing behavior data by looking at trends and making data-based decisions on interventions.

Delivery Modes: Face-to-Face

SWIS is a web-based decision system designed to help school/facility personnel improve the behavior support in schools and other educational facilities by providing school personnel with accurate, timely, and practical information for making decisions that lead to better outcomes for students, staff, and families.

SWIS provides schools/facilities with a practical process for helping teams make decisions about the design and management of school-wide behavior support systems, targeted interventions, and/or individual behavior support systems. It allows users to collect ongoing information about discipline events. The resulting behavior data can be instantly accessed in tables, reports, and graphs allowing for teams to easily monitor and analyze behavior trends at the school-wide, small group, and individual levels.

PBIS TIER II WORKSHOPS

Tier II practices stem from a strong foundation of Tier I support. With school-wide systems in place, schools can identify which students need additional support. Tier II practices and systems provide targeted support for students who are not successful with Tier I supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Tier II supports often involve targeted small group interventions for up to 15% of students who are at-risk for negative social, emotional, and/or behavioral health outcomes. Specific Tier II interventions include practices such as Check-In Check-Out, social skills groups, self-management, and academic supports.

The following are a list of Tier II workshops offered by Metro RESA and/or the Georgia Department of Education (GaDOE) which support the implementation of PBIS at the Tier II systems level.

Tier II Orientation

Participants: School Level Administrator, PBIS Tier I Coach, PBIS Team Lead, Behavior Specialist, and a Tier II Coordinator/Coach (if identified)

Purpose: To prepare teams for Tier II PBIS School Leadership Team Training

Delivery Modes: Virtual – Live, Face-to-Face

This 1.5 hour planning session provides teams with the opportunity to carefully consider if they are ready to attend Tier II training and begin implementation. Topics discussed include: What is Tier II, What should we expect at Tier II training, What is the purpose of the Tier II team and who should be on it, What Tier I data, systems, and practices should be in place at the school before attending Tier II training, and What Tier II district support you should expect. Schools will also learn what is needed to complete Tier II readiness and when the Tier II Readiness Documentation will be due to move forward with Tier II training.

Tier II PBIS School Leadership Team Training

Participants: School Level Administrator, Data Manager, Tier I Liaison, Behavior Expert and Tier II Coordinator

Purpose: To assist school PBIS Leadership Teams with developing the capacity to implement an effective and efficient continuum of PBIS Tier II supports for students.

Delivery Modes: Face-to-Face, Recordings with Live-Virtual Coaching

This 2-day workshop on Tier II PBIS is for school-based teams who are implementing Tier I with fidelity and are ready to learn how to use universal data to target groups of students in need of Tier II support and assess the fidelity of interventions/supports provided. Teams will explore applied behavior analysis as well as learn about various evidence-based interventions. Systems and data necessary for successful installation and progress monitoring will also be shared. Areas of emphasis include team members being able to: 1) Use Tier I data and other referral sources to identify students in need of additional supports; 2) Use data for decision-making and on-going progress monitoring, knowing when to add more interventions, and how/when to exit students from interventions; 3) Gain critical knowledge about each of the evidence-based interventions, install the interventions, and check for implementation fidelity; 4) Design a process for effective communication and data sharing between Tier I and Tier II, and 5) Understand how to apply the critical features of Tier II interventions.

RENEW! -Tier II Individual Booster

Participants: New Tier II Team Members, Coordinators/Coaches, and School Level Administrators

Purpose: To provide staff members who are new to their respective PBIS Tier II team a one-day snapshot of the original Tier II PBIS workshop series.

Delivery Modes: Face-to-Face, Virtual-Live

This one-day workshop is designed to provide participants with the background and knowledge needed to become an effective team member in helping implement the Tier II PBIS framework with fidelity in their school. This fast-paced workshop will cover all the critical Tier II PBIS elements so participants can understand the Tier II system structure and purpose. While the workshop can be scheduled at any time, it typically is best when it is done during preplanning or near the beginning of the school year when Tier II PBIS leadership teams are likely to have experienced some turnover.

REFRESH! - Tier II Team Booster

Participants: PBIS Tier II Team Members (new members who were never trained, or teams who would like a refresher on the various parts of the initial Tier II training)

Purpose: To provide school PBIS Tier II Teams who have experienced significant (>60%) turnover or who need additional in-depth training and support for their PBIS Tier II implementation.

Delivery Modes: Face-to-Face, Virtual-Live (for entire Tier II Teams Only), Recordings with Live-Virtual Coaching

This one-day workshop is designed to provide Tier II PBIS Leadership Team members with a quick snapshot of the Tier II features to assist them with implementing the PBIS Tier II system with fidelity in their schools. Strategies and promising practices will be shared to facilitate conversation and brainstorming. Throughout the training, teams will revisit their Tier II make-up and level of use, screening process and request for assistance. They will also receive information on the rationale and best practice strategies for Tier II interventions such as Check-In Check-Out, Breaks are Better, social skills groups and self-management. Finally, teams will explore their processes, tools, and systems for progress monitoring of student performance data, fidelity data and annual evaluation. Opportunity will also be provided for teams to plan future professional development for staff based on areas of need. While the workshop can be scheduled at any time, it typically is best when it is done towards the beginning of the year for new team members or at the beginning or end of the school year for Tier II teams to allow time for adequate planning and adjustments.

SWIS Check-In Check-Out (CICO) Training

Participants: PBIS District Coordinator, School Administrator, Tier II Coordinator, Data Analyst, and Intervention Coordinator(s)

Purpose: To assist schools with a Tier II database system that manages and evaluates student's response to the evidence-based intervention, Check-In and Check-Out.

Delivery Modes: Face-to-Face

Check-In Check-Out (CICO-SWIS) is a web-based decision system providing school/family personnel with an online space to enter CICO point card data easily and efficiently. Teams using CICO-SWIS have a place to monitor individual student progress in the intervention and review the overall integrity and fidelity of the program. Participants will learn how to manage the CICO settings, develop an electronic point card system and how to analyze the reports.

Check and Connect Preparation and Implementation Training

Participants: Education Administrators and Lead Staff (Decision-Making Stakeholders)

Purpose: To provide Decision-Making Stakeholders information on the Check and Connect Model to determine if they are interested in preparing for and implementing Check and Connect.

Delivery Modes: Face-to-Face, Virtual-Live

Check & Connect is an evidence-based mentoring intervention for K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. This one day training provides education administrator and lead staff (decision-making stakeholders) with a thorough overview of Check and Connect and its background as well as information about how to prepare their site for implementing Check and Connect. Throughout the training, participants will learn about and understand—

- The core components and elements of Check & Connect
- The context for Check & Connect, including the process of disengagement and the risk factors associated with dropping out
- How Check & Connect was developed, its theoretical underpinnings, and its evidence base
- Steps for preparing for an implementing Check & Connect at their sites:
 - Aligning Check & Connect with current initiatives
 - Identifying the indicators of disengagement at their site
 - Designating a coordinator and hiring mentors
 - Systematically monitoring student data and identifying appropriate interventions for reengaging students
 - Strengthening the family-school relationship
 - Monitoring the person-environment fit
 - Evaluating the implementation and effectiveness of Check and Connect at their site

Check and Connect Mentor Training

Participants: Mentors

Purpose: To provide Check and Connect mentors with the information, competencies, and skills needed to be an effective mentor at their local site.

Delivery Modes: Face-to-Face, Virtual-Live

Check & Connect is an evidence-based mentoring intervention for K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect (C&C) is a trusting relationship between the student and a caring mentor. This training is designed for those assigned the role of Check & Connect mentor as well as those interested in Check & Connect mentoring principles and practices. Check & Connect site coordinators and administrators are also encouraged to attend. Throughout the training, participants will learn about and understand—

- The core components and elements of Check & Connect
- The role and expectations of the Check & Connect mentor
- The population of students they are mentoring and how to best meet their needs
- How to implement the "Check" and "Connect" procedures with fidelity
- The competencies and skills needed to be an effective mentor, such as:
 - Building relationships with students, families, and school personnel
 - Using data to determine interventions
 - Reflective listening
 - Problem-solving
 - Engaging with families

SCHOOL CLIMATE/WHOLE CHILD SUPPORT OFFERINGS

School climate is a broad, multifaceted concept that involves many aspects of the student’s educational experience. A positive school climate is the product of a school’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; supporting student health and well-being, and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre- K/Elementary School to higher education. A positive school climate is critically related to school success. For example, it can improve attendance, achievement, and retention and even rates of graduation, according to research. School climate has many aspects. Defining a framework for understanding school climate can help educators identify key areas to focus on to create safe and supportive climates in their schools.

The following is a list of School Climate/Whole Child Support workshops offered by Metro RESA which support school climate as well as whole child supports and services.

External Coaching

Participants: PBIS District Coordinators, PBIS External Coaches and PBIS Coaches

Purpose: To provide guidance, professional development and coaching to districts and schools on PBIS and School Climate based on the needs of educators and families.

Delivery Mode: Face-to-Face, Virtual-Live, Hybrid

Coaching varies depending on the need(s) of the school district. Examples are:

- Supporting the PBIS District Leadership Team during meetings by providing technical assistance based on the critical elements of PBIS implementation such as self-assessments, action planning, and data analysis
- Providing coaching and/or professional development at District PBIS School Coaching meetings on PBIS and classroom implementation
- Delivering presentations to increase awareness and visibility of PBIS and/or positive school climate practices to LEAs, families, community stakeholders, and business partners
- Assisting PBIS District Coordinators with district and/or school readiness through professional development and planning activities for PBIS implementation
- Working with PBIS District Coordinators in the planning, scheduling, and delivery of tiered PBIS workshops and in their roles of supporting and coaching school PBIS teams
- Helping with data analysis and problem solving of behavior data to drive interventions
- Facilitating a SWOT (**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats) to assist in guided school climate planning for each school year
- Working with PBIS District Coordinator/External Coaches to develop a plan to assist all schools in the district (PBIS and Non-PBIS) with school climate strategies and best practices for implementation.

Wraparound Services Coaching

Participants: School Leadership Team Members
Specialized services for schools on the federally identified CSI, TSI, or Promise Schools lists

Purpose: To provide guidance, professional development, and coaching to eliminate academic and non-academic barriers, while utilizing the wraparound sequence.

Delivery Mode: Face-to-Face, Virtual-Live, Hybrid

The Wraparound Services Initiative is a response to the growing need across our state to address non-academic barriers to student learning, by developing and coordinating services and supports via a program, service, or center. School leaders, school coordinators, and team members (school leadership team) will learn the key steps of the wraparound sequence. The steps will focus on the following:

- Systems and structures (the “what”) that must be in place for sustained improvement in student outcomes,
- Problem-solving model (the “how”) to provide a clear process for identifying improvement needs
- Planning for improvement,
- Implementing,
- Monitoring, and
- Evaluating the improvement efforts.

Whole Child Model School Coaching

Participants: Whole Child Model School Coordinator or Director, Principal, and District/School-Based Leaders

Purpose: To serve as a comprehensive coaching and technical assistance resource to schools from the earliest stages of planning through full implementation of community school development

Delivery Mode: Face-to-Face, Virtual-Live, Hybrid

The Georgia Department of Education defines a Whole Child Model School as a community school. A community school is a school that offers comprehensive educational opportunities through both academic and nonacademic services while partnering with families, students, and the community to increase student access and success. Allowing for individual community differences, the Whole Child Model School framework provides a customized approach while focusing on fundamental community school best practices that are guided by four main pillars: 1) Integrated student supports, 2) Expanded and enriched learning time and opportunities, 3) Family and community engagement and 4) Collaborative leadership and practices. Participating schools will receive individual and group coaching through the three stages of aligning, scaling, and building that culminate with a focus on continuous improvement. Schools receiving coaching will also be well-positioned to participate in the Georgia Department of Education’s Whole Child Model Recognition Program in future years. Learn more about Whole Child Model Schools at one of our two interest sessions offered each year. Visit our website or contact Michelle Sandrock at Michelle.Sandrock@mresa.org for dates/times.

Mental Health Coaching

Participants: District Leadership, School Leadership, Teachers and Staff

Purpose: To provide guidance, professional development and coaching to districts and schools on Mental Health issues that individually effect teaching or learning.

Delivery Mode: Face-to-Face, Virtual-Live, Hybrid

Coaching varies depending on the need(s) of the school district. Examples are:

- Supporting leaders or individuals in life changes and how it is affecting their ability to function with their scope of employment.
- Providing coaching and/or professional development for Self-care, Trauma, parental/family engagement, etc.
- Delivering presentations to increase awareness on Trauma and its effects on behaviors
- Coaching on different staff wellness initiatives
- Coaching on strengthening relationships with Mental Health providers in your district and maximizing partnerships
- Facilitating a SWOT (**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats) to assist in guided student support services planning for each school year

Youth Mental Health 1st Aid Training

Participants: Teachers, School staff, Coaches, People who work with youth

Purpose: To teach skills for providing initial help to young people experiencing mental health problems such as depression, anxiety disorders, psychosis, and substance use disorders.

Delivery Mode: Face-to-Face, Virtual-Live, Hybrid

Cost: Fee of up to \$30 *may apply* for workshop materials

Youth Mental Health First Aid is a 6-hour training primarily designed for adults who regularly interact with young people by teaching them how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Participants will learn how to identify, understand, and respond to signs of mental illness and substance use disorders in youth. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. To inquire about setting up a training for your district please contact Dr. Laurel Kinard at Laurel.Kinard@mresa.org.

Restorative Practices

Participants: District and School Educators and Staff, anyone who works with children, adolescents, or families

Purpose: To provide a range of strategies educators can use every day to foster a restorative climate in their school.

Delivery Mode: Face-to-Face, Virtual-Live

Cost: Fee of up to \$60 *may apply* for workshop materials

Restorative practices is an emerging social science that focuses on how to strengthen relationships between individuals as well as social connections within communities. It is a positive step forward in helping students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. During this two-day training, participants will learn fundamental theory and practices for engaging with students, staff, and parents in their school setting. Topics include how to set high expectations while being supportive, how to provide direct feedback and ask questions that foster accountability, and the most effective methods to resolve common conflicts. Participants will also learn to facilitate circles, an essential process for creating a positive learning environment and school culture. Circles may be used to build social capital, resolve social problems, and respond when harm occurs. To inquire about setting up a training for your district please contact Leah Black and Leah.Black@mresa.org.

10 Steps to Create a Trauma-Informed and Resilient School

Participants: District and School Educators and Staff, anyone who works with children, adolescents, or families

Purpose: To provide accessibility to trauma-informed, resilience-focused, evidence-based intervention tools and programs to ensure positive future health outcomes for survivors of trauma can be put into practice throughout school settings.

Delivery Mode: Face-to-Face, Virtual-Live

In this two-day, foundation-setting learning experience created by Starr Commonwealth, participants are walked, step-by-step, through the 10 steps to create a trauma-informed, resilience-focused school. The learning experience will focus on resilience with an emphasis on understanding how trauma impacts children and their school experience. It will provide proactive strategies such as fostering connections, prioritizing social and emotional skills, establishing safety, and promoting play. Detailed information and concrete actions will also be covered, and in a way that doesn't just answer the "why" but also the "how" to create the best classroom and school supports for traumatized students and the school professionals who serve them. A strong focus on understanding the link between a student's private logic and their academic achievement and behavior deficits in the Circle of Courage's universal needs will be addressed, as well as how to assess students and create behavior support plans for each. Strategies to collaborate with families and communities and to support staff will be presented also, as well as examples of how to collect and utilize outcome data. To inquire about setting up a training for your district please contact Michelle Sandrock at Michelle.Sandrock@mresa.org.

Maintaining Staff Wellness: Leaders Guide to Manage Staff Mental Health

Participants: K-12 District Leaders, Principals and Supervisors

Purpose: To provide educational leaders with resources and tips on ensuring a wellness approach to their faculty/staff interactions.

Delivery Mode: Face-to-Face, Virtual-Live

Staff healing and wellness, a one hour training, provides insight on ways on educational leaders can encourage staff connectivity through attention to emotional wellness and an understanding of how different types of grief could be affecting staff behavior and morale. Participants will learn how to assess the climate of their staff and utilize available resources. This session will also provide tips to utilize during staff meetings, ways to encourage the use of Employee Assistance Program (EAP) services, and recommendations for a human resources re-campaign for EAP service solicitation. To inquire about setting up a training for your district please contact Granville T. Freeman, LPC, CPCS, BC-TMH at Granville.Freeman@mresa.org.

Reboot, Refresh, and Rejuvenate: Educators Self-Care Toolkit

Participants: District and School Educators and Staff, Families

Purpose: To encourage self-reflection and intentional understanding of behaviors and techniques to make your self-care a priority.

Delivery Mode: Face-to-Face, Virtual-Live

Focused Wellness and Intentional Self-Healing, a two-hour training, focuses on secondary traumatic stress, burnout and work-place fatigue. Participants will discover how to identify these symptoms while also learning the necessary steps and techniques needed to decrease the negative effects of burnout and workplace fatigue. A self-care plan will be developed so participants can be intentional about the things they wish to do to manage their self-care and wellness. To inquire about setting up a training for your district please contact Granville T. Freeman, LPC, CPCS, BC-TMH at Granville.Freeman@mresa.org

Mental Health Lunch and Learn

Participants: District and School Educators and Staff

Purpose: To expose district and school personnel to products/platforms and best practices to enhance mental health support initiatives.

Delivery Mode: Virtual-Live

Mental Health Lunch & Learn sessions are where you'll discover a treasure trove of resources, innovative products/platforms, and best practices to enhance your mental health support initiatives. Participants will discover an engaging session packed with expert tips and strategies that will empower them to create nurturing and inclusive environments for students, staff, and families. Ignite positive change in your school district—reserve your spot now!