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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
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| 1. Team has regular meetings (at least monthly)
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| 1. Team has established a clear mission/purpose
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| 2. Staff Commitment | 1. Staff are aware of behaviour problems across school
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| 1. Staff involved in establishing and reviewing goals
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| 1. Staff feedback is obtained throughout the year
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| 3. Effective Procedures for Dealing with Discipline | 1. Discipline process described
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| 1. Discipline process includes documentation procedures
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| 1. Discipline referral form includes useful information
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| 1. Problem behaviours are defined
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| 1. Major/minor behaviours are clearly differentiated
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| 1. Suggested appropriate responses to major problem behav’s
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| 4. Data Entry and Analysis Plan Established | 1. Data system is used to collect and analyse ODR data
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| 1. Additional data are collected and used by PBL team
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| 1. Data analysed by team at least monthly
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| 1. Data shared with team and staff monthly (minimum)
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| 5. Expectations and Rules Developed | 1. 3-5 positively stated school-wide expectations posted
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| 1. Expectations apply to both students and staff
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| 1. Rules are developed and posted for specific settings
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| 1. Rules are linked to expectations
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| 1. Staff are involved in development of expectations and rules
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| 6. Reward/ Recognition Program Established | 1. A system of rewards implemented consistently
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| 1. A variety of methods are used to reward students
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| 1. Rewards are linked to expectations and rules
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| 1. Rewards are varied to maintain student interest
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| 1. Ratios of acknowledgement to corrections are high
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| 1. Students are involved in identifying/developing incentives
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| 1. The system includes incentives for staff
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| 7. Lesson Plans for Teaching Expectations/ Rules | 1. Behavioural curriculum
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| 1. Lessons include examples and non-examples
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| 1. Lessons use a variety of teaching strategies
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| 1. Lessons are embedded into subject area curriculum
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| 1. Staff and students are involved
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| 1. Strategies to share PBL program with families/community
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| 8. Implementation Plan | 1. Curriculum to teach the components to all staff
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| 1. Plans for training staff
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| 1. A plan for teaching students expectations/rules/rewards
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| 1. Booster sessions for students and staff
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| 1. Schedule for rewards/incentives for the year is planned
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| 1. Plans for orienting incoming staff and students
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| 1. Plans for involving families
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| 9. Classroom Systems | 1. Classroom rules are defined and posted in classrooms.
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| 1. Classroom routines and procedures are explicitly identified
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| 1. Expected behaviour routines in classroom are taught
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| 1. Classroom teachers use immediate and specific praise
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| 1. Praise more frequent than for inappropriate behaviours
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| 1. Procedures exist for tracking classroom behaviour problems
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| 1. Classrooms have a range of consequences/interventions
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| 10. Evaluation | 1. Students and staff are surveyed about PBL
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| 1. Students and staff can identify expectations and rules
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| 1. Staff use referral process and forms appropriately
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| 1. Staff use reward system appropriately
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| 1. Outcomes are documented and used to evaluate PBL plan
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