

APG 3: Standard 1 Learning Culture

[Standard 1: Learning Culture and Rubric](#) (Appendix B: Questions to Consider)
[Foundational Elements and Rubric](#) (use for Standard 1 Foundational Elements)

Evidence to consider (taken from the lists in Self Reflection Guide Appendix B linked above):

- [Student and Parent Handbook](#)
- [Comparative annual data on disciplinary actions, incidences of vandalism, etc.](#) (NHDOE)
- [SAU24 Portrait of a Learner](#)
- Retake and Reassessment Policies
- Agendas/Minutes from meetings involving parents, students, and educators
- Supervision/evaluation documents for administrators and [teachers](#)
- Community service program or community internships
- [Verb activity list](#): Does reality support our aspirations?
- Current Strategic Plan
- [JS School Board materials](#)

There are seven principles in Standard 1. If you break into 3-4 smaller groups, each group can dig more deeply into 3-4 principles and then report back at the end of the APG time.

Suggested Timeline:

3:45-3:50: break into groups of 3-4 and assign 3-4 principles to each group,
3:50-4:20: in small groups, gather/suggest evidence with respect to school's alignment with principle,
4:20-4:45: share out to the full group about evidence gathered/needed to evaluate alignment with standard. Facilitators add evidence to the shared evidence collection folder. What are the strengths and weaknesses of the evidence collected? What more do we need?

Facilitators can access an [evidence collection folder](#) per standard.
[Evidence collection Worksheet](#)

Was there other evidence you consulted or can you suggest other evidence?

What are our strengths and weaknesses based on the evidence?

Review and discuss the questions and the evidence for us to consider. Provide feedback on the attached document or via an anonymous [Google Form](#).

Standard 1: Learning Culture

Principle 1.1: The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

Foundational Element, Principle 1.1a: The school community provides a safe environment.

Principle 1.2: The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

Foundational Element, Principle 1.2a: The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

Principle 1.3: The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

Principle 1.4: The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

Principle 1.5: The school's culture promotes intellectual risk taking and personal and professional growth.

Principle 1.6: The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

Principle 1.7: The school culture fosters civic engagement and social and personal responsibility.