

Inclusive Climate Walkthrough: Post-Winter Break Transition

Purpose: To observe how the school environment and instructional practices support the diverse needs of all learners (K-12) during the critical "re-norming" period after a long break.

Mindset: These are "Look-Fors," not "Gotchas." The goal is to identify where the system is succeeding and where resources might be needed.

1. The Environment: Universal Design for Learning (UDL)

Focus: Is the physical or digital space welcoming and accessible to everyone?

Observation	Evidence/Notes
Visual Predictability: Are daily schedules, learning goals, and "First/Then" boards clearly updated and visible?	
Regulation Stations: Are there designated "calm-down" kits or sensory spaces available and being used without stigma?	
Representation: Do classroom displays reflect the diverse identities, cultures, and abilities of the current student body (beyond seasonal decor)?	
Physical Accessibility: Is the furniture arranged to allow all students (including those with mobility aids) to move freely and join groups?	

2. The "Re-Norming" Pulse (Social-Emotional)

Focus: Are routines being explicitly re-taught to reduce anxiety and cognitive load?

Observation	Evidence/Notes
Explicit Routine Review: Is the teacher explicitly re-teaching or practicing a classroom routine (e.g., how to enter, where	

to put materials)?	
Emotional Check-ins: Is there a visible system for students to communicate their "readiness to learn" (e.g., zones of regulation, mood meters)?	
Connection Before Content: Are there signs of "soft landings" (e.g., morning meetings, 1:1 greetings, or community-building activities)?	

3. Tier 1 Instructional Supports (MTSS Framework)

Focus: Is the core instruction designed to catch the "widest net" of learners?

Observation	Evidence/Notes
Multiple Means of Representation: Is information being delivered in more than one way (e.g., verbal instructions + visual icons + written text)?	
Scaffolding Availability: Are tools like word banks, graphic organizers, or sentence starters available to any student who needs them?	
Flexible Grouping: Are students working in varied configurations (pairs, small groups, independent) rather than only whole-group instruction?	

4. Collaborative Synergy & Shared Support

Focus: How are Support Staff (EAs, LSAs, or Co-Teachers) integrated into the classroom flow to enhance independence?

Observation	Evidence/Notes
The "Hover" Factor: Are support staff moving between multiple students or groups rather than "velcroing" to one specific student?	
Instructional Partnership: Does the support staff have a clear role in the lesson (e.g., facilitating a station, scribe, or monitoring engagement) rather than just waiting for a student to need help?	
Student Agency: Are students seeking help from any available adult, or do they only rely on the support staff assigned to them?	
Natural Environment: Does the support staff use "low-profile" prompting (gestures, visuals, or whispers) that doesn't disrupt the flow of the teacher's instruction?	