

Tolland Public Schools  
School Climate Walkthrough • November 17, 2016

School: \_\_\_\_\_

Staff Name: \_\_\_\_\_

**1. Physical Environment:**

Rating System: 4 Excellent/Exceeds Standard, 3 Satisfactory/Meets Standard, 2 Approaching Standard, 1 Needs Improvement/Standard Not Met

Observation	Observed	Not Observed	No Opportunity to Observe	Comments	Recommendations
1. The school is clean and in good repair (ex. Bathrooms, cafeteria, hallways, classrooms, gym, offices, library, parking lot, playground)					
2. Paintings, murals and art demonstrate community pride, community involvement and student interests. The art demonstrates sensitivity to diverse backgrounds.					
3. Displays of all kinds reflect the diversity of the school's students and families. They include a variety of family structures, cultural diversity, children with disabilities, and racial and ethnic diversity.					
4. Community and social service resources are available in the entrance and seating areas. (Please explain)					

5. There is a place where visitors, parents or volunteers can gain detailed information about the school and its programs.					
6. Space (e.g. library, media center) is shared and accessible to everyone.					
7. Noise level is appropriate for learning and activities being conducted.					
8. There is clear communication around procedures, positive responses or interventions on topics such as school violence, bullying or teasing, and harassment (sexual or verbal).					

## 2. School-wide Practices and Policies:

Rating System: 4 Excellent/Exceeds Standard, 3 Satisfactory/Meets Standard, 2 Approaching Standard, 1 Needs Improvement/Standard Not Met

Observation	Observed	Not Observed	No Opportunity to Observe	Comments	Recommendations
1. What type of information and other supports are available for new families throughout the year?					
2. Is there an established process for students and families to communicate concerns including racial or cultural issues?					
3. Are staff and teachers engaged in regular professional development opportunities to learn about culturally responsive approaches to teaching and engaging students?					
4. How is information about school policies, class rules, parent-teacher conferences, bus schedules and information about snacks and meals made available to parents?					
5. Is the information in item 4 made available to families in their native language for those who do					

not speak English?					
6. What sort of resources are available for parents to gain access to information about events, enrichment activities and/or curricula? (ex. Homework hotline, class newsletters, event line)					
7. How is the school's racial and cultural diversity recognized and openly discussed at parent group and staff meetings?					
8. How are extra efforts made to welcome and engage families of diverse backgrounds and families that are not usually involved?					
9. Parents and teachers/staff are partners in the educational process.					
10. Families are encouraged to participate and develop relationships with faculty and staff as well as with other families.					
11. Parents/families and community members get involved in the planning and organization of school functions.					

12. Progress is monitored regularly and shared with families or partners.					
13. There are established policies and rules that support behavior guidance (helping students distinguish right from wrong).					

### 3. Welcoming Staff:

Rating System: 4 Excellent/Exceeds Standard, 3 Satisfactory/Meets Standard, 2 Approaching Standard, 1 Needs Improvement/Standard Not Met

Observation	Observed	Not Observed	No Opportunity to Observe	Comments	Recommendations
1. Teachers and other staff (ex. Nurse, cafeteria staff, custodial staff, security guard, paraprofessionals) greet visitors with a smile and in a friendly, courteous manner.					
3. If an upset parent calls, the staff answering the phone remains calm, listens attentively and attempts to solve the problem or find someone who can.					
4. There is a suggestion box where parents and other visitors can contribute ideas. (This may be a virtual suggestion box available online.)					
5. Staff members address inappropriate language and behavior.					
6. Virtues, (e.g. fairness, kindness, cooperation and sharing) are modeled by all staff.					

4. **Written Materials:**

Rating System: 4 Excellent/Exceeds Standard, 3 Satisfactory/Meets Standard, 2 Approaching Standard, 1 Needs Improvement/Standard Not Met

Observation	Observed	Not Observed	No Opportunity to Observe	Comments	Recommendations
1. A variety of programs are highlighted including special education, after school programs, music programs, general education, EL programs, meal programs and other resources.					
2. Photographs and articles in the school/district publications mirror the diversity of the student body.					
3. Parent and community volunteers are recognized.					
4. New students and their families are officially welcomed.					
5. Demonstrated environment that promotes learning and self-fulfillment where expectations are high for all students. All are encouraged to succeed.					
6. Achievements and performances are rewarded, praised and publicly displayed.					