

Welcoming Schools Walkthrough Checklist

School:

Date:

Team Members:

Instructions:

- A team of 3 members conduct the on-site walkthrough of the school grounds and facility. *All team members should read the entire checklist and the ratings descriptors (last page) before beginning the walkthrough.*
- One team member should serve as timekeeper, ensuring the walkthrough is on track to end on time.
- Begin the walkthrough outside on the school grounds, and then enter through the main entrance to begin the evaluation of the inside of the building.

		INDICATORS: WALKTHROUGH CHECKLIST	0-3	NOTES
OUTDOORS	1	Signs on street indicate entrance and parking		
	2	School marquee is informative and up-to-date		
	3	Parking lot is well lit at night		
	4	Parking lot has designated parking for visitors and/or families		
	5	Signs are visible from parking lot directing visitors to main entrance		
	6	Signs on main entrance are welcoming and provide directions for entry		
	7	Playing fields are clean and well-maintained		
	8	Playgrounds are clean and well-maintained		
	9	Landscaping is clean and well-maintained		
	10	School day hours are posted at the main entrance		
	11	Security requires visitors to ring bell to unlock door		

		INDICATORS: WALKTHROUGH CHECKLIST	0-3	NOTES
MAIN ENTRANCE/LOBBY/NAVIGATION	12	Visitor is asked purpose for visit when he or she rings bell to enter building		
	13	Visitor is asked to provide identification before entry		
	14	Lobby is well-lit, inviting, and has pertinent information on display		
	15	Signs provide clear directions to the main office		
	16	Signs are in more than one language		
	17	Welcoming instructions for visitors are posted with instructions that direct visitors to sign in at the office		
	18	Instructions for visitors direct them to obtain a building badge/pass		
	19	Signs or directory provide directions to other important locations in building (library, cafeteria, auditorium, family center, etc.)		
MAIN OFFICE	20	Main office seating is adequate for number and various needs of waiting visitors and guests		
	21	Office staff greet visitors quickly in a friendly, courteous way		
	22	Office staff ask and address visitors' reason for coming to the office		
	23	Office staff maintain a calm atmosphere, even if one of organized chaos		
	24	Main office uses a variety of accessible sign-in books to facilitate management of visitors, student sign-ins/outs, itinerant & substitute staff		
	25	People who answer the telephone do so in a friendly, professional way		

		INDICATORS: WALKTHROUGH CHECKLIST	0-3	NOTES
INTERIOR HALLWAYS / NAVIGATION	26	Hallways are free of clutter, trash		
	27	Hallways are well lit		
	28	Walls are clean and devoid of graffiti or markings		
	29	Signs are posted for guests with disabilities on accessible doors, restrooms, and routes in the building		
	30	Restrooms are clean and orderly		
	31	When a team member attempts to walk through the hallway without a badge or pass, staff members approach him/her and invite/escort him/her to the office to sign in		
	32	Staff members passing in the hall ask visitors if they may be of assistance		
	33	There is a suggestion box where parents and other visitors can contribute ideas		
INTERIOR DESIGNATED AREAS	34	Auditorium is well lit and clean		
	35	Cafeteria is welcoming, clean, and orderly		
	36	Media center is well lit and clean		
	37	Media center is welcoming and orderly		
	38	Family Center exists for families to obtain information and resources		
	39	Family Center is open, easy to find, and has pertinent information and resources for families		

		INDICATORS: WALKTHROUGH CHECKLIST	0-3	NOTES
USE OF BULLETIN BOARDS / DISPLAYS	40	Dedicated bulletin boards contain current district and school information for families		
	41	Dedicated bulletin boards or signs acknowledge contributions of families and community partners		
	42	Dedicated bulletin board has current version of Title I Family Engagement Policy, current copy of the Family-School Compact, and current copy of the Title I.A Schoolwide Plan		
	43	Bulletin boards and displays throughout the building are attractive, well-maintained, and up-to-date		
	44	Displays, photographs, or showcases reflect the diversity of the school population		
	45	It is apparent that posted student work is linked to learning, e.g., it includes a description of its purpose and/or the academic standard that it meets		
	46	There is evidence of a PTO/PTA organization for families with information on joining or meeting times		

RATINGS DESCRIPTORS

Which of the four ratings is most true or best describes the item, based on your observations?

0	Unable to rate	<p>Unsure because I have not been in a situation that would allow me to rate this indicator.</p> <p><i>This descriptor should rarely be used because the statements included in this walkthrough present policies and practices that facilitate communication and engagement of school community members.</i></p>
1	No <i>Beginning Implementation</i>	<p>No, this is something that is not currently representative of this school.</p> <p><i>This rating is assigned to an indicator that is not present or true for the school at the time of the walkthrough, regardless of intent to implement the indicator in the future.</i></p>
2	Somewhat <i>Intermediate Implementation</i>	<p>Somewhat, this is something for which some evidence could be observed or provided, but not something that is widespread or a continuous practice.</p> <p><i>This descriptor is assigned when there are some instances of evidence in the school, but is not used if the evidence is not widespread or continuously representative of the school as a whole.</i></p>
3	Yes <i>Best Practice</i>	<p>Yes, this is a defining characteristic of the school that could be seen as an example of a best-practice for other schools.</p> <p><i>This descriptor is assigned when there is consistent and overwhelming evidence that the indicator is representative of the school as a whole. This indicator represents a ‘defining characteristic’ of the school. The school should be confident that external observers could come to the school to learn about this best practice and how this individual characteristic was achieved at their school.</i></p>