

**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
<b>1. Administrative Leadership and Support</b>	<input type="checkbox"/> Administrator(s) does not actively support the SWPBIS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role 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 <b>some</b> faculty meetings. <input type="checkbox"/> SWPBIS is addressed in <b>some</b> staff and parent newsletters. <input type="checkbox"/> <b>Review school data during SWPBIS/Discipline Review Team meetings.</b>	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBIS Discipline Review / team. <input type="checkbox"/> <b>Review school data during SWPBIS meetings with Discipline Review Team Members.</b> <input type="checkbox"/> SWPBIS is on the agenda at <b>all</b> faculty meetings. SWPBIS is addressed in <b>all</b> staff, parent newsletters or school website, etc. <input type="checkbox"/> <b>Modeling Restorative practices by administration (i.e. Check in with staff, circles, team building activities, included on the agenda) with staff.</b>	
<b>2. Team Based Implementation</b>	<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 <b>Education Teacher</b> , Special <b>Education Teacher</b> , <b>Restorative Justice Staff</b> , Classified Representative, Support Staff, Parent, Student) 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 <b>Education Teacher</b> , <b>Special Education Teacher</b> , <b>Restorative Justice Staff</b> , Classified Representative, Support Staff, Parent, a 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.	

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Key Feature	2	2	3	4	Score
<b>3. Behavioral Expectations Defined</b>	<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 <b>some</b> of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>all</b> of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in <b>most</b> 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 <b>all</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	
<b>4. Behavior Expectations Taught</b>	<input type="checkbox"/> No documented plan for the teaching the expectations exist. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Students are told what the expectations are. <input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations, to all students (Behavior/Procedure Fair, Assemblies, skits, homeroom/advisory lessons, <b>Community Building Circles, and/or Breakfast In the Classroom Check-ins</b> , etc.) including introduction letter to parents and staff.	<input type="checkbox"/> There is a documented system for annually teaching the behavioral expectations to all students (Behavior/Procedure Fair, homeroom/advisory lessons, assemblies, skits, <b>Community Building Circles, and/or Breakfast In the Classroom Check-ins</b> , 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.	
<b>5. Acknowledge and Reinforce Appropriate Behavior</b>	<input type="checkbox"/> There is not a consistent acknowledgment/reinforcement system in place.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by <b>50%</b> of the staff.	<input type="checkbox"/> The documented acknowledgement/reinforcement system (ticket, token, <b>Restorative practices</b> , etc.) guidelines and procedures are implemented throughout the school by <b>75%</b> of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, <b>Restorative practices</b> , etc.) guidelines and procedures are implemented throughout the school by <b>90%</b> of staff. A ratio of 4(+): 1(-) is in place to acknowledge students. <b>(4 to 1 ratio will acknowledge students' positive behavior at least 4 times more often than acknowledging students' undesirable or problematic behaviors.)</b>	

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Key Feature	1	2	3	4	Score
<b>6. Monitor and Correct Behavioral Errors</b>	<input type="checkbox"/> Problem behaviors are not clearly defined. <input type="checkbox"/> The response to problem behavior is inconsistent.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least <b>50%</b> of school staff. <input type="checkbox"/> There is an inconsistent process for what behavior is handled in the classroom and what is referred out (Dean, Counselor, AP, etc.)	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least <b>75%</b> of school staff and documented. <input type="checkbox"/> At least <b>75%</b> of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, <b>Restorative Justice Staff</b> , etc.). <input type="checkbox"/> <b>Use of the Matrix Guide to track Tier II and Tier III Intervention Supports and Alternatives to Suspension as documented in MiSiS.</b>	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least <b>90%</b> of school staff and documented. <input type="checkbox"/> At least <b>90%</b> of school staff can clearly articulate the process for behavior handled in the classroom and behavior referred out (Dean, Counselor, AP, <b>Restorative Justice Staff</b> , etc.). <input type="checkbox"/> There is evidence that consequences for “behavioral errors” are consistent, progressive, and communicated to all stakeholders. <input type="checkbox"/> <b>Use of the Matrix Guide to track Tier II and Tier III Intervention Supports and Alternatives to Suspension as documented in MiSiS.</b>	
<b>7. Data Based Decision Making</b>	<input type="checkbox"/> <b>MiSiS</b> discipline data is not reviewed to make decisions.	<input type="checkbox"/> <b>MiSiS</b> discipline data is reviewed but not used to make decisions.	<input type="checkbox"/> <b>MiSiS</b> is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses <b>MiSiS</b> and other District data systems to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year <b>with an emphasis on targeted supports.</b> <input type="checkbox"/> <b>MiSiS</b> data is shared with school staff at least 2 times per school year.	<input type="checkbox"/> <b>MiSiS</b> is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions). <input type="checkbox"/> The SWPBIS/Discipline Review team uses <b>MiSiS</b> 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 <b>MiSiS</b> discipline data at their monthly team meetings <b>with an emphasis on targeted supports.</b> <input type="checkbox"/> <b>MiSiS</b> data is shared with school staff at least 3 or more times per school year.	
<b>8. Family and Community Collaboration</b>	<input type="checkbox"/> There is no family/community involvement in the SWPBIS system.	<input type="checkbox"/> A family/community member is <b>inconsistently</b> 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 <b>2</b> times per school year.	<input type="checkbox"/> A family/community member is an <b>active</b> member of the SWPBIS/ Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS efforts <b>and data</b> are communicated through newsletters, brochures, open house, parent meetings, etc. at least <b>5</b> times per school year.	<input type="checkbox"/> A family/community member is a <b>consistent</b> member of the SWPBIS/Discipline Review team. <input type="checkbox"/> Updates on the SWPBIS <b>efforts and data</b> are communicated through newsletters, brochures, open house, parent meetings, <b>website</b> , etc. at least <b>8</b> times per school year.	
<b>TOTAL SCORE</b>					

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*Rubric of Implementation progress approved by:*

\_\_\_\_\_  
Principal (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
SWPBIS/Discipline Review Team Member (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Operations (Signature)

\_\_\_\_\_  
Date