

SEL School Climate Assessment Tool



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Instructions:

Using the following rating system and the space provided for notes, please review and observe the following indicators at the beginning of the school year, and at the end of the school year.

Rating System	
NA	This indicator could not be observed
1	Must address and improve
2	Satisfactory
3	Excellent
4	Some Progress Made* (This rating <i>should not</i> be used in <i>baseline</i> (beginning of year) surveys.

For Office Use Only

ORDERLY AND WELCOMING ENVIRONMENT
STUDENT-STUDENT INTERACTIONS
ADULT-ADULT AND ADULT-STUDENT INTERACTIONS
STUDENT CONTRIBUTIONS AND RECOGNITION
PREVENTING AND DIFFUSING PROBLEM BEHAVIOR

Personal Observation

Indicator	Notes	Rating
1. The school building in neat, clean, and in good repair. Few, if any, signs of vandalism or graffiti are present.		
2. Administrators and facilitators address students by name in and about the school.		
3. Bulletin boards, posters and other visible signs of social and emotional learning competencies, skills, and themes from the Lions Quest programs are throughout the school.		
4. During school breaks, student groupings are diverse in ethnicity and gender (as applicable)		
5. Students refrain from disrupting the play or activities of other students.		
6. Students interact with the staff, and these interactions are generally friendly. Staff members look at youth when they speak and acknowledge what youth have said by responding and reacting appropriately.		

Indicator	Notes	Rating
7. Facilitators interact with students between classes and before and after school and these interactions are generally friendly. For example, their tone is caring, and they use positive language, smile, laugh or share good-natured jokes.		
8. Conflict (facilitator-student and student-student) is mediated respectfully with a resolution that maintains everyone's dignity.		
9. Administration- to-staff interactions are caring, responsive, supportive and respectful.		
10. Administration- to – family interactions are caring, responsive, supportive and respectful.		
11. Staff and families demonstrate school pride.		
12. Facilitators and staff are collegial. They support and work collaboratively to understand the source of students' behavior and identify supports that align with students' needs.		
13. Bulletin boards in the hallways and stairwells feature recent accomplishments of classrooms, facilitators, and students		
14. Morning announcements include recognition of accomplishments in classrooms by both facilitators and students		
15. Student work is displayed on bulletin boards, walls, and tables in classes and other areas throughout the building.		
16. Invitations to participate in school activities and events are posted by students and staff.		

Indicator	Notes	Rating
17. All school staff provides immediate, specific praise to students who are observed doing a good deed.		
18. School rules are posted in common areas		
19. The school is decorated with posters about the five social and emotional learning core competencies.		
20. Problem behavior is handled without facilitator-student power struggles or harmful confrontations (e.g. yelling or physical contact) with or in front of students.		

Ask the following questions in a confidential setting. Staff and student focus groups should be held separately. Focus groups are typically 5-7 individuals. When possible, focus groups should be a diverse representation of student and staff demographics.

Staff Focus Groups

Indicator	Notes	Rating
1. Thinking about your typical day at school, and not using any names, how do the adults in the school show positive behaviors?		
2. When there is a conflict between students, what ways do students get together to discuss their original intentions and individual points of view at school?		
3. How do students learn about your schools procedures about topics such as bullying, teasing and other forms of intimidation?		
4. What are some ways that students handle disagreements?		
5. Besides answering occasional questions, what are some examples of students helping other students without being asked?		

Indicator	Notes	Rating
6. Tell me about at time that you have seen or heard about students that reach out to shy students to include them in social activities.		
7. In your opinion, how common is it for students to make derogatory comments about other students.		
8. Thinking about breaks during the school day, how do boys and girls end up in the same groups?		
9. When students are playing or doing other activities, how often do other students disrupt that play time or the activities?		
10. Without using names, describe how the adults in the school typically interact with students in the school.		
11. Describe some of the ways that the administration interacts with the adults in your school? How do they interact with the students' families?		
12. How are some examples of how your school recognizes the accomplishments of students? Classrooms? Teachers?		
13. What are some of the ways that students contribute to the upkeep of the school?		
14. What are some of the ways that the adults in the school respond when they see students performing a good deed?		
15. When students are in the schools common area, how do the adults promote good behavior?		
16. Thinking about a time when there was a disagreement between a student and a teacher, how was that disagreement handled?		
17. If a student wanted to report a bully or other personal concerns, what are some ways they can make the report in a confidential manner?		

Student Focus Groups

Indicator	Notes	Rating
1. Thinking about your typical day at school, and not using any names, how do the adults in the school show positive behaviors?		
2. When there is a conflict between students, what ways do students your age get together to discuss their original intentions and individual points of view at school?		
3. How do students your age learn about your schools procedures about topics such as bullying, teasing and other forms of intimidation?		
4. What are some of the ways that students your age handle disagreements?		
5. Besides answering occasional questions, what are some examples of students helping other students without being asked?		
6. Tell me about at time that you have seen or heard about students that reach out to shy students to include them in social activities.		
7. In your opinion, how common is it for students to make derogatory comments about other students.		
8. Thinking about how students hang together during breaks in the school day, how do boys and girls end up in the same groups?		
9. When students are at school playing or doing other activities, how often do other students disrupt that play time or the activities?		

Indicator	Notes	Rating
10. Without using names, describe how the adults in the school typically interact with students in the school.		
11. How are some examples of how your school recognizes the accomplishments of students? Classrooms? Teachers?		
12. What are some of the ways that students contribute to the upkeep of the school?		
13. What are some of the ways that the adults in the school respond when they see students performing a good deed?		
14. When students are in the schools common area, how do the adults promote good behavior?		
15. Thinking about a time when there was a disagreement between a student and a teacher, how was that disagreement handled?		
16. If a student wanted to report a bully or other personal concerns, what are some ways they can make the report in a confidential manner?		
17. Describe how the school administration interacts with the adults in your school? How do they interact with the students' families?		

School data is generally defined as information that is available to the public in printed or digital format. Some examples are student and parent handbooks, school calendars, information on the public section of the school or district website, and printed or digital notices posted in the school building, or regularly distributed to students and families as print or digital media. Please note the source of the data in the space provided.

School Data

Indicator	Data Source	Notes
<p>Clear and consistent communication occurs about procedures and positive responses or interventions and topics such as school bullying, teasing or other forms of intimidation.</p>		
<p>There are specific days set aside on the school calendar where staff and families can demonstrate school pride.</p>		
<p>There are written procedures, professional development topics or school policy that describes how problem behavior is handled in a respectful manner that discourages facilitator-student power struggles or harmful confrontations (e.g. yelling or physical contact) with or in front of students.</p>		

Additional Notes