

CLIMATE AND CULTURE MEETING: WEDNESDAY, NOVEMBER 11-28-18

Call the meeting to order

Relax Roberts Rules

Appoint Secretary (minutes to be posted to district site within 2 weeks of any meeting):

MICHELLE SHAPIRO

Vision of the chairs' as it relates to the committees work

Macro: *Secure common language and understanding around culture and climate (develop a glossary to be presented at Town Hall) (Jeff)*

Micro: *Defining and assessing culture and climate in CSDNR and determine what actions need to be taken to support or alter what exists in order to achieve what we have defined as our goal. (Amy)*

HOW DO WE MEASURE?

What culture and climate exists in our district? Globally? School by school?

What actions do we then need to take? What is part of ur vision (as a committee- as a community?)

Brainstorming on Culture and Climate – *Please ID if this is your personal understanding of language and meaning or whether these definitions have been gleaned from a peer reviewed journal.*

Defining culture and climate:

- Climate changes yet culture is consistent
- From ASCD: School culture is the way teachers and staff work together - beliefs, value, assumptions
- Positive climate promotes students' ability to learn
- From Eric Digest: norms, values, myths
- Stephen Stole 1994: building should be collaborative
- Culture = ACT Climate = FEEL
- Culture- what schools would aspire to be/ reality (climate)
- Students should feel accepted and have a sense of belonging
- Let's aim for consistency in BOTH culture and climate
- ANALOGY: personality = MOOD and can change while culture can be difficult to change
- Explicit but more implicit

Members of the committee were asked about when they first joined the faculty what was their onboarding process like?

Some of the responses included but were not limited to the following:

- Formal vs. informal onboarding
- Bus tour
- Professional Development with new staff
- FUSE information
- Unofficial social committee at the HS Clubs
- IGNITE
- Learning about the vision and mission of the district
- Tidbits from other colleagues

Index Workshop

Talk about the three recommendations from the Task Force that impact culture or climate and how? (Frame work) - pick the three we will concentrate on.

Set up subcommittees – separate thinking on C&C will create a healthy debate because the two intersect.

FROM THE INDEX CARDS: (the remainder of the index cards will also be transcribed and sent out next week)

CLIMATE:

- Disrespectful
- Chaotic
- No accountability
- Homophobic
- Racist
- Disparities
- Benign tension
- Undercurrent that underserved
- Fluctuates- based on time of the year
- Change = internal/external influences
- Always changing
- Kids are resilient
- Kids can feel isolated while others are happy that have access
- Angry and untrusting
- Mirrors the country
- Ever-changing and evolving
- A need to lead by example
- mood/morale = shaky, many individuals are not treated equally
- Fearful
- Can be as diverse as the population
- Changes in crisis
- isolated/disengaging

CULTURE:

- Welcoming and supportive
- Professionalism
- Striving for excellence
- Strong on paper
- Diversity is valued
- Respectful
- Safe
- Leadership can be a determining factor
- A deep caring for students
- Can vary depending on specific school
- Privilege vs. survival
- Perception vs. reality
- Differs from school to school, room to room, grade to grade, department to department
- Tale of Two Cities = EQUITY
- Success - can be exclusionary and driven by a few
- Diverse as population
- Reactive
- Diverse in race, gender, class, etc.

- Varies across district - not aligned
- Dynamic - positive
- Proud
- passion/dedication
- Can be a fear of them vs. us

Recommendations: should be things we implement for positive change or aspirations
Can these intersect with culture and climate?

SRO conversations:

- open/closed campus
- Online student referral process
- Implementation of restorative practices
- Increase choices of electives/educational opportunities
- Add electives at the high school level
- Youth programming - before/after school activities
- Change the evaluation process for entry to A.P. (inclusive - socially academically communication lines)
- Social and emotional strategies for staff and students as well as alternatives to suspension
- Parent coordinators in each school and community liaison
- PBIS implementation at high school level
- Student-focused programming
- Character education and character building initially at elementary and middle school levels
- Expand partnerships with community stakeholders
- Orientation of freshman and their experience as incoming students
- Provide educational support to community families
- Implicit bias training (ex. Undoing racism)
- DATA- survey staff/students/parents re: culture and climate
- How *ARE* students feeling and doing?

Undoing Racism debrief:

- People overall felt like there was a space to actually listen and hear someone talking.
- Everyone has a different lens.
- Even though there is not a real solution, at least there was a dialogue that occurred- getting a conversation started was/is important (and a way to help people understand “why.”)
- Allowed people to have an open mind and expand their knowledge (a position of understanding and empathy)
- Ability to build relationships

***Items referenced at any meeting from an document will be vetted (Adam + ?) If cleared they will be placed on a Google drive for all.*

TWO MINI COMMITTEES MOVING FORWARD:

Jeffrey Hastie and Amy Moselhi will be part of BOTH mini committees

CLIMATE	CULTURE
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Julia Muggia Ochs	Christopher Daniello
Dierdra Gray Clark	Dr. Magda Parvey
John Barnes	Amy Goodman
Robin Friedman	Adam Etkin
Gustavo Barbosa	Camille Edwards-Thomas
Michelle Shapiro	Tim Kuklis
Calvin Heyward	Dr. Tawanda Robinson
Michael Galland	Aisha Cook