

PBIS/AMP Update

November #1 2021

District's Strategic Plan:

Sweetwater County School District #1 will nurture a positive learning climate and culture.

- Promote positive behaviors and relationships among students, staff, families and the community.
- Ensure schools are safe and secure.
- Proactively support physical, mental and emotional health.

A large portion of the information contained within monthly updates will be borrowed from other locations. I will always cite the location where the information is gathered and encourage you to look up the original source if you desire more information. The updates will be sent out district-wide. If you have questions or I can be of assistance please don't hesitate to call or email.

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"If kids come to us from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important." — Barbara Colorose



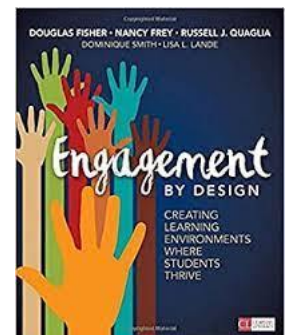
Within this newsletter

- The Inviting Classroom: Chapter 1 of *Engagement by Design* written by Douglas Fisher, Nancy Frey, Russell Quaglia, Dominique Smith and Lisa Lande
- Self-Care
- PBIS/SWIS Updates, To Dos and How Tos

Chapter One

Chapter one of this book describes how to develop an intentionally inviting classroom. The suggestions however hold true for all environments including school busses, cafeterias, etc. Please keep in mind, **"Although school is compulsory, learning is not."** Intentionally Inviting educational environments have four critical elements;

1. Trust – when there is trust, individuals assume positive intentions and seek to build, maintain, and repair relationships. Trust is the mediating factor in group cohesion, risk-taking, satisfaction and problem resolution. It is the bedrock of any high-functioning educational environment.



2. Respect – is fostered through actions that communicate an understanding of each individual's autonomy, identity and value. When there is respect, individuals see themselves as stewards for maintaining the social and emotional well-being of others.
3. Optimism – this is the assumption that everyone has untapped potential and that it is a shared responsibility to help others reach their potential. Life without optimism or hope impairs an individual's ability to move forward.
4. Intentionality – means the practices, policies, processes and programs are designed to convey trust, respect and optimism to all. By all we mean all students, staff and community members.

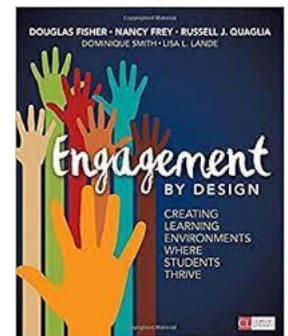
What we say is not always what we do or what happens, thereby undermining intentionality.

Educators can choose to be intentional or not and they also can be inviting or not. This choice results in four types of educators.

1. Intentionally uninviting – although this is rare, it can leave an indelible mark on a person. Intentionally uninviting individuals are judgmental and belittling, display little care or regard, are uninterested in the lives and feelings of others, and seek power over others.
2. Unintentionally uninviting – these folks are more common. They hold low expectations for others, don't feel effective and blame others for their shortcomings, fail to notice when others are learning or struggling and offer little feedback.
3. Unintentionally inviting – these individuals are full of enthusiasm but lack the ability to reflect on successes and challenges. They don't have the capacity to dig deeper when they encounter someone who is hard-to-reach.
4. Intentionally inviting – are purposeful and believe that continuous improvement is the key to success. They are consistent, reliable and embody a growth mindset about themselves and others. They know others well because they invest in daily relationship building. Intentionally inviting individuals understand that everybody and everything adds to or subtracts from connecting with others.

We can choose our attitudes and can purposefully work to develop positive relationships.

- The Curriculum Office has 30 copies of *Engagement by Design*. If you would like a copy of the book, please email me and I will send one through school mail. This will be on a first come first serve basis.



Classroom Self-Care Tip – Using Your Senses

The following is called a grounding strategy. It can be used when you or a student feels anxious or panicky. It centers attention into the present moment rather than letting it wander through the stresses currently being experienced. One grounding technique is called the 5-4-3-2-1 method. Using this method, you, prompt yourself or students to acknowledge:

- 5 things you see around you
- 4 things you can touch
- 3 things you hear
- 2 things you can smell
- 1 thing you can taste

The important element of this exercise is to bring cognizance to where you or your student is and remind yourself/them that you/they are in control. Incorporating the entire exercise might not be doable in a classroom or on a bus, however, you can look for ways to ask students questions about their physical space – Where do you see examples of right angles in our room? Write a haiku about the

way your pencil feels in your hand, open a bus window and have students name three things they hear outside, etc.

PBIS/SWIS To Dos and How Tos

- **October 15th** was the end of the first quarter. It is a district expectation that SWIS data be shared at a minimum once a quarter. The success of SWIS/PBIS is directly correlated to how often data is shared. If you haven't yet utilized and shared your SWIS data please do so.
- As a district, we have 97 data integrity errors. If your school has errors, please get them corrected ASAP. If you would like Tina S. and I to work at correcting them please let us know.
- Update you EL students. Your EL teacher or Sylvia Kachnowski (CAB) should have a list. We are disaggregating by EL status so this is critical. On the Dashboard select Person Management, Students, and Edit.

! Data Integrity Summary	
Category	Problems Detected
Student	13

Person Management

Students | Staff | Non-Staff

Students: All | A | B | C | D | E | F | G | H | I

Search: [] X Q Filter By: Any Student

+ Add | Edit | Set Status | Merge | Delete | Print Roster

If the student is an English Learner select yes in the drop down and click **Save**. **This field was not automatically populated when students were imported.**

Ethnicity (select one)*

☐ Hispanic/Latinx
☒ Not Hispanic/Latinx

Race (select all that apply)*

☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian/Other Pacific Islander
☒ White

Student is an English Learner*

No [v]

Student is on a 504 Plan*

No [v]

Student is on an IEP*

No [v]

Disability Category (select all that apply)

☐ Non-Categorical
☐ Autism
☐ Deaf-Blindness
☐ Deafness
☐ Developmental Delay
☐ Emotional Disturbance
☐ Hearing Impairment
☐ Intellectual Disability
☐ Multiple Disabilities