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| **BENCHMARKS OF QUALITY (BoQ) TALLY SHEET** | | | | |
| **Critical  Elements** | **Benchmarks of Quality** | **In Place (++)** | **Needs Improvement (+)** | **Not In Place (-)** |
| 1. PBL Team | 1. Team has Principal support |  |  |  |
| 1. Team has regular meetings (at least monthly) |  |  |  |
| 1. Team has established a clear mission/purpose |  |  |  |
| 2. Staff Commitment | 1. Staff are aware of behaviour problems across school |  |  |  |
| 1. Staff involved in establishing and reviewing goals |  |  |  |
| 1. Staff feedback is obtained throughout the year |  |  |  |
| 3. Effective Procedures for Dealing with Discipline | 1. Discipline process described |  |  |  |
| 1. Discipline process includes documentation procedures |  |  |  |
| 1. Discipline referral form includes useful information |  |  |  |
| 1. Problem behaviours are defined |  |  |  |
| 1. Major/minor behaviours are clearly differentiated |  |  |  |
| 1. Suggested appropriate responses to major problem behav’s |  |  |  |
| 4. Data Entry and Analysis Plan Established | 1. Data system is used to collect and analyse ODR data |  |  |  |
| 1. Additional data are collected and used by PBL team |  |  |  |
| 1. Data analysed by team at least monthly |  |  |  |
| 1. Data shared with team and staff monthly (minimum) |  |  |  |
| 5. Expectations  and Rules Developed | 1. 3-5 positively stated school-wide expectations posted |  |  |  |
| 1. Expectations apply to both students and staff |  |  |  |
| 1. Rules are developed and posted for specific settings |  |  |  |
| 1. Rules are linked to expectations |  |  |  |
| 1. Staff are involved in development of expectations and rules |  |  |  |
| 6. Reward/ Recognition Program Established | 1. A system of rewards implemented consistently |  |  |  |
| 1. A variety of methods are used to reward students |  |  |  |
| 1. Rewards are linked to expectations and rules |  |  |  |
| 1. Rewards are varied to maintain student interest |  |  |  |
| 1. Ratios of acknowledgement to corrections are high |  |  |  |
| 1. Students are involved in identifying/developing incentives |  |  |  |
| 1. The system includes incentives for staff |  |  |  |
| 7. Lesson Plans  for Teaching Expectations/ Rules | 1. Behavioural curriculum |  |  |  |
| 1. Lessons include examples and non-examples |  |  |  |
| 1. Lessons use a variety of teaching strategies |  |  |  |
| 1. Lessons are embedded into subject area curriculum |  |  |  |
| 1. Staff and students are involved |  |  |  |
| 1. Strategies to share PBL program with families/community |  |  |  |
| 8. Implementation Plan | 1. Curriculum to teach the components to all staff |  |  |  |
| 1. Plans for training staff |  |  |  |
| 1. A plan for teaching students expectations/rules/rewards |  |  |  |
| 1. Booster sessions for students and staff |  |  |  |
| 1. Schedule for rewards/incentives for the year is planned |  |  |  |
| 1. Plans for orienting incoming staff and students |  |  |  |
| 1. Plans for involving families |  |  |  |
| 9. Classroom Systems | 1. Classroom rules are defined and posted in classrooms. |  |  |  |
| 1. Classroom routines and procedures are explicitly identified |  |  |  |
| 1. Expected behaviour routines in classroom are taught |  |  |  |
| 1. Classroom teachers use immediate and specific praise |  |  |  |
| 1. Praise more frequent than for inappropriate behaviours |  |  |  |
| 1. Procedures exist for tracking classroom behaviour problems |  |  |  |
| 1. Classrooms have a range of consequences/interventions |  |  |  |
| 10. Evaluation | 1. Students and staff are surveyed about PBL |  |  |  |
| 1. Students and staff can identify expectations and rules |  |  |  |
| 1. Staff use referral process and forms appropriately |  |  |  |
| 1. Staff use reward system appropriately |  |  |  |
| 1. Outcomes are documented and used to evaluate PBL plan |  |  |  |