


EFFECTIVE SCHOOLWIDE DISCIPLINE IN VIRGINIA

A Statewide Initiative to Support Positive Academic and Behavioral Outcomes for All Students



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2008 - 2009 End-of-Year Benchmarks of Quality Coach's Scoring Form

DIVISION: LUNENBURG COUNTY PUBLIC SCHOOLS SCHOOL: TEST SCHOOL R-8 POC NAME: AMY MAYDOSZ POSITION: PLS UPDATE TELEPHONE: (PLS) UPDATE EMAIL: AMAYDOSZ@ODU.EDU	 BoQ Form Directions
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CRITICAL ELEMENTS	BENCHMARKS OF QUALITY	RANGE	STEP 2	STEP 6	DISCREPANCY	
ESD TEAMS	1. TEAM HAS BROAD REPRESENTATION		1	0		
	2. TEAM HAS ADMINISTRATIVE SUPPORT	3	2	1	0	
	3. TEAM HAS REGULAR MEETINGS (AT LEAST MONTHLY)		2	1	0	
	4. TEAM HAS ESTABLISHED A CLEAR MISSION/PURPOSE		1	0		

CRITICAL ELEMENTS	BENCHMARKS OF QUALITY	RANGE	STEP 2	STEP 6	DISCREPANCY	
FACULTY COMMITMENT	5. FACULTY ARE AWARE OF BEHAVIOR PROBLEMS ACROSS CAMPUS (REGULAR DATA SHARING)		2	1	0	
	6. FACULTY INVOLVED IN ESTABLISHING AND REVIEWING GOALS		2	1	0	
	7. FACULTY FEEDBACK OBTAINED THROUGHOUT THE YEAR		2	1	0	

CRITICAL ELEMENTS	BENCHMARKS OF QUALITY	RANGE	STEP 2	STEP 6	DISCREPANCY	
EFFECTIVE PROCEDURES FOR DEALING WITH DISCIPLINE	8. DISCIPLINE PROCESS DESCRIBED IN NARRATIVE FORMAT OR DEPICTED IN GRAPHIC FORMAT		2	1	0	
	9. PROCESS INCLUDES DOCUMENTATION PROCEDURES		1	0		
	10. DISCIPLINE REFERRAL FORM INCLUDES INFORMATION USEFUL IN DECISION MAKING		2	1	0	
	11. BEHAVIORS DEFINED	3	2	1	0	
	12. MAJOR/MINOR BEHAVIORS ARE CLEARLY IDENTIFIED/UNDERSTOOD		2	1	0	
	13. SUGGESTED ARRAY OF APPROPRIATE RESPONSES TO MINOR (NON OFFICE -		1	0		

	MANAGED) PROBLEM BEHAVIORS							
	14. SUGGESTED ARRAY OF APPROPRIATE RESPONSES TO MAJOR (OFFICE-MANAGED) PROBLEM BEHAVIORS			1	0			

CRITICAL ELEMENTS **BENCHMARKS OF QUALITY** **RANGE** **STEP 2** **STEP 6** **DISCREPANCY**

DATA ENTRY & ANALYSIS PLAN ESTABLISHED	15. DATA SYSTEM TO COLLECT AND ANALYZE ODR DATA	3	2	1	0			
	16. ADDITIONAL DATA COLLECTED (ATTENDANCE, GRADES, FACULTY ATTENDANCE, SURVEYS)			1	0			
	17. DATA ENTERED WEEKLY (MINIMUM)			1	0			
	18. DATA ANALYZED MONTHLY (MINIMUM)		2	1	0			
	19. DATA SHARED WITH TEAM AND FACULTY MONTHLY (MINIMUM)		2	1	0			

CRITICAL ELEMENTS **BENCHMARKS OF QUALITY** **RANGE** **STEP 2** **STEP 6** **DISCREPANCY**

EXPECTATIONS & RULES DEVELOPED	20. 3-5 POSITIVELY STATED SCHOOL-WIDE EXPECTATIONS POSTED AROUND SCHOOL	3	2	1	0			
	21. EXPECTATIONS APPLY TO BOTH STUDENTS AND STAFF	3	2	1	0			
	22. RULES DEVELOPED AND POSTED FOR SPECIFIC SETTINGS (WHERE PROBLEMS ARE PREVALENT)		2	1	0			
	23. RULES ARE LINKED TO EXPECTATIONS			1	0			
	24. STAFF FEEDBACK/INVOLVEMENT IN EXPECTATIONS/RULE DEVELOPMENT		2	1	0			

CRITICAL ELEMENTS **BENCHMARKS OF QUALITY** **RANGE** **STEP 2** **STEP 6** **DISCREPANCY**

ACKNOWLEDGEMENT PROGRAM ESTABLISHED	25. A SYSTEM OF ACKNOWLEDGEMENT HAS ELEMENTS THAT ARE IMPLEMENTED CONSISTENTLY ACROSS CAMPUS	3	2	1	0			
	26. A VARIETY OF METHODS ARE USED TO ACKNOWLEDGE STUDENTS		2	1	0			
	27. ACKNOWLEDGEMENTS ARE LINKED TO EXPECTATIONS	3	2	1	0			
	28. ACKNOWLEDGEMENTS ARE VARIED TO MAINTAIN STUDENT INTEREST		2	1	0			
	29. SYSTEM INCLUDES OPPORTUNITIES FOR NATURALLY OCCURRING REINFORCEMENT			1	0			
	30. RATIOS OF ACKNOWLEDGEMENT TO CORRECTIONS ARE HIGH	3	2	1	0			
	31. STUDENTS ARE INVOLVED IN IDENTIFYING/DEVELOPING ACKNOWLEDGEMENTS			1	0			
	32. THE SYSTEM INCLUDES		2	1	0			

	ACKNOWLEDGEMENT FOR STAFF/FACULTY							
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LESSON PLANS FOR TEACHING EXPECTATIONS/RULES	33. A BEHAVIORAL CURRICULUM INCLUDES CONCEPT AND SKILL LEVEL INSTRUCTION		2	1	0			
	34. LESSONS INCLUDE EXAMPLES AND NON-EXAMPLES			1	0			
	35. LESSONS USE A VARIETY OF TEACHING STRATEGIES		2	1	0			
	36. LESSONS ARE EMBEDDED INTO SUBJECT AREA CURRICULUM		2	1	0			
	37. FACULTY/STAFF AND STUDENTS ARE INVOLVED IN DEVELOPMENT AND DELIVERY OF LESSON PLANS			1	0			
	38. STRATEGIES TO REINFORCE THE LESSONS WITH FAMILIES/COMMUNITY ARE DEVELOPED AND IMPLEMENTED			1	0			

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IMPLEMENTATION PLAN	39. DEVELOP, SCHEDULE, AND DELIVER PLANS TO TEACH STAFF THE DISCIPLINE AND DATA SYSTEM		2	1	0			
	40. DEVELOP, SCHEDULE, AND DELIVER PLANS TO TEACH STAFF THE LESSON PLANS FOR TEACHING STUDENTS		2	1	0			
	41. DEVELOP, SCHEDULE, AND DELIVER PLANS FOR TEACHING STUDENTS EXPECTATIONS/RULES/ACKNOWLEDGEMENTS	3	2	1	0			
	42. BOOSTER SESSIONS FOR STUDENTS AND STAFF ARE PLANNED, SCHEDULED, AND DELIVERED		2	1	0			
	43. SCHEDULE FOR ACKNOWLEDGEMENTS FOR THE YEAR IS PLANNED			1	0			
	44. PLANS FOR ORIENTING INCOMING STAFF AND STUDENTS ARE DEVELOPED AND IMPLEMENTED		2	1	0			
	45. PLANS FOR INVOLVING FAMILIES/COMMUNITIES ARE DEVELOPED AND IMPLEMENTED			1	0			

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CRISIS PLAN	46. FACULTY/STAFF ARE TAUGHT HOW TO RESPOND TO CRISIS SITUATIONS			1	0			
	47. RESPONDING TO CRISIS SITUATIONS IS REHEARSED			1	0			
	48. PROCEDURES FOR CRISIS SITUATIONS ARE READILY ACCESSIBLE			1	0			

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	49. STUDENTS AND STAFF ARE SURVEYED ABOUT ESD		2	1	0			
	50. STUDENTS AND STAFF CAN IDENTIFY		2	1	0			

EVALUATION	EXPECTATIONS AND RULES						
	51. STAFF USE DISCIPLINE SYSTEM/DOCUMENTATION APPROPRIATELY	3	2	1	0		
	52. STAFF USE ACKNOWLEDGEMENT SYSTEM APPROPRIATELY	3	2	1	0		
	53. OUTCOMES (BEHAVIOR PROBLEMS, ATTENDANCE, MORALE) ARE DOCUMENTED AND USED TO EVALUATE ESD PLAN	3	2	1	0		

**YOUR BOQ SCORE =
0**

THE END-OF-YEAR SUBMISSION DEADLINE HAS PASSED AND DATA CAN NO LONGER BE EDITED OR SUBMITTED.