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| **Kansas MTSS School-Wide Benchmarks of Quality (BOQ)**  **Team Member Rating Form**  Directions: Place a check in the box that most accurately describes your progress on each benchmark | | | | |
| **Critical Elements** | **Benchmarks of Quality** | **In Place (++)** | **Needs Improvement (+)** | **Not in Place (-)** | |
| MTSS Building Leadership Team | 1. Team has administrative support |  |  |  | |
| 2. Team has regular meetings (at least monthly) |  |  |  | |
| 3. Team has established core beliefs and decision-making procedures |  |  |  | |
| Staff Buy-In | 4. Staff are aware of behavior problems across building through regular data sharing |  |  |  | |
| 5. Staff have been involved in establishing core beliefs |  |  |  | |
| 6. Faculty feedback is obtained throughout the year |  |  |  | |
| Expectations Developed | 7. 3-5 positively stated expectations are identified and agreed upon and posted in the building |  |  |  | |
| 8. Expectations apply to both students and staff |  |  |  | |
| Assessment Procedures Developed | 9. Major (office-managed) and minor (classroom-managed) behavioral offenses are identified and clearly differentiated |  |  |  | |
| 10. Office discipline referral form reflects expectations and majors (office-managed behavioral offenses) and collects information useful for decision-making, including the Big 5 |  |  |  | |
| 11. Universal screener for internalizing behaviors identified |  |  |  | |
| Data Entry & Analysis | 12. Data system to collect and analyze ODR data is identified |  |  |  | |
| 13. Data system disaggregates and charts ODRs by Big 5 |  |  |  | |
| 14. Data is analyzed by team at least monthly |  |  |  | |
| 15. Data is shared with staff on regular basis |  |  |  | |
| 16. Procedures for collecting information about minors (classroom-managed behavior offenses) have been identified |  |  |  | |
| Rules Developed  Across Settings | 17. Rules are developed across settings (behavior expectations matrix) |  |  |  | |
| 18. Rules are linked to building-wide expectations |  |  |  | |
| 19. Staff are involved in development of expectations and rules |  |  |  | |
| 20. Rules are posted across settings |  |  |  | |
| 21. Continuum of consequences developed |  |  |  | |
| Recognition System Established | 22. A recognition system has been developed and is being implemented consistently across the building |  |  |  | |
| 23. Recognition/rewards are linked to expectations and rules |  |  |  | |
| 24. A variety of methods are used to reward students |  |  |  | |
| 25. Ratio of positive acknowledgement to corrections is high |  |  |  | |
| 26. Students are involved in identifying rewards/incentives |  |  |  | |
| 27. The system includes recognition for faculty/staff |  |  |  | |

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| **Critical Elements** | **Benchmarks of Quality** | **++** | **+** | **-** |
| Lesson Plans for Teaching Expectations/Rules | 28. A behavioral curriculum includes teaching expectations and rules |  |  |  |
| 29. Lessons include examples and non-examples |  |  |  |
| 30. Lessons include good instructional practices |  |  |  |
| 31. Lessons are taught in the setting in which the behavior is expected |  |  |  |
| 32. All staff are involved in development/delivery of behavioral curriculum |  |  |  |
| 33. Schedule of instruction has been developed, includes regular review of lessons, and is being implemented as planned |  |  |  |
| Classroom Systems | 34. Classroom rules are defined for each of the building-wide expectations and are posted in classrooms |  |  |  |
| 35. Classroom procedures and routines are explicitly identified for activities where problems often occur (e.g., entering class, asking questions, using restroom, dismissal) |  |  |  |
| 36. Expected classroom procedures and routines are explicitly taught |  |  |  |
| 37. Classroom teachers use immediate and specific praise |  |  |  |
| 38. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors |  |  |  |
| 39. Classrooms have a range of consequences for problem behavior that are consistently delivered |  |  |  |
| Systemic Planning | 40. School relationships/ connectedness activity regularly conducted with follow-up planned and implemented |  |  |  |
| 41. Plans for orienting incoming staff and students are developed and implemented. |  |  |  |
| 42. Professional development plan is current for training staff regarding all components of behavior structuring and implementation |  |  |  |
| 43. Communication plan is current for communicating information to all stakeholders |  |  |  |
| 44. Plans for involving families/community are developed and implemented |  |  |  |
| 45. Stop-doing list is current and followed |  |  |  |
| 46. Action plans are monitored for completion |  |  |  |
| Evaluation | 47. Paper implementation fidelity tool for behavior shows that all structuring components are completed |  |  |  |
| 48. ODR process is being implemented with fidelity |  |  |  |
| 49. Recognition system is being implemented with fidelity |  |  |  |
| 50. Behavior curriculum is being taught with fidelity and according to schedule for instruction |  |  |  |