|  |
| --- |
| **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: