CSCI Portal
In addition to full support from CSEE staff, schools also gain access to a customized online portal designed to support them through the school climate measurement and improvement process. The portal contains real-time response rates to keep leadership teams aware of progress toward survey completion, and detailed supports for survey administration and action-oriented worksheets for report analysis and action planning.

<table>
<thead>
<tr>
<th>Order Summary</th>
<th>Online Order</th>
<th>Paper Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
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<td>0</td>
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<tr>
<td>Personnel</td>
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</tr>
<tr>
<td>Parents</td>
<td>125</td>
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Stage One: Task List
- Set A Schedule
- Inform Survey Populations
- Prepare Online Survey Links
- Organize Paper Survey Process (If Ordered)

Stage Two: Task List
- Monitor Response Rates
- Submit Paper Surveys (If Ordered)
- Confirm Close Date

Stage Three: Task List
- Download Report
- Meet With Leadership Team
- Share Results And Action Plans

Survey Overview

CSCI Coordinator {To Do Checklist}

1. Define survey schedule and survey administration plan.
   - Decide when & how students will take the survey.
   - Decide when & how staff will take the survey. This includes total staff: janitors, bus drivers,
   - Decide when & how parents will take the survey. Each household should take one survey per

Reminder
Two weeks after survey completion, access your full report and a series of action planning worksheets in the Report Center.
Best Practices

These guidelines have been created to help you launch a successful school climate improvement process at your school. In each section, you will find insightful quotes from educators and school leaders who have used the CSCI and have worked through some of the challenges you may face at each stage.

> Download PDF

### The Planning Process

**Leadership Team**—This is a representative group that will engage in active discussion throughout the process, and will be responsible for overseeing the implementation of an action plan post-survey. It is important to include members from each stakeholder group: teachers, administrators, support staff, board members, parents, and students (when appropriate). This group will be essential in sharing the purpose and value of the survey to the entire community and will help keep the process on track.

Make sure your leadership team is fully on board and understands how the survey results will help your school. During one of your first meetings you should also:

- **Appoint a CSCI Coordinator**—Choose the person to coordinate administration of the CSCI in your school. This person should be a full-time staff person, involved in the process, and has a direct connection to the community (i.e., guidance counselor, social worker, or other staff person who is passionate about school climate. It is NOT recommended that the principal be the coordinator, due to time constraints).

- **Set a tight timeline**—Schools are very successful when they promote and administer the CSCI in the shortest timeframe possible (e.g., Survey Week). Consider coordinating administration around high attendance events such as Open House, Parent-Teacher Conferences, etc., to help facilitate outreach and increase participation from all populations; then allow 4-6 weeks maximum for your school groups to take the survey.

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**SAMPLE PARENT LETTER**

**Dear Parent of School District:**

As part of a new initiative within the Center for Social and Emotional Education (CSEE), we are asking all parents to fill out the attached survey—the Comprehensive School Climate Inventory (CSCI). Different versions of the survey will be given to students and school personnel, which will allow us to better understand the perceptions of the school environment, including safety, relationships, support for learning, and the social behaviors within the school.

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**Tips for Explaining Survey Content to Student Population**

- Explain the meaning of the words “agree” and “disagree.” Give a statement as an example: “Stressors are new situations” or “It’s a lot of fun.”

- Ask students whether they would “agree” or “disagree” with the statement. Ask for a show of hands. “Who would agree?” “Who would disagree?” Have students that for each question, there are many different opinions. Use this to emphasize that there are no right or wrong answers to a question like this one—people can agree or disagree with something, and that’s okay.

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**Worksheet #1B: Your School's Profile of Teaching and Learning**

From the 2006 Comprehensive School Climate Inventory

**Teaching & Learning**

<table>
<thead>
<tr>
<th>Teaching &amp; Learning</th>
<th>Leadership</th>
<th>Climate &amp; Culture</th>
<th>Support for Learning</th>
<th>Overall rating</th>
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<td>Engagement</td>
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**CSCI Companion Worksheets**

- Worksheet #1A: Safety
- Worksheet #1B: Teaching and Learning
- Worksheet #1C: Relationships
- Worksheet #1D: Environment
- Worksheet #1E: School Personnel
- Worksheet #2: Identifying Strengths and Needs and Priorities
- Worksheet #3: Translating Research Into Action
- Worksheet #4: Action Planning Template