



Building an Inclusive Campus Culture Framework & Action Plan

Commitment

The New Albany-Plain Local School District (NAPLS) is committed to creating a positive and welcoming culture to create a deep sense of belonging for each student. We will work intentionally to build strong relationships with students so they feel welcomed, listened to, and respected at school. We are committed to inspiring our school community to be accepting and willing to learn from and to build connections with individuals with various backgrounds and viewpoints. We recognize this work is not a sprint, rather; it is a marathon. We embrace the ongoing commitment required to reach our vision. Our district motto “Students First” and our statement of purpose adopted in 2016 codify that each and every student matters: To create a culture of accountability that achieves the best academic and developmental outcomes for each student.

Vision

We will develop a culture of belonging that builds trusting relationships with all students and their families; encourages and supports cultural awareness, knowledge, and skills; and creates opportunities for connectedness that lead to inspirational learning experiences that encourage and motivate all students and staff to achieve their best academic and developmental outcomes.

Definitions

Culture is what we believe, how we behave and the experience our behavior produces for others.

Climate refers to the quality and character of school life. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.

Diversity is the respect of differences in culture, religion, ethnicity, sexual orientation, disabilities, socio-economic status, viewpoint, gender, and family make-up.

Equality in education is achieved when students are all treated fairly and have access to similar resources.

Equity in education is achieved when all students receive the resources they need so they graduate prepared for success.

Inclusion is the recognition that the thoughts, ideas and perspectives of all individuals matter.

Belonging engages the full potential of the individual - where views, beliefs and values are respected.

Well-being is defined as being healthy both mentally and physically.

History

Since 2018, the R-Factor Program has been used by students, staff, parents and administrators in classroom lessons and activities, parent meetings and disciplinary issues to help all of us make good decisions. The “**R**” stands for “response”; how each of us responds to the “**E**” (events) in our daily lives, which produces an “**O**” (outcome).

Based upon information shared by current or former students during summer 2020, the administration developed a Culture and Climate Plan to present to the Board of Education and our learning community. The plan identified lead staff and measures of progress for each component in order to strengthen our efforts to meet the needs of all of our students.

The following strategies were implemented as part of the Culture and Climate Plan:

- Contracted with Dr. Arianna Howard of The Ohio State University and Plant a Seed Educational Consulting, LLC to offer two sessions on creating trauma informed and culturally responsive classroom practices.
- Registered to attend a broader range of university teacher career fairs, including research into recruitment and selection efforts at Historically Black Colleges and Universities.
- Reviewed past diversity initiatives which occurred in the district to determine the level of efficacy to replicate successful concepts.
- Created an inventory of activities, curricula or programs related to culture, climate, equity, inclusion, belonging or well-being.
- Engaged with our SOAR - African American Parent Network to gain ideas and input to better meet the academic or developmental needs of students.
- Contracted with Dr. Hasan Jeffries from The Ohio State University to conduct an Anti-Racism Education Project with two staff professional development days and four community forums for parents and secondary students.
- Partnered with Otterbein faculty to conduct training to enhance culturally responsive hiring practices for administrators or faculty engaged in the hiring process.

- Established a “Diversity, Equity, and Inclusion” (DEI) committee at each school building and at the district-level during the 2020-21 school year to foster increased communication and to gain ideas and input to better meet the academic and developmental needs of students.
- Partnered with Hanover Research to develop and implement a Diversity, Equity and Inclusion survey for students, parents and staff in January 2021.
- Contracted with the Educational Service Center of Central Ohio and Dr. Sierra Austin to engage staff in a book study of *We Got This. Equity, Access, and the Quest to Be Who Our Students Need Us to Be* by Cornelius Minor to provide tools, attributes, and intersectional strategies for teachers and staff to use toward equity in their classrooms. This concluded with an English curriculum inclusivity project.
- Partnered with the Educational Service Center of Central Ohio to participate in a national Racial Equity Institute training with other regional K-12 administrators.

In preparation for the 2021-22 school year and during the drafting of this framework for our continuous improvement, the administration:

- Applied for and received a grant from the Ohio Department of Education for increased efforts to Diversify the Education profession.
- Created and filled a part-time Dean of Students position, supplemental teacher facilitator positions in each school building, and expanded the role of the Community Liaison to support our efforts for Building an Inclusive Campus Culture via grant funding.
- Contracted for professional consultation services via the Educational Service Center of Central Ohio and other professional development opportunities with grant funding off-set.

BUILDING AN INCLUSIVE CAMPUS CULTURE GOALS

Goal 1:	Each student will have a strong sense of belonging at school.
Identified Need	<p>Research shows that when children have strong relationships with caring adults, they are more likely to be engaged at school and more motivated to succeed academically. This is embedded in Benchmark 5 of our Continuous Improvement Plan.</p> <p>The district Social Emotional Learning survey administered to students during November 2020 demonstrated that when asked, “I talk to my teachers about what I need,” 64% of respondents agreed.</p> <p>The district Belonging survey administered during September 2021 to students in grades 3-12 demonstrated that when asked, “Overall, how much do you feel like you belong at school?” 64% of respondents answered as belonging “quite a bit” or “completely belonging”.</p>

Measures of Success	<p>Annually, all students will identify at least one trusted adult that they may approach for help or support at any time while at school.</p> <p>The number of students completing these two school surveys each year will have participation rates of 75% or above by June, 2023 and 90% or above by June, 2027.</p> <p>The number of students responding “I talk to my teachers about what I need” or “belong quite a bit” on these surveys respectively, will increase to 75% or above of respondents by June, 2023 and 90% of respondents or above by June, 2027.</p>		
Goal 1 Action Steps		Who?	When?
Needs Assessment	<p>Continue to conduct age appropriate needs assessment surveys of students to determine the level of student belonging or the lack thereof felt by students. The results obtained will inform specific action steps for improvement for each successive school year.</p> <p>Partner with PTOs to survey parents/guardians to obtain their perceptions of student belonging throughout our school campus and input on how to create a strong sense of belonging at school for all students.</p>	Administration	Spring Annually
Relationship Building	Build relationships through research-based instructional practices such as Nest, mentoring, student clubs, and other peer to peer programs to create an environment of trust between students and staff as well as between students and their peers.	Administration Staff	Ongoing
Create programming for staff to support the work on campus	Continue to expand professional development opportunities including face-to-face training; and create inclusive spaces that support networking, foster professional growth and inspire innovative ideas among all staff members.	Administration BICC Facilitators	Ongoing
Student classroom lessons	Implement CASEL aligned lessons to achieve ODE SEL standards.	School Counselors Wellness Instructors	Annually
R-Factor Programming	Cultivate a culture of accountability to support building an inclusive campus culture	Dean of Students, Building R-factor Committees, BICC Facilitators, Administrators	Ongoing

Goal 2:	Recruit, hire, and retain a diverse workforce.		
Identified Need	Annual staff climate surveys illustrate staff perception of increased efforts by the district to attract and retain highly effective teachers; however, fewer staff respondents recognized improvements to diversify our teacher workforce specifically.		
Measures of Success	<p>Recruit and hire new certified/licensed teachers, administrators and classified staff from diverse backgrounds while maintaining strong retention rates.</p> <p>Recruit students to start an Educators Rising Chapter at NAHS during the 2021-22 school year to increase the number of students at NAHS pursuing a degree to become a teacher. In future years, our goal will be to continuously increase student participation and diversity in the Educator Rising chapter while encouraging students to participate in the teaching professions College Credit Plus course.</p> <p>Foster interest of non-teaching school district employees to pursue their degree in education via a tuition reimbursement program.</p>		
Goal 2 Action Steps		Who?	When?
Participate in “Diverse Teacher Hiring” online modules developed by Otterbein University	The modules focus on training and education of our interview teams about the importance of hiring a diverse staff and the impact their own biases, implicit or explicit, may have on a candidate’s chances of being selected.	All staff and administration participating in the hiring process	Ongoing
Begin Robust Educators Rising (ER) Chapter at NAHS	In order to reset and restart this program, a new supplemental contract will be proposed to the supplemental salary committee for inclusion in the Plain Local Education Association Master Contract.	Administration	Completed and Implemented for 2021-22
	The selected teacher will market the chapter, recruit a diverse group of students interested in pursuing a career in teaching and work with Otterbein liaisons and chapter advisors from surrounding districts to develop activities, curriculum and field experiences on our campus that help students prepare for their future profession and understand the skills and dispositions required in our field.	Teacher Supplemental Position	Annually

Educators Rising (ER)	College Credit Plus course (EDUC 1000) will be offered through Otterbein University to both chapter members and other interested students. All members of our ER chapter who pursue a teaching major at Otterbein are eligible for scholarships.	Administration	2022-23 and beyond based upon student interest and participation
Recruitment of non-teaching employees into the teaching profession	Our non-teaching employee tuition reimbursement program will provide more equitable opportunities for high quality employees to move into professional occupations such as teachers, related service providers and administrators through partial tuition reimbursement for their education and licensure programs, which is already available to all licensed employees. Principals and supervisors will encourage and mentor staff from diverse backgrounds to strongly consider this opportunity.	Assistant Superintendent Directors Principals	Annually
Job description review	Review job responsibilities to ensure inclusion-related expectations are outlined for prospective employees of the district.	Administration Consultant	2022 Implementation and Annually thereafter
Maintain strong retention rates	Continue to provide high quality, trained mentors for teachers new to the district. Conduct exit surveys upon notice of resignations to monitor and respond when possible to the reasons staff are leaving NAPLS.	Assistant Superintendent Human Resources	Ongoing

Goal 3:	Increase cultural awareness of all students, teachers, administrators, and staff.
Identified Need	High quality professional learning can cultivate teacher and staff strengths and help to address the needs of each student they serve and create a more just, inclusive, and equitable environment, where we appreciate the unique contributions of each student and colleague. A district survey administered during September 2021 to students in grades 3-12 demonstrated that when asked, “How well do people at school understand you as a person?” Only 57% of respondents answered as “understand quite a bit” or “completely understand.”
Measures of Success	The number of students responding “understand quite a bit” or “completely understand” on these surveys respectively, will increase to 70% of respondents or above by June, 2023 90% of respondents or above by June, 2027.

Goal 3 Action Steps		Who?	When?
Messaging	Create a clear, positive and uplifting messaging campaign to increase empathy and belonging	Admin, BICC Facilitators, PTOs	Summer/Fall 2022
Recognize cultural dates	The Directors of Elementary and Secondary Education and principals will provide an approved resource list to all school administrators and staff about various cultural and commemorative dates to incorporate into age appropriate curricular opportunities	Directors Building Principals	Annually- August PD
Remove learning barriers	Continue to search for and remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available and equitable access to learning.	Administration Consultant	2022 Ongoing
Curriculum and resource materials	Utilize instructional materials aligned to Ohio's Learning Standards in order to provide all students with differentiated access to culturally responsive teaching practices.	Administration Consultant	Ongoing
Assessment	Utilize student assessment data (MAP, value-added, vendor assessments, etc.) to provide the intervention or enrichment necessary to support every student to succeed academically.	Administration	Ongoing
Instruction	Utilize research-based instructional techniques to engage 100% of our learners.	Administration Staff	Ongoing

Goal 4:	Increase student engagement and learning opportunities to emphasize the value and importance of diverse student participation in all curricular and extracurricular activities.
Identified Need	<p>Research supports that students who engage in curricular and extracurricular activities are more likely to display a positive attitude about school, increase academic achievement, and strengthen school pride.</p> <p>A district Equity and Inclusion Diagnostic survey administered to students grades 6-12 during January 2021 demonstrated that when asked, "I have access to all classes, including advanced classes", 92% of respondents agreed. Additionally, when asked " At school, I have access to effective college and career support to my goals", 67% of</p>

	respondents agreed.		
Measures of Success	<p>An accurate measurement of student engagement with curricular and extracurricular activities needs to be determined.</p> <p>80% or more of surveyed students will agree June, 2023 and 100% of students will agree by June, 2027 that they have access to effective college and career support to meet their goals.</p>		
Goal 4 Action Steps		Who?	When?
Broaden Opportunities	Provide a variety of opportunities to develop culturally aware student leaders. Building leaders and staff will select participants for leadership opportunities that are visible to the entire student body and reflect the diverse backgrounds present in each school building (i.e., student announcements, Student Council, student focus groups, co/extracurricular programs, etc.)	Administration BICC Facilitators	Fall 2022 Ongoing
Advanced Classes	Evaluate and refine the current process used for screening students for advanced level classes (i.e., sliding scale using a combination of standardized tests, grades, and/or teacher recommendation).	Administration Counselors	Summer 2022 With Annual verification thereafter
Student Engagement	To inform action steps, collect information from our schools which provide examples of student engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, English language learners, economically disadvantaged students, etc.	Administration	Summer 2022
Career and College Planning	Increase age-appropriate opportunities for students to discuss college and career plans with school and outside resource professionals	School Counselors	Summer 2022 Ongoing

Goal 5:	Increase community and parental engagement.
Identified Need	Feedback from parents and community groups have indicated the need to continue to improve the manner in which we engage with the community. Research demonstrates that strong relationships between schools, families, and community members can positively affect student achievement and outcomes.

	The district Equity and Inclusion Diagnostic survey administered during January 2021 demonstrated that when asked, “My child’s school makes families feel valued,” 70% of parent respondents agreed.		
Measures of Success	80% or more of parents will agree by the end of the 2022-23 school year and 100% of parents will agree by June, 2027 that, “My child’s school makes families feel valued.” Implement at least three strategies during each school year to increase school district awareness and engagement of senior citizens, adults without children enrolled, and Plain Township residents.		
Goal 5 Action Steps		Who?	When?
Conversations	Engage in honest conversation with staff, parents and community members about concerns and issues that impact all students, including persons from diverse backgrounds.	Directors Student Services BICC facilitators	Spring 2022 Ongoing
Communication	Continue to promote and encourage the use of broad based print and electronic communication tools; including, but not limited to translation features, social media, printed materials, etc. which illustrate the diverse backgrounds of our entire student population.	Communications	Ongoing
New Family Resources	Share information about school and community resources to assist families who are new to our district. Establish a student ambassador program for students who are new to our district.	Registrar Principals School Counselors Community Liaison PTOs	Summer 2022 Ongoing
Community Service	Provide opportunities for the community and parents to assist with internships, mentoring, community service hours, or charitable collections and involvement.	Administrators School Counselors	Ongoing
Celebrations	Engage students, faculty, staff, administrators, parents, and community in educational opportunities and celebrations which highlight the diversity of our learning community.	Learning Community	Ongoing
Community Engagement	The District will work to increase opportunities for parents and community members to be more involved in schools. Provide opportunities for parent and community dialogue surrounding school culture.	Parents Community	Ongoing

Community Outreach	Collaborate with school and community partners including; but not limited to, PTOs, SOAR, Eagle Backers, Neighborhood Bridges New Albany, the New Albany Food Pantry, Healthy New Albany, the New Albany Community Foundation, the New Albany Chamber of Commerce, the City of New Albany, Plain Township and other school or community organizations to foster and continuously build a strong sense of belonging for students and their voices beyond our learning campus.	Board Members Administrators Staff Community Liaison School/Community Partners	Ongoing
Community Forums	Host Community Forums throughout the school year to engage in open dialogue or learn with parents and community members on “just-in-time” topics that increase our ability to meet the academic and developmental needs of our students while building an inclusive campus culture where all students are safe, supported, and connected.	Administrators Community Liaison Partners	Ongoing (3-5 events each school year)

Conclusion

Our ability to build an inclusive campus culture that meets the academic and developmental needs of all of our students is a marathon and not a sprint. Our commitment to creating measurable action steps annually with public accountability for our progress will permit us to create a school culture and sense of belonging where all students are safe, supported and connected. The well-being of our students directly impacts their success in the classroom and on the field, court, or stage during their educational journey towards college or career. We will continue to incorporate the disciplines of the R-Factor into our daily school culture to create the positive outcomes our students deserve. Together, as One Team - One Family, we have the ability to sustain an inclusive community where everyone - most importantly, our students - feels safe, supported and connected. By respecting individual differences, we can foster a culture of belonging, wherein all students are welcome, valued, and treat others with kindness and respect.

Please direct any questions or comments to Jon Hood, Director of Student Services, Safety & Security via hood.6@napls.us.