

Opportunity Gap Closing Practices	Exemplary Implementation	Advanced Implementation	Early to Mid Implementation	Early Planning
<p>Criterion 2a: Creating and Maintaining a Healthy School Culture, with Attention to Diversity</p>	<p>The school has an extraordinarily safe, welcoming environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>There is evidence that the school has reduced instances of bullying, harassment or discrimination. Clear policies, systems and practices for reporting, investigating, and addressing such instances are in place and equitably enacted. Such policies and practices attend to student social-emotional well-being and to improving systems to prevent future incidents.</p> <p>There is ample evidence of the benefits of positive school climate, and remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school has a safe, welcoming environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>There is evidence of an established program to reduce instances of bullying, harassment or discrimination. Policies and practices for reporting, investigating, and addressing such instances are in place and equitably enacted.</p> <p>There is some evidence of the benefits of positive school climate. Substantive progress is evident, but some work remains.</p>	<p>The school has a plan in place and has taken initial steps to create a safe, welcoming school environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>The school is beginning to establish a program to reduce instances of bullying, harassment or discrimination. Policies and practices for reporting, investigating, and addressing such instances while ensuring equity are included in the plan.</p> <p>There is some early evidence of benefits of positive school climate.</p>	<p>The school is beginning to develop a plan to create to create a safe, welcoming school environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>Plans to reduce instances of bullying, harassment or discrimination are not complete or implementation has not yet begun.</p>

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<p>Criterion 2b: Reassessing Student Discipline Policies</p>	<p>The school has equitably and effectively implemented non-exclusionary approaches to discipline.</p> <p>The school has an active and successful plan to help students learn positive behavior, maintain self-control, and work toward repairing relationships when feasible.</p> <p>Suspended students and their families understand their rights and obligations, and a clear appeal process is in place.</p> <p>In the limited instance of exclusionary discipline, students have an environment outside of school (or in in-school suspension) in which to (1) receive educational and social-emotional supports and (2) complete a reintegration process that welcomes them back to the school.</p> <p>There is ample evidence that the discipline plan is successful, and remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school has implemented non-exclusionary approaches to discipline. Progress towards effectiveness and equity is significant.</p> <p>The school has an active plan to help students learn positive behavior, maintain self-control, and work toward repairing relationships when feasible.</p> <p>Suspended students and their families understand their rights and obligations, and a clear appeal process is in place.</p> <p>In the limited instance of exclusionary discipline, students have an environment outside of school (or in in-school suspension) in which to (1) receive educational and/or social-emotional supports and (2) complete a reintegration process that welcomes them back to the school.</p> <p>There is some evidence of the success of the discipline plan. Substantive progress is evident, but some work remains.</p>	<p>The school is in the relatively early stages of implementing non-exclusionary approaches to discipline.</p> <p>The school is developing a plan to help students learn positive behavior, maintain self-control, and work toward repairing relationships when feasible.</p> <p>Suspended students and their families are informed of their rights and obligations.</p> <p>Suspended students are provided with educational services.</p> <p>There is some early evidence of its effectiveness.</p>	<p>The school has begun planning to address and resolve exclusionary discipline issues, but plans are not complete and/or implementation has not yet begun.</p>