

Standard Indicator 5.3: Safe Environment

The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective teaching and student learning.

In collaboration with adults and students, accomplished principals develop agreed upon cultural values and norms that are consistent with the vision and mission of the organization. They expect congruence between the stated values and norms and the actions of the students and adults. These principals form a school culture in which adults teach and model the essentials of good character.

Accomplished principals constantly monitor the pulse of the school climate and culture. They build systems that incorporate qualitative and quantitative data to monitor and assess the climate, gathering such data through formal and informal means. They use data to initiate critical discussions aimed at enhancing adult practices and student behaviors that are necessary for a trusting, effective climate.

Accomplished principals develop structures to ensure safety and have monitoring systems and plans in place. For example, they create and execute viable discipline plans that are fair, known by all, and consistently applied and reviewed. They work collaboratively to educate and engage adults, students, parents, and external organizations so that they can understand and implement the plans. Accomplished principals exude a sense of calm, confidence, and adaptability when dealing with stress and managing crisis.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 47, 48).

Key Elements of Leader Practice Related to Standard Indicator 5.3

- Creating a team (including students, as appropriate) or process for collaborative review of discipline policies and procedures at least annually to ensure procedures are consistent, effective, and responsive to the needs of students and the school community
 - *How do I work together with staff members to gather and analyze student discipline data to determine the root causes of negative behavior?*
- Collecting from all stakeholders, including students, data about school and classroom climate and engaging in collaborative review of data to identify and address policies, procedures, and practices that may be detracting from creating and maintaining a safe and productive learning environment
 - *What does the school experience look like, sound like, and feel like for each student in my organization? What assumptions might I be making about students' behaviors, backgrounds, and contributions that might be detracting from promoting a safe environment for all?*
 - *What measures, such as student perception surveys, can be used to gather actionable data about the student experience in classrooms and in the school? How am I using these data to promote discussion about improving school climate?*

Core Proposition 5: Climate and Culture

- Considering student-centered systems such as restorative practice or student court to minimize out-of-school time for students
 - *What is the nature of the consequences that are applied when students do not follow procedures, rules, or policies? Are all individuals in the school community aware of them? Are they logically and consistently identified, selected, and applied?*
- ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

Professional Learning to Advance This Leadership Practice

- Identifying surveys or other data gathering resources to determine school climate
- Using structured input (workshops, courses, webinars, etc.) to learn about elements of a safe, positive, and productive school and classroom culture or climate and to identify strategies that might be applied to improve the culture or climate of the leader's school
- Working with colleagues and peers to learn about processes and strategies being applied successfully in other buildings
- Reading online briefs or articles on school culture and sharing these resources with others as part of a collective conversation examining the nature of the school's culture or climate and identifying ways it might be improved
- Researching, sharing, and working with staff to select and implement programs such as restorative justice, positive behavioral interventions and supports, responsive classroom, or others that support staff collaboration and student ownership in creating and maintaining a positive and productive school and classroom environment
- Consulting resources that support collective examination of the professional culture of the school, including determining and raising the level of trust and readiness to collaboratively reflect upon, analyze, share, innovate, and improve instructional practice

Core Proposition 5: Climate and Culture

	5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective teaching and student learning.			
	Ineffective (1) At this level, the leader...	Developing (2) At this level, the leader...	Effective (3) At this level, the leader...	Distinguished (4) At this level, the leader does one or more of the following. The leader...
LEPG Rubric Performance-Level Descriptors	<ul style="list-style-type: none"> Does not create or maintain classroom management protocols, safety systems, or staff development on safe learning environments. Does not take restorative actions or make disciplinary decisions with consistency, resulting in unfair or inequitable implementation of disciplinary policies and procedures. 	<ul style="list-style-type: none"> Oversees compliance of classroom management protocols, safety systems, and staff professional development on safe learning environments. Implements restorative practices according to established policies and procedures. Monitors disciplinary actions and restorative efforts for fairness. 	<ul style="list-style-type: none"> Engages in routine conversation about ways to improve classroom management, classroom climate, and safety within the school. Adjusts practice to ensure fair and equitable implementation of restorative practices. Encourages staff to gather feedback from students about student experiences and connectedness to the school, and uses feedback to improve schoolwide practices. 	<ul style="list-style-type: none"> Empowers teacher leaders, assistant principals, and others in establishing and improving policies and procedures for classroom behavior and school safety response systems. Actively participates in state and/or district efforts to design systems to ensure consistent implementation of school safety and classroom behavior support protocols. Actively and purposefully engages others in improving schoolwide programs and practices in light of feedback from the school community about their experience and connectedness to the school.
Possible Examples	<ul style="list-style-type: none"> The leader does not set any expectations for teachers in terms of classroom management. There is not a schoolwide discipline protocol or it is not used when students are sent to the office. 	<ul style="list-style-type: none"> The leader provides required training for classroom management, such as regulations on disciplining a student with an IEP. The leader adheres to an established discipline code. 	<ul style="list-style-type: none"> The leader prioritizes ongoing professional development about creating positive classroom culture including book studies about the teenage brain or how to utilize morning meeting to teach conflict resolution. The leader and the discipline committee meet monthly to analyze data to ensure subgroups are not being targeted for disciplinary action. The committee adjusts procedures if necessary. 	<ul style="list-style-type: none"> The leader co-observes a teacher who has management challenges with an assistant principal. The leader then coaches the assistant in how to mentor and provide feedback to the teacher. The leader serves on a district committee analyzing the district's discipline policy.

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	<ul style="list-style-type: none"> The leader does not collect student or staff feedback about school culture. The leader does not review or practice emergency plans. 	<ul style="list-style-type: none"> The leader collects student feedback through the staff about school culture and adjusts discipline procedures accordingly. The leader trains all staff on emergency procedures annually and has the school practice implementing the plans per the recommended guidance. 	<ul style="list-style-type: none"> The leader administers regular climate surveys and facilitates routine student focus groups to collect their perspective on school and classroom culture. The leader shares this information with the staff and discipline committee to improve school culture. The leader tracks and benchmarks progress on implementing the school's emergency plans. The leader asks the safety committee to review the progress and make changes to the plan as necessary. 	<ul style="list-style-type: none"> The leader serves on a district committee analyzing the district's suspension data. The leader collaborates with community resources (fire department, police department, etc.) to get feedback on plans and practice safety procedures.