

## Best Practices Rubric 2013/2014

Comprehensive Assessment at \_\_\_\_\_ Date \_\_\_\_\_ Report completed by \_\_\_\_\_

### ENTRY PROCEDURES

Standard	Observations	Score
Students enter the building through a specific entrance. Where there is a large student population, a plan is implemented to ensure that students are not waiting in line for long periods of time to enter the school.		
Students in middle and high schools carry their required ID at all times.		
School Safety Agents (SSAs), deans, school aides, a school counselor and an assistant principal are posted at the designated entrance and ensure that students are complying with the school's entry procedures.		
School rules and dress code are posted in the entrance area. If a student does not bring books or is wearing clothing, headgear (except where representative of religious expression) or other items that are unsafe or disruptive to the educational process, the student is taken to the school counselor for the parent to be called.		
Based on Department of Education rules, prohibited items are confiscated.		
A system to address student lateness both administratively (record keeping) and through counseling is in place.		
All visitors enter the building through a designated entrance and follow visitor entry protocols as delineated in the School Safety Plan. At scanning schools, all visitors are scanned.		
Visitors are given a pass to be worn during the visit. Security at the desk calls the office for an escort. When an escort is not possible, communication between the front desk and the receiving office is made to ensure that the visitor arrives at the intended office. After a visitor has completed his/her business, he/she is escorted back to the security desk. The visitor's pass is returned to the security desk and the visitor is signed out.		
<b>TOTAL SCORE/ AVERAGE SCORE</b>		

**Score**

**3= Standard Has Been Met**

**2=Approaching Standard**

**1=Little/ No Evidence of Standard**

1

Elayna Konstan, Chief Executive Officer  
OFFICE OF SAFETY AND YOUTH DEVELOPMENT  
52 Chambers Street, Room 218  
New York, NY 10007

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**EMERGENCY READINESS**

Standard	Observations	Score
All principals have an accessible copy of the School Safety Plan and are familiar with all aspects of the plan. The school understands that the Safety Plan cannot be posted either in the school or electronically per confidentiality requirements of NY State law.		
The Safety Plan has been developed by the due date with input from all members of the Safety Committee.		
Monthly Safety Committee meetings, including one town hall style meeting, are conducted during which the school/campus reviews safety in the building.		
Substitute teachers are provided with safety protocols including fire drill exits, pass procedures, current student roster, the General Response Protocols one page summary, and an assembly card.		
An adequate number of staff members have been trained to administer AED and the school ensures that trained responders are on site and available whenever children are present in the building. Training is periodically offered to staff to increase the number of trained school personnel.		
The principal or designee conducts annual training sessions with staff on safety (BRT and GRP), security and SAVE procedures.		

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**EMERGENCY READINESS**

Standard	Observations	Score
Members of the Building Response Team (BRT) who fulfill key roles in the school Safety Plan are aware of their responsibilities and participate in a regular exercise and training program (including tabletops and drills) facilitated by the BRT Leader.		
The Principal(s), BRT members (including School Safety Agents, the nurse, and the custodian) know where the internal and external command posts are located.		
The BRT leader has reviewed the contents of the BRT kit at the beginning of the school year. Items that have expired or that are no longer operable have been replaced.		
Members of the BRT have taken the recommended NIMS 100sc and 700sca courses.		
Members of the BRT are activated for every school drill and BRT procedures are implemented during school events.		
Fire drills and soft lockdown drills have been recorded in OORS.		
As part of the school's emergency readiness, a list of emergency phone numbers has been created and is kept current.		
Evacuation sites are checked at the beginning of the Fall and Spring semesters to ensure continued availability.		
At the beginning of the school year, a letter is sent to parents informing them of emergency readiness procedures.		
	<b>TOTAL SCORE/ AVERAGE SCORE</b>	

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**SECURITY TEAM AND SECURITY PROCEDURES**

Standard	Observations	Score
<p>The security team may consist of an assistant principal (leader of the team), school safety agents, guidance personnel, deans, APs and school aides. A floor team is in place on each floor. The “floor team” approach is used to increase personalization so that students and staff know the team on each floor. The team addresses the specific issues for each floor. Floor deployment looks different from floor-to-floor as needs are different within a school and in campus buildings housing multiple schools that sometimes share floors. Floor team staff members are assigned to cover the halls during passing and encourage students to get to class on time as soon as the period changes. Particular attention is made to trouble spots to ensure that students are not congregating in the halls and stairwells.</p>		
<p>The daily Master Deployment schedule for deans, other school safety personnel and School Safety Agents is developed collaboratively by School Safety and school administrators to meet the needs of the school. Scheduling of SSAs for meals ensures an adequate number of SSAs are on active patrol at all times. Morning musters are conducted for school security updates. Posts are monitored by school administration and Level III SSA to ensure that assigned personnel are in place.</p>		
<p>Patrols are conducted as needed throughout the school day. Depending on the size and needs of the school, a patrol covers the building, a floor, or a problematic area on a floor and school perimeter as needed.</p>		

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**SECURITY TEAM AND SECURITY PROCEDURES**

Standard	Observations	Score
Student bathrooms are regularly monitored by school staff to ensure safety procedures are followed. Bathroom schedules are posted on the doors. Students cannot use bathrooms during the first and last ten minutes of every period, unless it is an emergency.		
Staff members supervise locker rooms when students are preparing for physical education classes and ensure that locker rooms are supervised during PE classes.		
Schools with video surveillance continually monitor cameras during times when students are in the building.		
The school implements and regularly monitors inventory procedures to secure equipment and instructional resources. A staff member is designated to receive, inventory, distribute and secure all deliveries of equipment and instructional resources.		
There is a secure room for safeguarding valuable equipment and cash, checks and money orders until deposited. A secure space is designated for testing materials, laptop carts, and other valuable items. Keys to this area are limited to designated personnel.		
	<b>TOTAL SCORE/AVERAGE SCORE</b>	

**ADDITIONAL NOTES:**

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**STUDENT BEHAVIOR POLICIES AND PROCEDURES**

Standard	Observations	Score
The school is in compliance with the NYC Discipline Code and takes the appropriate disciplinary actions for Level 1 to 5 infractions.		
Each teacher has a copy of the Discipline Code and has reviewed the document, including staff training on any changes in the document.		
Each student has received a copy of the Discipline Code. Lessons on the Discipline Code are conducted in classes.		
At the beginning of the school year, a letter is sent to parents informing them of: the implementation of unannounced scanning; items that students are prohibited from bringing to school; confiscation procedures and the procedures for the return of confiscated items.		
In school, students do not carry or use personal electronic devices. Hats or headgear (except religious attire), beads or "colors" are not worn.		
Students and staff do not smoke in the building or on school grounds; summonses are issued to offenders and parents of students are notified.		
Students leave school grounds upon completion of their day; exits are monitored by security staff. School Safety Agents disperse students on the building's perimeter. Sufficient security staff remains in the building to provide adequate security during dismissal.		
The school has established a location for students who are participating in clubs or teams to wait until the activity begins after-school.		
	<b>TOTAL SCORE/AVERAGE SCORE</b>	

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**STUDENT PASSES/HALL PASSING PROCEDURES**

Standard	Observations	Score
No students are in the halls during class time without an official pass. Passes are laminated or are made of soft colorful plastic and are large enough so that students cannot place them in their pockets. On campuses, a different color pass is recommended for use by each school. Official paper passes are used for appointments with counselors, program office, health office, etc.		
Students who become ill are not sent home alone; a parent/ legal guardian picks the student up and signs the student out in the attendance office. (Students 18 years or older may sign themselves out if ill. Every effort should be made to contact the parents of these students.)		
Procedures are in place to ensure that students' passing between classes is completed within the allotted time and students arrive in class on time. When passing begins, school staff members are actively encouraging students to get to class.		
Teachers stay at the door of their classrooms to welcome their students into the class.		
The school has established a consistent system to address students who are found in the halls without authorization after the start of the period. Lateness to class is linked to a progressive discipline policy under which students receive increased counseling and disciplinary measures if recidivism continues.		
<b>TOTAL SCORE/AVERAGE SCORE</b>		

**ADDITIONAL NOTES:**

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**STUDENT DISCIPLINE-DETENTION/SUSPENSION PROCEDURES**

Standard	Observations	Score
<p>The school's progressive ladder of discipline addresses low level infractions through various interventions. One such intervention may be detention. Based on school rules, certain infractions, such as lateness to school or class, hall walking, etc. may warrant detention. The detention center is located in a regular classroom where an assigned teacher logs daily attendance and monitors behavior and student work. Detention is held during non-instructional time before and/or after school.</p>		
<p>If the school uses detention, a system is established that notifies guidance counselors when students in their caseloads serve detention. Follow up and support is provided to students who repeatedly serve detention. The school informs parents when their child is serving detention or an alternative assignment such as school service. Additional notifications to parents are made and interventions implemented for students who chronically serve detention or an alternative intervention assignment.</p>		
<p>All recommendations for suspension are reviewed and approved by the principal, and then processed by the AP/Security or Principal's designee. The principal, dean and AP/Security meet with the student to discuss the charges. A parent conference has been held regarding the suspension.</p>		
<p>The suspension center is supervised by a teacher to promote and conduct alternate instruction assigned by the subject class teacher(s) to each suspended student. A system is in place to collect, disseminate and return student assignments to classroom teachers.</p>		
<p>No matter what a student's regular schedule is, all students on suspension follow the designated suspension schedule. A log is kept to record student arrival and dismissal. Attendance is submitted to the attendance office. Parents of students who did not report to suspension are called. Lunch is provided for students serving a full-day suspension.</p>		

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**STUDENT DISCIPLINE-DETENTION/SUSPENSION PROCEDURES**

Standard	Observations	Score
The room is equipped with pedagogical supplies and equipment in order to ensure meaningful instruction.		
One period per day, a counseling session is held to help suspended students recognize appropriate social/academic behavior and learn how to improve decision-making skills.		
The school has an established SAVE space that is equipped with pedagogical supplies. The regulations on “teacher removal” have been explained to staff. For students who have been removed from class all procedures have been followed and all documentation has been completed and entered into SOHO.		
<b>TOTAL SCORE/ AVERAGE SCORE</b>		

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**FACILITY STANDARDS**

Standard	Observations	Score
The principal and custodian regularly walk the building to ensure that the building is safe and clean and to highlight areas that need immediate attention. In campus schools, the campus council creates a procedure for walk-throughs with the custodian. The inside and outside of the building are graffiti-free. The building perimeter is well-maintained and free of hazards or obstructions.		
Signs in classrooms indicate the exits to be used during Fire Drills. General Response Protocol posters are visibly displayed in the building.		
AED units are clearly identified and are functional.		
Offices are clearly marked with the office name or the administrator's title. Room numbers are marked above or to the side of all office, classroom and storage room doors.		
All classroom doors are functional, with knobs, securable locks and unobstructed viewing panels. Windows on classroom doors are unobstructed. Doors of unoccupied classrooms and offices are locked. Classroom telephones are secured in locked boxes.		
Public address systems, classroom phones, fire alarms and AED boxes are periodically checked to ensure they are operable. Work orders are prepared when systems/devices are found to be in need of repair.		
Access to custodial work areas, boiler rooms, electrical closets, tools and shops is limited to authorized school staff. Signs are posted to indicate restricted use. Roof access gates are locked and monitored periodically for signs of tampering.		
Floors, offices, classrooms and staircases are clean. Classrooms, labs, corridors, stairwells, cafeteria(s), bathrooms, gymnasiums and offices are well-lit; broken fixtures repaired, and bulbs and ballasts are replaced when necessary. Window shades in classrooms are in working condition. Computer rooms and classroom computers are functional.		
Fire extinguishers have been recently serviced per building code and FDNY requirements and are readily accessible in case of emergency.		
Student and staff bathrooms are in working order with paper supplies, stall partitions and doors.		
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**CAFETERIA AND LIBRARY PROCEDURES**

Standard	Observations	Score
Cafeteria is clean, well-lit, attractive and decorated in a manner that is appealing and welcoming to students. Cafeteria rules and signs reminding students of cleanliness are prominently posted throughout the cafeteria. Floors are swept and trash is removed between lunch periods.		
The number of students assigned to the cafeteria each lunch period is carefully monitored; the periods are not overcrowded and lunch periods are added when necessary.		
There are separate entrance and exit areas to avoid congestion.		
Procedures are implemented to ensure that only students assigned to a particular lunch period have access to the cafeteria.		
School Safety Agents, school aides and deans are assigned to supervise the cafeteria. Safety staff members are assigned to supervise the door(s), and actively monitor the cafeteria.		
Procedures are implemented to ensure students receive lunch in a timely fashion.		
Procedures are implemented to ensure appropriate use of, and access to the library by students. Student programs and IDs are checked when entering the library. Students may enter the library before or after their school day and during lunch.		
Procedures are implemented to ensure equitable and appropriate use of computers that are available in the library. Computer use is actively supervised.		
	<b>TOTAL SCORE/ AVERAGE SCORE</b>	

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**SCHOOL CULTURE AND CLIMATE**

Standard	Observations	Score
The school has an active, democratically elected student government representative of all grade levels (middle school and high school). The student government meets regularly to address student concerns.		
The school provides regularly scheduled opportunities for students, including students not elected to student government, to share input, identify concerns and strategies for improved school climate and culture with the principal/school administrators.		
The school has processes to identify, develop and support student leaders in a variety of ways (e.g., leadership classes, training, etc.). The student leadership group represents the diversity of the student body.		
The school has teachers who have been trained as mediation specialists and who have recruited and trained students to be peer mediators. Trained student peer mediators conduct supervised mediations. The teacher(s) assigned to the Peer Mediation Center meet regularly with deans to facilitate deans' referrals to mediation, as appropriate. Students are aware of the program and the referral process, including self referral.		
The school provides resources to support the conflict resolution program; provides teachers with on-going professional development and provides students with multiple opportunities to become active participants in promoting a positive school environment. Trained peer mediators are used as peer educators.		
There is a balance between disciplinary procedures and student support so that the school treats behavioral incidents as an opportunity for learning and personal growth.		

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**SCHOOL CULTURE AND CLIMATE**

Standard	Observations	Score
The school promotes pro-social student behavior through a school-wide program, targeted group interventions for students with “at risk” behavior and individual interventions for students with “high risk” behavior.		
School recognizes and celebrates student success and shares these successes with parents, staff and the community.		
The school has created an orientation packet/student handbook for new students and their families that list student activities and services and the hours and locations of offices.		
The school has provided after-school and weekend activities for students that are engaging, build community and enhance social and academic skills.		
<p>To increase personalization, the school has implemented systems and structures, which may include the following:</p> <ul style="list-style-type: none"> <li>• Reduced teacher-to-student ratio</li> <li>• Reduced guidance-to student ratio</li> <li>• Special program for entering class</li> <li>• Programs/academies for overage/under-credited students</li> <li>• Cohorts of teachers working with cohorts of students</li> <li>• Buddy systems – teacher to student</li> <li>• Buddy systems – “Big Sibs”</li> <li>• Advisory structures</li> <li>• Creation of Small Learning Communities/Academies</li> </ul>		

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**SCHOOL CULTURE AND CLIMATE**

Standard	Observations	Score
<p>In compliance with Chancellor's Regulation A-831 (Student to Student Sexual Harassment):</p> <ul style="list-style-type: none"> <li>• Designee has been identified</li> <li>• Consolidated Plan addresses annual staff training</li> <li>• Consolidated Plan addresses annual student training</li> <li>• Pro-active approach to promote awareness of boundaries and interpersonal skills</li> <li>• A-831 is posted conspicuously</li> <li>• RFA sexual harassment brochures have been distributed</li> <li>• School investigates allegations of peer sexual harassment and intimidation</li> </ul>		
<p>In compliance with Chancellor's Regulation A-832 (Student to Student Discrimination, Harassment, Intimidation and/or Bullying):</p> <ul style="list-style-type: none"> <li>• RFA Liaison(s) has been identified</li> <li>• RFA liaison and Parent Coordinator have completed the two day training</li> <li>• Consolidated Plan addresses mandated annual staff, including non-instructional staff, and student training</li> <li>• The school takes a pro-active approach to prevent and address bullying and/or bias-based behavior and promotes respect for diversity</li> <li>• A-832 posters are posted conspicuously throughout the building</li> <li>• RFA brochures have been distributed</li> <li>• School complies with required reporting procedures; school staff makes oral reports within one school day and written reports within two school days</li> <li>• School enters incidents into OORS, investigates allegations of discrimination, harassment, intimidation and/or bullying and updates OORS as required.</li> </ul>		
<b>TOTAL SCORE/ AVERAGE SCORE</b>		

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**CLASSROOM ENVIRONMENT**

Standard	Observations	Score
The classroom is clean, neat and uncluttered. Classroom resources and print materials are stored and/or displayed in an orderly manner.		
The classroom environment reflects the infusion of technology to support instruction across the various subject areas.		
Teachers display and use student work as a tool to guide teaching and learning. Rubrics are posted as guidelines for improvement, assessment and grading.		
The classroom environment is print rich. There is a variety of print materials in classrooms such as: fiction and non-fiction books, reference books, periodicals, newspapers, instructional posters, maps, charts, etc.		
The classroom environment is nurturing, secure and supportive of teaching and learning. The teacher exhibits a high level of competence in classroom management.		
There is evidence of active participation and student engagement. Students interact with one another and with the teacher in a respectful manner.		
All teachers keep classroom lateness and bathroom logs with the name of the student leaving the room, the period and his/her destination. There is evidence that teachers follow school policies regarding lateness, use of the pass and student referrals.		
Bulletin boards and showcases in classrooms and hallways are functional and in good repair and exhibit materials that are current and in good condition, including exemplary student work, special events, and projects.		
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**PARENT AND COMMUNITY ENGAGEMENT**

Standard	Observations	Score
School has multiple clear and established mechanisms to inform parents of school events and issues, i.e., newsletter, phone master, etc.		
School organizes periodic meetings to which parents and community members are invited to inform them of the progress of the school and to enlist their support.		
The school has provided training and created structures to ensure that the Parent Coordinator understands his/her role and is part of the entire plan to improve school culture. The Parent Coordinator actively participates on various school committees, teams, and/or task forces.		
A collaborative process is in place to engage members of the greater school community. Regular meetings of an advisory group are held where issues are addressed to help the school. Members of this advisory group may include: <ul style="list-style-type: none"> <li>• Police captain of the local precinct, Transit representatives, etc.</li> <li>• Neighborhood store owners</li> <li>• Neighboring schools in the area</li> <li>• Head of the school safety agents</li> <li>• UFT Chapter Chair</li> <li>• Principal</li> <li>• AP/Security</li> <li>• Parent Association/Parent Coordinator</li> <li>• CBOs</li> <li>• Chair of the School Leadership Team</li> </ul>		
<b>TOTAL SCORE/ AVERAGE SCORE</b>		

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**STUDENT SUPPORT SERVICES**

Standard	Observations	Score
The Pupil Personnel Team represents a variety of disciplines (guidance, attendance, discipline and academic). The team meets regularly and employs case conferencing. There is follow-up on previously discussed cases and interventions are adjusted as needed.		
Counselors provide intervention services as needed and maintain contact with the families of suspended students.		
Student support staff provides individual and/or small group counseling, including crisis counseling and on-going thematic group counseling.		
Student support staff provides regularly scheduled guidance lessons. There is a scope and sequence for all grade levels. Lessons address personal/social, academic, and post-secondary planning.		
Counselors meet with students about programming and to review progress towards graduation. Academic and counseling referrals are made as needed.		
There is a formal ladder of referral that delineates levels of intervention, incorporating both student support and discipline. All staff members are familiar with the ladder and there is evidence of collaboration between deans and counselors.		
Post-secondary awareness and planning is presented on a continuum across all grades. There are information sessions for students and their parents on the application process and financial aid. There are protocols for processing college applications in a timely way.		
Student support staff conducts conferences and maintains regular contact with parents to share student successes as well as to address challenges.		

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**STUDENT SUPPORT SERVICES**

Standard	Observations	Score
<p>In compliance with A-780 and the McKinney Vento Act, the school has designated an STH liaison. The school has distributed the McKinney Vento Guide for Parents and Youth and Residency Questionnaire to newly admitted students and those with a change of address. Residency information is entered and updated on ATS and all students have been assigned a housing status code. Title I monies are used to assimilate STH in school (i.e. purchase uniforms, help with transportation, provide school supplies, etc.). Student support services are provided as needed.</p>		
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**ATTENDANCE**

Standard	Observations	Score
The school attendance committee meets regularly and uses attendance data (i.e., ATS reports) to design, implement and evaluate activities to improve student attendance. The committee is comprised of school administrators, guidance counselors, the attendance teacher, the parent coordinator, and other key stakeholders.		
The school has systems for identifying students with patterns of absences and for providing these students with the on-going support of a counselor or faculty mentor to help address their personal challenges and facilitate parent outreach.		
All members of the school community (teachers, support staff, parents, students, and community partnerships) engage in efforts to reduce chronic absenteeism (school-wide initiatives, parent summits, incentives, etc.)		
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**CAMPUS SCHOOLS AND CAMPUS COMMUNITIES**

Standard	Observations	Score
Campus Schools have established a campus council that meets weekly. The Campus Building Council sets the tone for the entire school building community and fosters behaviors that support a campus-wide approach while working to honor the integrity, culture and identity of the individual schools within the building.		
The campus council/campus leadership team works closely with School Safety in: deploying agents, scanning procedures, and providing security for after-school programs/activities. All Campus Principals meet/communicate daily to review deployment and issues of the day.		
A student campus council has been established that meets at least once per month to address student issues and concerns and promote inter-school cooperation and collaborative planning of student events that foster and support positive inter-school relations among students of the various schools on the campus.		
Campus-wide decisions that reflect the needs of the entire building community are planned and implemented in a well coordinated approach and honored by all schools in the building. Decisions on the issues below are made collaboratively by the building council, following the principle of sufficient consensus: <ul style="list-style-type: none"> <li>• Athletic Programs</li> <li>• Budget to Support Shared Services</li> <li>• Building Security</li> <li>• Collaborative Planning and Coordination of Individual School Bell Schedules</li> <li>• School Rules related to adherence to the Citywide Discipline Code</li> <li>• Consistent Consequences for Student Misbehavior Involving Inter-school incidents</li> <li>• Extended Day Programs</li> <li>• Library Policies</li> <li>• Maintenance</li> <li>• Shared Grants</li> <li>• Sharing Instructional Best Practices</li> <li>• Use of Common Space</li> </ul>		
<b>TOTAL SCORE/ AVERAGE SCORE</b>		

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**1=Little/ No Evidence of Standard**

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