



Integrated Preschool
Positive Behavior Support
Comprehensive Plan

Chardon Local Preschool
308 Maple Avenue
Chardon, OH 44024
440-285-4066

1.1 Team Composition

Tier 1

Andrea Ryan - Administrator / Coordinator
Sharon Miller - Parent
Beth Bumpus - Teacher / Coach
Kristen Sironen - Teacher
Anne Paul - Classroom Assistant/Parent
Gina Dennison - Classroom Assistant
Jessica Harmon - School Psychologist / Applied Behavior Expertise
Emily Larkin - Related Service Provider
Sarah Bednar - Kindergarten Teacher
Chloe Ellis - Kindergarten Teacher

1.2 Team Operating Procedures

Members within the team will be given assigned roles to ensure the meetings are on topic, productive and that all people have an opportunity to participate.

2020-2021 Meeting Dates

Meeting Norms

Be on time, contribute, stay on task

PBIS Team Mission Statement

Create a system to establish and implement PBIS with fidelity

Meeting Agenda Template

Tiny Toppers PBIS Meeting Minutes

| | | | |
|-----------------|--|----------|--|
| Date of Meeting | | Time | |
| Minute Taker | | Location | |

Meeting Objectives

Attendance at Meeting

Agenda and Discussion

Action Items (include who is completing action and timeline)

Next Meeting

Next Meeting Date/Time/Location:

Next Meetings Objectives

1.3 Behavioral Expectations

PBIS Matrix

| Location | Be Safe | Be Kind | Try Your Best |
|---------------------|--|---|---|
| Classroom | Hands and feet to self Walking feet Listening Ears | Take turns Helping others | Ask for help Work Hard (I can/finish your work) |
| Cafe | Hands and feet to self Stay in assigned spot Use a quiet voice | Take Turns Use Manners | Ask for help Clean your area |
| Hallway | Walking Feet Body in the group Hands and Feet to self | Quiet voices Greet others (smile and wave) | Take care of your own belongings |
| Gym | Safe hands and feet Listening ears Stay in your play space | Invite others to play Share toys Take turns | Try something new |
| Jumping Room | Safe hands and feet Listening ears | Invite others to play Share toys Take Turns | Try something new |
| Bathroom | Wash hands Wait in line | Knock on door first | First try then ask for help |
| Bus | Quiet voices Hands and feet to self Seatbelts On | Greet the driver and aide (Smile-Say Hello) *Listening ears | |
| Playground | Safe hands and feet | Invite others to play | Try something new |

| | | | |
|--|-------------------|------------|--|
| | Listening ears | Share toys | |
| | Body in the group | Take turns | |

1.4 Teaching Expectations

Resources to support teacher the PBIS expectations:

Children's Books

Curriculum Resources

- Zones of Regulation
- Center on the Social and Emotional Foundations for Early Learning (csefel.vanderbilt.edu)
- We Thinkers 1 and 2

Dramatic Play Activities

Art Center

PBIS Pacing Guide

PBIS Pacing Guide

| Week | Routine / Setting Be Safe, Be Kind Try your Best | Who is responsible for teaching: | Curriculum / Teaching Resource | |
|------|--|--|---|--|
| 1 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 2 | Be Safe - Washing Hands | Lead Teacher / Ed. Assistant / Related Service Provider | Google File PBIS Be Safe: Wash Hands | |
| 3 | Be Safe Waiting In Line | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 4 | Be Safe Using Walking Feet | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 5 | Be Safe | Lead Teacher / | | |

| | | | | |
|-----------|---|--|--|--|
| | Listening Ears | Ed. Assistant / Related Service Provider | | |
| 6 | Be Safe Hands and Feet to Self | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 7 | Be Safe Body in the group | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 8 | Be Safe Stay in your space | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 9 | Try your Best Take care of your own belongings | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 10 | Be Safe Wear your seatbelt | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 11 | Be Kind - Take Turns | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 12 | Be Kind Great Others | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 13 | Acknowledgem ent system | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 14 | Review of Be Safe, Be Kind, Try your Best | Lead Teacher / Ed. Assistant / Related Service Provider | | |

| | | | | |
|----|---|--|--|--|
| 15 | Be Kind Help Others | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 16 | Be Kind Share Toys | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 17 | Be Kind Knock before you go into the bathroom | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 18 | Be Kind Invite Others to Play | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 19 | Try your best Try Something new | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 20 | Try your best Ask for help | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 21 | Try your best Work Hard (I can/finish your work) | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 22 | Be Safe - Be Kind Quiet Voices | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 23 | Try your best Try something new | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 24 | Try your best First try then ask for help | Lead Teacher / Ed. Assistant / Related Service | | |

| | | | | |
|-----------|--|--|--|--|
| | | Provider | | |
| 25 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 26 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 27 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 28 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 29 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 30 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |
| 31 | | Lead Teacher / Ed. Assistant / Related Service Provider | | |

1.5 Problem Behavior Definitions / 1.6 Discipline Policies / 1.13 Strategies for Staff Responding to Behaviors

System for Responding to Challenging Behavior

It is expected that young children will engage in meltdowns and other types of challenging behavior. Their ability to self-regulate, identify their emotions, make friends, and problem solve is developing at this age. These skills are supported by adults who specifically teach these skills, allow them to practice these skills, and reinforce these skills. A program-wide system to respond to behavior includes essential elements

including: developmentally appropriate practices, behaviors which are defined, strategies/ interventions to address those behaviors, a system for documenting those behaviors and analyzing that data to identify patterns that need to be addressed.

This document includes:

1. **System to Respond to Challenging Behavior**- a comprehensive explanation of this system and the corresponding forms to be used by adults.
2. **Behavior Incident Form & Instructions**- a form with instructions that teachers complete when a challenging behavior occurs (see Flowchart for which behaviors are documented).
3. **Flowchart**- visual representation of the decision making process adults can use to help them respond to challenging behavior.

Behavior Incident Report Instructions

Unsafe Behaviors:

Always complete a BIR when a child engages in the following kind of behaviors:

- ❖ Physical aggression
- ❖ Self-injury
- ❖ Running Away
- ❖ Property Damage

Safe Challenging Behaviors:

Also complete a BIR when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills. On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom. The form will not be completed if the behavior has not occurred before or if the behavior may be developmentally expected (3 year old do who not participate in cooperative play, 3 year old who cannot self-regulate)

Behaviors should be **frequent**, and/or **intense**, and/or long in **duration** in order to be considered for a BIR (Behavior Incident Report)

- ❖ Disruption/Tantrum
- ❖ Verbal Aggression/Harassment/Teasing
- ❖ Non-compliance/Defiance/Disrespect
- ❖ Social Withdrawal/Isolation

Completing the Form:

- 1) *Complete the form as soon as possible after the behavior incident so that you can remember all of the relevant details.*
- 2) *You will complete one form for each behavior incident that matches the criteria described above. An incident might be a single event (e.g. hit) or have longer*

duration (tantrum). When young children engage in challenging behavior, they often engage in multiple behaviors (e.g. hit, kick, and verbal aggression). A behavior incident report might include multiple behaviors although you will be selecting the behavior that is the most obtrusive to note on the form. If the behavior ends and the child has another one later in the activity or day, complete an incident form for each separate incident.

- 3) The completed BIR form is turned in at the end of the day to the collection box in the staff lunchroom by the PBIS board.

Definitions of Challenging Behaviors

1. **Physical aggression**- forceful physical actions directed toward adults or peers that may result in physical contact and injury (ie: *biting, hitting, kicking, spitting, pinching, throwing objects, striking and pulling hair, crashing into items/peers, licking/chewing inappropriate materials*)
2. **Hurting self** (Self-injury)- physical actions directed toward oneself which may result in physical injury (ie: *hitting, scratching, skin picking, biting, pinching, head-banging oneself, crashing into something*).
3. **Disruption/tantrum**- an outburst or action that prevents learning, interferes with teaching, or disrupts the learning environment and persists despite an adult's request to stop or attempt to provide support (ie: *loud talking, yelling, screaming, repetitive noises, noise with materials, crying, throwing items, purposeful toileting, slamming doors, difficulty transitioning, dropping to the ground*).
4. **Verbal aggression/harassment/teasing**- the use of threatening, offensive or intimidating words directed toward a peer or adult (ie: *screaming, name calling, swearing, threats*).
5. **Non-compliance/ defiance/disrespect**- intentional and willful refusal to follow directions after the initial request is made directly to the child (ie: *disrobing, no response to specific directions, engages in activities other than what is directed, purposeful toileting, difficulty transitioning, leaving their assigned space*).
6. **Eloping**- the act of leaving a designated area of supervision boundary of play without permission and without responding to the requests of an adult to return. (ie. *run away always ahead of the group*)
7. **Break/ destroying items** (Property Damage)- purposeful actions directed toward items or property that may have destructive results (ie: *ripping books, knocking over shelves, throwing chairs, breaking items, writing on items, clearing the surface, licking/chewing inappropriate materials*).

8. **Social withdrawal/isolation**- nonparticipation in class activities or withdrawal from play or social interactions with peers or adults that interferes with the child's ability to learn and interact with other children that is outside the typical range of temperament (*ie: refusing to join activity, refusing to participate in activity, no eye contact, no conversation, selecting mutism, wanders aimlessly, "in own world"*).

Activity: (see box below)

This category refers to where/when the specific behavior incident took place.

| Activity | Description |
|---------------------------------|--|
| 1. Arrival | Child arrives at school for the day, child completes the opening routine |
| 2. Circle/ Large Group Activity | Structured large group, teacher-directed activity |
| 3. Small Group Activity | Structured, planned, teacher-directed activities with 6 or less children |
| 4. Individual Activity | Child engaged in one on one activity with adult |
| 5. Centers | Child choice/ play time including centers: art, dramatic play, writing, blocks, books, science, sensory, etc |
| 6. Clean-up | Children work as a group to clean up the classroom |
| 7. Snack/lunch | Children consume their snack/lunch at a specific area and are responsible for serving self and clean-up. |
| 8. Cafeteria | Children consume their lunch at a specific area and are responsible for serving self and clean-up. |
| 9. Transitions | Time between activities or movement to a different location in the school environment. (eg. hallway) |
| 10. Gym | Structured or unstructured activities that include movements such as running, jumping, hopping in the gym |

| | |
|------------------------------------|---|
| 11. Jumping Room | Structured or unstructured activities that include movements such as running, jumping, hopping in the jumping room |
| 12. Playground | Structured or unstructured activities that include movements such as running, jumping, hopping on the playground |
| 13. Dismissal | Child gets belongings and leaves the classroom with designated adult. |
| 14. Field Trip | Any activity that is located outside the school environment. |
| 15. Therapy | When receiving intervention services from a speech therapist, occupational therapist, physical therapist, or itinerant teacher. |
| 16. Bathroom (Toileting/Diapering) | When in the bathroom, using toilet or changing table |
| 17. Safety Drills | Fire Drill, Tornado Drill, Intruder Drill, or Shelter in Place |
| 18. Blended Class Activity | Two or more classes combined for a large group activity(eg. Dina School or combined gym/playground; special guest) |
| 19. Bus | On the school bus for arrival, dismissal and field trips |
| 20. Other | Any other situation that is not designated above |

Others Involved:

This category refers to individuals who are **directly affected** by the incident. It does not include individuals who were merely present during the incident. *Check the person who was initially affected by the behavior.*

Possible Motivation:

- Obtain desired item
- Obtain desired activity
- Gain peer attention

- Gain adult attention
- Avoid peers
- Avoid adults
- Avoid tasks
- Avoid sensory
- Obtain sensory
- Don't know

This category refers to why the behavior is happening for the child. Only check **one** motivation for each behavior incident. At the preschool level functions of behavior include escape/avoid and obtain / gain.

All behavior serves a function. Refer to/Think about the level of the student.

Strategy/Response: (see box below)

This category refers to how the teacher responds after the behavior incident or the consequence that is delivered. Referring staff will *mark the most intrusive or takes the teacher the most time to deliver.*

| Strategy/Response | Description |
|--|--|
| Verbal and/or visual <i>reminder</i> | Verbal (authoritative)/visual assistance given to help use target skills correctly (ie. Using countdown to transitions). Use of first/then schedules, prompt use of classroom schedule (we are in circle, then we have snack), timer, etc. |
| Choices | Child is given at least two options to choose from ie: Would you like to walk by yourself or would you like me to help you? |
| Planned Ignoring | Intentionally not reacting to a specific behavior. |
| Wait time | Give direction then wait 5-10 seconds |
| Move within group | Child can stay with group, but move to a different seat location. ie: child sits closer to the teacher or further away from a specific peer. |
| Acknowledge and help identify feelings | Give a name to how the child/peer is feeling and connect it to the incident. ie: "You look like you are feeling...", "Look at your friend. It looks like he/she is feeling..." |

| | |
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| Calming strategy/ Sensory break | Use of quiet space, walk around the building, theraputty, calming breath techniques, fidgets, use of weighted cart, pea pod, scooter/saucer, heavy work, headphones, weighted lap pads, swing |
| De-escalation methods | Use of calm tone of voice, avoid face to face body positioning, position self to the side of the child, use non-threatening body language, give the child space, talk to child at eye level, keep neutral facial expression. |
| Reteach / <i>practice expected behavior</i> | <i>The adult instructs the child on expected behavior, model the expected behavior, has the child practice the expected behavior, and then adult give positive specific feedback on behavior. (model the expected behavior ie. "Can I have a turn?")</i> |
| <i>Time with teacher</i> | <i>Child will spend some one on one time with his/ her primary teacher.</i> |
| <i>Provide physical comfort</i> | <i>The adult will rock or hug.</i> |
| <i>Redirect to a different activity or toy</i> | Direct to a new place or purpose. |
| <i>Remove item</i> | <i>Removing an object, toy, or material from child.</i> |
| Problem solving (with prompting) | Guide child through problem solving |
| Natural Consequences | Outcomes that happen as a result of behavior that are not planned or controlled ie: If child dumps out all the blocks the child cleans up all the blocks. |
| Repeat request with consequence | If a request has been given and the child hasn't responded, give the request again with a consequence. |
| Remove child from activity/area | Termination of a specific activity. ie: Put playdough away in cabinet for use another day. Remove child from area. |

| | |
|-----------------------------------|--|
| Remove child from room/playground | Remove child from the room/playground where an activity is taking place. |
| Remove class from room | Remove class from room to keep students safe |

Office Vs Staff Managed Discipline Flowchart

| | |
|--|---|
| <p>Are my teaching practices developmentally and individually appropriate?</p> <ul style="list-style-type: none"> ● for their age ● for their developmental ability ● for their school experience ● for dual language learners ● for their learning style | <p>Universal Considerations/Strategies:</p> <ul style="list-style-type: none"> ● Build relationships ● Establish and teach classroom routines ● Use visual schedules ● Use visual supports ● Room arrangement ● Define and teach personal space ● Use peers as models ● Use statements not questions ● Give verbal & visual reminders prior to an activity about expected behaviors/routines ● Consider environmental factors (enough materials for number of students and materials to reflect different developmental levels) ● Use natural consequences ● Teach problem solving ● Teach friendship skills, identifying feelings, self regulation, calming strategies ● Consider environmental influences outside of school / precipitating factors |
|--|---|

Observe challenging behavior. Is the challenging behavior safe or unsafe?

Safe Challenging Behaviors:

Behaviors should be **frequent**, and/or **intense**, and/or long in **duration** in order to be considered for a BIR

Disruption/Tantrum

Verbal Aggression/Harassment /Teasing

Non-compliance/Defiance /Disrespect

Social Withdrawal/Isolation

Strategies to Address Safe Behaviors :

Verbal and/or visual reminder
 Choices
 Wait time
 Planned Ignoring
 Move within group
 Acknowledge and help identify feelings
 Calming strategy/ Sensory break
 De-escalation methods
 Reteach / practice expected behavior
 Time with teacher
 Provide physical comfort
 Redirect to a different activity or toy
 Remove item
 Problem solving (with prompting)
 Natural Consequences
 Repeat request with consequence
 Remove child from activity/area
 Remove child from room/playground

Unsafe Challenging Behaviors:

All of these behaviors require a Behavior Incident Report (BIR)

- ❖ Physical aggression
- ❖ Self-injury
- ❖ Running Away
- ❖ Property Damage

Strategies to address Unsafe Behaviors:

Consider using any universal/ safe strategies in addition to the ones listed below-

Verbal and/or visual reminder
 Choices
 Move within group
 Acknowledge and help identify feelings
 Calming strategy/ Sensory break
 De-escalation methods
 Time with teacher
 Provide physical comfort
 Redirect to a different activity or toy
 Remove item
 Problem solving (with prompting)
 Repeat request with consequence
 Remove child from activity/area
 Remove child from room/playground
 Remove class from room

Crisis Procedures: Follow individual students behavior plans or nonviolent physical crisis intervention

1.7 Professional Development

During the 2019-2020 school year, the instructional staff, including teachers, assistants, related service providers, school psychologist and program administrator participated in Tier 1 PBIS training through Region 4 State Support Team. The team will engage in Tier 2 training during the 2020-2021 school year.

The leadership team identifies professional development needs relating to PBIS and related topics through data collected at staff meetings and an annual survey. In addition, data gathered through implementing the program is used to identify topics and areas for professional growth.

At the beginning of each school year, a training will be held with the purpose of reviewing the PBIS program and the implementation of the plan. Throughout the school year, the PBIS leadership team will provide updates to the staff during monthly staff meetings. Appendix A documents the professional development relating to PBIS for the current school year.

1.8 Classroom Procedures

The instructional staff use proactive strategies to decrease unexpected behaviors and increase expected behaviors in the preschool environment.

Positive and Proactive strategies to promote expected behaviors

- Visual schedules
- Prompts and priming for transitions
- Verbal praise
- Consistent instruction of behavior expectations
- Common language used to describe behaviors and expectations
- Visual supports
- Direct Instruction of coping skills
- Direct instruction of identifying emotions
- Regular communication with parents on PBIS related topic

1.9 Feedback and Acknowledgement

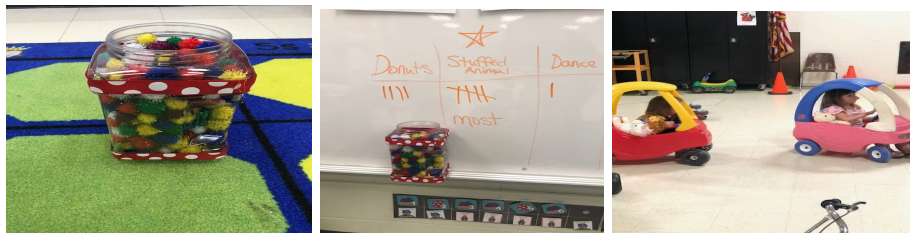
Tiny Topper Acknowledgement System

Evidence suggests that students learn to exhibit expected behaviors at higher rates if all of the adults they encounter consistently provide high rates of recognition for expected behavior. (4 positive to 1 negative). The Tiny Topper Preschool targets behaviors that promote safety, kindness and trying your best to create a positive learning environment. The expected behaviors are taught explicitly, in addition to other age appropriate social skills and strategies to manage their emotions. When students exhibit expected behaviors throughout the school setting, staff acknowledge the behavior, therefore reinforcing the child's positive behavior. Staff use specific language when acknowledging behavior. For example, "I like the way you are being safe by using walking feet in the hallway." By using the expectation, rule and location, students better understand what they are being praised for and are more likely to repeat the behavior.

In addition to the specific language, students are given a "Promise Puff" (pom pom) to put into the classroom jar. By using a collection jar for the puffs, the entire class is working to demonstrate expected behaviors in order to earn a reward. Once the classroom bin is full, students and the teacher agree upon a celebration activity to acknowledge the behavior of the entire class. Some reward ideas for classrooms include:

- Hat day
- Stuffed animal day
- Mismatched socks
- Bubbles day
- Popcorn day
- Movie day
- Shaving cream day
- Outdoor snack day
- Dance party
- Superhero day
- Picnic
- PJ day
- Crazy hair day

Classroom celebrations are recorded and when the school expectation is met, then the entire school receives special recognition. These celebrations will be extended to families so they are included in the recognition of positive behaviors.



1.10 Faculty Involvement

All staff is trained in PBIS and is encouraged and supported in the implementation of the strategies. The staff supports each other through shout out and using the language we use with students.

“ I like the way you are being _____, by _____ in the _____.

1.11 Student / Family / Community Involvement

- Parents are given a survey annually which includes statements on the Tiny Topper Promises
- Staff members are given a survey annually which includes statements on the Tiny Topper Promises
- Communicate student celebrations through social media

1.12 Discipline Data

Behavior Incident Report

| | |
|---|--|
| <p>Always complete a BIR when a child engages in the following kind of behaviors:</p> <ul style="list-style-type: none"> ❖ Physical aggression ❖ Self-injury ❖ Running Away ❖ Property Damage | <p>Safe Challenging Behaviors: Also complete a BIR when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills. On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom.</p> |
|---|--|

| | |
|-------------------------|----------|
| Person Completing Form: | Student: |
| Date: | Time: |

Challenging Behavior

| | |
|---------------------|---------------------------------------|
| Physical Aggression | Non-Compliance/ defiance / disrespect |
| Hurting Self | Eloping |
| Disruption Tantrum | Break or destroy Items |

| | | | |
|--|--|--|-------------------------------|
| | Verbal Aggression / Harassment / Teasing | | Social Withdrawal / isolation |
| | Other: | | other: |

Activity

| | | | |
|--|------------------------|--|-------------------------------|
| | Arrival | | Circle / Large Group Activity |
| | Small Group Activity | | Individual Activity |
| | Clean - up | | Centers |
| | Transitions | | Snack - Lunch |
| | Jumping Room | | Gym |
| | Dismissal | | Playground |
| | Therapy | | Field Trip |
| | Safety Drills | | Bathroom |
| | Cafeteria | | Bus |
| | Blended Class Activity | | Other: |

Others Involved:

Refers to individuals who are directly affected by the incident. It does not include individuals who were merely present during the incident.

| | |
|--|--|
| | |
| | |

Possible Motivation

Check One

All behavior serves a function. Refer to/think about the level of the student.

| | | | |
|--|---------------------|--|-------------------------|
| | Obtain desired item | | Obtain desired activity |
| | Gain peer attention | | Gain adult attention |
| | Avoid peers | | Avoid adults |
| | Avoid task | | Avoid Sensory |

| | | | |
|--|--------------|--|------------|
| | Gain Sensory | | Don't Know |
|--|--------------|--|------------|

Strategy / Response

Mark the most intrusive or takes the teacher the most time to deliver.

| | | | |
|--|--------------------------------------|--|---|
| | Verbal and/or visual reminder | | Choices |
| | Planned Ignoring | | Wait time |
| | Move within group | | Acknowledge and help identify feelings |
| | Calming strategy/ Sensory break | | De-escalation methods |
| | Reteach / practice expected behavior | | Time with teacher |
| | Provide physical comfort | | Redirect to a different activity or toy |
| | Remove item | | Problem solving (with prompting) |
| | Natural Consequences | | Repeat request with consequence |
| | Remove child from activity/area | | Remove child from room/playground |
| | Remove class from room | | Other: |

To Be Completed by Data Manager

| | |
|----------------|---------------|
| Date Received: | Date Entered: |
| Followup: | |

Data is compiled into a spreadsheet and then reviewed monthly at the PBIS meeting

Appendix A

Professional Development 2019-2020

| | |
|----------------|-----------------------------------|
| August 19 - | Introduction to PBIS and Module 1 |
| August 20 - | Module 2 and work session |
| September 30 - | Module 3 |
| November 1 | Module 4 |
| February 21 | Module 5 |
| March 20 - | Module 6 |

2020-2021

Overview training: Video for Staff

Tier 2 Training

Important Dates

2020-2021 Meeting Dates

September 18, 2020

October 23, 2020

November 20, 2020

December 18, 2020

January 22, 2021

February 19, 2021

March 19, 2021

April 23, 2021

May 21, 2021

Rollout and Review - Start of Acknowledgement System

Kinder Rollout / Restart January 2021

TFI Review

Unofficial Review: monthly

Official Review: April 2021

Parent and Staff Survey

SAS

February 2021

School Wide Events

Kinder Rollout
PBIS Celebrations