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Creating a Community where everyone *Keep it RED!*
Dear Fellow Staff Member,

It’s our belief that the most powerful tool we have at our disposal for teaching appropriate behavior is the feedback we give students when they do and do not meet our expectations. If we do not consistently recognize those behaviors we expect, then we have no business continuing to expect them. It is equally important to understand that if we do not consistently recognize those behaviors we do not expect, then we have no business expecting that they will change. Consistently addressing students when they do, and do not, meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior.

The feedback we provide occurs within the context of a relationship; the better the relationship the more effective the feedback. Students may not remember what we teach them, but they will remember how we teach them. During a recent survey of faculty and students, a common concern highlighted was how to respond to student conflicts and our tardy policy (our focus for the upcoming year). Together, through consistency and positive relationships, we will improve the behavior of all students.

**Top 3 Red Results**

1. **Be Respectful** – Greet students, eliminate sarcasm
2. **Be Engaged** – Model desired behaviors (utilize the SBI and 3:1 models, be on time, electronics used for classroom instruction, dress professionally)
3. **Be Dependable** – Update gradebook weekly, be consistent

We hope you find this resource useful as within its pages are all things PBIS.

Thank you,

Your PBIS Leadership Team
WHAT IS PBIS?

From the PBIS Illinois Website...

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success.

As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

Four Elements of PBIS

The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on systems, data, practices and outcomes.

- **Outcomes**: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- **Practices**: curricula, instruction, interventions, and strategies that are evidence-based.
- **Data**: information that is used to identify status, need for change, and effects of interventions.
- **Systems**: supports that are needed to enable the accurate and durable implementation of the practices of PBS
Dear Grant Parents and Guardians,

Schools are successful when they help children grow academically, socially, and emotionally. For this to happen, it is imperative that we have a safe environment that is supportive and conducive for growth. By setting forth clear social and behavioral expectations and directly teaching students about those expectations, we will achieve our goal of creating a positive atmosphere for optimal learning. To accomplish these goals, we are implementing PBIS.

**What is PBIS?** Put simply, a way to promote positive behavior and interactions between students and staff.

**How does PBIS Work?** The PBIS System has 4 components:
- Defining specific targeted behaviors
- Creating a matrix of behavioral expectations to reinforce those behaviors
- Teaching lesson plans to explicitly outline the behavioral expectations
- Providing acknowledgement to celebrate positive student behavior

**What’s being Implemented?** Grant has decided upon three school-wide behavioral expectations:
- Be Respectful
- Be Engaged
- Be Dependable
- Also known as ‘Keeping It RED!’

**How will this be Acknowledged?** Another component of the PBIS system is the use of consistent positive rewards to celebrate staff and students’ success. Some of the current acknowledgements are:
- Bull Dog Pride Award
- Student Test Score Celebration
- Bulldog Bucks
- Staff and Student Parking Spots
- PBIS Twitter (follow us at @KeepingItRed)
- Teacher and Staff Letters of Appreciation
- Acknowledgement Board in the Teacher Workroom

**Leadership Team:** Jeremy Anderson, Dave Blanke, Courtney Forbes, Ryan Geist, Olivia Jansen, Svetlana Petrova, and Katherine Zielinski.

To learn more about the PBIS initiative please visit pbis.org.
What is Positive Behavior Interventions and Supports (PBIS)?

The goal of Positive Behavioral Interventions and Supports (PBIS) is to help parents and school staff create and maintain a safe, supportive, learning environment, promote positive life skills, and reduce negative behaviors so that all children can succeed in school. PBIS focuses on both individual behavior and environmental factors and has proven more effective than punitive discipline strategies, such as suspension and expulsion. PBIS programs can address issues such as bullying prevention, social skills development, resiliency building, and discipline strategies.

What Is PBIS?

- Applies behaviorally-based systems approaches to enhance the capacity of schools, families, and communities to design effective environments in which teaching and learning occur.
- Focuses on creating and sustaining school-wide (primary), classroom (secondary), and individual (tertiary) supports that improve lifestyle results for all students by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.
- Establishes a leadership team that guides the implementation of PBS strategies.
- Develops a set of core behavioral expectations for all students in the school.
- Engages all school staff, parents, and students in maintaining expectations and employing PBS strategies.
- Teaches those expectations across all areas of the school.
- Provides positive reinforcement for compliance with the expectations.
- Establishes a hierarchy of consequences as corrective procedures.
- Collects data on the use of established procedures and the impact of those procedures on behavior.
- Builds a set of procedures for maintaining PBS strategies school-wide.

A Role for Parents

Parent involvement in all aspects of their child’s educational planning is often the key to the success of the child. When parents are actively involved in the educational activities of their children, the children are more successful in school. This is particularly true when there are behavioral concerns. Parent communication with the school and participation in school activities can provide academic and behavioral support as well as help develop a healthy school climate.
How can parents help?

- Work to develop a positive school climate.
- Participate on the leadership team.
- Help teach your children the importance of school-wide expectations at home, at school, and in the community.
- Volunteer in school activities.
- Support with teaching of and reinforcement of expectation in home and community settings.
- Help with school efforts to advertise the program to the community.
- Work to gather community resources (earn funds, canvas local merchants for participation) for creating and maintaining the program.
- Take part in the instruction and reinforcement systems if our child is part of a classroom or individual intervention program.
- Celebrate your child’s successes.

If you would like to learn more or get involved, please contact:

**Mr. Ryan Geist**, Assistant Principal.
Phone: (847) 973-3432
Email: rgeist@grantbulldogs.org

**Resources for Families**
OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports, family page: [http://www.pbis.org/families.htm](http://www.pbis.org/families.htm)
## Student Matrix

*(Also located on page 4 of the Student Planner)*

<table>
<thead>
<tr>
<th>RESPECTFUL</th>
<th>ALL SETTINGS</th>
<th>CLASSROOM</th>
<th>COMMON AREAS</th>
<th>EXTRACURRICULARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use appropriate language/volume</td>
<td>• Follow classroom rules/policies</td>
<td>• Keep the middle of the hallways open</td>
<td>• Have a positive attitude</td>
<td></td>
</tr>
<tr>
<td>• Be considerate of others</td>
<td>• Use electronic devices as instructed</td>
<td>• Respond appropriately to staff requests</td>
<td>• Be friendly and appropriate around visitors</td>
<td></td>
</tr>
<tr>
<td>• Be positive on social media</td>
<td></td>
<td>• Keep PDA out of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Obey bus and parking lot rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ENGAGED | | | |
| Show school spirit | | | |
| • Alert staff members of unsafe situations | • Actively participate and listen | • Get to where you need to be | • Participate in extracurricular activities |
| • Keep GCHS neat and clean | • Encourage peers | • Invite others to sit with you | • Support GCHS organizations |

| DEPENDABLE | | | |
| • Be on time | • Bring materials to class | • Present pass when required | • Exceed the eligibility requirement |
| • Accept consequences | • Complete schoolwork on time | • Present ID upon request | |
| • Follow school rules | • Present ID upon request | | |
| • Follow the dress code | | | |

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*GRANT BULLDOGS*
### Respectful

**When... Entering the Classroom**
- Calmly and quietly enter the classroom
- Ask for passes at appropriate times

**Whole Class Instruction**
- Phrase comments and feedback positively
- Use appropriate language/volume
- Answer each other’s questions

**Using Technology**
- Handle Chromebooks with care
- Keep water bottle away from Chromebooks
- Use for school related purposes and/or as directed

**Working Time**
- Stay in your space
- Use appropriate language/volume
- Respond to a reasonable request

**At the End of the Period**
- Continue using indoor voices
- Listen quietly during announcements
- Remain in your seat ready to be dismissed

### Engaged

**When... Entering the Classroom**
- Be prepared to work when the bell rings
- Read the Purpose Statements
- Remove & put away earbuds/headphones

**Whole Class Instruction**
- Write down examples, highlight key terms, take notes
- Actively listen when others are speaking
- Participate when asked a question

**Using Technology**
- Follow classroom cell phone policy
- Know your username and login information for all sites
- Use websites/apps related to what is being covered in class

**Working Time**
- Positively correct peer behavior
- Answer each other’s questions when appropriate
- Stay on the task

**At the End of the Period**
- Stay engaged until the end of the period
- Request passes

### Dependable

**When... Entering the Classroom**
- Come prepared with all necessary materials
- Arrive on time
- Follow the dress code policy
- Follow teacher’s instructions

**Whole Class Instruction**
- Remain on task
- Keep track of assignments and deadlines

**Using Technology**
- Place Chromebooks in the correct slot
- Properly plug in when asked
- Respond to redirection promptly

**Working Time**
- Submit assignments on time
- Have required materials
- Use work time effectively

**At the End of the Period**
- Clean up after yourself
- Remain in appropriate location until the bell rings
- Quietly gather all belongings when directed
<table>
<thead>
<tr>
<th>Staff Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECTFUL</strong></td>
</tr>
<tr>
<td><strong>ALL SETTINGS</strong></td>
</tr>
<tr>
<td>• Greet/Acknowledge colleagues and students</td>
</tr>
<tr>
<td>• Model professional language and tone of voice</td>
</tr>
<tr>
<td>• Be considerate of others</td>
</tr>
<tr>
<td>• Be mindful of confidentiality</td>
</tr>
<tr>
<td><strong>ENGAGED</strong></td>
</tr>
<tr>
<td>• Wear spirit wear on Fridays</td>
</tr>
<tr>
<td>• Positively contribute to your PLT</td>
</tr>
<tr>
<td>• Acknowledge positive behavior/accomplishments of students and peers</td>
</tr>
<tr>
<td>• Get to know your students and peers</td>
</tr>
<tr>
<td>• Volunteer to help when needed</td>
</tr>
<tr>
<td><strong>DEPENDABLE</strong></td>
</tr>
<tr>
<td>• Enforce student handbook guidelines</td>
</tr>
<tr>
<td>• Keep GCHS neat and clean</td>
</tr>
<tr>
<td>• Be on time for all duties and meetings</td>
</tr>
<tr>
<td>• Write/use student passes appropriately</td>
</tr>
<tr>
<td>• Enforce/model school rules</td>
</tr>
</tbody>
</table>
Way to Celebrate Positive Behaviors

Has a student or faculty member gone above and beyond?
Nominate them for the following:

Ways to Nominate Students:

**Bulldog Pride**- Nominate students who go above and beyond by filling out and submitting the Bulldog Pride Nomination form located under the Staff tab on the Grant website.

**Bulldog Bucks**- A visual way of recognizing positive behaviors here at Grant High School. Names are drawn both weekly and quarterly, see the chart below for all the fabulous prizes students can earn for KeeingitRED!

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parking Spot for the Week (Jr.’s/Sr.’s)</td>
<td>• Dance Tickets</td>
</tr>
<tr>
<td>• PBIS Wear</td>
<td>• Donut Party for your Team</td>
</tr>
<tr>
<td>• Frozen Treat (cafeteria)</td>
<td>• School Store Gift Card</td>
</tr>
<tr>
<td>• Free Lunch</td>
<td>• All Season Sporting Event Passes</td>
</tr>
<tr>
<td>• Sporting Event Tickets</td>
<td>• Pizza Party Lunch</td>
</tr>
<tr>
<td>• Large Candy Bar</td>
<td>• (for you and 4 friends)</td>
</tr>
<tr>
<td>• Large Pack of Gum</td>
<td>• Free Parking Permit</td>
</tr>
<tr>
<td>• Entrance to one extra-curricular event</td>
<td>• (Future Juniors &amp; Seniors)</td>
</tr>
<tr>
<td>• (Variety Show, athletic events, plays,</td>
<td>• Extra-Curricular Event Group Pass</td>
</tr>
<tr>
<td>musicals, etc.)</td>
<td>• (for you and 4 friends)</td>
</tr>
</tbody>
</table>
Ways to Nominate Faculty:

**Keeping it RED Board** – Located in the Faculty Workroom, the board is a visual way to thank your fellow coworkers by acknowledging their specific behaviors that KeepitRed! Tip- be specific (use the SBI Model) when writing your acknowledgement slips. Lastly, KeepingitRed celebration slips are located on the shelf next to the board in the workroom.

**Bulldog Pride Staff** – By nominating students you’re instantly entered into the **Bulldog Pride** staff drawing where you can win fabulous prizes!

**Teacher and Staff Letter of Appreciation**– Located under the Parent drop-down menu on the Grant website is the form to nominate both teachers and staff. Please encourage students and parents to nominate faculty for their efforts.
BULLDOGS KEEP IT R.E.D.
RESPECTFUL
ENGAGED
DEPENDABLE

The R.E.D Read targets specific behaviors that drive our Bulldog Buck campaigns and serves as a reminder to KeepitRED!

Please display the R.E.D. Read on your white board to remind students to KeepitRED!

R.E.D. READ
Everything YOU need to know to “KEEP IT RED”

This week’s targeted behavior:

RESPECT
Respond appropriately to staff requests.

R E D
RESPECTFUL ENGAGED DEPENDABLE

Bulldog Bucks
Are you getting Bulldog Bucks? Turn them in for your chance at weekly prizes.

Positive Behavior
Check out the Student Matrix located all over the building.

Keep it RED
Check out what’s going on at Grant and follow us on Twitter
Grant Discipline Flowchart

Continuum of Support for Discouraging Inappropriate Behavior

Inappropriate behavior occurs

- Office managed
- Ensure safety
- Involve Deans

Behavior improves

- Classroom managed
- Attempt immediate interventions
- Continue encouraging and building relationships

Behavior improves

- Recognize and reinforce corrected behavior
- Re-teach expectations/behavior
- Continue problem solving and attempt other interventions/consequences
- Continue encouraging and building relationships
- Contact parent
- Document in P4R
- Contact school counselor
- Contact case manager if appropriate

Behavior improves

- Recognize and reinforce corrected behavior
Grant Discipline Flowchart Continued
Continuum of Support for Discouraging Inappropriate Behavior

Please note that this list is not all encompassing.

Note: all interventions should be recorded in P4R

<table>
<thead>
<tr>
<th>Examples of Classroom Interventions</th>
<th>Examples of Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• proximity control</td>
<td>• detention</td>
</tr>
<tr>
<td>• seat change</td>
<td>• loss of teacher determined classroom privileges</td>
</tr>
<tr>
<td>• verbal and/or nonverbal cues</td>
<td></td>
</tr>
<tr>
<td>• re-direct</td>
<td></td>
</tr>
<tr>
<td>• planned ignoring</td>
<td></td>
</tr>
<tr>
<td>• pre-correct behavior</td>
<td></td>
</tr>
<tr>
<td>• prompt student to change behavior</td>
<td></td>
</tr>
<tr>
<td>• provide choice</td>
<td></td>
</tr>
<tr>
<td>• conference with student</td>
<td></td>
</tr>
<tr>
<td>• acknowledge positive behavior</td>
<td></td>
</tr>
<tr>
<td>• recognize on-task behavior</td>
<td></td>
</tr>
<tr>
<td>• review expectations and rules</td>
<td></td>
</tr>
<tr>
<td>• discuss clear and predictable consequences</td>
<td></td>
</tr>
<tr>
<td>• use warning system</td>
<td></td>
</tr>
<tr>
<td>• think why</td>
<td></td>
</tr>
<tr>
<td>• model appropriate language/behavior</td>
<td></td>
</tr>
</tbody>
</table>
### Classroom Managed (Minor)

- Blurting out
- Cheating
- Distracting other students/ verbal disruptions
- Food/Drink in classroom
- Horseplay
- Inappropriate comments
- Lying
- Minor misuse of electronic devices
- Misuse of school property
- Plagiarism (involve administrator when appropriate)
- Put downs
- Public Displays of Affection (P.D.A.)
- Refusing to follow a reasonable request
- Refusing to work
- Sleeping in class/head down
- Tardies
- Unpreparedness
- Use of foul language/ swearing in conversation
- Using a negative tone/ attitude

### Office Managed (Major)

- Verbal threatening/ foul language/ swearing directed at staff/ students
- Alcohol/ Appearing under the influence of alcohol
- Bullying
- Dress Code violations
- Fighting or aggressive physical contact
- Forged passes
- Gambling
- Gang representation/drawings
- Harassment of students/ teachers
- Inappropriate/ aggressive language
- Inappropriate comments (sexual, religious, or racial nature)
- Inappropriate/ aggressive use of social media
- Inappropriate use of school wifi/ violating school internet policy
- In possession of Illegal drugs
- In possession of prescription drugs or over the counter drugs
- Leaving without permission
- Leaving school grounds
- Misuse of passes
- Misuse of school property /
- Physical contact with staff
- Sexual harassment
- Smoking on school ground
- Taking photos/video without staff permission
- Theft
- Truancy/ cutting class
- Weapons (including look-alikes)
- Vandalism
### Ways to Connect Positively with Students

<table>
<thead>
<tr>
<th>Before Class</th>
<th>During Class</th>
<th>After Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding out what they like to do outside of school</td>
<td>Speaking directly to them using eye contact</td>
<td>Nominating students for Bulldog Pride</td>
</tr>
<tr>
<td>Welcoming students into the classroom</td>
<td>Showing their excellent work</td>
<td>Offering individual assistance (labs)</td>
</tr>
<tr>
<td>Greeting students at the door</td>
<td>Using Bulldog Bucks</td>
<td>Having meaningful conversations</td>
</tr>
<tr>
<td>Sharing your own experiences</td>
<td>Using their preferred name</td>
<td>Saying, “Have a good/safe day/lunch/weekend” upon leaving</td>
</tr>
<tr>
<td>Saying, “I'm glad you are here today.”</td>
<td>Using stickers and/or candy</td>
<td>Supporting them by attending their extracurricular events</td>
</tr>
<tr>
<td>Giving compliments upon entry</td>
<td>Sharing common interests</td>
<td>Showing support to other programs</td>
</tr>
<tr>
<td>Engaging in chit-chat</td>
<td>Having students share unique experiences</td>
<td>Interacting with former students in the halls</td>
</tr>
<tr>
<td>Giving high-fives/fist pumps/hand shakes</td>
<td>Recognizing when they step outside of their comfort zone</td>
<td>Acknowledging positive progress</td>
</tr>
<tr>
<td>Modeling happy interactions, smile, be joyful</td>
<td>Recognizing when they pay attention (or do what they are supposed to do)</td>
<td>Tweeting positive behaviors</td>
</tr>
<tr>
<td>Using positive humor</td>
<td>Discussing things they can relate to</td>
<td>Calling parents with positive news</td>
</tr>
<tr>
<td>Providing Shout outs for Team Time announcements</td>
<td>Highlighting academic and nonacademic achievements</td>
<td>Finding out where kids work and asking/visiting their jobs</td>
</tr>
<tr>
<td>Talking to, or visiting, students when they are in the in-school room</td>
<td>Noticing, and then checking, if they seem down</td>
<td>Chaperoning Dances</td>
</tr>
<tr>
<td>Using Friday High-Fives</td>
<td>Providing consistent discipline</td>
<td></td>
</tr>
<tr>
<td>Finding one thing to connect with each kid (notice the signs on their lockers, shirts they're wearing etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BULLDOGS KEEP IT R.E.D.**

**RESPECTFUL**

**ENGAGED**

**DEPENDABLE**
<table>
<thead>
<tr>
<th>RESPECTFUL</th>
<th>BULLDOGS KEEP IT R.E.D.</th>
<th>ENGAGED</th>
<th>DEPENDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing enthusiasm for learning everyday</td>
<td>Pointing out positive performance before working at areas of improvement</td>
<td>Following up with “great question” and “good insight”</td>
<td>Sponsoring a club</td>
</tr>
<tr>
<td>Acknowledging a student's return after an absence</td>
<td>Asking for student feedback after an assignment</td>
<td>Having students create their own syllabus or rules</td>
<td>Coaching a sport</td>
</tr>
<tr>
<td></td>
<td>Having students create their own syllabus or rules</td>
<td>Using positive humor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using positive humor</td>
<td>Spending a few minutes discussing the weekend on Monday mornings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spending a few minutes discussing the weekend on Monday mornings</td>
<td>Walking around during labs/activities asking about what’s going on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walking around during labs/activities asking about what’s going on</td>
<td>Commenting about recognition in paper/announcements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commenting about recognition in paper/announcements</td>
<td>Daily inquiries that happen organically - be authentic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily inquiries that happen organically - be authentic</td>
<td>Having the whole class give props to minor accomplishments</td>
<td></td>
</tr>
</tbody>
</table>
Grant’s Definition of Bullying:

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
2. Causing a substantially detrimental effect on the student’s or students’ physical or mental health;
3. Substantially interfering with the student’s or students’ academic performance; or
4. Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.
Strategies for Prevention

**S.W.A.T.** Ultimately, we want the aggressor to stop the behavior.

*Stop* - Recipient of disrespectful behavior says “STOP!”

*Walk* - Then the recipient WALKS away from the situation if necessary.

*And*

*Talk* - If the disrespectful behavior continues, the recipient is then instructed to TALK to an adult.
Strategies for Prevention

If you are told to STOP, how should you respond?

S. B. L.

• Stop
• Breathe
• Leave
Students **earn** Bulldog Bucks for *Keeping it RED* in accordance with our Matrix

- Bulldog Bucks are located in the Front Office and in the Teacher’s Workroom (by the mailboxes).

- When presenting students with a Bulldog Buck, be sure to tell them why they’ve earned the reward (Think: SBI Model), thus reinforcing the positive behavior.
  - Remember, it’s not about the buck, it’s about the positive connection.
  - Example: “Thank you for using respectful language, here’s your Bulldog Buck!”

- Bulldog Bucks can be submitted during lunch or passing periods to the collection bins located in the cafeterias.

- Bulldog Bucks Challenges will be implemented throughout the school year. Although Bulldog Bucks should become a regular part of your classroom management, this is a particular time to really MAKE it RAIN!
Lesson Objectives: To introduce students to ‘KeepingitRed’

Students will be able to:
- Define what it means to “KeepingitRed”
- State reasons to KeepingitRED (Positive Participation/ Bulldog Bucks???)
- Link ideal behavior to the Student Matrix???

Purpose Statements:

Today We’re Learning: About PBIS

This is Important Because: KeepingitRED helps not only me, but the entire Bulldog community.

I Will Know I’m Successful When: I can identify what it means to KeepingitRED (respectful, engaged, and dependable)

TEACHERS

DISCUSS: Ask students to define what ideal behavior means. “What do you know about the word ‘ideal’? How does this word apply to behavior? Or, what is ‘ideal’ behavior?

ANSWER: Ideal Behavior at Grant means showing Respect, Engagement, and Dependability in all Content, Extracurricular, and Commons areas.
READ introduction to students: Today we are going to start by watching a video that introduces our new PBIS slogan ‘KeepingitRED’. This video will explain, and provide examples of the ideal behavior we’re looking for in each and every one of our Bulldog’s.

WATCH the video (provide directions on where to locate video on the school website)

DISCUSS: Examples of desired behaviors (what does R.E.D. look/sound like?)

<table>
<thead>
<tr>
<th>KeepingitRED</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECT</td>
<td>Using appropriate language, Apologizing</td>
</tr>
<tr>
<td>ENGAGED</td>
<td>Participating in class/ using your phone appropriately</td>
</tr>
<tr>
<td>DEPENDABLE</td>
<td>Being on time to class/bus/ practice</td>
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</tbody>
</table>

Discuss with Students:

- What are some distractions that you personally, have faced during passing periods?
- What are some distractions that you have observed others engage in during passing periods?
- What are some strategies that you, personally, can use to avoid being late to class?
- What are some suggestions you can offer to other students to help them be on time?
- Why being late is disrespectful to your teacher and peers?
Optional Activities:

- Ask students to work in small groups and brainstorm different examples of Respect, Dependability, and Engagement.
  - Share these with the class
- Verbally practice using the slogan in a sentence, have a student thank another student for a way that they demonstrated Respect, Engagement, or Dependability

Lesson Closure:

- Revisit I’ve Got it When purpose statement: use a formative assessment by asking students to give a thumbs up or down to the following questions:
  - I can successfully identify 3 examples of Keeping it RED.
- Ask a student to volunteer to provide an example to check for understanding
  - Celebrate their success
  - Clarify any misunderstandings
- Verbally acknowledge the class for their cooperation and participation.
Keeping it RED with the Danielson Framework and PBIS

Domain 1: Planning and Preparation

**Component 1b: Demonstrating Knowledge of Students**- Teacher builds relationships with all students. Teacher shows interest in all students’ interests and culture.

**Component 1d: Demonstrating Knowledge of Resources**- Teacher uses school-wide PBIS resources such as acknowledgement system, behavioral lessons, and school-wide expectations.

Domain 2: The Classroom Environment

**Component 2a: Creating an Environment of Respect and Rapport**- Teacher uses PBIS positive language (Uses a 5-1 ratio). Teacher uses acknowledgement system.

**Component 2b: Establishing a Culture for Learning**- Classroom has large and visible classroom-specific expectations poster

**Component 2c: Managing Classroom Procedures**- Classroom has large and visible posters for specific procedures. Teacher references the expectations and procedures when in transitions.

**Component 2d: Managing Student Behavior**- Teacher follows school-wide T-chart. Teacher uses pre-correct strategies before all transitions. Teacher engages in active supervision with all students. Teacher uses de-escalation and redirection strategies.

Domain 3: Instruction

**Component 3c: Engaging Students in Learning**- Teacher engages students in school-wide behavioral lessons?

**Component 3d: Providing Feedback to Students**- Teacher provides positive feedback to students on an on-going basis Teacher uses 5-1 ratio of providing positive to corrective feedback to students.

Domain 4: Professional Responsibilities

**Component 4c: Communicating with Families**- Teacher contact parents when positive behaviors occur. Teacher use parent contact as an intervention for classroom-managed behaviors. Teacher sends home classroom-specific expectations and procedures?

**Component 4d: Contributing to the School and District**- Teacher is a member of a PBIS Team or sub-committee. Teacher volunteered to help with an aspect of PBIS. Teacher participates in school-wide acknowledgement system.
PBIS Committee Meeting Dates

2018/2019 School Year

(PBIS holds meetings both before and after school to accommodate everyone’s demanding schedules)

August- Monday the 27th at 3:15pm and Tuesday the 28th at 7am

September- Monday the 17th @ 3:15pm and Tuesday the 18th at 7am

October- Monday the 22nd @ 3:15pm and Tuesday the 23rd at 7am

November- Monday the 12th @ 3:15pm and Tuesday the 13th at 7am

January- Monday the 14th @ 3:15pm and Tuesday the 15th at 7am

February- Monday the 11th @ 3:15pm and Tuesday the 12th at 7am

March- Monday the 11th @ 3:15pm and Tuesday the 12th at 7am

April- Monday the 8th @ 3:15pm and Tuesday the 9th at 7am