

# Scan of Environment and Attendance Tool (SEAT)

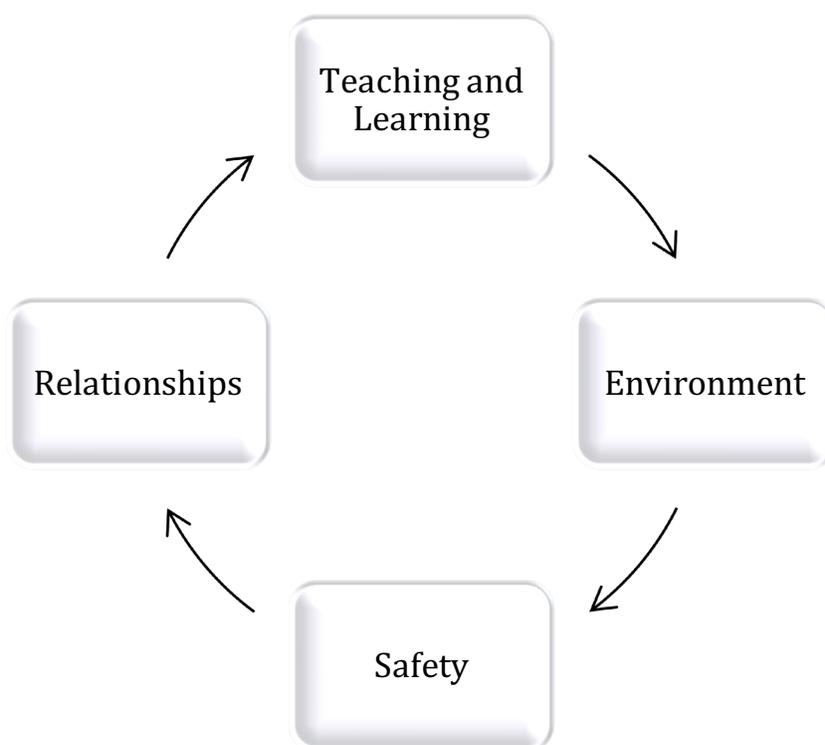


ELEMENTARY SCHOOLS

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)	Comments
Relationships	1. School staff greet <u>all</u> students warmly when they arrive at school.	Main entrance(s), classrooms			
	2. Children who arrive late are welcomed and kindly reminded about the importance of being on time.	Main office			
	3. Students are respectful to one another.	Hallways, classrooms, play yard, cafeteria			
	4. Principals, teachers and support staff are visible and engage positively with students.	Hallways, cafeteria, classrooms, etc.			
	5. 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)	Comments
Safety	6. The school clearly communicates expectations and consequences for student attendance in languages spoken by parents and guardians.	Main office (look for parent letters, signs, posters, flyers, etc.)			
	7. 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 they can stay at school.	Entrance way, main office			
	8. The main office is easy to find and the staff greet students. There is a clear sign-in and sign-out system for students who arrive late or leave early.	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. Posters, pictures, bulletin boards, banners, etc. posted around the school make it clear that good attendance is valued.	Main office, hallways			
Environment	11. Recognition for good and improved student attendance is visible.	Main office, hallways, classrooms			
	12. The physical environment is welcoming and supports learning for all students (e.g., well-lit, clean painted walls, working HVAC, parent gathering areas).	Hallways, classrooms, cafeteria, auditorium, school yard, bathrooms			
	13. The play yard is in good condition and offers a space for students to be physically active and interact with their peers.	Play yard			

Climate Element	Observation	Location	Observed (Y/N)	Not Observed (Y/N)	Comments
Environment	14. The school health office is easily accessible, staffed by a medical professional and in-use by students.	Health office, other			
	15. Common area spaces are clean, orderly, and offer students an opportunity to socialize.	Cafeteria, other common spaces			
Teaching and Learning	16. Students' academic work and artwork is evident throughout the school.	Main office, hallways, classrooms			
	17. Classrooms foster active learning, and have space for working on projects, books, and supplies.	Classrooms			
	18. Classrooms are well-organized and clean.	Classrooms			
	19. Self-contained classrooms support student learning and are included within the school community.	Self-contained classrooms are part of the school community			
Other: Developed with stakeholder input	20.				
	21.				

*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](mailto: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. <http://www.attendanceworks.org/>*