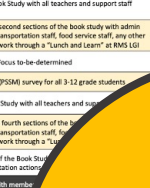
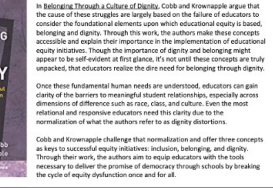
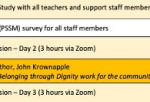
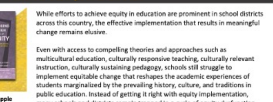
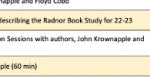




Radnor Township School District

**Belonging Through
a Culture of Dignity**



RTSD Belonging Initiative



The Initiative that Supports All Other Initiatives

Community Updates

School Board and Community Updates

- ▶ 8/16/22: School Board Update: Board Curriculum Committee Meeting
- ▶ 10/18/22: Community Update: Community Conversation with John Krownapple
- ▶ 2/14/23: School Board Update: Board Curriculum Committee Meeting

Belonging Through A Culture of Dignity

Radnor Township School District is committed to providing a safe, supportive, and inclusive learning environment for all families, students, and staff.

Goal

The Radnor Township School District has been focused on continuing to foster a culture of belonging through our school community. A sense of belonging is characterized by the feelings of appreciation, validation, acceptance, and fair treatment.

2022-23 RTSD Book Study: Belonging Through a Culture of Dignity

To continue to help Radnor Township School District develop a strong and withstanding culture of belonging, dignity and inclusion, all RTSD staff members have been provided a copy of the book "Belonging Through a Culture of Dignity" to read over the summer of 2022 as part of a district-wide staff book study. Staff will participate in conversations about the book over the course of the 2022-23 school year and sessions with the book's author(s) are also planned.

In "Belonging Through a Culture of Dignity," authors Floyd Cobb and John Krownapple argue that educational equity is based on the foundational elements of dignity and belonging, which they define as "the extent to which people feel appreciated, validated, accepted and treated fairly within." The book seeks to make the concepts of dignity and belonging accessible and explain their importance in the implementation of educational equity initiatives.

Visit the RTSD Webpage to access updates regarding the Belonging Through a Culture of Dignity and other Radnor District Initiatives.



**Scan the QR CODE above
for more information**

Fostering Belonging with our Staff

Ithan E.S.	Radnor E.S.	Wayne E.S.
✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the staff climate results and develop action items ✓ The principal team presented the results to the staff ✓ The IES team facilitated staff meetings to brainstorm action steps to continue to improve belonging among staff ✓ The IES team continued to facilitate the Belonging Through a Culture of Dignity book study through a responsive classroom and belonging lens ✓ Staff sunshine committee to celebrate personal successes and support difficult times ✓ The IES staff began weekly shout-outs to celebrate the great things happening throughout the building ✓ Dedicated time at staff meetings to share and celebrate good things ✓ The continued facilitation of scheduled team-leader meetings ✓ Morning announcements that include the recognition of staff birthdays ✓ The IES team continues to foster social opportunities both before and after school hours to develop community and camaraderie between all colleagues	✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the staff climate results and develop action items ✓ The principal team presented the results to the staff ✓ The principal team met with each grade-level and department team to engage further and build community ✓ The building team met with paraprofessionals (individually) to learn more about their perspective/feelings ✓ The principal team developed a monthly culture-and-connection activity ✓ Consistent message of taking care of yourself, our school, and each other ✓ The RES staff began weekly shout-outs to celebrate the great things happening throughout the building ✓ The RES team continues to foster social opportunities both before and after school hours ✓ Themed Connection Spirit Days to support community and culture building ✓ Monthly team check-in sessions with all staff ✓ Special days and weeks of celebration are embedded during school days / school calendar ✓ Encouragement for cross-team co-curricular collaboration to enhance professional practices and projects	✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the staff climate results and develop action items ✓ The principal team presented the results to the staff ✓ The building team met with paraprofessionals (individually) to learn more about their perspective/feelings ✓ The principal team revived monthly meetings with paraprofessional representatives ✓ The WES Staff began weekly shout-outs to celebrate the great things happening throughout the building ✓ Staff Sunshine Committee to celebrate personal successes and support difficult times ✓ Monthly team check-in sessions with all staff ✓ Special days and weeks of celebration are embedded during school days / school calendar ✓ Continued opportunities for staff to gather outside of school for social events ✓ Staff Birthday Bulletin Board ✓ WES Spirit Wear shirts (compliments of the Wayne PTO) ✓ Development of a school song to promote belonging and school spirit

Fostering Belonging with our Staff

Radnor Middle School	Radnor High School
✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the staff climate results and develop action items; The principal team presented the results to the staff ✓ The principal team established a small cohort of teachers to analyze the survey results, highlight what is going well, and identify opportunities to increase belonging amongst the RMS staff ✓ The principal team reflected on practices within the building that supported staff engagement at both professional and personal levels ✓ Staff Sunshine Committee to celebrate personal successes and support difficult times ✓ Various social opportunities for staff to gather both inside and outside of the school day ✓ Celebration of individual accomplishments, milestones, etc. ✓ Foster an “open-door” practice where staff are encouraged to connect with administrators or colleagues to share feelings and perspectives ✓ Provide opportunities for maximum participation on committees/teams that influence school decisions and/or the daily operations of the building	✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the staff climate results and develop action items; The principal team presented the results to the staff ✓ The principal team met with each department to review areas of strength, growth, and concerns ✓ The principal team developed a process for all departments to share preferences in advance of the master schedule ✓ The principal team used results to help guide the book study discussions and next steps ✓ The principal team worked with the Radnor Education Foundation (REF) student liaisons on a collaborative project to bring a consultant from Dignity Consulting to RHS to speak to students; facilitate focus groups; develop plans ✓ Various social opportunities for staff to gather both inside and outside of the school day ✓ Departmental lunches ✓ Celebrating successes of our teachers ✓ Focus on more consistent communication (such as a newsletter for the Fall)

Fostering Belonging with our Students

Ithan E.S.	Radnor E.S.	Wayne E.S.
✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the student climate results and develop action items; The principal team presented the results to the staff ✓ The IES team facilitated staff meetings to brainstorm action steps (whole school and classroom-based) to continue to improve belonging among students with a focus on student-to-student acceptance ✓ Continued work to support belonging through a responsive classroom lens ✓ The IES PTO DEI Committee identified and supported new resources for classrooms and the library ✓ The IES team endeavors to develop student focus groups ✓ Responsive Classroom Practices, Social-Emotional Learning Programming (Second Step), and Student Assistance Program (SAP) practices ✓ Counseling groups to support friendship and positive choice-making ✓ Student Ambassador Program ✓ Visible and present staff to greet students and support relationship-building throughout the school day ✓ NEST – Students participate in small mentoring K-5 groups to focus on community-building and belonging ✓ Enhanced playground equipment and before/after school club opportunities ✓ Notes of appreciation to parents and/or students	✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the student climate results and develop action items; The principal team presented the results to the staff ✓ The principal team completed a cross-sectional analysis between the survey results and behavioral reporting to identify themes and patterns; presented to grade level teams, special-area teachers, and paraprofessionals ✓ The principal team is currently pursuing staff and student training in collaborative play through outside consultant and internal capacity resources ✓ The principal team is facilitating focus groups with student ambassadors in grades 3 and 4 (identified grades in need) Responsive Classroom Practices, The RES Way, and Social-Emotional Learning Programming (Second Step) ✓ Counseling groups to support friendship and positive choice-making ✓ Classroom Buddies (vertical teaming) ✓ Student Ambassador Program ✓ Clubs (Friendship; Lego; Recess) ✓ Student shout-outs, Shining Moments, and recognition of cultural celebrations ✓ Seasonal/Monthly Focus Areas (International Week; Pineapple Day; Themed-Assemblies)	✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the student climate results and develop action items; The principal team presented the results to the staff ✓ The building team developed an additional prompt for 3rd-5th grade students to help identify struggling students ✓ The building team met with individual students based on the results of the prompt to engage in understanding and to identify supports as needed ✓ School-wide Positive-Behavior Practices (expectations, special events, ticket celebrations, etc.) ✓ Responsive Classroom Practices and Social-Emotional Learning Programming (Second Step) ✓ Framed pictures of students and staff throughout the building; rotated/changes throughout the year ✓ Student Ambassador Program ✓ Classroom buddies (vertical teaming); Recess Buddies (5th grade and Kindergarten students) ✓ Counseling groups to support friendship and positive choice-making ✓ Lunch with principals, counselor, and/or specialist

Fostering Belonging with our Students

Radnor Middle School	Radnor High School
✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the student climate results and develop action items; The principal team presented the results to the staff ✓ The principal team has continued to develop activities to verify that every student at RMS is truly known by at least one adult in the school (picture activity) ✓ The principal team established a student-focus group of 60 students (20 per grade level) to review the results of the survey, develop perspective, and collect ideas to increase the sense of belonging amongst the student body ✓ Peer Clubs: Where Everyone Belongs – (WEB) Program, School Counseling Groups, 6-8 Extra/Co-Curricular/Athletics, Student Focus Groups ✓ Student Development Series: SpeakUp!, Minding Your Minds, Speaker Series, No Place for Hate, Second Step Advisory Program, Safe-2-Say ✓ School Community Connections: Girls Lead, Villanova Women's Basketball Mentorship, Villanova Student-Athletes Visitation Program ✓ Positive Behavior Recognition and Soft Skills Acknowledgement ✓ Extended Learning Program (ELP)	✓ The principal team met with Dignity Consultant, Dr. Nathan Hostetler to review the student climate results and develop action items; The principal team presented the results to the staff ✓ The principal team collaborated with the Radnor Education Foundation (REF), the REF Student Liaisons, and Dignity Consulting to develop a plan for an assembly, series of focus groups, and dignity-based ambassador training for students that would span the 2022-23 and 2023-24 school years ✓ Extended Learning Program (ELP) ✓ Affinity Groups: Black Student Union (BSU); Women's Empowerment Group ✓ Student Groups/Clubs: LatinX, Sexuality and Gender Alliance (SAGA), Jewish Student Union (JSU) ✓ Student Council ✓ Freshmen Mentor Program ✓ Peer Tutoring ✓ Student Focus Groups and Student Ambassadors

New for 2023-2024

In support of the district's Belonging initiative, the RTSD Communications Department has developed a campaign that includes a series of posters (2 examples shown) that will be hung in each of our buildings. The 18" x 24" posters incorporate common language that we believe will be accessible for all staff and students at all levels.

One set of these posters will be displayed in a designated area of each school and a second set will be displayed throughout the building to familiarize the students with the language and concepts of belonging and inclusion.

Over the next few months, we will add photographs of our students demonstrating the acts described in the posters. We will use current students who are willing to pose for these photographs as we would like the message to be relatable and representative of students in each building. Working with school counselors, we will develop a plan to incorporate the language into the school day.



New for 2023-2024

Ithan E.S.	Radnor E.S.	Wayne E.S.
Staff ▪ Team Building Activities ▪ Monthly DEI Committee Meetings ▪ Staff Book Study with a focus on Dignity Standards and sharing ▪ Continuation of Staff Recognition (notes and shoutouts) Students ▪ CARES/Responsive Classroom Focus ▪ Family Cultures and Celebrations Survey ▪ Continuation/refinement of Nest Meetings ▪ Fifth Grade Ambassadors	Staff ▪ Staff-led Responsive Classroom PD that focuses on creating a strong sense of community in the classroom and amongst staff ▪ Cross-team training to grow community among different subgroups of faculty within the building Students ▪ Responsive Classroom commitment through teacher-led book clubs, committees, and building-wide resources ▪ "Mix-Up" lunch days for 4th-5th graders to help students get to know each other better and build trust ▪ Targeted assemblies on responsibility, empathy, and self-awareness ▪ Classroom instruction focusing on friendship, anti-bullying and a see something/say something approach (supported by counseling team)	Staff ▪ Hospitality center in conference room for all staff ▪ Thank you notes accessible for all to use ▪ Designated office daily lunch from 12:00-12:30 for those that can and choose to join Students ▪ Continuation of K-5 survey two times per year in addition to district 3-5 survey ▪ Classroom buddies expanded to all grade levels ▪ Recess Buddies – additional to the existing Ambassador program ▪ After-school club participation support ▪ Clearances / volunteer participation support

New for 2023-2024

Radnor Middle School	Radnor High School
Staff / Students ▪ Strength Spotting – Finding ways to acknowledge staff ▪ Community building opportunities for staff to collaborate and engage with one another ▪ Staff partnerships during the RMS Advisory Period ▪ Student-staff mentorships ▪ Team building opportunities ▪ Increased time/opportunities for “across-team” peer interactions ▪ Expansion of in-school club opportunities that can be accessed by all students	Staff ▪ Monthly Faculty Forum to collaborate with the staff effectively ▪ Staff shoutouts during each faculty meeting to recognize staff ▪ Provide opportunities for staff wellness ▪ Provide opportunities for staff to join committees to share their perspectives and feedback; ensure that staff feel seen and heard Students ▪ Dignity Ambassador Training ▪ Recognize student(s) of the month for positive contributions ▪ Established a common learning center for students to receive support during each class period (as needed) ▪ Established a Schoolwide No Place for Hate project to teach and encourage students to be an ally for other students who might not experience a strong sense of belonging at RHS

Next Steps – 2023-24 and Beyond

Last
School
Year

2022-2023 Implementation: Belonging Through a Culture of Dignity

Primary Focus Areas: **Indicators**

- Admin Team and School Board Professional Development with Authors, Krownapple and Cobb (6 sessions)
- All-RTSD Book Study
- The **Four Indicators** of Belonging
- Implementation of Climate Surveys for staff and students

This
School
Year

2023-2024 Continuation: Belonging Through a Culture of Dignity

Primary Focus Areas: **Standards**

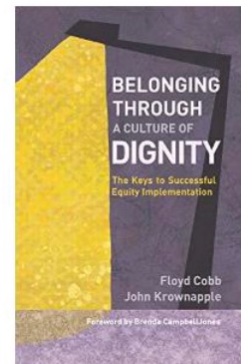
- Admin Team and School Board Professional Development with Authors, Krownapple and Cobb (2-4 sessions)
- The **Four Standards** of Dignity
- Continuation of Climate Surveys for staff and students
- Book Study with cohort of new teachers and staff members

Next
School
Year

2024-2025 Plans in Development:

Primary Focus Areas: **Dispositions**

- Admin Team and School Board Professional Development with Authors, Krownapple and Cobb (to be determined)
- The **Four Dispositions** of Dignity
- Continuation of Climate Surveys for staff and students
- Book Study with cohort of new teachers and staff members



Author, Floyd Cobb



Author, John Krownapple



The 4 Standards of Dignity



2023-2024 Plan and Schedule

Date	Scope	Delivery	Audience	Facilitator
8/10/23	Admin Team Session 1 9:30 – 12:00 pm	Virtual / Zoom	Admin Team	John Krownapple
11/9/23	Admin Team Session 2 9:30 – 12:00 pm	Virtual / Zoom	Admin Team	John Krownapple
11/9/23	New Teacher/Staff Session 4:00 – 5:00 pm	Virtual / Zoom	New staff members	John Krownapple
12/8/23	School Capacity-Building Sessions Each building – 50 minutes per session	Virtual / Zoom	Building Principals/Teams	John Krownapple
12/18/23	Implementation Coaching Day 1 Fall Staff Survey Data Analysis	In-person	Building Principals/Teams	Nathan Hostetler
12/19/23	Implementation Coaching Day 2 Fall Staff Survey Data Analysis	In-person	Building Principals/Teams	Nathan Hostetler
3/18/24	Implementation Coaching Day 3 Spring Student Survey Data Analysis	In-person	Building Principals/Teams	Nathan Hostetler
3/19/24	Implementation Coaching Day 4 Spring Student Survey Data Analysis	In-person	Building Principals/Teams	Nathan Hostetler



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