



LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Student Health and Human Services – Restorative Justice
Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
Rubric of Implementation (ROI)



School Name: _____

Date: _____

Key Feature	1	2	3	4	Score
1. Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBIS process.	<input type="checkbox"/> Administrator(s) supports the process but is not as active as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBIS / Discipline Review Team. <input type="checkbox"/> SWPBIS is on the agenda at some faculty meetings. <input type="checkbox"/> SWPBIS is addressed in some staff and parent newsletters. <input type="checkbox"/> School data is reviewed during SWPBIS/Discipline Review Team meetings.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBIS Discipline Review Team. <input type="checkbox"/> Review school data during SWPBIS meetings with the Discipline Review Team Members. <input type="checkbox"/> SWPBIS is on the agenda at all faculty meetings. <input type="checkbox"/> SWPBIS is addressed in all staff, parent newsletters or school website, etc.	
2. Team-Based Implementation	<input type="checkbox"/> No SWPBIS / Discipline Review Team is established.	<input type="checkbox"/> A SWPBIS / Discipline Review team is established and meets at least 2 times per year.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Education Teacher, Special Education Teacher, Classified Representative, Support Staff (e.g., Student Health and Human Services personnel, Parent, Student (High School Only) including grade levels, etc. <input type="checkbox"/> The SWPBIS/Discipline Review team has regularly scheduled monthly meetings, and reviews discipline data.	<input type="checkbox"/> The SWPBIS/Discipline Review team has representation of all stakeholders (Administrator, General Education Teacher, Special Education Teacher, Classified Representative, Support Staff (e.g., Student Health and Human Services personnel) Parent, Student (High School Only) including grade levels, etc. <input type="checkbox"/> The SWPBIS/ Discipline Review team has regularly scheduled monthly meetings, and reviews discipline data. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
3. Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for some of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for all of the common areas. <input type="checkbox"/> The expectations are clearly visible (posted) in most of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	



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4. Behavior Expectations Taught	<ul style="list-style-type: none"> <input type="checkbox"/> No documented plan for teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations, to all students (e.g., Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, Community Building Circles, Breakfast in the Classroom Check-ins, etc.), including introduction letter to parents and staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (e.g., Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, Community Building Circles, and/or Breakfast In the Classroom Check-ins, etc.) including introduction letter to parents and staff. <input type="checkbox"/> There is a documented system for ongoing review of expectations on weekly to monthly basis. <input type="checkbox"/> The school has developed strategies to involve families/community with the teaching of the expectations. 	
5. Acknowledge and Reinforce Appropriate Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> There is not a consistent acknowledgment/reinforcement system in place. 	<ul style="list-style-type: none"> <input type="checkbox"/> The documented acknowledgment/reinforcement system (e.g., ticket, token, etc.) guidelines and procedures are implemented throughout the school by 50% of the staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> The documented acknowledgment/reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by 75% of staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> The documented acknowledgment/reinforcement system (e.g., ticket, token, restorative practices, etc.) guidelines and procedures are implemented throughout the school by 90% of staff. <input type="checkbox"/> A ratio of 4 positive for every one negative is in place; 4(+):1(-) ratio means acknowledging / reinforcing students' positive behavior at least 4 times more often than acknowledging students' misconduct.); When asked, staff can explain and describe examples of the implementation of 4:1 	
6. Monitor and Correct Behavioral Errors	<ul style="list-style-type: none"> <input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent. 	<ul style="list-style-type: none"> <input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least 50% of school staff. <input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 75% of school staff and documented. <input type="checkbox"/> At least 75% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.). <input type="checkbox"/> Use of alternatives to formal discipline (i.e., suspension), documented in MiSiS; reference Attachment D of the Discipline Foundation Policy: Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension. 	<ul style="list-style-type: none"> <input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 90% of school staff and documented. <input type="checkbox"/> At least 90% of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (e.g., Dean, Counselor, AP, Restorative Justice staff, etc.). <input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders. <input type="checkbox"/> Use of alternatives to formal discipline (i.e., suspension), documented in MiSiS; reference Attachment D of the Discipline Foundation Policy: Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension. 	

Adapted from the work of: Sugai, Lewis-Palmer, Todd & Horner – School-wide Evaluation Tool; Johns & Patrick – the MODEL Program; & Florida's Positive Behavior Support Project – Benchmarks of Quality

2018-2019 - LAUSD

In alignment with the LAUSD School Leadership Framework: Standard 4: Culture Of Learning and Positive Behavior



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7. Data Based Decision Making	<input type="checkbox"/> MiSiS discipline data is not reviewed to make decisions.	<input type="checkbox"/> MiSiS discipline data is reviewed but not used to make decisions.	<input type="checkbox"/> MiSiS is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses MiSiS and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year with an emphasis on targeted supports. <input type="checkbox"/> MiSiS data is shared with school staff at least 2 times per school year.	<input type="checkbox"/> MiSiS is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses MiSiS data and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year. <input type="checkbox"/> The SWPBIS/Discipline Review team reviews MiSiS discipline data at their monthly team meetings with an emphasis on targeted supports. <input type="checkbox"/> MiSiS data is shared with school staff at least 3 or more times per school year.	
8. Family and Community Collaboration	<input type="checkbox"/> There is no family/community involvement in the school site SWPBIS system.	<input type="checkbox"/> A family/community member is inconsistently part of the SWPBIS/ Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year.	<input type="checkbox"/> A family/community member is an active member of the SWPBIS/ Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts and data are communicated through newsletters, brochures, open house, parent meetings, etc. at least 5 times per school year.	<input type="checkbox"/> A family/community member is a consistent member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts and data are communicated through newsletters, brochures, open house, parent meetings, website, etc. at least 8 times per school year.	

Rubric of Implementation progress approved by:

TOTAL SCORE

Principal (Signature)

Date

SWPBIS/Discipline Review Team Member (Signature)

Date

School Operations (Signature)

Date