



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

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

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		

		<b>Provider</b>		
<b>25</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		
<b>26</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		
<b>27</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		
<b>28</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		
<b>29</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		
<b>30</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		
<b>31</b>		<b>Lead Teacher / Ed. Assistant / Related Service Provider</b>		

**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..."

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

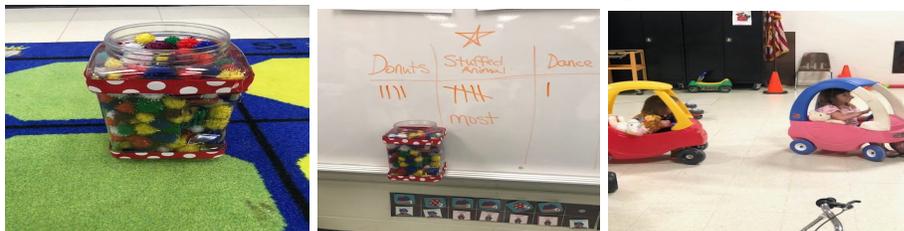
### Tiny Topper Acknowledgement System

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"> <li>❖ Physical aggression</li> <li>❖ Self-injury</li> <li>❖ Running Away</li> <li>❖ Property Damage</li> </ul>	<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>
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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
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**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