Beginning of School Readiness Checklist Guidelines

Policies and Procedures	Guideline
Climate/volunteer deployment plan has been created and shared	**Purpose:** A well-structured and targeted deployment plan can act as a preventative measure to enhance school safety and positive climate **Best Practices:** - Use office referral data to identify 'hot spots' and increase supervision in areas with high need - Identify coverage in case of absence in high need areas - Revisit deployment plans at tier 1 climate meetings and make changes as often as necessary - Inform all staff of roles/expectations for climate staff - Create visual diagrams when necessary **Exemplar**: - Deployment Plan
Post district policies (bullying, code of conduct "grid", etc.) in office and other relevant places	**Purpose:** To ensure student, staff, and school community understanding of SDP policies. **Best Practices:** - Post in highly visible areas (hallways, common areas, office) - At least 3 posters should be displayed. - Post in language of school community (Contact translation@philasd.org or call 215-400-4180)
Identify "Bullying Designee" to receive reports and investigate incidents of bullying, harassment, and intimidation	**Purpose:** To provide clarity and structure around bullying & harassment reporting and

	investigating. To provide one main point of contact within each school to investigate and report to Office of Climate and Safety concerns regarding bullying/harassment.
	● **Best Practices:**
	  ○ Annual training and express understanding of the district's Bullying and Harassment policy, as well as reporting and investigation practices
	  ○ Flexibility and schedule that allows for investigation of concerns
	  ○ Neutral and unbiased approach to handling student concerns
	  ○ Organized to allow for detailed documentation and collection of evidence
	  ○ School counselors should not be used in the role of bullying designee due to ASCA and APA recommendations

Identify "Attendance Designee" to support and coordinate truancy efforts	● **Purpose:** To provide clarity and structure around truancy and attendance ● **Best Practices:** ○ Understand the district's Attendance and Truancy Protocol

The code of conduct discussed with students, parents, and staff	● **Purpose:** To ensure student, staff, and school community understanding of code of conduct
	● **Best Practices:**
	  ○ Structured discussion at back to school night including code of conduct and school-wide expectations
	  ○ Ensure pledges in conduct are signed (Student/parent/district) Consider incentivizing
	  ○ Signing of pledges should

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	○ be done in the first 2 weeks of school ○ Review conduct as needed throughout year in community town halls

All staff have and wear ID badges (including outside organizations and volunteers)	● **Purpose:** To ensure school safety by ease of recognition of school community members
	● **Best Practices:**
	    ○ Establish date within first 2 weeks of school for all staff to wear ID Badge
	    ○ Discuss at
	    ○ Visitors passes obtained from all visitors in main office

Schedule fire drills and other emergency procedures	● **Purpose:** To ensure school safety by development of emergency procedures
	● **Best Practices:**
	    ○ Develop procedures for emergencies and share with all staff in the first week of school
	    ○ Establish place in classroom for procedural information

Teaming	Guideline

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Form a Tier I (school wide) climate team with broad representation (e.g. teachers, climate staff, admin, etc.).	● **Purpose:** The climate and culture team is a diverse group of individuals, representative of all stakeholders in your larger school community, who come together on a consistent basis to lead the intentional work required to consistently keep climate as a central focus at the school level.
	● **Best Practices:**
	    ○ A functioning team that is comprised of stakeholders representative of the school community
	    ○ Consistent bi-weekly (a minimum of monthly) meetings
	    ○ Consistent review and analysis of data to drive decision-making
	    ○ An updated, detailed action plan with tasks, person(s) responsible and timeline
	    ○ Documented agendas and sign-in sheets
	● **Exemplar:**
	    ○ Contact MTSS Specialist for Teaming Toolkit

Form a Tier 2/3 climate team, including counselor	● **Purpose:** To problem-solve around small groups of and individual students, develop and progress monitor intervention plans
	● **Best Practices:**
	    ○ A functioning team that is comprised of stakeholders that specialize in strategic and intensive interventions
	    ○ Use problem-solving model (Define the Problem, Problem Analysis, Plan Implementation, Evaluation)
	    ○ A clear and concise

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	○ student referral process ○ Meeting agendas, sign-in sheets and documentation of detailed intervention plans and progress monitoring

Schedule Tier 1 and Tier 2/3 meetings for the year	● **Purpose:** To establish routine to ensure consistent meetings
	● **Best Practices:**
	  ○ Weekly or bi-weekly climate meeting aligned to Tiers 1-3
	  ○ Data review consistently used to drive all preventative (Tier 1) work as well as strategic and intensive interventions (Tier 2-3)

Establishing Clear Expectations for Students & Staff	Guideline

School mission and vision are created and shared with the school community	● **Purpose:** To establish clear schoolwide culture and values
	● **Best Practices:**
	  ○ Daily practice (i.e. morning announcements)
	  ○ Displayed in key/common areas in the building
	  ○ Vision connects to schoolwide expectations
	● **Exemplar:**
	  ○ Mission: Ensure that all students achieve academic success within a safe and nurturing environment that respects all cultures. Students are valued by our staff for their individuality and diverse capabilities. Opportunities will be provided to address active and creative minds. Teachers will embrace and use technology to enhance their teaching practices and promote positive

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	student outcomes. ○ <u>Vision:</u> A school community where all of our students are performing to their full potential academically and socially. Our staff is committed to educating the whole child and providing resources to support each family.
Collaborate and establish clear expectations for your AP, counselor, climate manager and other administrative staff	● **Purpose:** To establish roles, expectations, and guidelines for all administration and staff ● **Best Practices:** ○ Develop a communication plan (i.e. define roles and responsibilities and systems around communications) ○ Develop meeting dates, procedures, and guidelines
Provide expectations and rules to staff, students, parents/guardians	● **Purpose:** To ensure the school community understands expectations and procedures, thus creating a safe environment ● **Best Practices:** ○ 3-5 school-wide expectations ■ Clear, specific, measurable ■ Promote positive language ● Ex: *Please walk in hallways* vs. *Don't Run* ○ Gather feedback from staff, students, and parents to garner buy-in ○ Daily practice (i.e. morning announcements) ○ Posters displayed visibly in key/common areas in the building
Teach behavioral expectations to students and staff	● **Purpose:** To ensure community

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	members are clear about expectations and procedures, thus creating a safe and positive environment
	● **Best Practices:**
	  ○ Establish a plan for 1st week with interactive modeling/time for students to practice expectations in different areas of the school
	  ○ Re-teach expectations and procedures for at least 6 weeks and until mastery
	  ○ Develop an assessment to measure mastery
	  ○ Fidelity checks
	  ○ Ongoing PD around expectations
	● **Exemplar:**
	  ○ SW Expectations Video

Schedule time for practice of procedures and expectations	● **Purpose:** To develop routines in order to create a safe environment and build specific skills
	● **Best Practices:**
	  ○ Structured Discussions in classrooms
	  ○ Interactive modeling SW and in classrooms
	  ○ Google doc containing practice schedule, access given to all staff
	  ○ Student role play

Post expectations throughout the building	● **Purpose:** To create a schoolwide culture that is clear and universally understood
	● **Best Practices:**
	  ○ Posted in all areas (i.e. halls, cafeteria, office, bathrooms, stairwells, classrooms etc.)
	  ○ Posted in languages of school community
	  ○ Posted with visuals especially in K-2 areas

Establish a protocol for progressive discipline—classroom managed and office managed behavior (i.e.	● **Purpose:** To have clearly outlined interventions and consequences to

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flowchart process, interventions for staff, etc.)	- disciplinary infractions **<u>Best Practices:</u>** - Flowchart process - Intervention menu - Review progressive discipline and menu with all staff and students **<u>Exemplar:</u>** **Behavior Flowchart**
Encourage teachers to call home and give positive feedback about students	**<u>Purpose:</u>** To provide opportunities positive feedback is crucial to relationship building **<u>Best Practices:</u>** - First contact home should be positive and specific ("The way your son participates in group work shows strong leadership and collaboration skills." Vs. "Your son does good group work.") - Should occur within the first week of school - Should continue on a weekly basis - Log positive to negative phone call ratios per student - Aim for 3/1 positive/negative phone call home ratio
Clear systems of teacher to admin communication have been created and shared	**<u>Purpose:</u>** To facilitate transparency through clear lines of communication between admin and teachers **<u>Best Practices:</u>** - Google doc to track students earning incentives/rewards - Google doc to track behavioral consequences for office managed behaviors - Google doc housing schoolwide expectations and procedures **<u>Exemplar:</u>** **Referral Form online**

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	template ■ To use, first make a copy
Identify training needs for new staff	● **Trainings offered from The Office of Climate and Safety:** ○ Examples: Verbal De-escalation, Positive Teacher Language, Conflict Resolution, Morning Meeting, Active supervision and socialized recess, Bullying prevention etc. ■ *Contact your MTSS to schedule* ○ Survey teachers/staff to determine what areas they would like ongoing training
Identify Supports	Guideline
Meet with your STS program and establish communication protocols and expectations	● **Purpose:** To a collaborate expectations and develop a purpose of connecting school wide expectations to programmatic norms
Know your 440 Supports: ✓ MTSS Specialist ✓ Hearing Officer ✓ Prevention and Intervention Liaison ✓ PBIS Coach if applicable ✓ Director of Student leadership ✓ Foster Care Coordinator ✓ Director of Attendance ✓ Supports for Trauma-informed practices	● **Purpose:** To know how to appropriately work with your 440 supports and understand how they can be used in the school setting.
Building Appearance	Guideline
Walls are clean and free from graffiti	● **Purpose:** To create a welcoming, safe, and communal space ● **Best Practices:** ○ Create a building beautification committee that includes student, staff, and parent feedback. ○ Elicit support from art teacher

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	○ Use of service day (i.e. MLK day) to clean and decorate building

Fill resource center with school and community info	● **Purpose:** To provide access to resources for family members
	● **Best Practices:**
	   ○ Utilize support of FACE Office
	   ○ Connect with local community organizations
	   ○ Offer materials in languages of school community
	   ○ Locate materials in easily accessible area for families and students

Bulletin boards are visually appealing to students and families	● **Purpose:** To enhance physical environment and highlight student achievement
	● **Best Practices:**
	   ○ Utilize themes
	   ○ Change monthly
	   ○ Use students to design bulletin boards (in order to increase student voice and allow ownership)

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