Safe School Certification DC Rubric

Checkpoint #1

ELEMENT: LEADERSHIP			
Desired State	Meeting (2)	Progressing (1)	Starting (0)
L1 The school has a Core Leadership Team (CLT) that meets at least once a month and includes administration, staff, students, as well as family and community members.	***ALL*** of these are ***TRUE***. 1) The Core Leadership Team includes these roles: • administration • staff • student • family members • members of the community 2) The Core Leadership Team meets at least once a month.	***ANY*** of these are ***NOT TRUE***. 1) The Core Leadership Team includes these roles: • administration • staff • student • family members • members of the community 2) The Core Leadership Team meets at least once a month.	***ALL*** of these are ***NOT TRUE***. 1) The Core Leadership Team includes these roles: • administration • staff • student • family members • members of the community 2) The Core Leadership Team meets at least once a month.
L2 The school has a Student Leadership Team (SLT) that meets at least once a month and uses ED-SCLS school climate data to provide feedback specific to school climate improvement to the Core Leadership Team. This group represents a diverse cross-section of the school population.	***ALL*** of these are ***TRUE***. The Student Leadership Team: • clearly represents a cross- section of the school's student population. • holds meetings at least once a month. • reviews findings from ED- SCLS survey data. • provides feedback to the Core Leadership Team.	***ANY*** of these are ***NOT TRUE***. The Student Leadership Team: • clearly represents a cross- section of the school's student population. • holds meetings at least once a month. • reviews findings from ED- SCLS survey data. • provides feedback to the Core Leadership Team.	***ALL*** of these are ***NOT TRUE***. The Student Leadership Team: • clearly represents a cross- section of the school's student population. • holds meetings at least once a month. • reviews findings from ED- SCLS survey data. • provides feedback to the Core Leadership Team.

Checkpoint #1

ELEMENT: DATA AND DATA-BASED DECISION MAKING			
Desired State	**Meeting (2)**	**Progressing (1)**	**Starting (0)**
D1 There is an on-going process for the collection of school climate data through ED-SCLS.	***ALL* of these are *TRUE*.** • There is a clear, written plan for collecting data, consistent with OSSE guidelines. • The plan has built in contingency plans to ensure data validity and reliability	***ANY* of these are *NOT TRUE*.** • There is a clear, written plan for collecting data, consistent with OSSE guidelines. • The plan has built in contingency plans to ensure data validity and reliability	***ALL* of these are *NOT TRUE*.** • There is a clear, written plan for collecting data, consistent with OSSE guidelines. • The plan has built in contingency plans to ensure data validity and reliability
D2 An adequate response rate is obtained on student, parent, and staff school climate survey (ED- SCLS) data collections.	***ALL* of these are *TRUE*** • ED-SCLS data is collected from at least 85% of 7th and 8th grade **students** (middle school) or 9th and 10th grade students (high school) • ED-SCLS data is collected from at least 85% of **school staff** • ED-SCLS data is collected from at least 30% of **parents** of 7th and 8th grade students or 9th and 10th grade students	***ANY* of these are *NOT TRUE*** • ED-SCLS data is collected from at least 85% of 7th and 8th grade **students** or 9th and 10th grade students (high school) • ED-SCLS data is collected from at least 85% of **school staff** • ED-SCLS data is collected from at least 30% of **parents** of 7th and 8th grade students or 9th and 10th grade students	***ALL* of these are *NOT TRUE*** • ED-SCLS data is collected from at least 85% of 7th and 8th grade **students** or 9th and 10th grade students (high school) • ED-SCLS data is collected from at least 85% of **school staff** • ED-SCLS data is collected from at least 30% of **parents** of 7th and 8th grade students or 9th and 10 grade students
D3 Measurable targets or benchmarks are established based on review of ED-SCLS data reports.	***ALL* of these are *TRUE*.** The data analysis leads to: • measurable targets that • are incorporated into the implementation plan.	***ANY* of these are *NOT TRUE*.** The data analysis leads to: • measurable targets that • are incorporated into the implementation plan.	***ALL* of these are *NOT TRUE*.** The data analysis leads to: • measurable targets that • are incorporated into the implementation plan.
D4 Programs, trainings, and other efforts are clearly tied to needs presented in the data.	***ALL* of these are *TRUE*.** • There is clear evidence that the Core Leadership Team consistently uses data to make decisions regarding programs, trainings, and other efforts.	***ANY* of these are *NOT TRUE*.** • Implementation decisions are sometimes made or are loosely based on data.	***ALL* of these are *NOT TRUE*.** • Data does not appear to be a fundamental factor in making decisions.

Checkpoint #1

ELEMENT: BUY-IN TO SCHOOL CLIMATE IMPROVEMENT			
Desired State	Meeting (2)	Progressing (1)	Starting (0)
B1 School staff support efforts to improve school climate.	Buy-in survey data indicates that 80% or more of staff are committed to addressing school violence and improving school climate.		Buy-in survey data indicates that less than 80% of staff committed to addressing school violence and improving school climate.
B2 School staff implement school climate improvement efforts with fidelity.	A process (e.g. observation tools, checklists, etc.) is in place to monitor staff's adherence to school climate improvement plans **AND** Monitoring tools reveal a high level of implementation fidelity (>75% adherence).	A process (e.g. observation tools, checklists, etc.) is in place to monitor staff's adherence to school climate improvement plans **BUT** Monitoring tools reveal a moderate level of implementation fidelity (between 25% to 75% adherence).	No process (e.g. observation tools, checklists, etc.) is in place to monitor staff's adherence to school climate improvement plans **OR** Monitoring tools reveal a low level of implementation fidelity (>25% adherence).

Checkpoint #2

ELEMENT: POLICY & ENFORCEMENT			
Desired State	Meeting (2)	Progressing (1)	Starting (0)
E1 Adult supervision is increased in areas identified as school violence "hot spots."	**ALL** of these are **TRUE**.	**ANY** of these are **NOT TRUE**.	**ALL** of these are **NOT TRUE**.
	• The process for identifying hot spots is clear • The identification of hot spots occurs regularly • A plan to address those hot spots is developed, carried out and monitored	• The process for identifying hot spots is clear • The identification of hot spots occurs regularly • A plan to address those hot spots is developed, carried out and monitored	• The process for identifying hot spots is clear • The identification of hot spots occurs regularly • A plan to address those hot spots is developed, carried out and monitored
E2 Possible bullying or school violence situations are consistently reported by students and staff, and reports are analyzed for patterns.	**ALL** of these are **TRUE**.	**ANY** of these are **NOT TRUE**.	**ALL** of these are **NOT TRUE**.
	Reports of bullying or violence are: • analyzed according to a specific process • compared to other data for inconsistencies • used to develop an action plan to promote reporting	Reports of bullying or violence are: • analyzed according to a specific process • compared to other data for inconsistencies • used to develop an action plan to promote reporting	Reports of bullying or violence are: • analyzed according to a specific process • compared to other data for inconsistencies • used to develop an action plan to promote reporting
E3 Building investigators are identified and consistently investigate reports of bullying or violence based on best practices.	**ALL** of these are **TRUE**.	**ANY** of these are **NOT TRUE**.	**ALL** of these are **NOT TRUE**.
	The investigative process is: • conducted by a clearly designated investigator • clearly defined • based on best practice • implemented with fidelity	The investigative process is: • conducted by a clearly designated investigator • clearly defined • based on best practice • implemented with fidelity	The investigative process is: • conducted by a clearly designated investigator • clearly defined • based on best practice • implemented with fidelity
E4 Appropriate safety plans and other interventions are regularly utilized both during and after investigations.	**ALL** of these are **TRUE**.	**ANY** of these are **NOT TRUE**.	**ALL** of these are **NOT TRUE**.
	Safety plans/interventions are appropriately: • written • utilized **during** investigations • utilized **after** investigations	Safety plans/interventions are appropriately: • written • utilized **during** investigations • utilized **after** investigations	Safety plans/interventions are appropriately: • written • utilized **during** investigations • utilized **after** investigations

Checkpoint #2

	ELEMENT: STUDENT ENGAGEMENT		
Desired State	**Meeting (2)**	**Progressing (1)**	**Starting (0)**
S1 Students are active members of groups that seek diverse and inclusive membership and support efforts to improve school climate.	**ALL** of these are **TRUE**. • The school identifies the number of students active/ inactive in student groups (other than the SLT) • The process for joining any student group is clear and readily available • Student groups engage students who want to join • Student groups support the school's school climate efforts	**ANY** of these are **NOT TRUE**. • The school identifies the number of students active/ inactive in student groups (other than the SLT) • The process for joining any student group is clear and readily available • Student groups engage students who want to join • Student groups support the school's school climate efforts	**ALL** of these are **NOT TRUE**. • The school identifies the number of students active/ inactive in student groups (other than the SLT) • The process for joining any student group is clear and readily available • Student groups engage students who want to join • Student groups support the school's school climate efforts
S2 Specific strategies are identified and implemented to support students who may be disengaged.	**ALL** of these are **TRUE**. • The school defines a process for identifying disengaged students • The school identifies disengaged students • The school identifies ways to support disengaged students • The school implements and monitors their plan to support disengaged students	**ANY** of these are **NOT TRUE**. • The school defines a process for identifying disengaged students • The school identifies disengaged students • The school identifies ways to support disengaged students • The school implements and monitors their plan to support disengaged students	**ALL** of these are **NOT TRUE**. • The school defines a process for identifying disengaged students • The school identifies disengaged students • The school identifies ways to support disengaged students • The school implements and monitors their plan to support disengaged students
S3 The school and the Student Leadership Team (SLT) seek feedback from students and student groups regarding school climate improvement.	**ALL** of these are **TRUE**. • The SLT is involved • The type of feedback desired and a process for gathering it is defined • Feedback is obtained • Feedback is examined and implemented as appropriate	**ANY** of these are **NOT TRUE**. • The SLT is involved • The type of feedback desired and a process for gathering it is defined • Feedback is obtained • Feedback is examined and implemented as appropriate	**ALL** of these are **NOT TRUE**. • The SLT is involved • The type of feedback desired and a process for gathering it is defined • Feedback is obtained • Feedback is examined and implemented as appropriate

Checkpoint #2

ELEMENT: FAMILY & COMMUNITY ENGAGEMENT			
Desired State	Meeting (2)	Progressing (1)	Starting (0)
F1 Family and community members are actively engaged in and are supportive of school climate initiatives.	***ALL*** of these are ***TRUE***.	***ANY*** of these are ***NOT TRUE***.	***ALL*** of these are ***NOT TRUE***.
	The school: • offers family and community members opportunities to get involved in the school. • provides information about school climate and school violence prevention to families and community members.	The school: • offers family and community members opportunities to get involved in the school. • provides information about school climate and school violence prevention to families and community members.	The school: • offers family and community members opportunities to get involved in the school. • provides information about school climate and school violence prevention to families and community members.
F2 The school initiates family and community discussions and education around school climate issues.	The school initiates family and community discussions and education around school climate issues.		The school does not initiative family and community discussions and education around school climate issues.
F3 The school notifies families and the community of successes.	The school regularly notifies families and the community of successes		The school does not notify families and the community of successes
F4 Information regarding reporting violence and bullying is publicly available for families and communities.	***ALL*** of these are ***TRUE***.	***ANY*** of these are ***NOT TRUE***.	***ALL*** of these are ***NOT TRUE***.
	The process for reporting violence and bullying is: • publicly available • easily accessible • communicated to families and community members	The process for reporting violence and bullying is: • publicly available • easily accessible • communicated to families and community members	The process for reporting violence and bullying is: • publicly available • easily accessible • communicated to families and community members

Checkpoint #2

ELEMENT: TRAINING			
Desired State	Meeting (2)	Progressing (1)	Starting (0)
T1 Trainings are aligned to data.	Trainings offered on school climate or school violence issues are <u>**clearly**</u> aligned to school climate data.	Trainings offered on school climate or school violence issues are <u>**loosely**</u> aligned to school climate data.	Trainings offered on school climate or school violence issues are <u>**not**</u> aligned to school climate data.
T2 Staff, students, volunteers and families annually receive information regarding: The DC Youth Bullying Prevention Act of 2012.	**ALL** of these are **TRUE**. • Information relates to the YBPA • All audiences are addressed (staff, students, volunteers and families) • Information is communicated every year	**ANY** of these are **NOT TRUE**. • Information relates to the YBPA • All audiences are addressed (staff, students, volunteers and families) • Information is communicated every year	**ALL** of these are **NOT TRUE**. • Information relates to the YBPA • All audiences are addressed (staff, students, volunteers and families) • Information is communicated every year
T3 Appropriate staff are trained on:			
• evaluating school climate (ED-SCLS) data.	**ALL of these are TRUE** • Appropriate staff members are thoroughly trained on evaluating data **AND** • an expert trained in data analysis is utilized	**ANY** of these are **NOT TRUE**. • Appropriate staff members are thoroughly trained on evaluating data **OR** • an expert trained in data analysis is utilized	**ALL** of these are **NOT TRUE**. • Appropriate staff members are thoroughly trained on evaluating data **OR** • an expert trained in data analysis is utilized
• receiving ongoing feedback, support and instruction to improve the effectiveness of their implementation.	**ALL** of these are **TRUE**. • Training is well-defined • Training occurs regularly • Training is specific to improving implementation • Process for follow up with staff is defined and executed to ensure fidelity	**ANY** of these are **NOT TRUE**. • Training is well-defined • Training occurs regularly • Training is specific to improving implementation • Process for follow up with staff is defined and executed to ensure fidelity	**ALL** of these are **NOT TRUE**. • Training is well-defined • Training occurs regularly • Training is specific to improving implementation • Process for follow up with staff is defined and executed to ensure fidelity
• how to investigate reports of violence, bullying, and harassment.	**ALL** of these are **TRUE**. • Training is based on current best practice • Training is well-defined • Training occurs regularly • Follow up with staff is provided to ensure fidelity	**ANY** of these are **NOT TRUE**. • Training is based on current best practice • Training is well-defined • Training occurs regularly • Follow up with staff is provided to ensure fidelity	**ALL** of these are **NOT TRUE**. • Training is based on current best practice • Training is well-defined • Training occurs regularly • Follow up with staff is provided to ensure fidelity

Checkpoint #2

ELEMENT: PROGRAMS AND PRACTICES			
Desired State	Meeting (2)	Progressing (1)	Starting (0)
P1 Selected Programs/Practices are aligned to data.	Selected programs are **clearly** aligned to identify needs from school climate data.	Selected programs are **loosely** aligned to identified needs from school climate data.	Selected programs are not aligned to identified needs from school climate data.
P2 Selected Programs/Practices are evidence-informed.	Selected programs/initiatives appear on an evidence- based program directory (e.g. NREPP, CrimeSolutions.gov) **OR** have documented "evidence of promise."[1,2]		Selected programs/initiatives are not supported by evidence.
P3 Programs/Practices are multi-tiered, including Universal, Targeted, and Intensive supports and interventions.	***ALL*** of these are ***TRUE***.	***ANY*** of these are ***NOT TRUE***.	***ALL*** of these are ***NOT TRUE***.
	Programs/Practices include interventions that are: • specific • consistently implemented • address the Universal tier • address the Targeted tier • address the Intensive tier	Programs/Practices include interventions that are: • specific • consistently implemented • address the Universal tier • address the Targeted tier • address the Intensive tier	Programs/Practices include interventions that are: • specific • consistently implemented • address the Universal tier • address the Targeted tier • address the Intensive tier
P4 Programs/Practices are coordinated with one another, tied to data and goals, and sustained over time.	***ALL*** of these are ***TRUE***.	***ANY*** of these are ***NOT TRUE***.	***ALL*** of these are ***NOT TRUE***.
	Programs/Practices are: • Coordinated with one another • Tied to data and goals (as outlined in the Data Element) • Sustained over time	Programs/Practices are: • Coordinated with one another • Tied to data and goals (as outlined in the Data Element) • Sustained over time	Programs/Practices are: • Coordinated with one another • Tied to data and goals (as outlined in the Data Element) • Sustained over time

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[1] Evidence of promise (EoP) means there is empirical evidence to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice. EoP may be satisfied by identifying at least one correlational study with statistical controls for selection bias. Specifically, the study must find a statistically significant or substantively important (defined as a difference of 0.25 standard deviations or larger), favorable association between at least one critical component and one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice.

[2] Evidence of promise (EoP) means there is empirical evidence to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice. EoP may be satisfied by identifying at least one correlational study with statistical controls for selection bias. Specifically, the study must find a statistically significant or substantively important (defined as a difference of 0.25 standard deviations or larger), favorable association between at least one critical component and one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice