

**SCORECARD**

**Measuring Implementation of School Policy to Increase Student Safety**

<b>Goals</b>	<b>Not Yet Established 1</b>	<b>In Progress 2</b>	<b>Partially in Place 3</b>	<b>Fully in Place 4</b>
<p><b>Positive and welcoming school climate</b>                      1. All district and school-based employees define and promote mutual respect, healthy communication and acceptance among students, staff, and the school community.  <i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• Behavioral expectations are established through codes of conduct and are posted, taught and modeled</li> <li>• Students and staff can articulate behavioral expectations and explain their meaning</li> <li>• Regular communications and activities engage students, staff, parents and school community as evidenced by letters to parents, website content, resources made available by school and community partners</li> <li>• School environment is welcoming and encourages a positive school identity and culture.</li> <li>• The school respects the diversity among staff, students, and their families as contributing to a school culture of connectedness.</li> <li>• Students, staff, parents/caregivers and community members have opportunities to participate in shaping school policy</li> <li>• Administrators discuss with and engage staff in all aspects of the promoting healthy relationships and preventing teen dating violence policy.</li> <li>• School employees respond quickly to incidents of derogatory or discriminatory language among students.</li> </ul>				

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<p><b>Professional development about healthy relationships</b>                  2. The district provides specific training for all school employees and encourages employees to increase their knowledge of and ability to respond to abusive behavior among students.  <i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• District has designated a Prevention Coordinator who is responsible for implementing the policy and integrating it into existing policy and program</li> <li>• Each school has designated a Prevention Liaison who receives specialized annual training and is provided an opportunity to train faculty and staff at least annually</li> <li>• Targeted, annual trainings are mandated for administrators, teachers, behavioral health professionals, coaches, and school safety officers.</li> <li>• School staff is trained on how to promote healthy relationships and respond to unhealthy or abusive behaviors</li> <li>• The district partners with community-based organizations to provide annual trainings to school employees.</li> <li>• The district allows approved community-based organizations to promote additional training opportunities and provides space for trainings.</li> </ul>				
<p><b>Prevention education for students</b>                  3. The district educates students about healthy relationships and the prevention of abusive behavior.  <i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• Curricula in a range of subject matters incorporates youth development, resiliency and prevention lessons</li> <li>• Students are provided multiple exposures to curricula about healthy relationships and prevention of abusive behaviors</li> <li>• The district partners with community-based</li> </ul>				

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<p>organizations to offer additional education programs for students, both during the school day and after school</p> <ul style="list-style-type: none"> <li>• Teachers take advantage of opportunities to incorporate prevention education and healthy relationship lessons into all lessons.</li> </ul>				
<p><b>Parent/caregiver engagement in adolescent dating abuse prevention</b></p> <p>4. The district engages parents and caregivers in their prevention efforts and provides educational programming targeted to parents and caregivers. <i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• At the beginning of the school year, parents, guardians, and caregivers are provided with a description of the violence prevention program and the name of the district’s Prevention Coordinator and the school’s prevention liaison. The names of the Prevention Coordinator and all Prevention Liaisons are sent to parents and caregivers at the beginning of each school year.</li> <li>• The Prevention Coordinator and Prevention Liaisons are available to speak to parents at school open houses and events.</li> <li>• The school or district provides educational workshops for parents at least once per school year on topics related to promotion of healthy relationships and prevention of abusive behavior.</li> <li>• District administrators work closely with parents’ organizations to keep parents informed of the school’s prevention work.</li> </ul>				
<p><b>Response plan for early warning signs of abusive behavior</b></p> <p>5. The district and all school employees have a plan of action to respond quickly and appropriately to early warning signs of abusive behavior. <i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• School has worked with community organizations to develop a referral system.</li> <li>• School employees receive training on early warning signs of adolescent dating abuse,</li> </ul>				

<p>bullying, sexual harassment, and other abusive or violent behavior.</p> <ul style="list-style-type: none"> <li>• School employees use data as indicators of effectiveness of programs and trends in behavior both positive and negative.</li> <li>• The district notifies all school employees of the protocol for responding to early warning signs.</li> <li>• School employees utilize a variety of intervention methods tailored to the needs of individual students.</li> <li>• Prevention Liaisons are knowledgeable about community resources and refer students to community-based organizations when appropriate.</li> <li>• Prevention Liaisons and administrators communicate regularly about early interventions that occur on campus and the need for future interventions.</li> </ul>				
<p><b>Response plan for serious incidents of abusive behavior</b></p> <p>6. The district and all school employees respond quickly and appropriately to serious incidents of abusive behavior on campus.</p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• The school has clear, strong enforcement protocols and all staff is trained to respond to incidents of violence.</li> <li>• The district has established a protocol for responding to serious incidents of abusive behavior on campus, including documentation of incidents, intervention during incidents, investigation of incidents, and referrals to law enforcement, when necessary.</li> <li>• The district has clear and well-publicized student complaint procedure, including age-appropriate complaint forms and assistance filling out forms.</li> <li>• School employees receive training on intervening in incidents of abusive behavior and working with targeted students and alleged offenders.</li> <li>• The district has a policy on upstanders,</li> </ul>				

including disciplinary consequences. <b>Provision of resources and referrals</b> 7. The district and all school employees provide accessible resources for targeted students. <i>A four means that the following practices are in place:</i> <ul style="list-style-type: none"> <li>• The district has a well-publicized accommodations protocol.</li> <li>• The district works with students holding civil protection orders to enforce their orders on school grounds.</li> <li>• Targeted students of abusive behavior are guaranteed rights in any disciplinary hearing against their offender, incorporating safety measures to protect the targeted student</li> <li>• Prevention Liaisons are knowledgeable about community resources and refer students to community-based organizations when appropriate.</li> </ul>				
<b>Public notification of policy</b> 8. The district notifies students and parents of the district's healthy relationships policy. <i>A four means that the following practices are in place:</i> <ul style="list-style-type: none"> <li>• The district distributes a copy of the healthy relationships policy to parents and caregivers at the beginning of every school year using methods that will reach the most people.</li> <li>• The district notifies students, using age-appropriate methods, of the healthy relationships policy at the beginning of every school year.</li> <li>• The healthy relationships policy is included in all student handbooks or similar publications.</li> <li>• Information on the policy, including the name(s) of the school's Prevention Liaison(s) is posted in every classroom.</li> <li>• The healthy relationships policy is reviewed regularly, on the same schedule as other disciplinary policies.</li> </ul>				
<b>Annual safety report</b> 9. The district produces and distributes an annual				

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<p>campus safety report which includes school climate survey results.</p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• Administrators track the number and type of incidents of abusive behavior on campus.</li> <li>• Administrators track the number and type of student complaints and requests for accommodation.</li> <li>• In-school youth surveys include questions on protective factors and resiliency factors, and those results are shared with the community.</li> <li>• Administrators, the Prevention Coordinator, and Prevention Liaisons track the district's school employee trainings and student prevention education programs.</li> </ul>				
<p><b>Collaboration with community organizations</b></p> <p>10. The district works in partnership with local community organizations to provide a comprehensive response to abusive behavior among students.</p> <p><i>A four means that the following practices are in place:</i></p> <ul style="list-style-type: none"> <li>• The Prevention Coordinator and Prevention Liaisons maintain a current list of approved national or local community-based organizations with expertise about adolescent dating abuse, bullying, sexual harassment, and other abusive or violent behavior.</li> <li>• The district utilizes approved community-based organizations to provide school employee trainings, student prevention programs, and referrals.</li> </ul>				