

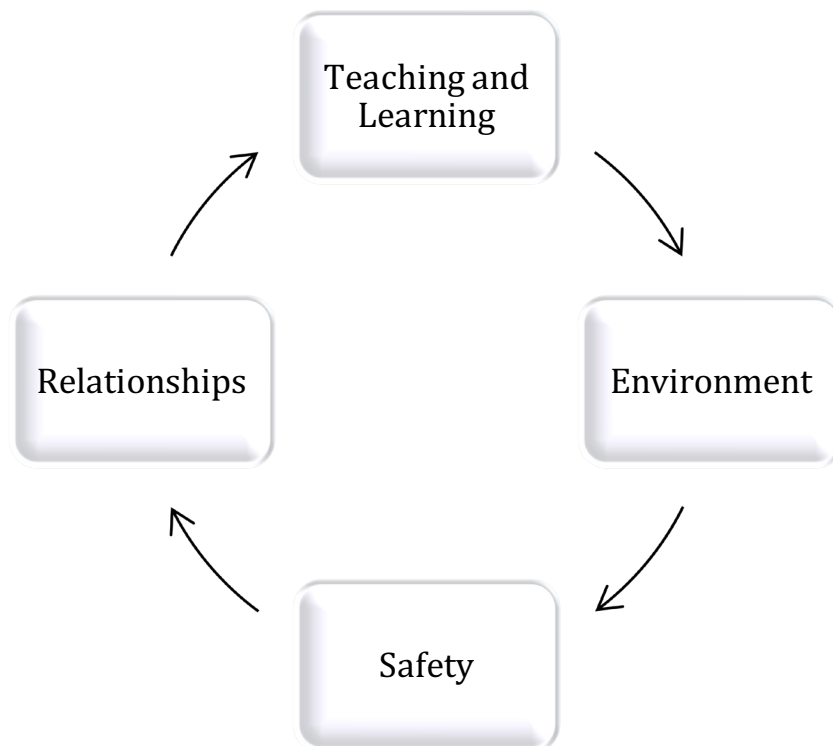
Scan of Environment and Attendance Tool (SEAT)



MIDDLE AND HIGH SCHOOL

School Name _____ Date of Observation _____ Time of Day _____

Observer(s) _____



School climate is made of several elements: the school’s physical environment; arrangements that contribute to people’s sense of physical and emotional safety; response to the quality of teaching and learning; and the presence or absence of healthy relationships between adults and students.

Purpose: The Scan of Environment and Attendance Tool (SEAT) is designed for school leaders to engage school staff, students, parents and community members to identify strengths and opportunities to promote positive school culture and daily attendance. The SEAT is intended to be used multiple times over the course of the school year as part of an iterative process and should serve as a tool for qualitative analysis of the observable features of school climate that support a culture of attendance and engagement. Note that each of these characteristics may not be observable in a single walkthrough; schools are encouraged to select different times of the school day that may be conducive to observing the different climate elements. **See the accompanying User Guide for more information about why each of the efforts in the checklist below can help support improved school climate and student attendance.**

Instructions: For each activity listed below, put an “X” in the box to indicate whether you observed the attribute during the scan. It is unlikely that every activity will be observed during a single scan. Observers are encouraged to debrief with the school attendance team and other observers as part of a process to develop a school plan to improve attendance. When possible please provide details in the comments section.

Climate Element	Observation	Location	Observed (Y/N)	Not Observed (Y/N)	Describe
Relationships	1. School staff greet <u>all</u> students warmly when they arrive at school.	Main entrance(s), classrooms			
	2. Students who arrive late are welcomed, kindly reminded about the importance of being on time and asked whether there are any barriers to timely attendance the school can address.	Main office			
	3. Students are respectful to one another.	Hallways, classrooms, play yard, cafeteria			
	4. Students are observed engaging in small group activities including project work, socializing, or in classroom discussions.	Hallways, classrooms, school grounds, cafeteria			
	5. Principals, teachers and support staff are present and engage positively with students.	Hallways, cafeteria, classrooms, etc.			
	6. The school visibly acknowledges and celebrates the diversity (cultural, ethnic, sexual, ability/disability, etc.) of the student population through displays, art, signage, etc.	Hallways, classrooms, etc.)			

Climate Element	Observation	Location	Observed (Y/N)	Not Observed (Y/N)	Describe
Safety	7. The school clearly communicates expectations and consequences for student attendance in languages spoken by parents and guardians.	Main office or attendance office (look for parent letters, signs, posters, flyers, etc.)			
	8. For schools that require a uniform or have a dress code: If students arrive at school out of uniform or failing to meet the dress code they are treated with consideration and are offered an alternative so that they can stay at school.	Entrance way, main office			
	9. School security officers are visible and engage all students in a considerate and friendly way.	Entryway, hallways, main office, school grounds, cafeteria			
	10. If there is a metal detector, students are treated equally and respectfully and the process of passing through is orderly.	Entryway			
Environment	11. The main office (or attendance office) is easy to find and there is a clear sign-in and sign-out system for students who arrive late or leave early.	Main office			
	12. Posters, pictures, bulletin boards, banners, etc. posted around the school make it clear that good attendance is valued.	Main office, hallways			
	13. Recognition for good and improved student attendance is visible.	Main office, hallways, classrooms			
	14. The physical environment is welcoming and supports learning for all students (e.g., well-lit, clean, brightly painted walls, student gathering areas, working HVAC).	Hallways, classrooms, cafeteria, auditorium, school yard			

Climate Element	Observation	Location	Observed (Y/N)	Not Observed (Y/N)	Describe
Environment	15. The school health office is easily accessible, staffed by a medical professional and in-use by students.	Health office, other			
	16. Common area spaces are clean, orderly, and offer students an opportunity to socialize.	Common spaces, including cafeteria, student lounge			
	17. Bathrooms are well-maintained, fully stocked, and safe for students.	Bathrooms			
Teaching and Learning	18. Students' academic work and artwork is evident throughout the school.	Main office, hallways, classrooms			
	19. Classrooms foster active learning, including supplies and materials relevant for the subject area.	Classrooms			
	20. Classrooms are well-organized and clean.	Classrooms			
	21. Self-contained classrooms support student learning, are physically located near other classrooms, and the students are included within the school community e.g. lunch, clubs, afterschool programming etc.	Students who are in self-contained classrooms are part of the school community			
Other: Developed with stakeholder input	22.				
	23.				



Adapted by Attendance Works with permission from the Baltimore City Public Schools' School Climate Walk.

Please note this is a fluid document and will be updated based on user input. To provide feedback on the SEAT, please email info@attendanceworks.org

This resource was created with support from the National Student, Attendance, Engagement, and Success Center. Attendance Works is a national initiative dedicated to improving the policy, practice and research around attendance.