LOS ANGELES UNIFIED SCHOOL DISTRICT
Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)
Rubric of Implementation
http://Disciplinepolicy.lausd.net

School Name:

Key Feature	1	2	3	4	Score
Administrative Leadership and Support	❑ Administrator(s) does not actively support the SWPBS process.	❑ Administrator(s) supports the process but does not take as active a role as the rest of the team.	❑ At least one school administrator is a member of the SWPBS team. ❑ SWPBS is on the agenda at **some** faculty meetings. SWPBS is addressed in **some** staff and parent newsletters.	❑ At least one school administrator is an active participant on the SWPBS team. ❑ SWPBS is on the agenda at **all** faculty meetings. SWPBS is addressed in **all** staff and parent newsletters.	
Team Based Implementation	❑ No SWPBS team is established.	❑ A SWPBS team is established and meets at least 2 times per school year.	❑ The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. ❑ The SWPBS team has regularly scheduled monthly meetings.	❑ The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. ❑ The SWPBS team has regularly scheduled monthly meetings. ❑ Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. ❑ Each team member knows their role and responsibility as part of the team.	
Behavioral Expectations Defined	❑ The school has more than six behavioral expectations. ❑ The expectations are negatively stated.	❑ 3 – 6 positively stated expectations are established and defined for **some** of the common areas.	❑ 3 – 6 positively stated expectations are established and defined for **all** of the common areas. ❑ These expectations are clearly visible (posted) in **most** of the common areas. ❑ When asked, students, staff and families know the 3 – 6 expectations.	❑ 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in **all** of the common areas. ❑ When asked, students, staff and families know the 3 – 6 expectations.	

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

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Behavior Expectations Taught	❏ No documented plan for the teaching the expectations exist. ❏ Some staff may teach the expectations in their own classrooms.	❏ Students are told what the expectations are. ❏ Some staff may teach the expectations in their own classrooms.	❏ There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, Assemblies, skits, homeroom/advisory lessons, etc.).	❏ There is a documented system for annually teaching the behavioral expectations to all students (Behavior/ Procedure Fair, homeroom/advisory lessons, assemblies, skits, etc.). ❏ There is a documented system for on-going review of expectations on weekly to monthly basis. ❏ The school has developed strategies to involve families/community with the teaching of the expectations.	
Acknowledge and Reinforce Appropriate Behavior	❏ There is not a consistent acknowledgment/ reinforcement system in place.	❏ The documented acknowledgment/ reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by **50%** of staff.	❏ The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by **75%** of staff.	❏ The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by **90%** of staff. ❏ A ratio of 4(+) : 1(-) is in place to acknowledge students, staff and families.	
Monitor and Correct Behavioral Errors	❏ Problem behaviors are not clearly defined. ❏ The response to problem behavior is inconsistent.	❏ Problem behaviors are clearly defined and agreed upon by at least **50%** of school staff. ❏ There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.).	❏ Problem behaviors are clearly defined, agreed upon by at least **75%** of school staff and documented. ❏ At least **75%** of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.).	❏ Problem behaviors are clearly defined, agreed upon by at least **90%** of school staff and documented. ❏ At least **90%** of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, etc.). ❏ There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders.	

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Data Based Decision Making	❑ Discipline data are not used to make decisions.	❑ Discipline data are looked at but not used to make decisions.	❑ A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). ❑ The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year. ❑ Data are shared with school staff at least 2 times per school year.	❑ A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). ❑ The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 3 or more times per school year. ❑ The SWPBS team reviews discipline data at their monthly team meetings. ❑ Data are shared with school staff at least 3 or more times per school year.	
Family and Community Collaboration	❑ There is no family/community involvement is the SWPBS system.	❑ A family/community member is inconsistently part of the SWPBS team. ❑ Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least **2** times per school year.	❑ A family/community member is an active member of the SWPBS team. ❑ Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least **5** times per school year.	❑ A family/community member is an active member of the SWPBS team. ❑ Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least **8** times per school year.	

TOTAL SCORE

Rubric of Implementation completed by: (include names and positions):

Date of completion:

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