



12. School-wide behavioral expectations taught directly & formerly.	<b>Status:</b>	N								
<b>Establish On-going System for Rewarding Behavioral Expectations</b>										
13. System for rewarding student behavior is established.	<b>Status:</b>	I								
<b>Establish System for Responding to Behavioral Violations</b>										
14. Staff and Administration agree on what problems are office managed and what problems are staff managed.	<b>Status:</b>	C								
15. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	<b>Status:</b>	C								
<b>Establish Information System</b>										
16. Discipline data are gathered, summarized, reported to staff, and used to make decisions.	<b>Status:</b>	N								
17. Office referral form lists: (a) student/grade (b) date/time, (c) referring staff, (d) problem behavior, (e) location, (f) persons involved, (g) probable motivation and (h) consequences	<b>Status:</b>	C								
<b>Build Capacity for Function-based Support</b>										
18. Personnel with behavioral expertise are identified & involved.	<b>Status:</b>	N								
19. Plan developed to identify and establish systems teacher support, functional assessment & support plan development & implementation.	<b>Status:</b>	N								
<b>Build District Level Support</b>										
20. Allocate money for building and maintaining school-wide behavioral support.	<b>Status:</b>	N								
21. Identify a facilitator (coach) who connects the school with district-wide PBIS efforts, attends team meetings and provides technical assistance.	<b>Status:</b>	C								
22. Write a professional development plan for increasing technical skills in the area of effective behavioral support and teamwork.	<b>Status:</b>	I								

