

# RUBRIC

## Nurturing Environment

Create an environment that is emotionally, physically and intellectually safe for all stakeholders so that students may learn, grow, connect and thrive.

**\*Before using the rubric, be certain there is a common understanding of emotional, physical, and intellectual safety.**

Critical Elements	Stages					Guiding Support Structures (Not limited to this list)
	Emerging 1	Developing 2	Proficient 3	Mastery 4	Distinguished 5	
Physical Safety	The school is unaware of safety issues and the environment lacks structures (policies, procedures, programs) to promote safety	The school is aware of safety issues, however, the environment lacks structures (policies, procedures, programs) to promote safety	The school is aware of safety issues and there are some structures (policies, procedures, programs) to promote safety	The school environment implements comprehensive structures (policies, procedures and programs) to ensure a safe environment	The school continuously monitors and adjusts structures (policies, procedures and programs) to improve safety	Accident reports Facility assessment Crisis drills Fire drill reports SRO reports Handbook Building policies and procedures Incident reports Surveys Community focus group
Emotional Safety	The school environment does not reflect an awareness of the issues related to diversity (race, gender, economic status, ability, etc.)	The school environment reflects an awareness of the issues however school-wide practices are not in place related to diversity (race, gender, economic status, ability, etc.)	The school environment is welcoming, trusting encouraging and supportive of some stakeholders with some existing tangible evidence	The school environment is welcoming, trusting, encouraging and supportive of <u>all</u> stakeholders and tangible evidence exists	The school environment continuously seeks to improve how it welcomes encourages and supports all stakeholders regardless of race, gender or socioeconomic status, tangible evidence supports an all inclusive environment	Staff development in social emotional needs and diversity State climate report Teacher talk Walk through Focus group Attendance reports Discipline referrals Volunteer reports Staff participation in after school events

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Intellectual Safety	The school is not aware that there is a need to encourage taking academic risks in the classroom; nor that rigorous curriculum is not available to all stakeholders	The school is aware that there is a need to encourage taking academic risks in the classroom and that rigorous curriculum should be available to all stakeholders	The school demonstrates some evidence that students are encouraged to take academic risks in the classroom and rigorous curriculum is available to most stakeholders	The school encourages and supports academic risk taking in the classroom; policies and procedures are in place to ensure open access to rigorous curriculum for all stakeholders	The school continuously seeks new and innovative approaches to encourage and support academic risk taking; open access to rigorous curriculum is promoted for all stakeholders	Staff and stakeholder professional development in social emotional needs and diversity Course enrollment Demographics Teacher talk Focus groups Grading practices Student work collection Participation in extra or co-curricular activities Walk through Grades and test scores
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