

Rubric of Implementation

Make your selections and the score will be calculated. You must click 'Submit' to save.

Key Feature	1	2	3	4	Total
Administrative Leadership and Support	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS 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 SWPBS team.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team.	1 View/Edit Comment
			<input type="checkbox"/> SWPBS is on the agenda at some faculty meetings.	<input type="checkbox"/> SWPBS is on the agenda at all faculty meetings. SWPBS is addressed in all staff and parent newsletters.	
			<input type="checkbox"/> SWPBS is addressed in some staff and parent newsletters.		
Team Based Implementation	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per year.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc.	1 View/Edit Comment
			<input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	
				<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.	
Behavioral Expectations Defined	<input type="checkbox"/> The school has more than six behavioral expectations.	<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"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in all of the common areas.	1 View/Edit Comment
	<input type="checkbox"/> The expectations are negatively stated.		<input type="checkbox"/> These 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"/> When asked, students, staff and families know the 3 – 6 expectations.		
Behavior Expectations Taught	<input type="checkbox"/> No documented plan for the teaching the expectations exist.	<input type="checkbox"/> Students are told what the expectations are.	<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, etc.).	<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, etc.).	1 View/Edit Comment
	<input type="checkbox"/> Some staff may teach the expectations in their own classrooms.	<input type="checkbox"/> Some staff may teach the expectations in their own classrooms.		<input type="checkbox"/> There is a documented system for on-going 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.	

Acknowledge and Reinforce Appropriate Behavior	<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 50% of the staff.	<input type="checkbox"/> The documented acknowledgement/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 75% of staff.	<input type="checkbox"/> The documented acknowledgment/reinforcement system (ticket, token, etc.) guidelines and procedures are implemented throughout the school by 90% of staff.	1 View/Edit Comment
				<input type="checkbox"/> A ratio of 4(+) : 1(-) is in place to acknowledge students, staff and families.	
Monitor and Correct Behavioral Errors	<input type="checkbox"/> Problem behaviors are not clearly defined.	<input type="checkbox"/> Problem behaviors are clearly defined and agreed upon by a least 50% of school staff.	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 75% of school staff and documented.	<input type="checkbox"/> Problem behaviors are clearly defined, agreed upon by at least 90% of school staff and documented.	1 View/Edit Comment
	<input type="checkbox"/> The response to problem behavior is inconsistent.	<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"/> 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.)	<input type="checkbox"/> 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.)	
				<input type="checkbox"/> There is evidence that consequences for "behavioral errors" are consistent, progressive, and communicated to all stakeholders.	
Data Based Decision Making	<input type="checkbox"/> Discipline data are not used to make decisions.	<input type="checkbox"/> Discipline data are looked at but not used to make decisions.	<input type="checkbox"/> A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions).	<input type="checkbox"/> A system is used to keep track of discipline data (office discipline referrals, suspension, opportunity transfer, expulsions).	1 View/Edit Comment
			<input type="checkbox"/> The SWPBS team uses data to make decisions in designing, implementing, and revising school-wide efforts at least 2 times per school year.	<input type="checkbox"/> 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.	
				<input type="checkbox"/> The SWPBS team reviews discipline data at their monthly team meetings.	
				<input type="checkbox"/> Data are shared with school staff at least 3 or more times per school year.	
Family and Community Collaboration	<input type="checkbox"/> There is no family/community involvement in the SWPBS system.	<input type="checkbox"/> A family/community member is inconsistently part of the SWPBS team.	<input type="checkbox"/> A family/community member is an active member of the SWPBS team.	<input type="checkbox"/> A family/community member is an active member of the SWPBS team.	1 View/Edit Comment
		<input type="checkbox"/> Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 2 times per school year.	<input type="checkbox"/> Updates on the SWPBS efforts are communicated through newsletters, brochures, etc. at least 5 times per school year.	<input type="checkbox"/> Updates on the SWPBS efforts are communicated through newsletters, brochures, open house, parent meetings, etc. at least 8 times per school year.	
				Total Points/ Percentage	8 25 %