Various school teams across Indiana

Florida's Positive Behavior Support (PBS) Project: www.flpbs.fmhi.usf.edu

Illinois PBIS Network: www.pbis.illinois.org

OSEP Technical Assistance Center on PBIS: pbis.org

School Wide Information System: swis.org
OBJECTIVES FOR THIS OVERVIEW:

- Know the rationale for school-wide positive behavior support
- Understand how SWPBS differs from traditional approaches
- Know the basics of SWPBS and the outcomes
- Know the elements of SWPBS that integrate culture
- Understand school readiness commitments
- **Purpose:** Get enough information to make a decision to move forward
LOGIC FOR SWPBS

**School challenges**
- Doing more with less
- Students arrive with limited understanding of school behavioral expectations
- Traditional “get tough” and “zero tolerance” approaches are insufficient

**Individual student interventions**
- Effective, but can’t meet need

**School-wide discipline systems**
- Establish a social culture within which both social and academic success is more likely
WHAT IS SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT?

School-wide PBS: A systems approach for establishing the **social culture** and individualized supports needed for all students to achieve both social and academic success.

Evidence-based features of SW-PBS

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent responses to problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions
- Administrative leadership – Team-based implementation (Systems that support effective practices)
SWPBS-An expanded definition

“A profound focus on behaviors you want.”

- Prioritize Prevention
- Clarify, Teach and Reinforce
- Locally adapted for each school
- Responsive to the needs of diverse students
- Evidence-based, effective, and efficient approach to instructional design and strategies
TRADITIONAL DISCIPLINE VERSUS PBS

- **Traditional**
  - Focuses on the student’s problem behavior
  - Relies on punishment to stop unwanted behavior
  - “What do we do when”

- **Positive Behavior Support**
  + Replaces unwanted behavior with new behaviors or skills
  + Alters environments
  + Instructional match is viewed as a behavioral intervention
  + Teaches appropriate skills
  + Rewards appropriate behavior
  + Relies on function based interventions
  + “What do we do in between?”
ARE TRADITIONAL APPROACHES WORKING?

• Northside Middle School with a student enrollment of 750, reported over 4,904 office discipline referrals in 2008/09.

• Incidences resulting in one or more days of out-of-school suspension totaled 360.
If one discipline referral requires on average, 15 minutes of administrator time,

4,904 referrals =

1226 hrs =

153 8-hour days
PBS is *not*....

- PBS is *not* a specific practice or curriculum; it’s a general approach to preventing problem behavior
- PBS is *not* limited to a particular group of students; but rather for all students
- PBS is *not* new; it’s based on a long history of behavioral practice and *effective* instructional design/strategies
- PBS is *not* incompatible with other efforts that are based in prevention and education
Main Ideas of SWPBS

- *Create environments* in which positive behavior “works better” than problem behavior
- *Use a data-based problem-solving approach*
- *Emphasize prevention, teaching, and reinforcement*
- *Focus on behavior of adults*
  - WHY?
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

**Academic Systems**

**Tier 3/Tertiary Interventions 1-5%**
- Individual students
- Assessment-based
- High intensity

**Tier 2/Secondary Interventions 5-15%**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions 80-90%**
- All students
- Preventive, proactive

**Behavioral Systems**

**Tier 3/Tertiary Interventions 1-5%**
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier 2/Secondary Interventions 5-15%**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions 80-90%**
- All settings, all students
- Preventive, proactive

3-Tiered System of Support Necessary Conversations (Teams)

**Universal Team**
- Plans SW & Class-wide supports

**Universal Support**

**Secondary Systems Team**
- Uses Process data; determines overall intervention effectiveness

**Brief FBA/BIP**
- Group w. individual feature

**CICO**

**SAIG**

**Problem Solving Team**
- Standing team; uses FBA/BIP process for one youth at a time

**Brief FBA/BIP**

**Tertiary Systems Team**
- Uses Process data; determines overall intervention effectiveness

**Complex FBA/BIP**

**WRAP**
Elements of Positive Behavior Support

- Supporting Staff Behavior
- Supporting Student Behavior

Social Competence & Academic Achievement

- Outcomes
- Systems
- Practices
- Data

Supporting Decision Making
• National Technical Assistance Center
  www.pbis.org
• PBIS Indiana:
  www.indiana.edu/~pbisin
• Schoolwide Information Systems:
  www.swis.org
• The Association for Positive Behavior Support
  www.apbs.org
WHAT ABOUT YOUR EXPERIENCE?

*Is student behavior improving at your school?*

--Yes? Why is it improving?
--No? Why is it not improving?

*What data supports your claim?*
What does the research show about the benefits of SWPBS?


What does the research show?

SWPBS benefits children

- **Reduction in problem behavior**
  - Office discipline referrals
  - Suspensions
  - Expulsions
  - Improved effectiveness for intensive interventions

- **Increased student engagement**
  - Risk and protective factors improve
  - Students perceive school as a safer, more supportive environment

- **Improved academic performance**
  - When coupled with effective instruction

- **Improved family involvement**
IMPACT

From 10.4 per day

To 1.6 per day
**What does the research show?**

**Benefits to faculty and staff:**

- Improved consistency across faculty
  - Better collaboration in support of individual students
- Improved classroom management
  - Classroom routines
  - Strategies for preventing and pre-empting problem behavior
- Reduced faculty absenteeism
- Increased faculty retention
- Improved substitute performance/perception
- Increased ratings of faculty “effectiveness”
What does the research show?

**Benefits to District/Community**

- **Improved cost effectiveness**
  - 1 ODR = 15 min staff time; 45 min student time
- **Sustained effects across administrator, faculty, staff, student change**
- **Administrative benefits of scale**
- **Effective innovation**
AN EFFECTIVE IMPLEMENTATION PROCESS

- Commitment
  - District
  - Administrator
  - Faculty
  - Teams

- Team-based processes
- Coaches (local Technical Assistance)
- Behavioral Expertise
- Contextual Fit (adapt to specific context)
- 3-5 Year process
Professional Development

1. Identify Problem
2. Select Practice
3. Expect and Hope for Implementation
4. Hire Expert
5. Wait for New Problem

Return to Identify Problem
## Outcomes and Professional Development

### Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
• % of students w/ no Office Referrals (Aug-Feb)
  ○ 2009-10 = 91%
  ○ 2010-11 = 94%
• Is School Wide PBS benefitting all groups equally?
Graph 3 - % Of Students Within Each Ethnicity With Referrals

Percentage (out of 100%)

- Am Ind/Native
- Asian
- Black/African American
- Hisp/Latino
- Haw/Pac Islander
- White
- Unknown
- Not Listed
- Multi-racial

2010-11
% of students w/ no Office Referrals (Aug-Feb, 2010-11)
- 94% (All students)
- 97% (White students)
- 82% (African American Students)
Minority disproportionality in suspension and expulsion has been consistently documented over the last 30 years.

- Black students suspended 2-3x as frequently
- Racial/Ethnic Disproportionality also found in:
  - Office referrals
  - Expulsion
  - Corporal Punishment
- Students with disabilities over-represented:
  - 11-14% of population
  - Approx. 20-24% of suspensions

Relative Risk Ratios:
- 1972: 1.94
- 2000: 2.59
- 2003: 2.84

Percent of Students Suspended

![Bar chart showing the percentage of students suspended for African American and White students in 1972, 2000, and 2003.](chart.png)
FOR WHAT BEHAVIORS ARE STUDENTS REFERRED?

Of 32 infractions, only 8 significant differences:

- White students referred more for:
  - Smoking
  - Vandalism
  - Leaving w/o permission
  - Obscene Language

- Black students referred more for:
  - Disrespect
  - Excessive Noise
  - Threat
  - Loitering
LOGIC FOR CONSIDERING CULTURE WITHIN SCHOOL-WIDE PBS

- **Schools face difficult challenges**
  - Cultural mismatch between schools and students

- **Disparate outcomes**
  - Culturally and linguistically diverse students have lower graduation rates, and are over-represented in discipline

- **School-wide discipline systems**
  - Must attend to outcomes for culturally and linguistically diverse students, not just aggregate outcomes.
ELEMENTS OF CULTURALLY RESPONSIVE SW PBS

Social Competence & Academic Achievement

Cultural Equity

Cultural Validity

Cultural Relevance and Validation

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

Social Competence & Academic Achievement

Cultural Equity

Cultural Validity

Cultural Relevance and Validation

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

ELEMENTS OF CULTURALLY RESPONSIVE SW PBS

Culturally responsive PBIS (CR-PBIS) is a framework for integrating issues of race, ethnicity, and culture into SWPBS implementation in order to ensure that the activities and outcomes of PBIS equally benefit all groups of students.
WHAT DO YOU SEE IN SCHOOLS USING SW-PBS THAT INTEGRATES CULTURE?

- Students and adults are able to tell you the expectations of the school in their first language.
- Students and adults identify the school as safe, predictable and *fair*.
- Students identify adults in the school as actively promoting their success.
- Instruction engages students by considering learning styles and incorporating students’ “cultural capital.”
WHAT DO YOU SEE IN SCHOOLS USING SW-PBS THAT INTEGRATES CULTURE?

- Staff engaged in developing awareness of students’ and their own cultural backgrounds.
- Staff engaged in difficult conversations that directly address disparities evident in data.
- Team-based systems for Targeted and Intensive behavior support for youth with more significant needs.
- Teams include families.
WHAT DO YOU SEE IN SCHOOLS USING SW-PBS THAT INTEGRATES CULTURE?

• Teams meeting regularly to:
  ○ Review disaggregated data
  ○ Determine if PBS and culturally responsive practices are being used
  ○ Determine if practices are being effective for all student subgroups and their families
  ○ Identify the smallest changes that are likely to produce the largest effects
    ○ Focusing on the use of evidence-based practices
WHAT DO YOU SEE IN SCHOOLS USING SW-PBS THAT INTEGRATES CULTURE?

- Faculty and staff who are active problem solvers.
  - They have the relevant information.
  - They have efficient organizational structures.
  - They have effective outcome measures.
  - They frequently consider the impact of adult behavior on student behavior.
  - They have support for high-fidelity implementation and active innovation.
SW-PBS—PROCESSES AND PLANS

- School-based team planning
- Each school team has access to coaching
- Involves input from all faculty/staff, students and families
- Problem solving approach
- Data-based decision making
- Establish expectations and rules
- Develop lesson plans and teach behavior
- System to acknowledge desired behavior
- Refine consequences and correction system
- Continuum of behavior supports
- Monitor, evaluate, and modify
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEMS

- Classroom Setting Systems
- Non-classroom Setting Systems
- Individual Student Systems
- Family Systems
- School-wide Systems
SCHOOL-WIDE AND CLASSROOM SYSTEMS

1. Commit to a proactive, preventative, educative and equitable approach to discipline
2. School personnel engage in self reflection of their own and the students’ culture, biases and potential impact on teaching, management and behavior
3. Define a clear set of positive expectations and behaviors (students and staff)
4. Implement procedures for teaching expected behavior
5. Develop a school-wide acknowledgement system
6. Develop a system to respond to and correct behavioral errors
7. Implement procedures for on-going monitoring and evaluation
Review data and create action plan

- Staff, student, and family needs assessment
- Behavioral incident data
- Attendance records
- In and out of school suspension data
- Expulsion referrals
School-wide Expectations:

- 3-5 Briefly stated
- Guide the behavior of everyone
- Broad
- Non-overlapping
- Input from all

PRESLEY PROMISES:

Show Respect
Act Responsibly
Be Safe
Be Honest
<table>
<thead>
<tr>
<th>Location</th>
<th>Everywhere Always</th>
<th>Arrival</th>
<th>Hallway</th>
<th>Cafeteria</th>
</tr>
</thead>
</table>
| **Show Respect** | • Use words and actions that are kind and welcoming  
• Include others | • Stay on sidewalk  
• Take turns at door  
• Greet others | • Keep to the right  
• Follow directions of any and all adults  
• Keep volume at level 1 or below | • Use courteous words and actions with others  
• Keep volume at 2 or below |
| **Act Responsibly** | • Follow through with agreements  
• Turn off and stow all electronics  
• Arrive by 8:30 | • Throw trash in baskets  
• Leave displays untouched | | • Stay seated unless given permission to get up. Memorize your number |
| **Be Safe** | • Act in ways that make it unlikely people will be hurt  
• Walk  
• Watch where you are going | • Walk at all times  
• Keep unwanted, unfriendly and overfriendly hands and feet to self | • Walk at all times  
• Touch only your own food  
• Keep unwanted, unfriendly and overfriendly hands and feet to self | |
| **Be Honest** | • Tell the truth | • Go directly to your destination | • Go directly to your destination  
• Identify self when asked | • Pay for your food |
HOW DO WE TEACH BEHAVIOR?

- **Teach As You Teach Core Academics**
- **Teach in location where behavior is expected**
  - Teaching entire school the expectations and rules
- **Use On-going Direct Instruction**
  - Specially designed lessons, specific social skills
- **Embed in Existing Curriculum**
- **Conduct Booster Training**
  - Re-teach and restructure teaching when necessary
- **Keep it Out There**
  - Visual Displays-posters, agenda covers,
  - Daily announcements
<table>
<thead>
<tr>
<th>Adult Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
</tr>
<tr>
<td>• Arrive at duty post by 8:30</td>
</tr>
<tr>
<td>• Move and scan within assigned area</td>
</tr>
<tr>
<td>• Greet and interact with students</td>
</tr>
<tr>
<td>• Remind students about expected behaviors</td>
</tr>
<tr>
<td>• Greet students at classroom doors if no duty</td>
</tr>
</tbody>
</table>
Frequent verbal praise, or positive feedback (4:1--positive to negative)
Random individual “Gotchas”
Planned and unannounced equal opportunity reinforcement
Group rewards/celebration—whole grade level, school
“Misbehavior” can be characterized as behavioral errors—a failure to meet expectations.

- Do not possess the requisite skills
- Do not know when to use skills
- Have not been taught specific skills.
- Have not been reinforced consistently to become routine
- Skills have not been taught or practiced in context
 Anticipate problem behavior and provide pre-correction and other prevention measures
 Implement standardized response procedure
 Location v. Office Managed
 Intervention Menu
  + Staff attempt interventions before office referral
 Complete referral form to refer behavior to office
**EXAMPLE OF LOCATION VS. OFFICE REFERRAL**

<table>
<thead>
<tr>
<th>Discipline offenses handled by the Teacher/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Physical Aggression</strong> - Non-serious, physical contact that could develop into a non-safe situation.</td>
</tr>
<tr>
<td>• <strong>Inappropriate Language</strong> - Low intensity instance of profanity or rude language</td>
</tr>
<tr>
<td>• <strong>Teasing/Taunting</strong> – Disrespectful messages or gestures that do not include serious threat or intimidation</td>
</tr>
<tr>
<td>• <strong>Defiance/Disrespect</strong> - Brief or low intensity failure to respond to adult requests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline offenses that result in an Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Fighting/Serious Physical Aggression</strong> - Actions involving serious physical contact where injury is intended or highly likely, such as two individuals exchanging blows that could result in serious injury.</td>
</tr>
<tr>
<td>• <strong>Abusive Language</strong> - Words used to threaten harm or profanity used to hurt another individual.</td>
</tr>
<tr>
<td>• <strong>Defiance/Disrespect</strong> - Refusal to follow directions, and/or socially rude interactions that continue despite several interventions and/or seriously interferes with the learning or activity of others.</td>
</tr>
</tbody>
</table>
DATA-BASED DECISION MAKING

Data collected:
- Maintain discipline data system to monitor effectiveness for all students
- Monitor fidelity of implementation

Use of data:
- Regularly summarize and share with staff
- Restructure plan to increase effectiveness
CLASSROOM SYSTEMS

1. Teach and encourage classroom-expectations and procedures
2. Use a ratio of 5 positives to 1 negative adult-student interactions
3. Actively engage students, give clear instructions, and establish instructional match
4. Build caring relationships and develop a classroom community
5. Learn about students’ culture and language and use knowledge to teach and manage
6. Supervise actively
7. Redirect for minor, infrequent behavior errors
8. Precorrect chronic errors frequently
9. Establish high expectations with adequate supports: firm and kind
10. Decrease punitive and reactive consequences
11. Teach code switching, self-management and peer tutoring
12. Use Environmental Management
Teacher Greetings & On-Task Behavior

Allday & Pakurar (2007)
SPECIFIC SETTING (non-classroom) SYSTEMS

1. **Teach and encourage** positive expectations and routines

2. **Supervise actively**
   All staff scan, move, interact

3. **Pre-correct**

4. **Provide** positive reinforcement

5. **Respond to errors with re-teaching and pre-planned educative responses**
INDIVIDUAL STUDENT SYSTEMS

1. Support **behavioral expertise**
2. Team and **data-based** decision-making
3. **Targeted group** interventions
4. Targeted **social skills and self-management** instruction
5. **Function-based** behavior support planning
6. Individualized instructional and curricular **accommodations**
7. **Person-centered** planning and **wraparound** processes
FAMILY SYSTEMS

1. Arrange for school-home events that involve **learning from families**
2. Facilitate **family and community input and involvement** in developing SW expectations and the discipline plan
3. Arrange for home-school events that take place in **home and community settings**.
4. Assist **families to reinforce school expectations**
5. Family members are **members of problem solving teams**.
TO CONCLUDE

- Create environments
- Prevent rather than punish
- Teach rather than tell
  - Engage students
    - State/demonstrate the expectation
- Acknowledge appropriate behavior
- Respond to rule infractions with and least restrictive interventions
- Create a system for a continuum of supports
GETTING STARTED

• **School Readiness prior to school team training**

• **Representative School Leadership Team**
  - Year 1—Create Plan and establish good data system
  - Year 1—Communicate with faculty, parents, students
  - Work sessions to gain skills and develop plan-
    - School Team--6 full days throughout year
    - Internal and External Coaches—4-6 additional days
  - Meet to work on plan
    - 2-3 hours per month
**MULTI-YEAR PLAN**

**Year 1**
- Leadership team builds new/enhances current school-wide plan
- Leadership team and faculty engage in sustained conversations/activities to develop culturally responsive practices.
- Administration and Faculty commit to data collection
- Establish initial classroom systems

**Year 2**
- Whole school implementation
- Problem solving with data—focus on equity
- Continue to enhance classroom systems
- Plan for secondary and tertiary interventions

**Year 3**
- Oversee Implementation of Secondary and Tertiary Interventions
- Continue on-going monitoring and problem solving
PUTTING TOGETHER THE TEAM

• External and/or Internal Coach
• Administrator
• Guidance Counselor
• Building Representation
  – Grade level, team, departments?
• Persons with behavioral expertise
• Person from individual support planning team
• Person from related existing initiative—SIP
• Credibility, Leadership, Facilitation, Union
Checklist of Readiness Activities
School Commitment Document

Research tells us that establishing readiness is highly correlated with successful implementation and sustainability.

Complete all items, attach documentation and submit to district team and to PBIS Indiana by end of May.
CHECKLIST OF READINESS ACTIVITIES

• Seven Categories
• 1-3 items per category
• 17 total items
• Each item assessed as:
  ○ Achieved
  ○ In Progress
  ○ Not Started
SCHOOL READINESS CHECKLIST
LEADERSHIP

- Team formed with broad representation
- Team meets at least once a month
- Team has attended/viewed overview presentation
SCHOOL READINESS CHECKLIST
FUNDING

- Funding allocated to support PBIS implementation
  - Release time
  - Reward System
  - Signage and Materials
SCHOOL READINESS CHECKLIST

VISIBILITY

- Faculty and staff have attended/viewed overview presentation
- Majority of staff are interested in implementing PBIS
SCHOOL READINESS CHECKLIST

POLITICAL SUPPORT

- Principal understands 3-5 year commitment
- Principal will communicate importance of PBIS
- School Improvement Plan/RtI Plan include school wide discipline as a major goal
SCHOOL READINESS CHECKLIST

TRAINING

- Building leadership will be active participant in training
- PBIS Team will attend entire training
- Commitment to additional work
PBIS coach identified and available for additional school training
PLANNING AND SUPPORT TEAMS

- **District leadership team**
  - District representatives select schools, coaches, and provide initiative support

- **School-wide PBIS Team**
  - Represents school demographics, includes parents, creates plans, meets regularly, leads implementation

- **Coach**
  - Provides technical assistance to school
  - Links school to trainer, resources
  - Provides reminders, assists with timelines

- **Trainer**
  - Provides Technical Assistance to Coaches
  - Provides Coaches’ and Team Training
SCHOOL READINESS CHECKLIST
EVALUATION

- Complete school profile and data audit*
- On-going implementation assessment
- Data system can generate summaries of ODR: “The Big 5”
- Disaggregated data available regularly
- ODR Data accurate and current
- Data collected and submitted to District Coordinator 3 times annually
IMPLEMENTATION MEASURES

- **Self Assessment Survey (SAS)**
  - Assesses Current Status of 4 Discipline Systems
  - Entire Faculty--Pre and Post

- **Culturally Responsive Assessment (CRA)**
  - Self-Assessment of Use of Culturally Responsive Practices—Entire Faculty—Pre and Post

- **Team Implementation Checklist**
  - During planning year, team assesses progress

- **Benchmarks of Quality**
  - Team and coach assess implementation of universal plan
Average Referrals Per Day Per Month

School Months, 2007-08
Referrals By Problem Behavior

Number of Referrals

Categories:
- Minor
- Tardy
- Skip
- Prop dam
- Dress
- Tobacco
- Alcohol
- Combust
- Vandal
- Bomb
- Arson
- Drugs
- M-Inapp lan
- M-Contact
- M-Disrespt
- M-Disruption
- M-Prpty Misuse
- M-Other
- Weapons
- Lying
- Theft
- Harass
- Unknown behav
- Inapp lan
- Other behav
- Disruption
- Agg/Fight
- Disrespt
Graph 1

Referrals by Ethnicity

- Am Ind/Native
- Asian
- Black/Af Am
- Hisp/Latino
- Haw/Pac Isl
- White
- Unknown
- Not Listed
- Multi-racial

% of Enrolled Students
% of Total Referrals

Percentage (out of 100%)
Students with referrals by Ethnicity

Graph 2

- Am Ind/Native
- Asian
- Black/African American
- Hispanic/Latino
- Hawaiian/Pacific Islander
- White
- Unknown
- Not Listed
- Multi-racial

% of Enrolled Students
% of Students With Referrals

Percentage (out of 100)

2009-10
Students within each Ethnicity with Referrals

Graph 3 - % Of Students Within Each Ethnicity With Referrals
SCHOOL READINESS CHECKLIST

SCHOOL COMMITMENT

- Eleven points of agreement
  - Training attendance
  - Implementation commitment
  - 3-5 year process
  - Commitment to equity
- Signed by school team
NEXT STEPS

- Faculty sees overview and establishes support
- Faculty completes the SAS
- Name Coach(es)—with district
- Create School Leadership Team
- School Profile and Audit submitted by end of May
- School Readiness Checklist submitted by end of May
- Communicate with district leadership team before June date