



BULLDOGS KEEP IT **RED** (**R**espectful, **E**ngaged, and **D**ependable)



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Creating a Community where everyone *keeps it RED!*





BULLDOGS KEEP IT **RED** (Respectful, Engaged, and Dependable)



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



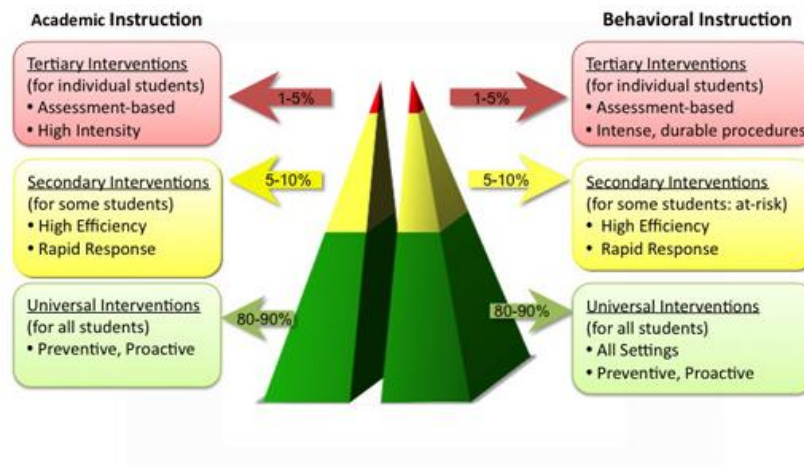
WHAT IS PBIS?

From the PBIS Illinois Website...

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture 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.

Designing Schoolwide Systems for Student Success



Four Elements of PBIS

The school-wide PBIS 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 PBIS 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 PBIS



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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:

- Bulldog 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, Alex Sullivan, Svetlana Petrova, and Katherine Zielinski.

To learn more about the PBIS initiative please visit pbis.org.



PBIS Parent Materials

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 PBIS 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 PBIS 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 PBIS 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.



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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

Cohn, A. & Canter, A. (2003). Bullying: Facts for schools and parents (On-line). Available:

www.nasponline.org/resources/factsheets/index.aspx

NASP (2002). Social skills: Promoting positive behavior, academic success, and school safety.

Available: www.nasponline.org/resources/factsheets/index.aspx.

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

Teaching Young Children Self-Control Skills (On-line). Available:

www.nasponline.org/resources/behavior/index.aspx






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Student Matrix

(Also located on page 4 of the Student Planner)

 Keeping it R.E.D. 				
	ALL SETTINGS	CLASSROOM	COMMON AREAS	EXTRACURRICULARS
R R ESPECTFUL	<ul style="list-style-type: none">• Use appropriate language/volume• Be considerate of others• Be positive on social media	<ul style="list-style-type: none">• Follow classroom rules/policies• Use electronic devices as instructed	<ul style="list-style-type: none">• Keep the middle of the hallways open• Respond appropriately to staff requests• Keep PDA out of school• Obey bus and parking lot rules	<ul style="list-style-type: none">• Have a positive attitude• Be friendly and appropriate around visitors
E E NGAGED	<ul style="list-style-type: none">• Show school spirit• Alert staff members of unsafe situations• Keep GCHS neat and clean	<ul style="list-style-type: none">• Actively participate and listen• Encourage peers• Positively correct peer behavior	<ul style="list-style-type: none">• Get to where you need to be• Invite others to sit with you	<ul style="list-style-type: none">• Participate in extracurricular activities• Support GCHS organizations
D D EPENDABLE	<ul style="list-style-type: none">• Be on time• Accept consequences• Follow school rules• Follow the dress code	<ul style="list-style-type: none">• Bring materials to class• Complete schoolwork on time• Present ID upon request	<ul style="list-style-type: none">• Present pass when required• Present ID upon request	<ul style="list-style-type: none">• Exceed the eligibility requirement 



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GRANT BULLDOGS are...	Respectful	Engaged	Dependable
When... Entering the Classroom	<ul style="list-style-type: none">● Calmly and quietly enter the classroom● Ask for passes at appropriate times	<ul style="list-style-type: none">● Be prepared to work when the bell rings● Read the Purpose Statements● Remove & put away earbuds/headphones	<ul style="list-style-type: none">● Come prepared with all necessary materials● Arrive on time● Follow the dress code policy● Follow teacher's instructions
Whole Class Instruction	<ul style="list-style-type: none">● Phrase comments and feedback positively● Use appropriate language/volume● Answer each other's questions	<ul style="list-style-type: none">● Write down examples, highlight key terms, take notes● Actively listen when others are speaking● Participate when asked a question	<ul style="list-style-type: none">● Remain on task● Keep track of assignments and deadlines
Using Technology	<ul style="list-style-type: none">● Handle Chromebooks with care● Keep water bottle away from Chromebooks● Use for school related purposes and/or as directed	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Have Chromebooks charged● Properly plug in when asked● Respond to redirection promptly
Working Time	<ul style="list-style-type: none">● Stay in your space● Use appropriate language/volume● Respond to a reasonable request	<ul style="list-style-type: none">● Positively correct peer behavior● Answer each other's questions when appropriate● Stay on the task	<ul style="list-style-type: none">● Submit assignments on time● Have required materials● Use work time effectively
At the End of the Period	<ul style="list-style-type: none">● Continue using indoor voices● Listen quietly during announcements● Remain in your seat ready to be	<ul style="list-style-type: none">● Stay engaged until the end of the period● Request passes	<ul style="list-style-type: none">● Clean up after yourself● Remain in appropriate location when bell rings● Quietly gather all belongings when



BULLDOGS KEEP IT RED (Respectful, Engaged, and Dependable)



	dismissed		directed
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Staff Matrix				
	ALL SETTINGS	CLASSROOM	COMMON AREAS	EXTRACURRICULARS
RESPECTFUL	<ul style="list-style-type: none">Greet/Acknowledge colleagues and studentsModel professional language and tone of voiceBe considerate of othersBe mindful of confidentiality	<ul style="list-style-type: none">Be consistent with discipline in the classroomKeep shared classroom clean/organized	<ul style="list-style-type: none">Promptly report/unjam copier issuesPromptly pick up your printed materialsClean microwave/refrigerator after use	<ul style="list-style-type: none">Model friendly and appropriate behavior around visitorsWhen using others' rooms/spaces, leave it as you found it
ENGAGED	<ul style="list-style-type: none">Wear spirit wear on FridaysPositively contribute to your PLTAcknowledge positive behavior/accomplishments of students and peersGet to know your students and peersVolunteer to help when needed	<ul style="list-style-type: none">Actively participate and listenEncourage studentsCommunicate with parents and necessary staff (case managers, deans, nurse, etc.)	<ul style="list-style-type: none">Be in the hallways during passing periodsParticipate in hallway discipline	<ul style="list-style-type: none">Join a committee/coach a sport/sponsor a clubAttend/promote school sponsored eventsSupport GCHS Organizations
DEPENDABLE	<ul style="list-style-type: none">Enforce student handbook guidelinesKeep GCHS neat and cleanBe on time for all duties and meetingsWrite/use student passes appropriatelyEnforce/model school rules	<ul style="list-style-type: none">Take accurate attendanceKeep gradebook updatedReturn class work to students in a timely manner	<ul style="list-style-type: none">Follow "rSchool" procedures.	<ul style="list-style-type: none">Attend and be on time to all required extracurricular eventsKeep practice/meeting times consistentKeep accurate records



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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 keeping it RED!

<u>Weekly</u>	<u>Quarterly</u>
<ul style="list-style-type: none">● Parking Spot for the Week (Jr.'s/Sr.'s)● PBIS Wear● Frozen Treat (cafeteria)● Free Lunch● Sporting Event Tickets● Large Candy Bar● Large Pack of Gum● Entrance to one extra-curricular event● (Variety Show, athletic events, plays, musicals, etc.)	<ul style="list-style-type: none">● Dance Tickets● Donut Party for your Team● School Store Gift Card● All Season Sporting Event Passes● Pizza Party Lunch● (for you and 4 friends)● Free Parking Permit● (Future Juniors & Seniors)● Extra-Curricular Event Group Pass



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- (for you and 4 friends)

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 keep it RED! Tip - be specific (use the SBI Model) when writing your acknowledgement slips. Lastly, Keeping It RED 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 RED (Respectful, Engaged, and Dependable)



RED
READ

Attendance Challenge Winnners Bulldogs #KeepItRED by coming to school.

Written by: Alex Sullivan

It has been great to see all of our Bulldogs back and to welcome our newest students to Grant! During Homecoming week, every student participated in the 2019 Attendance Week Challenge. This challenge focused on TEAM room attendance for students here all day, and bus attendance for those at Tech Campus. Last year we took first place with 98.6%! Hard to believe we could beat that percentage...but we did! This year we reached 98.94%! Way to show up and #KeepItRED Bulldogs!



Last year, students were treated to a donut party for having the highest attendance percentage during the 2018 Attendance Week Challenge.

Photo: Olivia Jansen

Although we are still waiting to hear where Grant placed in Lake County, we do have a couple TEAM rooms to announce as winners! Students and peer tutors in Mr. Burnet, Ms. Joray, Ms. Dart, Ms. Koske, Mr. Rous, Mr. Barber, Ms. Harker, Ms. Jordan, Ms. Zegler, Ms. Doud, Ms. Wilds, Mr. Schmitt, Mr. Purchatzke, and Mr. Wintersteen's TEAM rooms/labs will be participating in a donut party celebration on Thursday, September 26.

Freshmen

12

Sophomores

9

Juniors

15

Seniors

13

Bulldog Buck Winners

Are you doing what you can to #KeepItRED at Grant? Join these Bulldogs in doing your best and making GCHS proud! Completing kind acts and helping those around you are simple ways to earn Bulldog Bucks and help contribute to the welcoming environment we strive for at school. On Friday, September 20, eight students were chosen as Bulldog Buck winners for their commitment to keeping it RED!



Check out some of our September Bulldog Buck raffle winners! From left to right: Evan Peavie, Molly Boyd, Coleigh Ahlgren, Aydan White, Davis Maifield, Emily Kelly, and Zachary Pissios.

Photo: Alex Sullivan



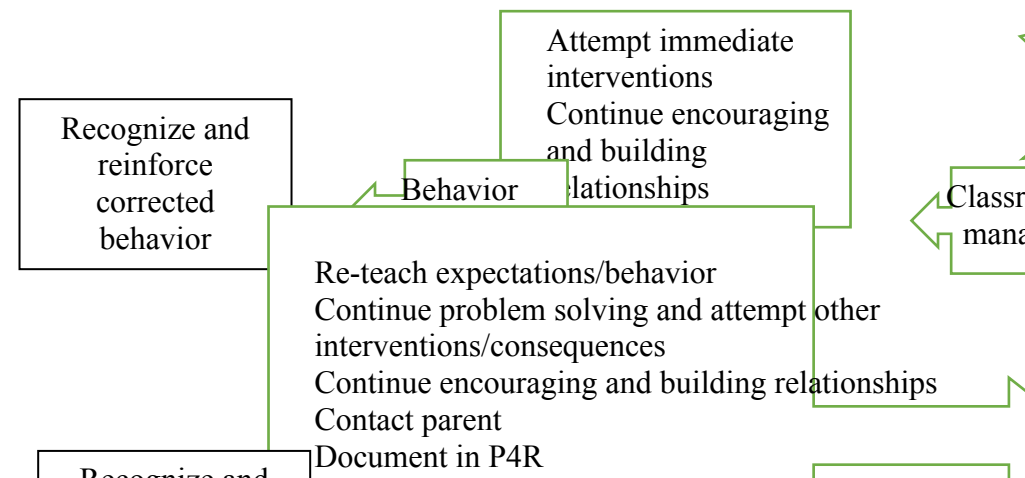
Bulldog Cup
Standings



BULLDOGS KEEP IT **RED** (**R**espectful, **E**ngaged, and **D**ependable) Grant Discipline Flowchart



Continuum of Support for Discouraging Inappropriate Behavior





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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

Examples of Classroom Interventions		Examples of Consequences
<ul style="list-style-type: none">• proximity control• seat change• verbal and/or nonverbal cues• re-direct• planned ignoring• pre-correct behavior• prompt student to change behavior• provide choice	<ul style="list-style-type: none">• conference with student• acknowledge positive behavior• recognize on-task behavior• review expectations and rules• discuss clear and predictable consequences• use warning system• think why• model appropriate language/behavior	<ul style="list-style-type: none">• detention• loss of teacher determined classroom privileges



BULLDOGS KEEP IT RED (Respectful, Engaged, and Dependable)



Classroom Managed (Minor)	Office Managed (Major)
Involve opportunities for teachable moments and minimizing interruption to instruction	Involves school and student physical and emotional safety
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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



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- Truancy/ cutting class
- Weapons (including look-alikes)
- Vandalism



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Ways to Connect Positively with Students



Before Class	During Class	After Class
<ul style="list-style-type: none">• Finding out what they like to do outside of school• Welcoming students into the classroom• Greeting students at the door• Sharing your own experiences• Saying, "I'm glad you are here today."• Giving compliments upon entry• Engaging in chit-chat• Giving high-fives/fist pumps/hand shakes• Modeling happy interactions, smile, be joyful• Using positive humor• Providing Shout outs for Team Time announcements• Talking to, or visiting, students when they are in the in-school room• Using Friday High-Fives• Finding one thing to connect with each kid (notice the signs on their lockers, shirts they're wearing etc.)• Showing enthusiasm for learning everyday• Acknowledging a student's return after an absence	<ul style="list-style-type: none">• Speaking directly to them using eye contact• Showcasing their excellent work• Using Bulldog Bucks• Using their preferred name• Using stickers and/or candy• Sharing common interests• Having students share unique experiences• Recognizing when they step outside of their comfort zone• Recognizing when they pay attention (or do what they are supposed to do)• Discussing things they can relate to• Highlighting academic and nonacademic achievements• Noticing, and then checking, if they seem down• Providing consistent discipline• Pointing out positive performance before working at areas of improvement• Following up with "great question" and "good insight"• Asking for student feedback after an assignment• Having students create their own syllabus or rules• Using positive humor	<ul style="list-style-type: none">• Nominating students for Bulldog Pride• Offering individual assistance (labs)• Having meaningful conversations• Saying, "Have a good/safe day/lunch/weekend" upon leaving• Supporting them by attending their extracurricular events• Showing support to other programs• Interacting with former students in the halls• Acknowledging positive progress• Tweeting positive behaviors• Calling parents with positive news• Finding out where kids work and asking/visiting their jobs• Chaperoning dances• Sponsoring a club• Coaching a sport



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- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Spending a few minutes discussing the weekend on Monday mornings• Walking around during labs/activities asking about what's going on• Commenting about recognition in paper/announcements• Daily inquiries that happen organically - be authentic• Having the whole class give props to minor accomplishments | |
|--|---|--|



BULLDOGS KEEP IT RED (Respectful, Engaged, and Dependable)



Expect Respect

(A Preventative Approach to High School Bullying)

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.



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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.



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Strategies for Prevention

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

S. B. L.

- **S**top
- **B**reathe



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●
Leave



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Bulldog Bucks Grant's Lottery



Students earn Bulldog Bucks for *keeping it RED* in accordance with our Matrix.

- Bulldog Bucks are located in the Main 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!



BULLDOGS KEEP IT RED (Respectful, Engaged, and Dependable)



TEAM Lesson Plan 'Keeping it R.E.D.'

Lesson Objectives: To introduce students to 'KeepingitRed'

Students will be able to:

- Define what it means to "Keep It RED"
- State reasons to Keep It RED (Positive Participation/ Bulldog Bucks???)
- Link ideal behavior to the Student Matrix???

Purpose Statements:

Today We're Learning: About PBIS

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

I Will Know I'm Successful When: I can identify what it means to Keep It RED
(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.



BULLDOGS KEEP IT RED (Respectful, Engaged, and Dependable)



READ introduction to students: Today we are going to start by watching a video that introduces our new PBIS slogan 'Keeping It RED'. 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?)

Keeping It RED	Examples
RESPECT	Using appropriate language, Apologizing
ENGAGED	Participating in class/ using your phone appropriately
DEPENDABLE	Being on time to class/bus/ practice

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 is being late disrespectful to your teacher and peers?



BULLDOGS KEEP IT RED (Respectful, Engaged, and Dependable)



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.



BULLDOGS KEEP IT **RED** (**R**espectful, **E**ngaged, and **D**ependable)



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.