

# **Belonging and Sociocultural Identities in Schools: BASIS**

## **An Update on our work in progress**

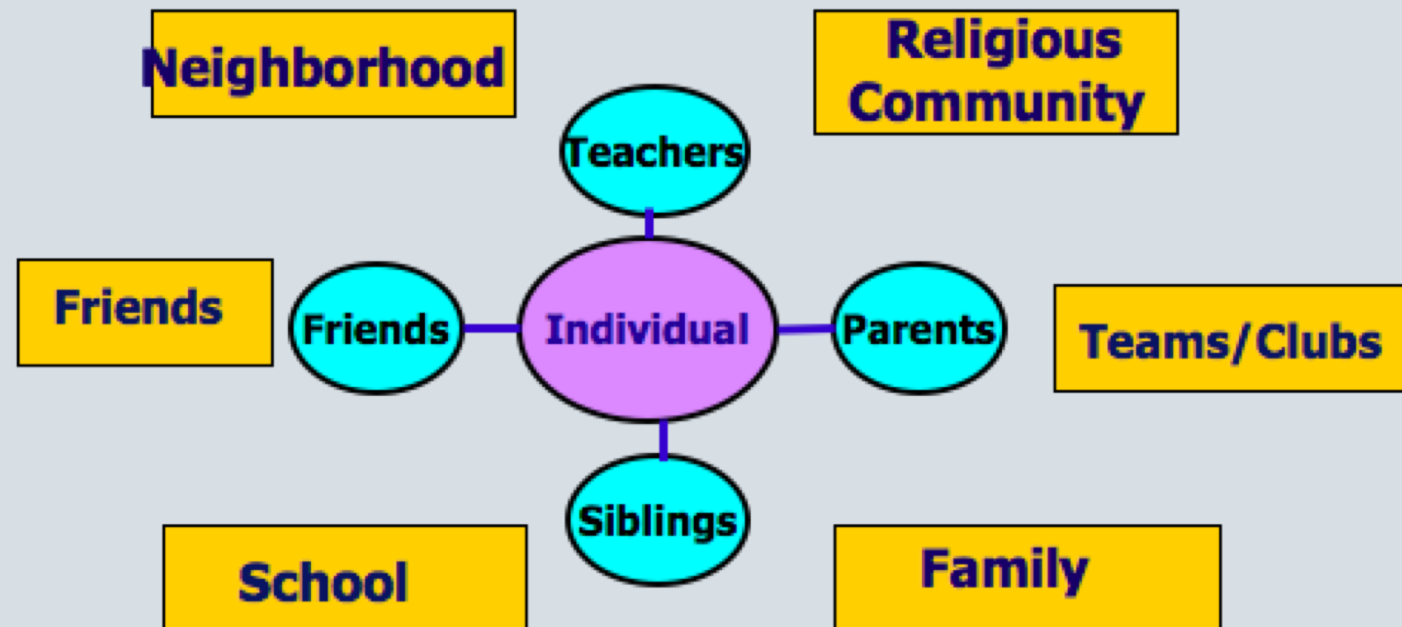
**Maintaining & Enhancing an Affirming & Supportive  
Learning Environment for All Members of the  
School District of Haverford Township**

# Origin of our Work

- **April 2017 to Fall 2017**
  - Identified consultant to guide our work pertaining to Transgender and Gender Expansive students
  - Formed Cross district groups
  - Adopted Board Policy 259 (Gender Expansive and Transgender Students) - Fall, 2017
  - Learned about Social Cultural Identity
- **2017 - 2018 Academic Year**
  - Broadened the focus of the committee beyond original focus and undertook an examination of Sociocultural Identity in the context of Inclusivity
  - Identified the focus
    - School culture, environment, and safe and supportive learning environments for all individuals.
    - How can we all better understand these identities (race, culture, socio-economic...)
  - Identified group and work as “BASIS”
    - Belonging and Sociocultural Identities in Schools

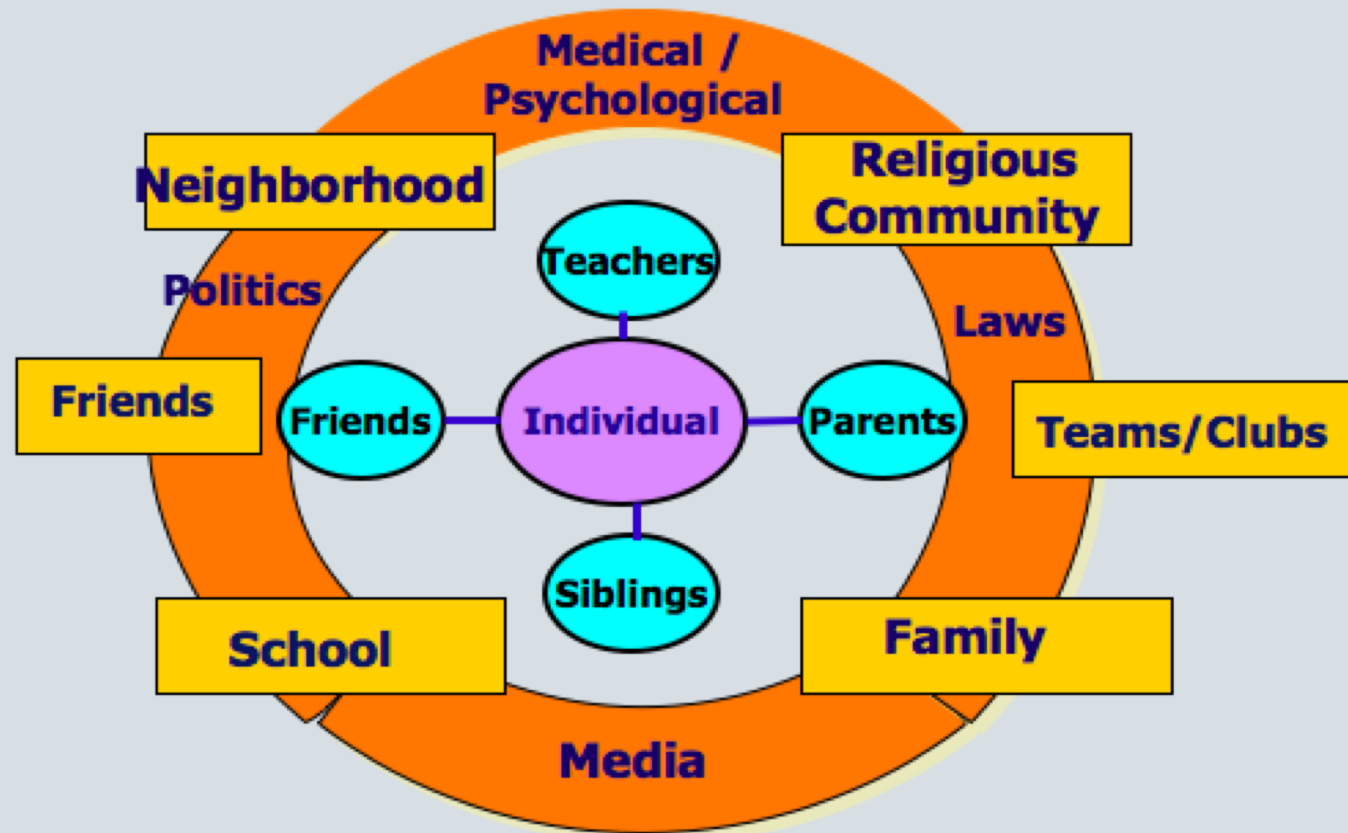
# Sociocultural Identities

***Cultural** = Day-to-day & influences*



# Sociocultural Identities

***Socio** = Larger influences*

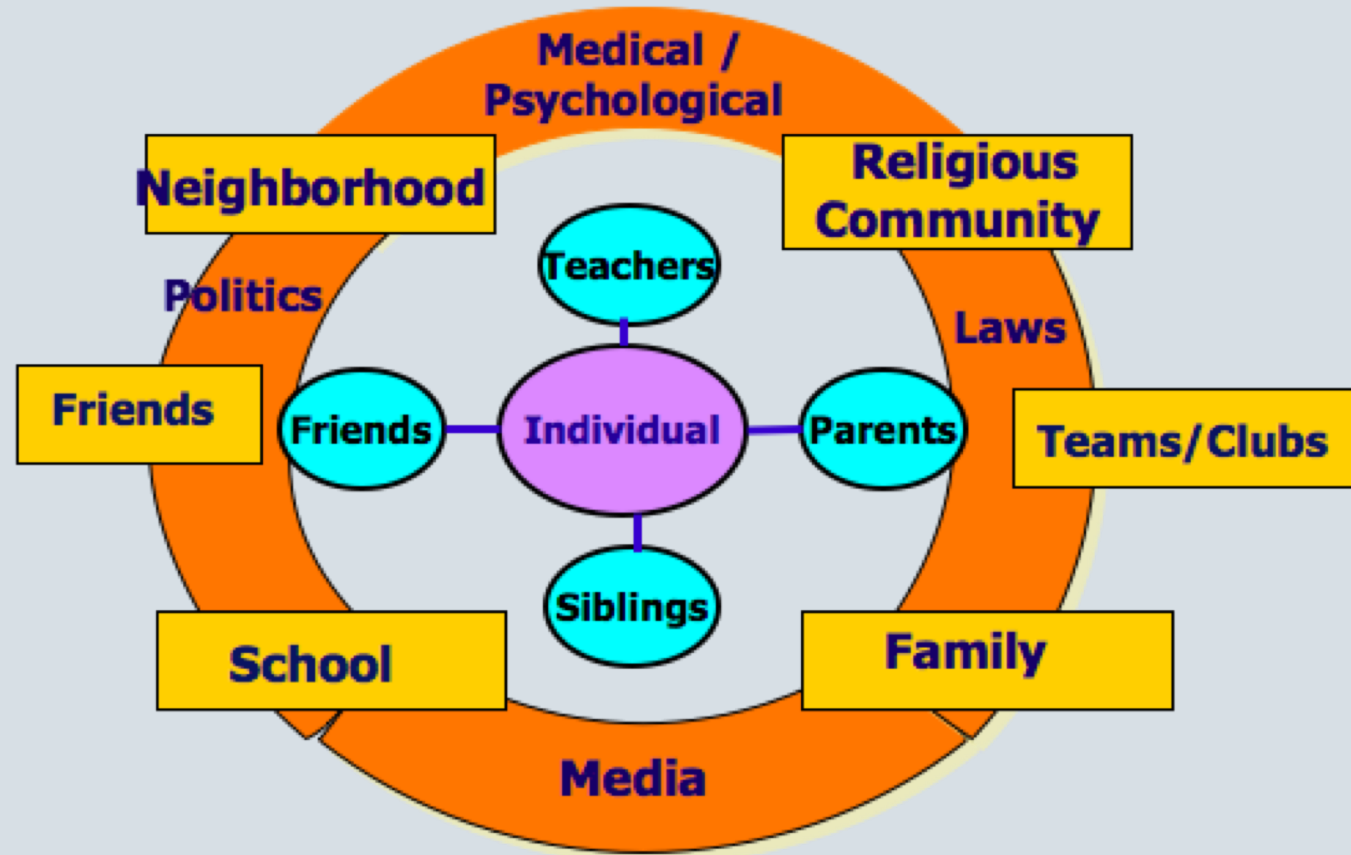




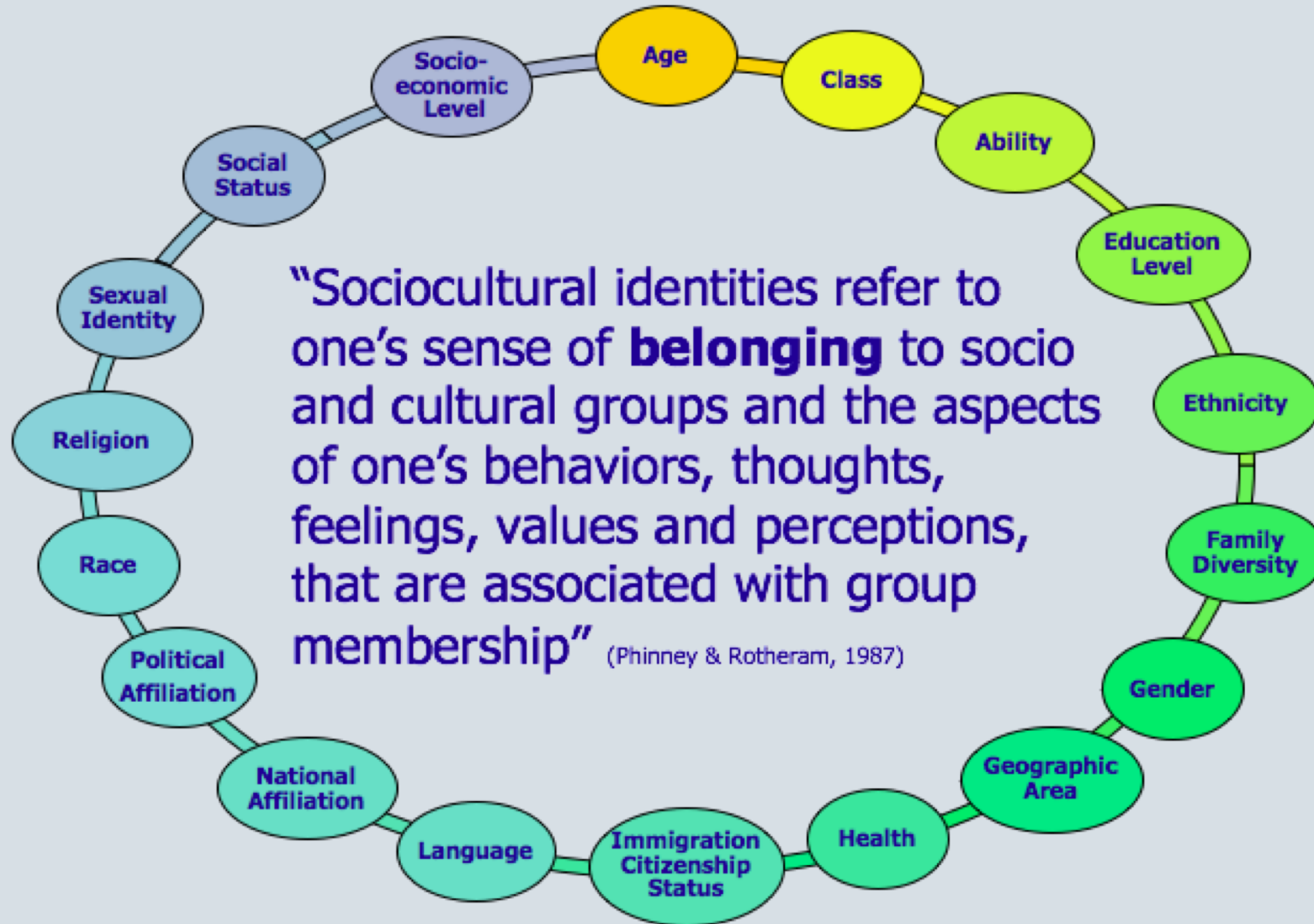
# Sociocultural Identities

***Socio*** = Larger influences

***Cultural*** = Day-to-day & influences



# Sociocultural Identities (SCIs)

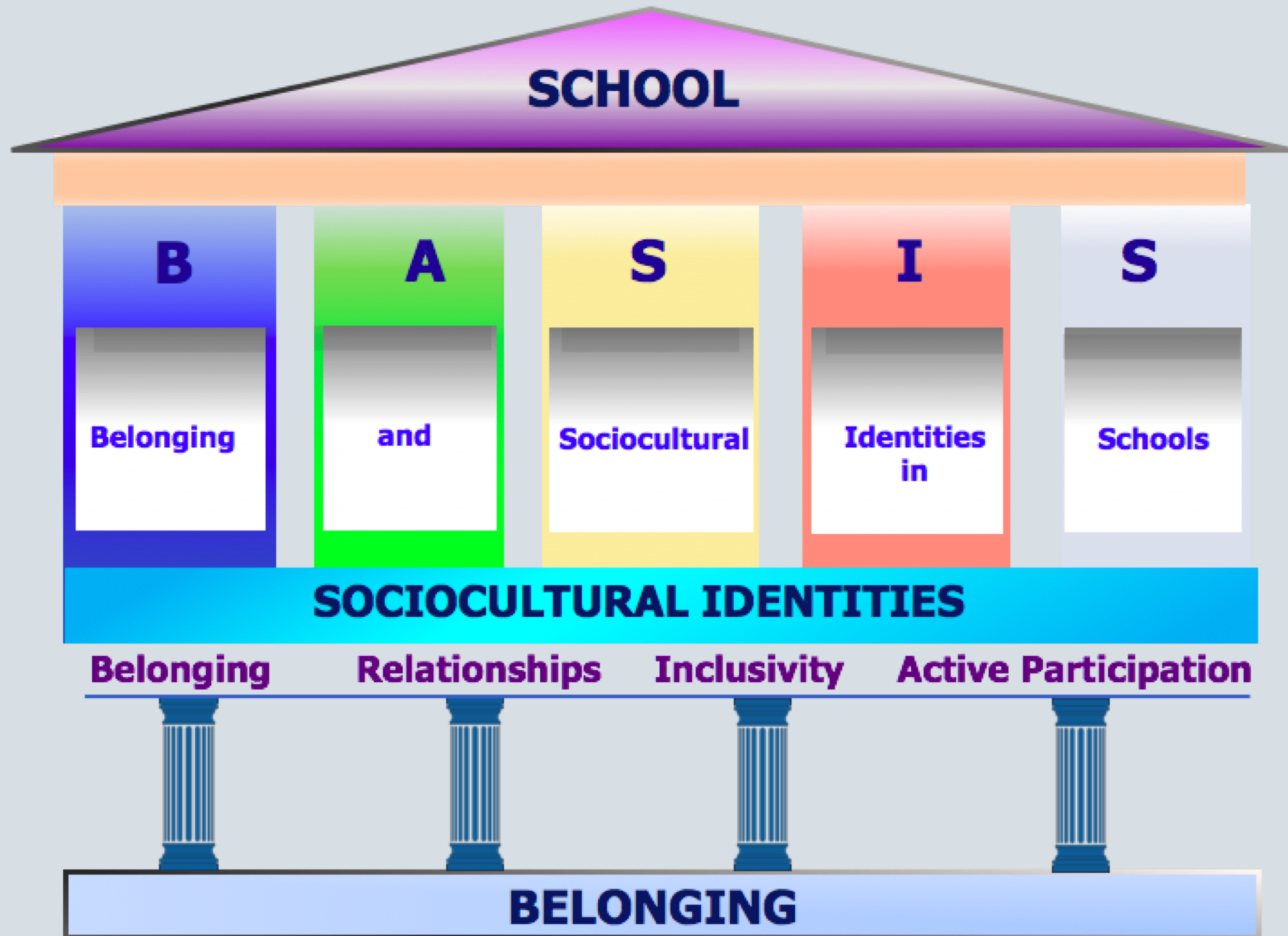


**BASIS** provides four foundational components to support the realization of SDHT's mission:

**Mind Matters:**

- Belonging
- Relationships
- Inclusivity
- Active Participation





# 17-18 District Work

- Broadened the focus of the committee (beyond GET students) and undertook an examination of Sociocultural Identity in the context of Inclusivity and Belonging
  - November 28, 2017
  - January 17, 2018
  - February 28, 2018 – weather interruption!
  - March 20, 2018
- Charge to the Group:
  - Identify and develop programs and practices for improving school climate and enhancing school culture
  - Identify process to provide training ( Cultural Awareness, Diversity, Belonging) throughout the District
    - CHOP (Gender and Sexuality Development Clinic) provided training around supporting Gender Expansive and Transgender student to all employees - transportation and food services August 2018
- Work guided by:
  - Dr. Jeanne Stanley - Belonging & Sociocultural Identities Trainings for BASIS Committee

# Middle School 2017-2018

## **Students:**

- Wellness Days related to
  - Climate/culture
  - Student Advocacy
  - Minding Your Mind
  - Digital Safety & Awareness
  - H-PRIDE & Inclusivity
- CHOP - Inclusivity work with students
- No Place for Hate
- Formation of Young Minds Club

## **Staff:**

- Mentoring Individual Students
- Weekly administrative and Faculty agenda items/discussion points/literature related to addressing climate/culture
- CHOP - Transgender training for staff
- Principal attended Racial Literacy workshop with Dr. Howard Stevenson at Penn

# High School 2017-2018

## **Students:**

- Fishbowl conversations for students
- Rainbow Alliance Day of Silence
- Students attended:
  - ADL Youth Leadership Conference
  - Women's Leadership Conference at Penn with Michelle Obama
  - Vanguard STEM Day
  - Rainbow Connections Conference to West Chester University
  - Field Trip by AACE to African American Smithsonian Museum
- Minding Your Mind Assemblies
- No Place for Hate
- Student activities survey
- Soul Food Night

## **Staff:**

- Administrators participated in ADL Holiday Training at Marple
- Worked with Haverford Human Relations Commission to structure Appreciating Diversity Contest
- Rainbow Alliance Day of Silence
- Team Building Activities for Staff and Students with Sarah Davit and Steve Quinn
- CHOP training - Supporting GET Students

Purpose of work  
planned by District  
Committee

**BASIS**

Belonging  
And  
Sociocultural  
Identities  
In  
Schools

**Achieve and incorporate  
belonging in our school  
district for all members of  
the SDHT community**



# SDHT Mission & Beliefs

The **mission** of the School District of Haverford Township is to educate and to inspire a community of lifelong learners.

The **beliefs** of the School District of Haverford Township are:

- Excellence in education is the shared responsibility of all community members.
- Support and conditions must exist whereby ***all students*** can meet the standards set in the areas of academic and technical learning, the arts, and physical development.
- Our school environment ***must be safe and nurturing.***
- Opportunities must exist for students to ***develop strong personal character including the core virtues of honesty, generosity, responsibility, self-discipline, perseverance, respect for others, compassion, and commitment.***
- Change is constant; therefore, our district must reaffirm or revise the Comprehensive Plan.

**Begin with an assessment of  
current climate**

**Survey for Belonging and SCI in Schools**

- I. Examine existing research and assessment/survey tools related to students and school personnel current experiences regarding Belonging and Sociocultural Identity

Actions:

- A. Review existing surveys and research
- B. Decide on one of the existing surveys
- C. Prepare to make a recommendation to BASIS about which (if any) survey to use

## Considerations for survey selection

- Length of scale
- Ease of administration
- Starting point to assess belonging
- Current research happening with students in K-8 and HS
- Adaptability for parents and staff
- Ability for comparison across groups
- Ability to track changes in individual belonging across time
- Reliability & validity of survey instrument

# Simple School Belonging Scale *Sample* Questions

Authors: Erin Feinauer Whiting, Kimberlee C. Everson & Erika Feinauer(2017)

- People here notice when I am good at something.
- Other students in this school take my opinions seriously.
- People at this school are friendly to me.
- I am included in lots of activities at this school.
- Other students here like me the way I am.
- I like to think of myself as similar to others at (school name).
- People at (school name) care if I am absent.
- I feel like my ideas count at (school name).
- I feel like I matter to people at (school name).
- People really listen to me when I am at school.

Who will take the survey?

Students  
- Specific Grades

School Personnel

Other



Middle school students



High school students

- If administered to Elementary students, adaptation required
  - Examples
    - NO!, no, yes, YES!
    - use of emoticons

## Implementation steps for

- Collection of survey date

- Maintaining confidentiality of participants

- Analysis of data

## Under Consideration

- Electronic survey system
- Identifying information (Name, DOB, etc.) not collected.
- Assign a number/code to each respondent- allows for longitudinal data collection
- Collect additional sociocultural information
- Collect building information
- Survey 2x/school year (late fall/early winter and end of year)
- Survey in grades 3?-12

## Implementation steps and considerations for survey

- Provide information to the community (students/staff/families)
  - Preview the survey
  - Explain rationale
  - Answer questions
  - Offer translation
- Student completion in school
- If parent completion, done remotely OR at school functions (conferences /PTO/ school sponsored events)
- Staff completion remotely or at a staff meeting
- Offer a paper version for those with limited web access



# **Multi-Year Plan**

**Focused Training for all employee groups and an examination of environment and curricula**

**Action Plan for BASIS**

Develop a **multi-year** action plan involving training and curricula

- Identify plan components and additional information needed
- Audience identification
- Plan for training in 18-19
- Training for incoming personnel
- Means to find / make available / promote resources related to curricula
- Success criteria



# Identify the components of an action plan

## Phases

Steering Committees  
Education/Planning/Recruitment

Needs Assessment/survey

Research

PD/Student Groups

Implementation

Feedback

Revision

- **Timeline** - In phases
- **Priorities** - 4 Belonging pillars
- **Communication** - Administration, Staff, School Board, Students, Families
- **Stakeholder input, review, and feedback loop** - Administration, Students, Teachers on committee, PD feedback
- **Actions** - See action plan
- **Responsible Parties** - See action plan
- **Evidence of Success** - Increase in sense of belonging as reported by staff and students
- **Plan to respond to feedback** - Analyze survey results and revise plan accordingly
- **Short and Long term goals/benchmarks** - See timeline

# Timeline Overview

## **Year 1 - 2018-2019**

- Staff: Survey; Training-SCI and Belonging
- Students: Survey; Student groups promote positive school climate (using programs already in place and developing new activities)
- Further develop individual building school climate initiatives
- Design protocol for welcoming students at the secondary level
  - Focus efforts on minority students who are new to our district at the secondary level
- Begin diversity-focused recruitment
- Diverse reading materials identified for inclusion in English classes
- Establish & hold two Feedback Forums for parents of current students

## **Year 2 and Beyond**

- Continue diversity-focused recruitment
- Community: Engage through community events such as Haverford Day
- New Teachers: SCI, 4 Belonging Pillars
- Further develop individual building school climate initiatives
- Periodic survey of staff/students
- Evaluate programming and revise plan accordingly

# Year 1: Spring 2018

- Determine priorities and the basis of all messaging/work: Belonging Pillars
- Socio-Cultural Professional Development for administrators
- Present Overview of BASIS work to admins and gather input into action plan
- Present update of work to the board and public
- Survey staff as part of the Professional Development survey; include explanation that we are exploring belonging as a basis for some 18-19 staff training
- Continue curriculum diversity audit and adjustment through Curriculum Cycle

## Short term benchmarks:

PD completed by administrators, survey administered, student groups selected, revised draft of action plan, presentation made at board meeting

# Year 1: Summer 2018

- Analyze staff survey results
- Professional Development planning using surveys and research, resources, and student input
- Convene secondary student groups for training and to provide input into the teacher training, curriculum, and building activities
- Design protocol for welcoming new students (particularly minority students)
- Students plan to use current programs or start new activities to foster the four Belonging Pillars among students
- Racial Literacy Training for Lead Group of Staff and Students
- Finalize and Post “Welcoming Schools” FAQ
- Convene recruitment committee to develop plan for diversity focused recruitment
  - Diversity-focused recruitment of professionals and staff
    - job fairs-Delaware Valley Consortium for Excellence and Equity
    - job postings/advertising
    - reach out to HBC and others

## Short Term Benchmarks:

2018-2019 PD developed; student groups convened and action plan developed; lead group training completed, diversity focused recruitment committee selected

# Year 1: Fall 2018

- Present update of work to be undertaken to the board
- Principals and staff develop building goal based on one of the four Belonging Pillars
- Survey students (need communication/education for parents/community)
- Professional Development Implementation – Sociocultural Identify and Belonging by building throughout year; plan to include all staff including cafeteria staff, bus drivers, etc.)
- Create student groups at remaining buildings
- K12 student activity development-based on culture programs already in place
- Delaware Valley Consortium for Excellence & Equity Professional development and Student Leadership Workshops

## Short Term Benchmarks:

Board presentation completed; building goals shared among principals; PD feedback shows at least 85% positive; student activities are planned/implemented

# Year 1: Winter 2018-2019

- Principals review building goal progress
- Audit extent to which each building is visually welcoming and inclusive
  - Do students see themselves reflected in the book, art work, pictures throughout the building?
- Student-led student activities based on culture programs already in place
- Student/staff Racial Literacy training continues
- Delaware Valley Consortium for Excellence & Equity Professional development
- Hold Parent Feedback Forum #1

Short Term Benchmarks: goal progress evident, student groups report on audit and suggest updates



# Year 1: Spring 2019

- Begin additional curriculum review from differing perspectives (secondary, then elementary)
- Follow Up Survey of Staff, Students
- Hold Parent Feedback Forum #2
- Diversity-focused recruitment of professionals and staff
  - Collect data to determine if there has been an increase and retention
  - Job fairs
  - Job postings/advertising
  - Reach out to HBC and others

Short Term Benchmarks: curriculum review of ELA complete; surveys show increased reports of belonging and knowledge of 4 belonging pillars; partnerships formed with the purpose of increasing diversity in professionals/staff

# Timeline 2019-2020

- Teachers/staff create at least 1 annual goal based on one of the 4 belonging pillars
- Implement Inclusivity Activities K-12
- Curriculum shifts made by curriculum committees
- Continued School Climate Initiatives
- New teacher induction training
- Spring-Survey Staff, Students, Families
- Summer-Committee review of surveys and appropriate revision of action plan

Survey

Open  
Day  
Speaker

Responsive  
Classroom

Student  
groups

Belonging

Relationships

Inclusivity

Active  
Participation

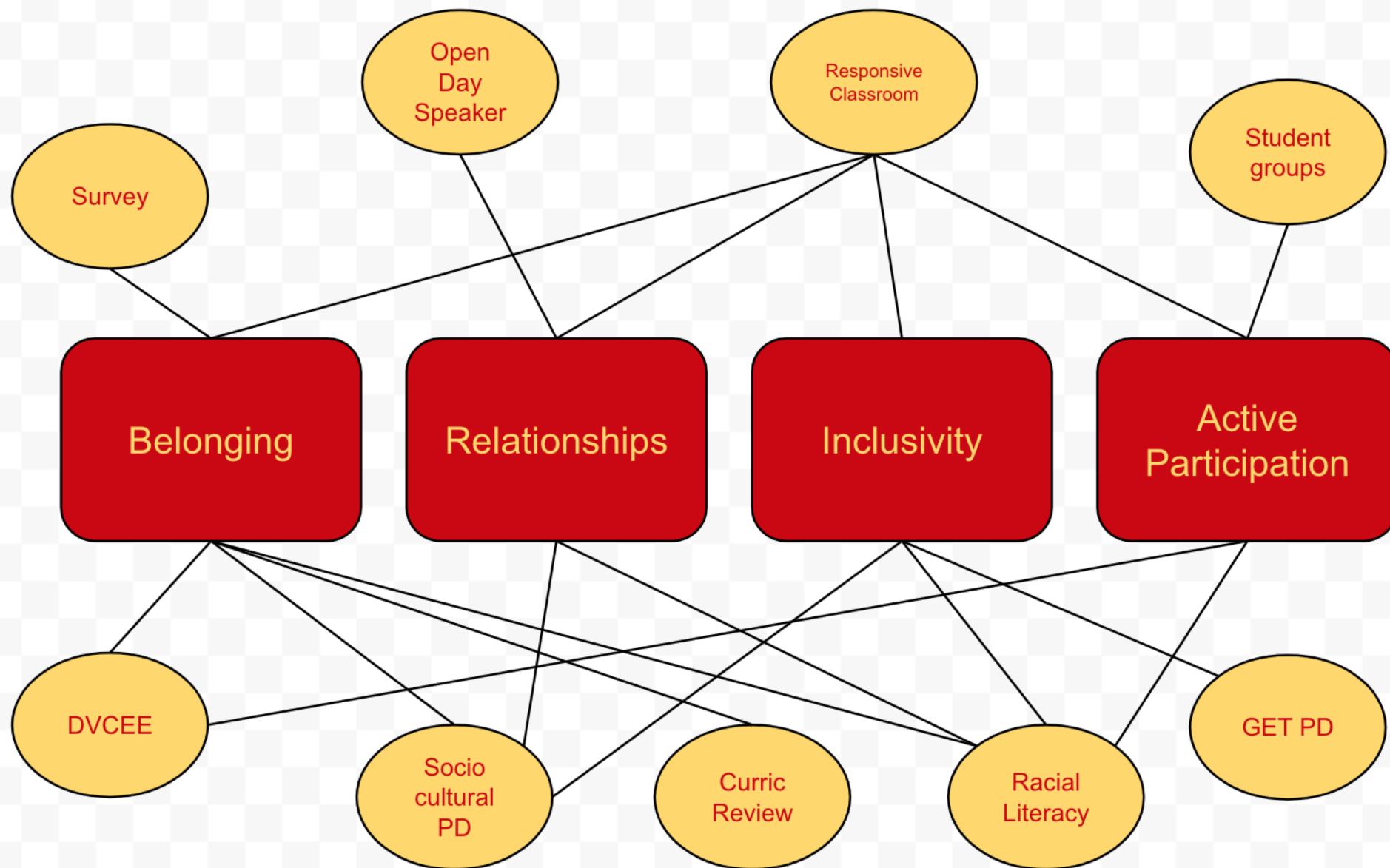
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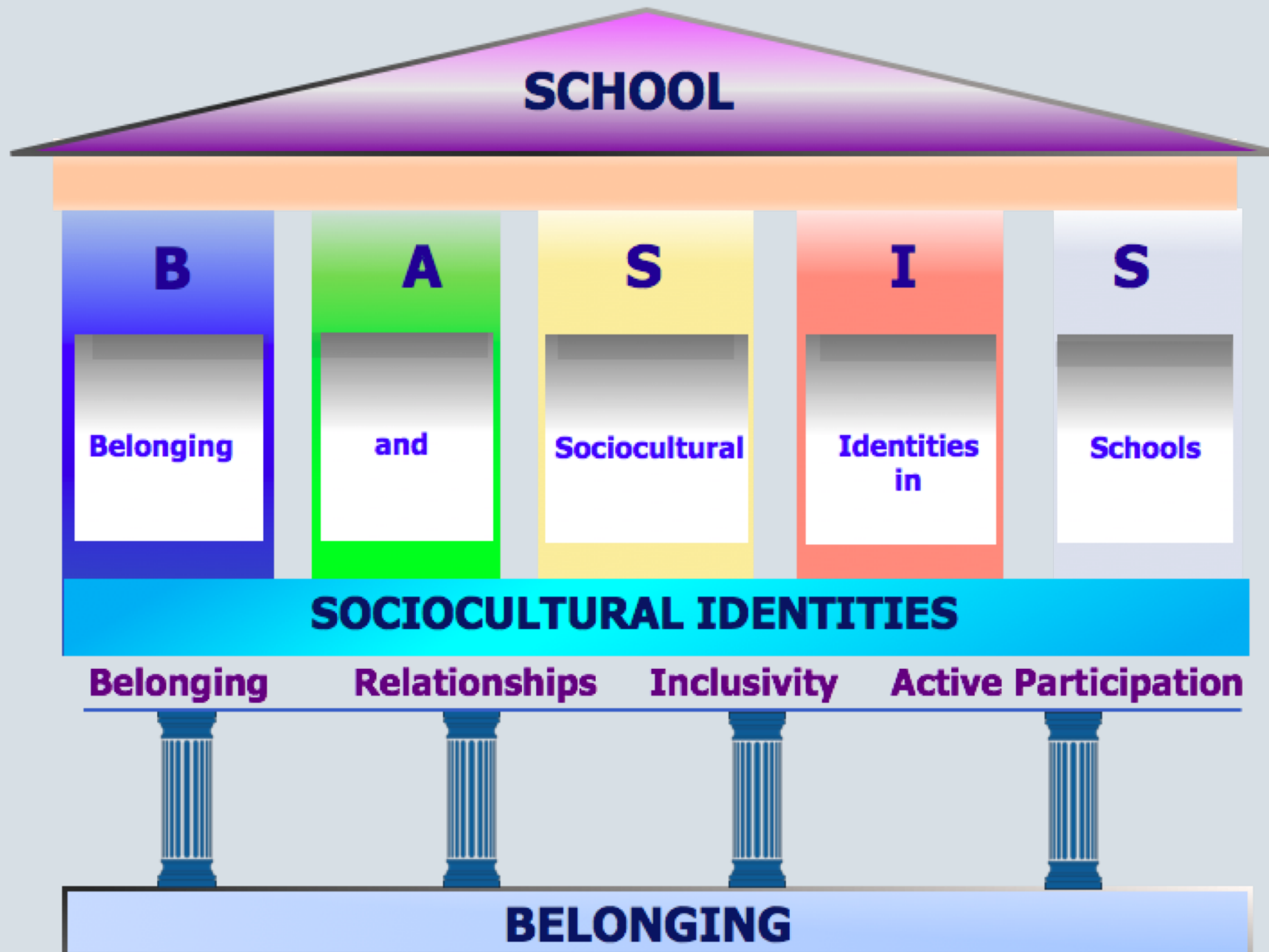
Socio  
cultural  
PD

Curric  
Review

Racial  
Literacy

GET  
PD





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