

## Safe School Climate Rubric

NSC Standard	Pre-Awareness	Awareness	Emergent	Maintenance
<p><b>Standard 1: Shared Mission</b> Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p>	<p>No effort has been made to engage students, staff and community stakeholders in recognizing the importance of a positive school climate to support student achievement</p>	<p>An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement</p>	<p>Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve the learning environment in meaningful ways for stakeholders</p>	<p>All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all learners</p>
<p><b>Standard 1: Shared Vision</b> Do participants share a vision of what a positive school climate looks, feels and sounds like?</p>	<p>No effort has been made to engage stakeholders in arriving at a common understanding of what a positive school climate looks, feels and sounds like</p>	<p>Attempts have been made to articulate a common vision of what a positive school climate implies, however most stakeholders are unaware and/or unaffected by these efforts</p>	<p>A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated</p>	<p>Day to day decision making and practice is guided and supported by the share vision; efforts to narrow any gaps between school culture “as is,” and “as envisioned” are ongoing</p>
<p><b>Standard 1: Shared Values</b> How must participants act toward one another in order to advance the vision?</p>	<p>No efforts have been made to identify and articulate the attitudes, behaviors and/or commitments necessary to advance the mission and vision for a positive school climate</p>	<p>Staff members have articulated beliefs, ground rules and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice</p>	<p>Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive school climate in day-to-day practice; inconsistencies are confronted and managed appropriately</p>	<p>The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making</p>

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<p><b>Standard 1: Shared Goals</b> What are the priorities?</p>	<p>No effort has been made to engage school stakeholders in identifying goals related to improving school climate; any existing goals rest solely with school administration</p>	<p>Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making</p>	<p>Long and short term actionable school climate improvement goals have been identified and clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time</p>	<p>Day-to-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively</p>
<p><b>Standard 2: Shared School Policies</b></p>	<p>Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p>	<p>Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis</p>
<p><b>Standard 2: Shared School Policies</b></p>	<p>Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p>	<p>Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged, and are reviewed on a regular basis</p>

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<b>Standard 3: School Practices</b>	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students	The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students
<b>Standard 3: School Practices</b>	No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities	The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities	Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school-wide activities
<b>Standard 3: School Practices</b>	No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged	The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged	Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged
<b>Standard 3: School Practices</b>	No school community practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	The school community recognizes that practices are needed to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	The school community's practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms	Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms

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<p><b>Standard 4: Safe Environment</b></p>	<p>The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>	<p>Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p>
<p><b>Standard 5: Social Justice</b></p>	<p>There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to social justice</p>	<p>The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p>	<p>The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p>	<p>Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice</p>
<p><b>Continuous Improvement</b> Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement</p>	<p>A few staff members in the school are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed</p>	<p>Individual staff members and teams gather information that enables them to identify, track and monitor school climate improvement efforts within classrooms and the wider school community</p>	<p>Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data; the five stages of the school climate improvement process are implemented with fidelity</p>

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<p><b>Family/Community Partnerships</b> Are all stakeholders' interests represented and reflected in school climate improvement efforts?</p>	<p>Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries</p>	<p>Sporadic one-way efforts are made to keep families informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school-determined parameters</p>	<p>Structures and processes for two-way communication with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status</p>	<p>School-family-community partnerships are fully developed, collaborative and systemic; family members are full partners with the school in educational decision-making that affects their own children; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders</p>
<p><b>Impact on Results</b> Is progress monitoring inherent in the school climate improvement process?</p>	<p>Articulation of what is meant by a positive school climate is not in place</p>	<p>A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes;</p>	<p>Clear indicators have been identified and aligned with school climate improvement goals; data are collected and monitored; analyzed results are shared with staff and family-community stakeholders</p>	<p>School climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning</p>