

The background features a dark blue gradient with faint, light blue circular patterns and a scale. The scale is a large arc on the left side, with numbers ranging from 140 to 260 in increments of 10. There are also several smaller circular elements, some with arrows, scattered across the background.

END OF THE YEAR UPDATE

BASIS: BELONGING AND
SOCIOCULTURAL IDENTITIES IN
SCHOOLS

SARA CHRISTIANSON

JEN SAKSA

JILLIAN MCGILVERY

WHAT DOES IT MEAN TO BELONG?

Goal:
Maintaining & Enhancing an
Affirming & Supportive
Learning Environment for ALL
members of the School
District of Haverford
Township, so that everyone
has a true sense of belonging

Building a Sense of Belonging

We're hardwired for connection—it's what gives purpose and meaning to our lives.

The absence of love, belonging, and connection always leads to suffering.

- Brené Brown



 PROUDTREE
empowered learning

www.proudtree.com

ACTION PLANS

YEAR 1: FALL 2018

- School Board Presentations COMPLETED
- Principals and staff develop building goal COMPLETED
- Survey students COMPLETED
- PD Implementation - SCI and Belonging ON-GOING
- 6-12 Student Cultural activities ON-GOING
- DVCEE Professional development and Student Leadership Workshops COMPLETED
- Secondary DVCEE protocol established COMPLETED

YEAR 1: WINTER 2018-2019

- Principals monthly progress meetings COMPLETED
 - Mid-Year Goal meeting
- Purchase welcome posters COMPLETED
- Student-led student activities COMPLETED
- Student/staff Racial Literacy training COMPLETED
- DVCEE Professional development COMPLETED

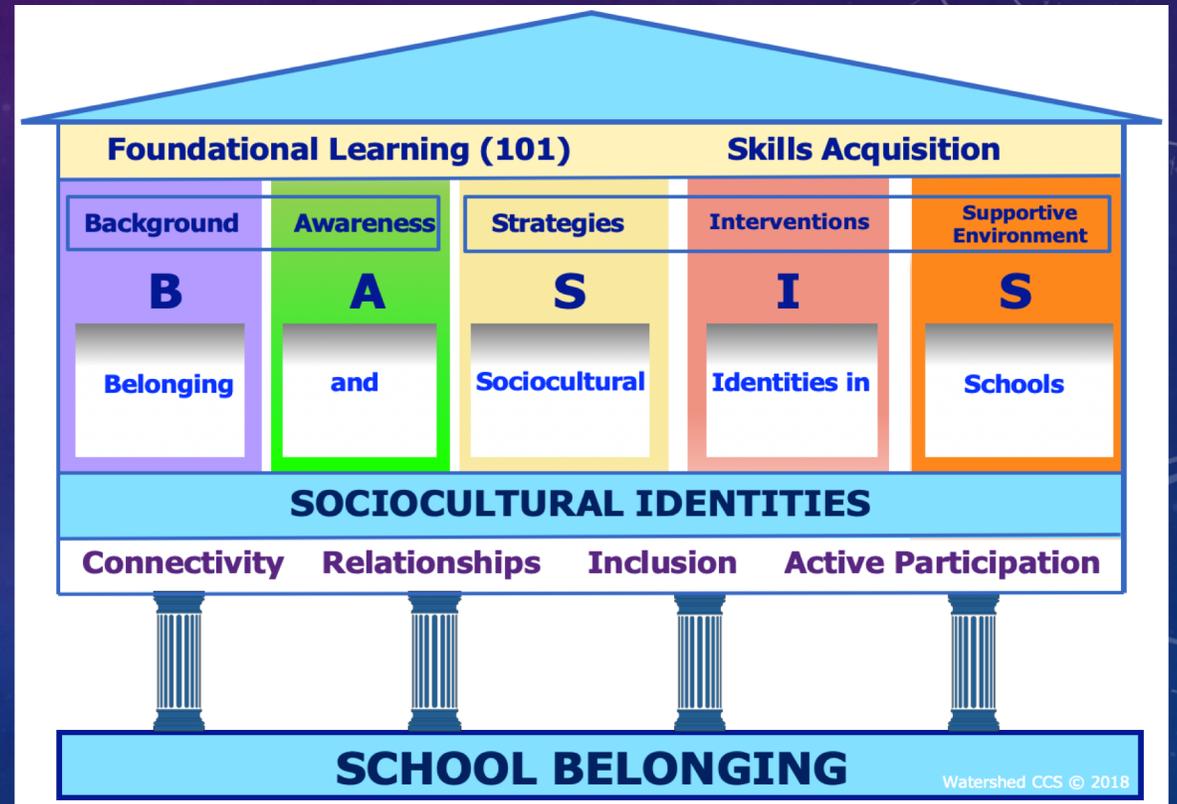
YEAR 1: SPRING 2019

- Begin curriculum review from differing perspectives ON-GOING
- Survey of staff after SCI professional developments COMPLETED
- Analyze student survey results- IN-PROCESS/SUMMER
- Review Student Survey Results with District BASIS team COMPLETED
- Parent Forum COMPLETED
- Diversity-focused recruitment fairs COMPLETED
- DVCEE Job postings/advertising ON-GOING
- Reach out to HBC/partnerships ON-GOING

SOCIOCULTURAL IDENTITIES (SCI) PROFESSIONAL DEVELOPMENT



Jeanne Stanley, Ph. D.
Watershed Consultation Services



900+ District Employees trained

Multiple, Small groups allowing for active participation and engagement

Feedback and Learning Survey's upon completion

SCI TRAINING SURVEY RESULTS

- **83% of staff agreed or strongly agreed that they found this session to be valuable.**
- *“I found it valuable to examine the many facets of identity -- and to acknowledge that being "blind" to these differences is in fact, at times, the opposite of helpful in our learning environments. Incorporating these elements adds a sense of belonging and in turn, willingness to participate and engage.”*
- **87% said they will use what they learned in the session in their work.**
- *“Being thoughtful about how I address and make assumptions about my students can help my students feel more included , making them potentially more receptive to my teaching.”*

DVCEE

Monthly Professional Developments

- MS & HS BASIS team members attend

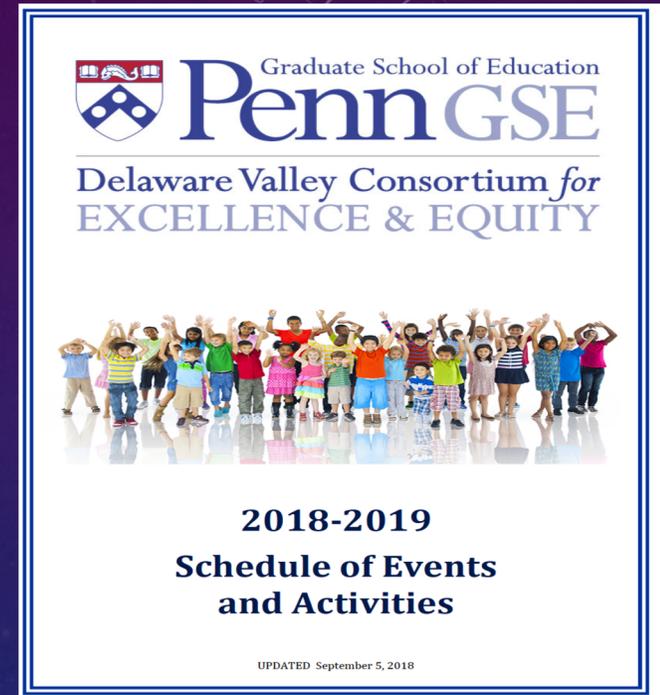
Learner Active and Technology Infused Classrooms; Lessons That Build Students' Executive Functioning Skills w/ Dr. Nancy Sulla, Naples, FL.

Nurturing Our Students' Resilience: It Begins with Beliefs w/Dr. Sara Truebridge, Danville, CA .

Nurturing Culturally Responsive Pedagogy in Our Classrooms w/Megan Fuciarelli & Guillermo Lopez, Madison Heights, MI.

Student Leadership Conferences

- MS & HS



DIVERSIFIED WORK FORCE

DVCEE

Minority Recruitment Efforts

- Email List-Serve for postings
- Job Fair



CURRICULUM: CONTENT PROFESSIONAL LEARNING

70 Teachers Engaged in 5 hours of Cultural Proficiency Professional Learning with Dr. Crystal Lucky

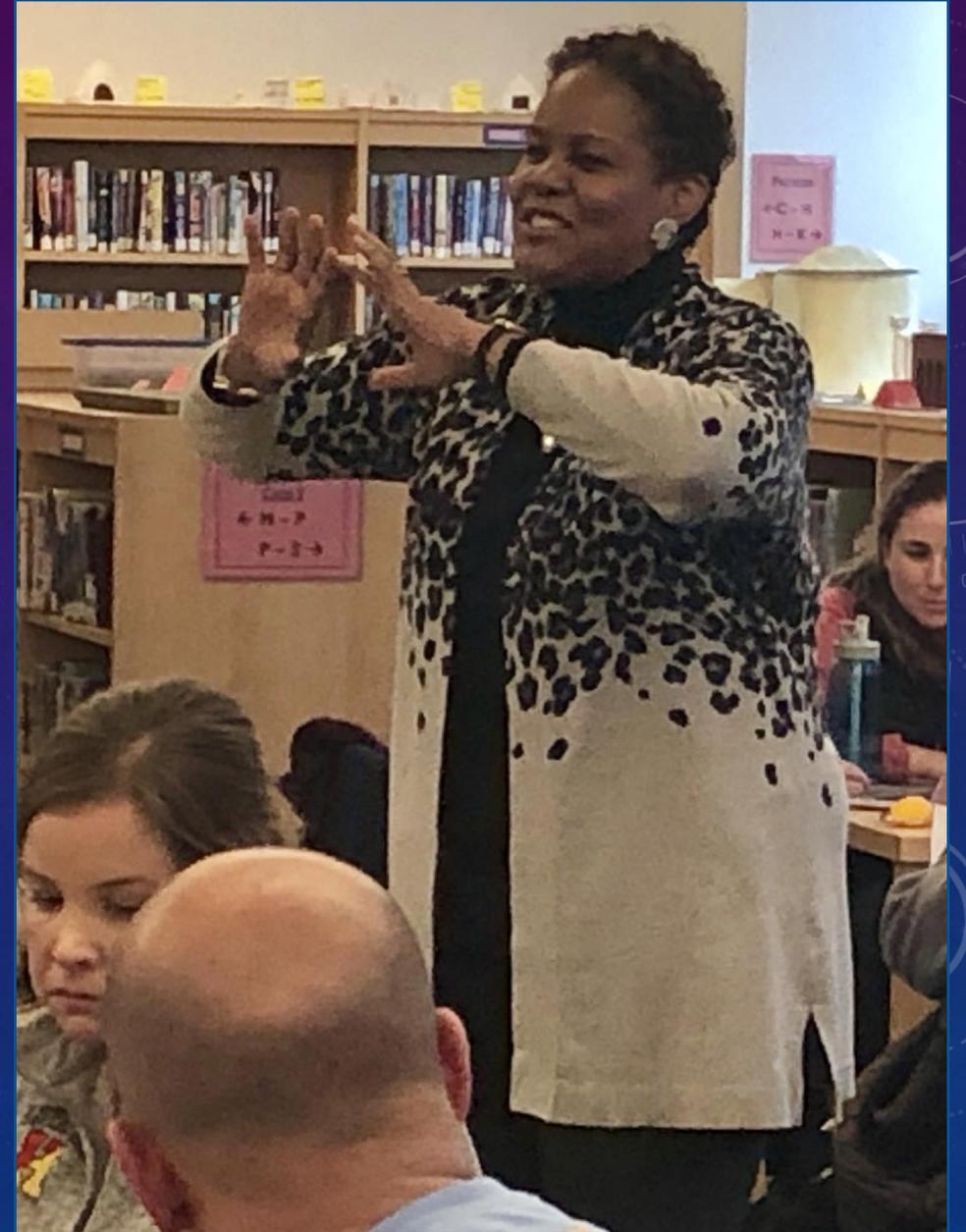
100% of survey respondents Agree/Strongly Agree that the session was valuable

Build Trust

Agree on Belonging

Enhance Awareness of Cultural Perspectives

Be Brave



...I absolutely plan to use the Toni Morrison short story for inferences and assumptions.

To dedicate time to building relationships with my students so conversations can be facilitated and authentic. Also, conduct the prep work necessary to speak about the issues in an educated way.

There isn't one specific thing I plan to use; rather, the growth of perspective I have experienced in listening to and learning from Dr. Lucky has already been brought into the conversations I have with my students and will continue to shape and develop how I guide our discussions as a community of learners together.

Curriculum: Content Professional Learning Feedback

How will you use what you learned?

CURRICULUM: TEXTS

Additions:

Brown Girl Dreaming by Jacqueline Woodson

I am Malala by Christina Lamb and Malala Yousafzai

The Glass Castle by Jeannette Walls

Boy on the Wooden Box by Leon Leyson

Numerous Short Stories, Poems, & Non-fiction Articles

Rubrics for All Texts:

- ❑ Women and minorities are featured in important roles
- ❑ Subject matter covers a spectrum of accomplishments and contributions by all sexes, races and physical conditions
- ❑ All groups are presented in broad scope
- ❑ Pronouns and descriptors of both sexes are used equally
- ❑ Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial
- ❑ Children of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged or diminished
- ❑ References and timelines feature events throughout various parts of the world

CURRICULUM: SOCIAL STUDIES

Shifting Elementary Immigration Projects to Heritage Projects

Revising Curriculum Addressing Study of Indigenous Peoples

Revising Ancient Africa

Adding Reconstruction

Shifting High School World History

Restructuring SS Credits for more Electives; Women's History, Minority Studies; Local History and more



CURRICULUM: COMMEMORATIVE MONTHS

2018-2019

Black History Month Resource,
Materials, and District-wide Plan

Women's History Month Resource

Summer/Fall 2019

Committee to research and identify
commemorative months to celebrate

Fall/Winter 2019

Develop District Wide Plan for
Celebration of Commemorative Months

Commemorative Month Lists

National Archives Equal Employment
Opportunities and Civil Rights

Law Library of Congress

US Senate and/or Congress

National Education Association Diversity
Calendar

Others

CURRICULUM: BLACK HISTORY MONTH, 2019

District-Wide Approach & School-Wide Strategies

Black History Month Resource + Time to Research & Plan + Clear Expectations

Elementary - Each Classroom & Specials; Secondary - Each Department

Resources Curated by Dr. Adrienne Gordy



All elementary classrooms received 2-3 books aligned to theme and celebrating Black History for use during ELA/SS, with resources and plans for use

Activities included: Bottle Biographies, Hall of Fame, Wax Museums, Door Decorations, Musical Instrument Creation, Stylized Art, Writing, & Dance, Research

All secondary departments devised lessons to highlight and celebrate contributions in Black History; chemists, inventors, artists, authors, mathematicians, and more



CURRICULUM: WOMEN'S HISTORY MONTH, 2019

Theme - Visionary Women and Champions of Peace

Women Highlighted - Leaders, Advocates, Journalists, Founders, Spies, Artists

Activities - Family History Makers, Newsletters, Organizing for Change, I Spy, Artwork, Random Acts of Kindness



CURRICULUM: ONGOING

Curriculum Review Cycle Includes Analysis of Cultural Proficiency

Continued Professional Development for Cultural Proficiency in Content Areas

Recommend Adoption of Culturally Proficient Materials, Resources, and Practices

Continued Parent/Guardian & Student Input Regarding Representation in Curriculum & Resources

Revision/Development of K12 Social Studies Curricula

Commemorative Months & Infusion Throughout Curricula

ELEMENTARY: RESPONSIVE CLASSROOM

“Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness.”

(<https://www.responsiveclassroom.org/about/>)

Year 1: All Students Engage in Morning Meeting Every Day

- Schedule
- Training
- Tool Kits
- Weekly Emails
- Sharing
- Additional Training

ELEMENTARY: RESPONSIVE CLASSROOM

How Did We Get Here?

Previously Trained

Lynnewood

- What inspired pursuit of this grant?
- Role in Supporting District-Wide Effort
- Observable Impact Thus Far

Year 2: Adult Language - Use Words, Tone of Voice and Pacing to Employ Language that is Reinforcing, Reminding, Redirecting

- Training
- Weekly Emails
- Sharing
- Student Evidence
- Additional Training

A full report on Responsive Classroom will be shared at a future meeting of the School Board of Directors.

HAVERFORD (DISTRICT MEAN)

ELEMENTARY MEAN 4.12 N=1,001

MIDDLE SCHOOL MEAN 3.90 N=1,451

HIGH SCHOOL MEAN 3.76 N=1,221

TOTAL HAVERFORD: 3,673

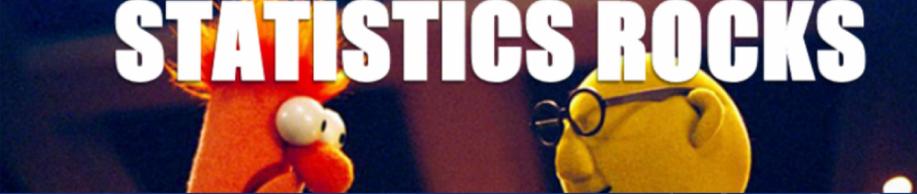
14 OTHER PARTICIPATING DISTRICTS (CATALYST MEAN)

ELEMENTARY MEAN 4.01 N=2,681

MIDDLE SCHOOL MEAN 3.84 N=5,959

HIGH SCHOOL MEAN 3.71 N=4,266

TOTAL PARTICIPANTS: 12,906



STATISTICS ROCKS

SURVEY RESULTS

* Indicated Reverse Scored Response

PSSM STATEMENT

I am included in lots of activities at this school.

District Mean

3.595154

Catalyst Mean

3.914829

I am treated with as much respect as the other students.

4.036482

3.914829

I feel very different from most other students here.

*3.561938

3.914829

I can really be myself at this school.

3.80343

The teachers here respect me.

4.307378

3.914829

People here know I can do good work.

4.103458

3.914829

I wish I were in a different school.

*4.176695

3.914829

I feel proud of belonging to my school.

4.020964

3.914829

Other students here like me the way I am.

3.950449

3.914829

SURVEY RESULTS (Continued)

PSSM STATEMENT

I feel like a real part of my school.

People notice when I'm good at something.

It is hard for people like me to be accepted here.

Other students in this school take my opinions seriously.

Most teachers at this school are interested in me.

Sometimes I don't feel as if I belong here.

There's at least one teacher or other adult in this school I can talk to if I have a problem.

People at this school are friendly to me.

Teachers here are not interested in people like me.

* Indicated Reverse Scored Response

District Mean	Catalyst Mean
3.855704	3.914829
3.477811	3.914829
*4.053362	3.914829
3.29431	3.914829
3.68391	3.914829
*4.089573	3.914829
4.152192	3.914829
4.063164	3.914829
*4.240947	3.914829

INCLUSION OF DEMOGRAPHIC INFORMATION

	Mean
African traditional religion	3.348485
Asian traditional religion	3.965812
Buddhism	3.487302
Creole religions	3.444444
Christianity	3.932156
Hinduism	3.648148

HMS Mean: 3.90

Catalyst Mean: 3.86

DEMOGRAPHIC INFORMATION (CONTINUED)

	Mean
Islam	3.761111
Judaism	3.767045
Nonreligious (Secular/Agnostic/Atheist)	3.691239
Native North American or South American traditional religion	3.790598
Sikhism	2.904762
Unitarian/Universalist	3.392593
Other, please specify	3.605263
Prefer not to answer	3.776547

HMS Mean: 3.90

Catalyst Mean: 3.86

STUDENT SURVEY FINDINGS

District BASIS TEAM Data Meeting

What do you see that confirms what you already know about our schools/district?

- Our district mean averages were higher than the Catalyst mean scores indicating that our students have a strong sense of belonging
- Elementary has the highest mean score, then middle, then high
- Groups with really low numbers of students reported a reduced sense of belonging
- Students who are GET reported lower consistently

STUDENT SURVEY FINDINGS

What is new or surprising?

Secondary

- Japanese students rated themselves low at both MS & HS (2.95 & 3.59)
- African American students ranked themselves high (above the district average 3.91 at the middle school)
- Lowest racial mean was Caribbean Latino and Japanese
- Religion was the widest range in mean averages for HHS & HMS

STUDENT SURVEY FINDINGS CONTINUED

- Difference between HS male and female sense of belonging vs. the OPPOSITE in the MS and elementary
- 340 students selected don't know for LGBT
- Transgender males are scoring lower than transgender females (Trans female 3.31 vs. Trans male 2.51)

Elementary

- 44 students preferred not to answer the gender question
- “Other students in this school take my opinions seriously.” was the lowest score in each of our 7 buildings

PARENT AND GUARDIAN FORUM ON EQUITY & INCLUSION

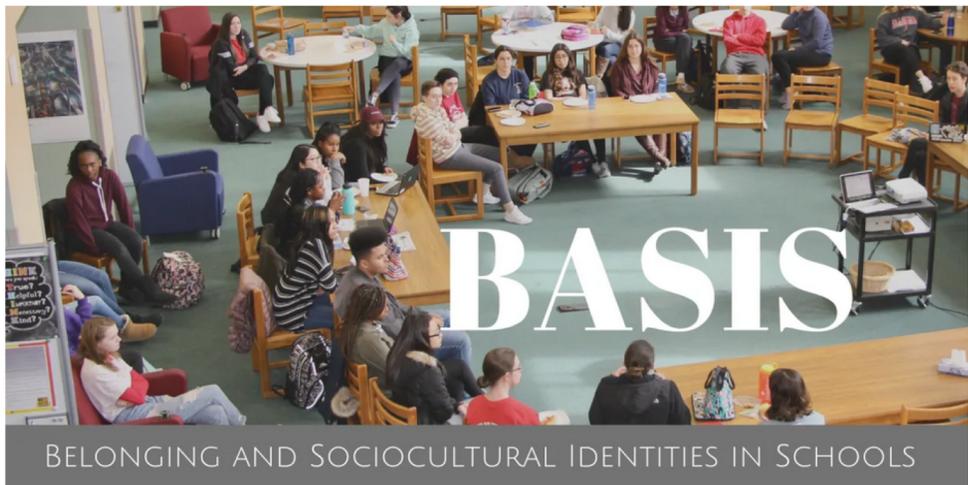
DR. TARA DOATY, SAGE WELLNESS

Goals:

- 1) Working collaboratively with students, and parents/caregivers to **encourage open dialogue regarding SDHT's staff and students' sense of belonging in schools**
- 2) Supporting the SDHT community in upholding the four foundational components of the Belonging and Sociocultural Identities in Schools (BASIS model) in **creating a school environment that is equitable and inclusive of all students and families**
- 3) Identifying and implementing a **follow-up plan that supports and sustains trustworthiness and transparency between SDHT and families**



COMMUNICATION & TRANSPARENCY



"School belongingness is a sense of being accepted, valued, and encouraged by others and or feeling included in the life and activity of the class or school."

(Goodenow, 1993 ctd. In Bouchard and Berg, 2017)

Website Informational Sheets

BASIS
Belonging and Sociocultural Identities in Schools
April, 2019

Every student should feel a sense of belonging in our schools. This is one of the beliefs of the School District of Haverford Township, which since 2016, has been examining this issue. Today the group leading this work is known as BASIS, which stands for "Belonging and Sociocultural Identities in Schools." Our goal is to increase a common understanding and practice among all staff and students that our school environment must be supportive, inclusive, and safe for all.

What does that really mean?
"Sociocultural Identity" refers to a person's sense of belonging in different groups in our culture and lives. Any number of factors can impact this, including a person's age, race, gender, education level, family background, health, religion, sexual identity, social and class status, and political affiliation. We strive to ensure that all students, regardless of these factors, feel there is a place for them in our school district, and that they are supported, included, and welcomed.

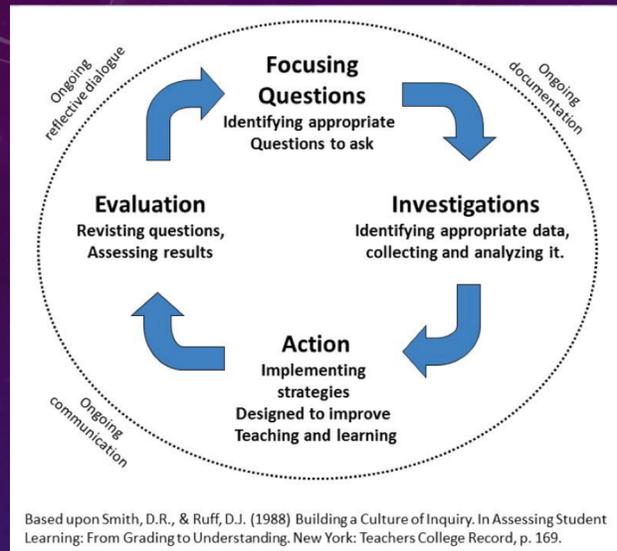
How did the group's work begin?
In 2016, several community members asked the District how the needs of transgender students were being addressed. We formed a committee to examine this, and those discussions initiated a broader evaluation of how our District contributes to a sense of belonging that any and all students experience.

In 2017, BASIS was formed with a group of staff, including teachers, administrators, nurses, psychologists, and counselors from each level (elementary, middle and high school). BASIS committed to identifying and developing programs and practices for improving our school climate and enhancing our school culture. We didn't have survey data to support that our climate was lacking – but we knew anecdotally that there was room for improvement. When students feel included and connected to school they will be more likely to participate in the school community and achieve academic success. Certainly, creating a more inclusive environment where all students feel a sense of belonging could only contribute to a reduction in stress.

The same district-level committee continues its work today, as the district creates school-based BASIS teams. In addition, a group of high school students were selected (based on their leadership in activities and in the school) to form a student BASIS team. The District worked to include a very broad representation of students who could help us to examine our culture through the lens of equity. These students have been developing specific activities and messaging in the high school around the BASIS work.

BASIS in Action
Morning Meeting
Students in every classroom in the District in kindergarten through fifth grade begin their day with what's called a "Morning Meeting," designed to build a strong sense of community, and set children up for social and academic success. Each morning, students and teachers gather together in a circle for twenty minutes and interact with one another. After a polite structured greeting, students are encouraged to share important information in their lives (and respond appropriately by offering polite questions or comments). Teachers lead students in a brief group activity that enforces academic goals (reciting a poem or playing a game). Students then read and interact with a short message written by their teacher that helps them to focus on the work they'll do in school that day. Morning Meeting establishes trust in the classroom, encourages collaboration, and sets the tone for respectful learning.

NEXT STEPS



Immediate Plans--Summer

- Administrative Trainings
 - DVCEE Summer Institute
 - Elementary Principals-REC
 - Use Data to Generate District, Building, & Principal Goals
 - SCI training, P/G Forum, Student Survey

SHORT TERM AND LONG TERM

- Use of Inquiry Learning
- Continued use of data from PD sessions
- Student surveys
- Devise Parent/Guardian Forum long term plan
- Multiple year PD plan



THANK YOU!

ANY QUESTIONS?