

**PBIS Rollout Checklist**  
Muscott & Mann, 2004

STATUS: In Place Partially in place Not in Place	TASK	PRIORITY: High Medium Low
	<b>Faculty and Staff</b>	
	1 A consensus-building process has been used to identify the elements of the universal discipline system (expectations, behavior, teaching plans, reinforcement, etc.).	
	2. A plan for communicating the universal discipline system to faculty and staff has been developed.	
	3. The universal discipline system has been discussed with faculty and staff.	
	4. Faculty and staff are fluent with elements and procedures of the universal discipline system (expectations, problem behavior definitions, reinforcement, ODR form, procedures for referral to the office, etc.).	
	5. A plan for orienting new and substitute faculty and staff to the universal discipline system has been established.	
	6. New and substitute faculty and staff have been or are being oriented to the universal discipline system.	
	<b>Students</b>	
	7. A plan for orienting the students to the schoolwide discipline program has been developed.	
	8. The schoolwide discipline program and the schoolwide behavioral expectations have been discussed with students.	
	9. Students have been taught and have practiced the behaviors associated with the schoolwide expectations.	
	10. Students are being reinforced for exhibiting the behaviors associated with the schoolwide expectations.	
	11. Booster activities (reteaching, reinforcement) based on need and data have been developed and implemented with students.	
	12. A plan for orienting new students to the universal discipline system	

	has been established.	
	13. New students have been oriented to the universal discipline system.	
	<b>Families/Community</b>	
	14. A method for gathering and responding to family input regarding schoolwide discipline has been developed.	
	15. A plan for communicating and discussing the universal discipline system with families in a variety of ways has been developed.	
	16. The universal discipline system has been communicated to families in a variety of ways.	
	17. A method for establishing ongoing communication with families regarding the universal discipline system has been developed.	
	18. A plan for orienting new families to the universal discipline system has been established.	
	19. New families have been oriented to the universal discipline system.	