

School Conditions and Climate Indicator Working Group  
Stakeholder Engagement Meeting Feedback – Definitions, Features, Lens

March 7, 2017  
San Diego, California

*Please share your thoughts about the current version of the definition, features, and lenses of “school conditions and climate.”*

	What is unclear?	What needs to be added?	Questions?	Comments
Definition	<ul style="list-style-type: none"> <li>• Character</li> <li>• Character of school life</li> </ul>	<ul style="list-style-type: none"> <li>• Language around physical health</li> <li>• Add word “healthy” to second sentence</li> <li>• “Culture of high expectations” would speak to more than academics. Use instead of “academically challenging”</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on school, but what about district?</li> </ul>	<ul style="list-style-type: none"> <li>• Like the inclusion of health needs</li> <li>• Like the emphasis on relationships</li> <li>• Like “learning and teaching” with learning first</li> </ul>
Features	<p>1<sup>st</sup> bullet:</p> <ul style="list-style-type: none"> <li>• School climate meets physical health needs?</li> <li>• “Competencies” is low level</li> </ul> <p>2<sup>nd</sup> bullet:</p> <ul style="list-style-type: none"> <li>• Add community</li> </ul> <p>4<sup>th</sup> bullet:</p> <ul style="list-style-type: none"> <li>• What is meant by “meaningful” “Participation” in what?</li> <li>• Spell out stakeholders: families, community, partners</li> <li>• Define stakeholders</li> <li>• Include all stakeholders</li> <li>• Make this as comprehensive as possible</li> </ul> <p>5<sup>th</sup> bullet:</p> <ul style="list-style-type: none"> <li>• A sense of order can be viewed differently</li> </ul>	<ul style="list-style-type: none"> <li>• Definition is so broad; features don’t cover everything adequately</li> <li>• Family is missing</li> <li>• Explicitly call out collaboration</li> <li>• Look at bullying</li> <li>• Think about the nutrition environment as an element of school climate; high quality nutritious meals</li> <li>• Cultural respect or understanding</li> <li>• Add to last bullet: ...that apply to all areas of the school environment: classrooms, halls, cafeteria, playground, restroom, etc.</li> <li>• Include a welcoming environment to parents and the community</li> <li>• Dig deeper into each bullet to get to tactical descriptions.</li> <li>• “Supported” is in the definition, but there needs to be a little more in the 4<sup>th</sup> bullet</li> </ul>	<ul style="list-style-type: none"> <li>• What about satisfaction and commitment?</li> <li>• How do we engage all stakeholders in this process?</li> <li>• Who determines stakeholders? Locally defined?</li> <li>• Is this aligned to models of practice?</li> <li>• How to measure social-emotional supports?</li> </ul>	<ul style="list-style-type: none"> <li>• Like intentional as a key concept</li> <li>• Like focus on social and emotional needs of youth</li> <li>• Like the focus on equity</li> <li>• Acknowledges the cultural assets of students and families and community</li> <li>• Need tools and resources for effective engagement</li> <li>• Language too grandiose</li> <li>• “climate” is difficult for non-school partners to understand</li> </ul>

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Equity	<ul style="list-style-type: none"> <li>• Disaggregating data doesn't necessarily lead to equity. It must be acted on or responded to.</li> <li>• "Multiple layers of data disaggregation" needs to be communicated more clearly.</li> <li>• What is "frame"? Do we have a copy of the SCCWG's intentional equity frame? What does it include?</li> </ul>	<ul style="list-style-type: none"> <li>• Add parent to this lens</li> <li>• Add multiple languages and cultures</li> <li>• Possibly include bias and fairness?</li> </ul>	<ul style="list-style-type: none"> <li>• How is equity defined?</li> <li>• Any value in calling out linguistic barriers to equity?</li> </ul>	
Validity	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
Family Engagement	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use a broader term than "parent"</li> <li>• Just parent voice?</li> <li>• Shared decision-making</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	