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| **Acknowledgement Criteria** | |
| Acknowledgment tools are designed with the primary purpose to increase acknowledgment from staff to students. | **□** |
| Acknowledgment procedures support the core values of Safe, Respectful, and Responsible. | **□** |
| Procedures are simple, uncomplicated, and relatively easy to use for staff. | **□** |
| Procedures are targeted for use with the middle 80% of students. | **□** |
| All staff on campus can engage and use the acknowledgment tool(s). | **□** |
| Acknowledgment procedures and celebrations take minimal time away from instruction. | **□** |
| Other classroom practices, processes or technologies do not compete or undermine the acknowledgment procedures. | **□** |
| Acknowledgment procedures allow for usage data to be collected across settings, grade levels or classrooms. | **□** |
| The individual component provides explicit feedback on individual student display of core values and is targeted to be delivered daily. | **□** |
| The classroom/group component is a group contingency, and all students participate in the celebrations and is designed to be delivered monthly. | **□** |
| The school-wide component includes all students in the celebration, provides aligned focus for the campus, and provides measures across teacher groups. | **□** |

**Acknowledgment Procedures Checklist**

Use the checklist below to guide the development of acknowledgment procedures on campus: