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| **Tuesday****January 28, 2020** | **Title** | **Description** |
| Opening Session9:00-9:45 | **“Are you comfortable in your shoes?” with Curt Slater** | This opening session will kick off our time together at the 1st Sustainability Summit! |
| **Breakout #1**10:00-12:00 | **CICO (Check In Check Out)** | This breakout provides information on this intervention and how to implement it within your PBIS framework. Intended for schools that have experienced success with Tier 1 school wide PBIS and are ready to focus on CICO as a Tier 2 intervention.  |
|  | **Classroom Management** | This session will focus on how to prevent problem behavior and respond more effectively to behavioral errors. Attendees will have time to create products to take back to their classrooms to strengthen positive behavior support in the classroom and ask questions of presenters and other participants. |
| \*This is an **ALL-DAY** sessionRegistrants will attend 10:00-12:00AND1:00-3:00 | **Sustainability** | **·**Brief Overview of PBIS**·**Reconnect with data **·**Learn about building capacity for Tier ll Supports **·**Assess your current status and plan your next steps   |
|  | **Coaches Meeting** | Coach meetings are designed to address current need in PBIS implementation and to support training topics. |
|  | **PBIS in a Level 3 and 4 Setting** | This session will focus on PBIS in a Level 3 and 4 setting. |
|  | **Guided Data Digs & Action Planning** | Room will be available for guided action planning. MRIP staff available for technical assistance with data digs. |
| **LUNCH BREAK - Lunch Provided on site** |
| **Breakout #2**1:00-3:00 | **Classroom Management** | This session will focus on how to prevent problem behavior and respond more effectively to behavioral errors. Attendees will have time to create products to take back to their classrooms to strengthen positive behavior support in the classroom and ask questions of presenters and other participants. |
|  | **Tier II & Tier III** | The Tier II/Tier III PBIS model was developed in response to schools’ challenges with providing effective interventions in a timely manner for students with more complex needs. Early identification of students with needs is paramount to intervening as quickly as possible and minimizing the potential for academic or social failure. |
|  | **PBIS & Racial Equity** | One way to ensure the PBIS framework works for all members of the school community is to view the framework through the lens of racial equity. Join us for a Circle discussion about how race and culture impact the way student behaviors are viewed and responded to along with tools PBIS Teams can use to increase their cultural competency |
|  | **Guided Data Digs & Action Planning**  | Room will be available for guided action planning. MRIP staff available for technical assistance with data digs. |
| \*continued from am  | **Sustainability** | See description above |



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| **Wednesday****January 29, 2020** | **Title** | **Description** |
| Opening Session 9:00-9:45 |  |  |
| **Breakout #1**10:00-12:00 | **PBIS & SEL** | This breakout will include:•An overview of the relationship between PBIS, SEL and student success. •PBIS through a Trauma-Informed lens •PBIS & SEL Strategies for Managing Stress & Strong Emotions |
| \*This is an **ALL-DAY** sessionRegistrants will attend 10:00-12:00AND1:00-3:00 | **Sustainability** | **·**Brief Overview of PBIS**·**Reconnect with data **·**Learn about building capacity for Tier ll Supports **·**Assess your current status and plan your next steps   |
|  | **PBIS & Restorative Practices** | Restorative practices (RP), when used throughout the school, can help to improve school climate and provide an alternative to exclusionary discipline. RP focuses on building relationships and creating community in school to prevent harm, to repair relationships and to address the needs of everyone impacted by the harm. Connections to the PBIS framework will be explored.  |
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|  | **Guided Data Digs & Action Planning**  | See description above |
|  | **PBIS & Restorative Practices** | See description above |