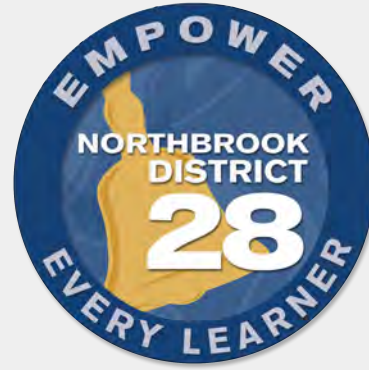




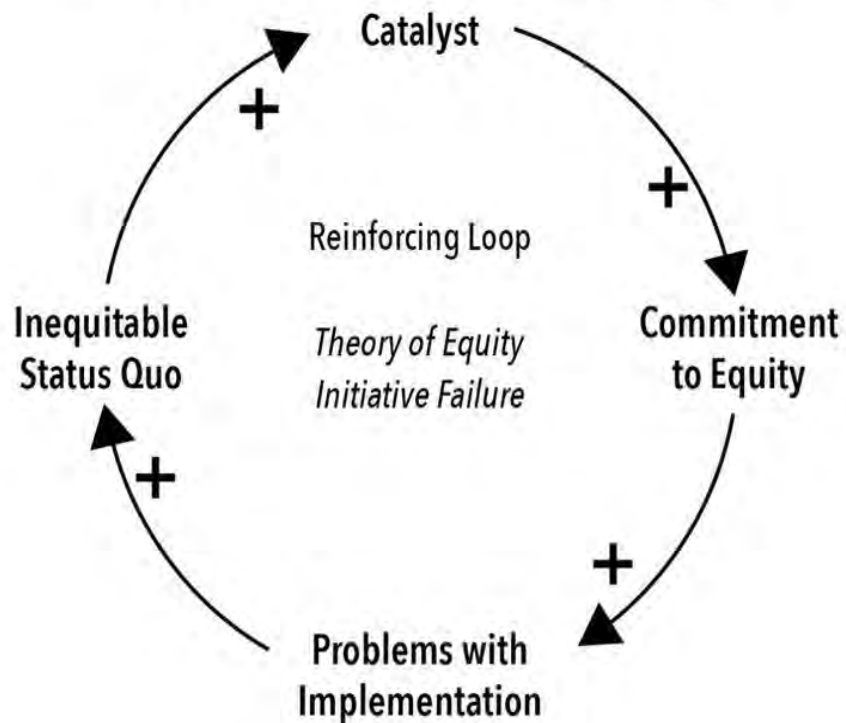
Belonging in D28
Creating a Culture of Dignity

A Collaboration with Dignity Consulting

2023-24

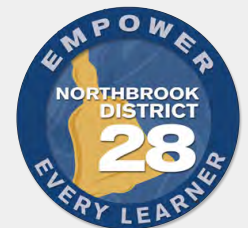
Avoiding The Dysfunctional Cycle

The Dysfunctional Cycle of Equity Work



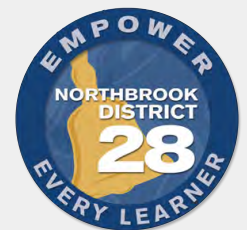
Source: Belonging through a Culture of Dignity (2019) by Floyd Cobb & John Krownapple, p. 11

The Dignity Framework for Educational Equity



Districtwide Staff Belonging Survey Results

Acceptance		Fair Treatment		Appreciation		Validation	
Item #	Avg Score	Item #	Avg Score	Item #	Avg Score	Item #	Avg Score
1	4.03	7	4.72	2	3.77	4	4.00
3*	4.31	8	4.48	9*	4.36	5	3.79
6*	4.00	11	4.00	12*	4.29	13	3.93
10	3.77	14	4.26	16*	4.51	15	4.28
17	4.32			18	4.20		
Average	4.09	Average	4.36	Average	4.23	Average	4.00

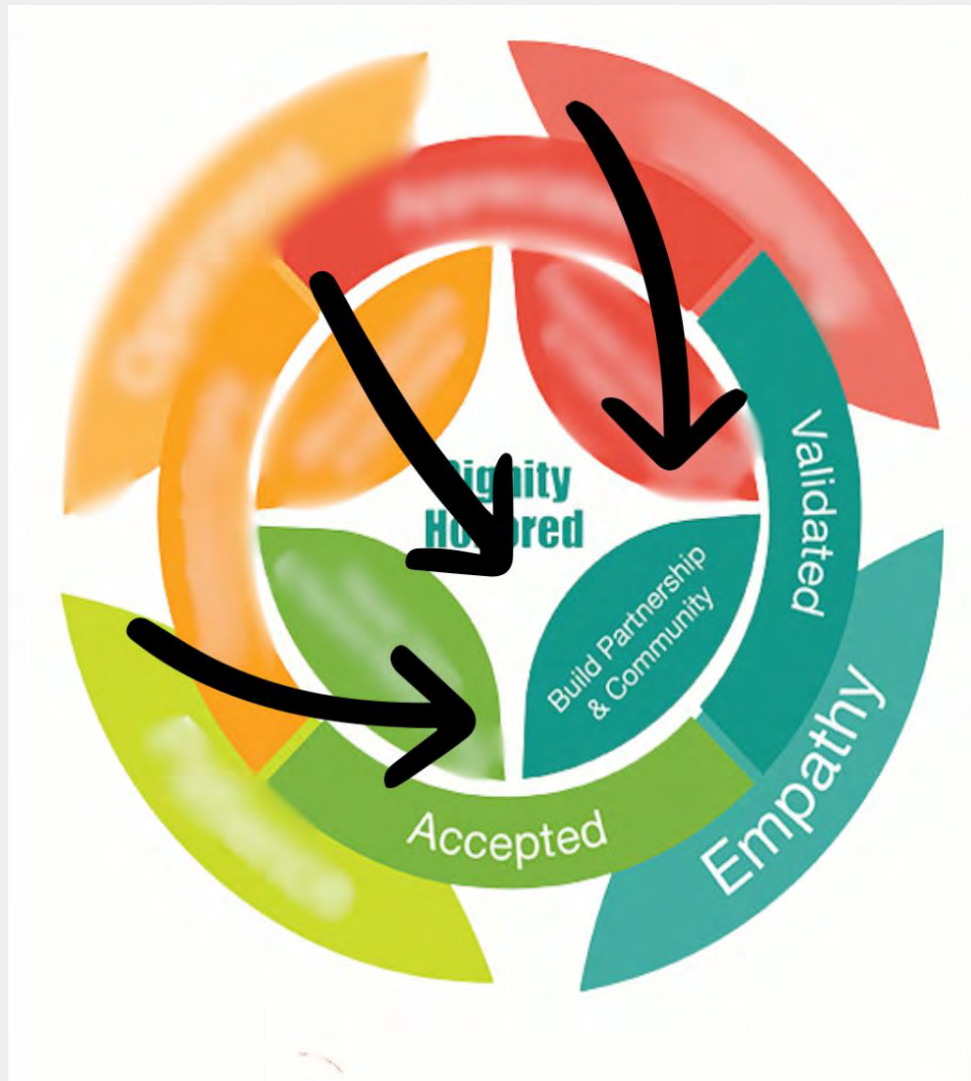


Belonging Work @ Greenbriar

Belonging Committee:
Lance Brinkman, Chelsey Cohen,
Ginny Hiltz, Rachael Miller, Colleen
Sanchez & Corrie Tucker



Belonging Work @ Greenbriar



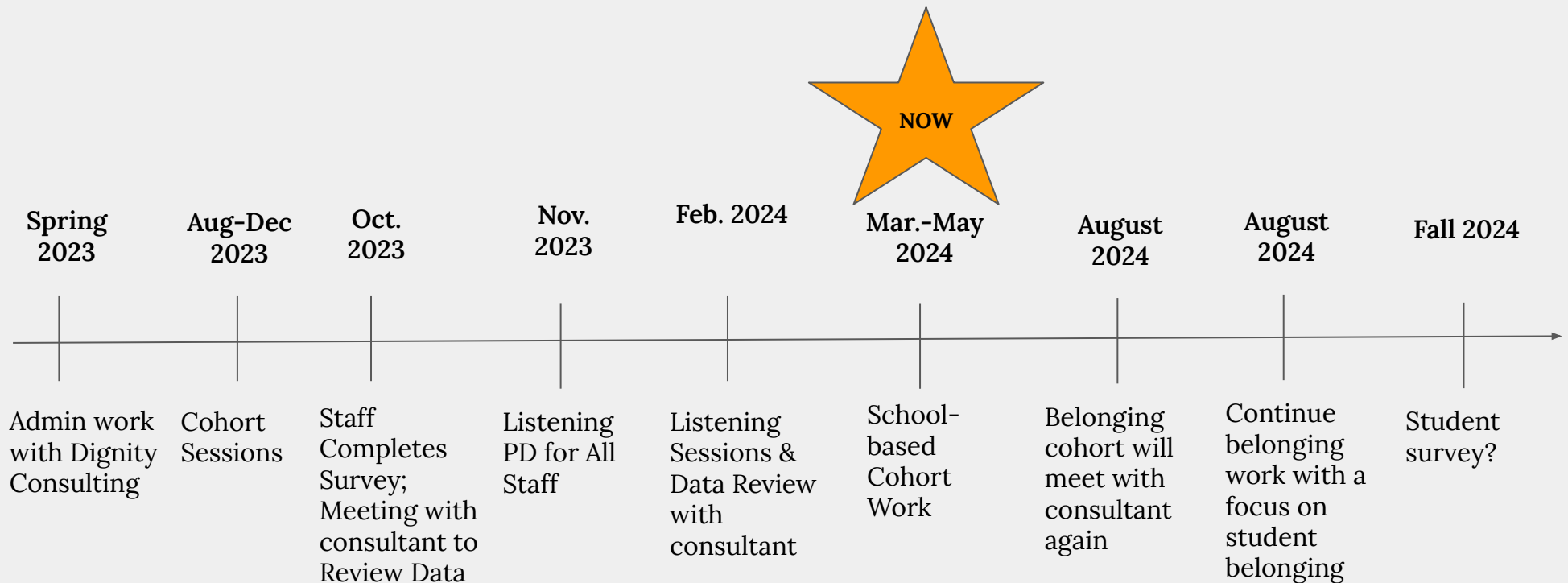
Our relative weaknesses:
Validation and Acceptance

The intersection of those
two categories is
EMPATHY.

Our goal: Build partnership
and community.



Belonging Work @ Greenbriar



On-going staff activities to build connections



Belonging Work @ Greenbriar

2023-24 Accomplishments

- All-staff professional learning around effective listening skills
- Ongoing listening sessions
- Space for staff to connect—staff meetings, smaller group interactions
- Staff Spotlights in weekly staff newsletter
- Sunshine Squad—bringing back the joy

“

Vulnerability is the birthplace
of love,
belonging,
joy, courage, empathy,
and creativity.
It is the source
of hope empathy,
accountability, and
authenticity.

-BRENÉ BROWN



Belonging Work @ Greenbriar

2024-25 Goal

Continue to build empathy and collaborative opportunities for staff. Model strategies that increase a sense of belonging so that staff members can do this for students.



Belonging Work @ Meadowbrook

Belonging Committee:
Ericka Garza, Liz Cummins,
Lisa Russell, Brigitte Hurst, Jess Lifshitz



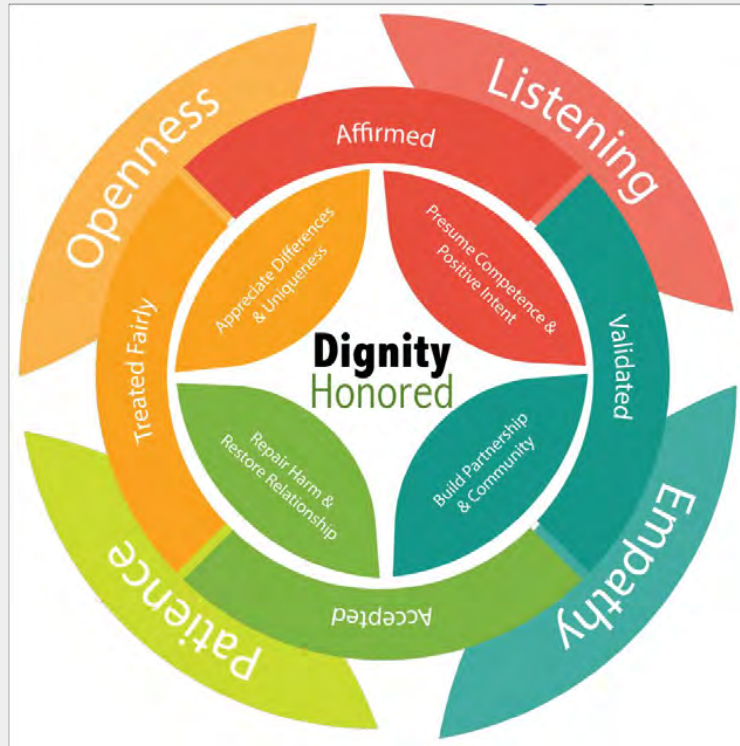
Belonging Work @ Meadowbrook

The Work

Belonging through a culture of dignity is complex, requiring a structured approach to foster inclusivity and respect.

The Initiatives

Effective implementation of belonging initiatives necessitates patience and a long-term commitment to sustained change.



The Focus

Initiating belonging efforts with adult staff sets a foundation for cultivating a supportive environment for all members of the community.

The Impact

Creating a sense of belonging among staff members contributes to fostering belonging among students within a school.



Belonging Work @ Meadowbrook

October

-Established a platform for staff to share their experiences of acceptance and appreciation in **belonging groups** for meetings across grade levels and job types.

-**Surveyed staff for input and feedback** on belonging amongst at MB and targeted validation and acceptance.

-Looked at data with staff to **identify and mitigate barriers** hindering a sense of belonging.

August-September

-**Defined belonging** and aligned with Meadowbrook's mission and vision.

-Developed practices that actively **promote inclusivity and celebrate diversity** within the school community.

November

Shared belonging survey data with staff and made action steps toward **building relationships in meaningful and purposeful ways.**

- Engaged in activities that promote understanding and empathy toward diverse experiences and backgrounds through **productive/unproductive listening strategies and appreciative feedback.**



Belonging Work @ Meadowbrook

January-February

-Modeled inclusive behaviors and attitudes as school leaders through SEL.

-SEL Committee developed instructional tools for the monthly themes of **Empathy, Kindness, Power of Words, and Making Good Choices** to foster belonging among students.

December

-Building Leadership Team **worked on instructional strategies and resources** to support difficult conversations with students about stereotypes and biases.

March

-Belonging Committee hosted **professional development session on creating an inclusive school**. Gathered data on successes and challenges of creating and maintaining inclusive spaces.

April

Shared with staff areas in which students may not feel a sense of belonging from March PD:

- **Assumptions we make of students and community members**
- Fear of navigating inclusive conversations
- Narrow expectations and definitions of success
- Lack of belonging for all students in all spaces



Belonging Work @ Meadowbrook

Next Steps....



We are excited to continue our efforts in fostering a sense of belonging next year by engaging in a collaborative process that amplifies the voices of both students and staff.

Focus for Next Year

Using staff survey data, develop shifts in instructional and institutional practices about **assumptions we make of students and community members.**

Action Steps for Next Year

Create and administer student survey data to align with instructional and institutional practices **to foster belonging and community among students.**



Belonging Work @ Westmoor

Belonging Committee:
Maria Eck, Dr. Jenna Eberhardt, Danielle
Rubel, Laura Rzewnicki, Molly Walsh,
Allie Wenk & Joanna Wsol



Belonging Work @ Westmoor

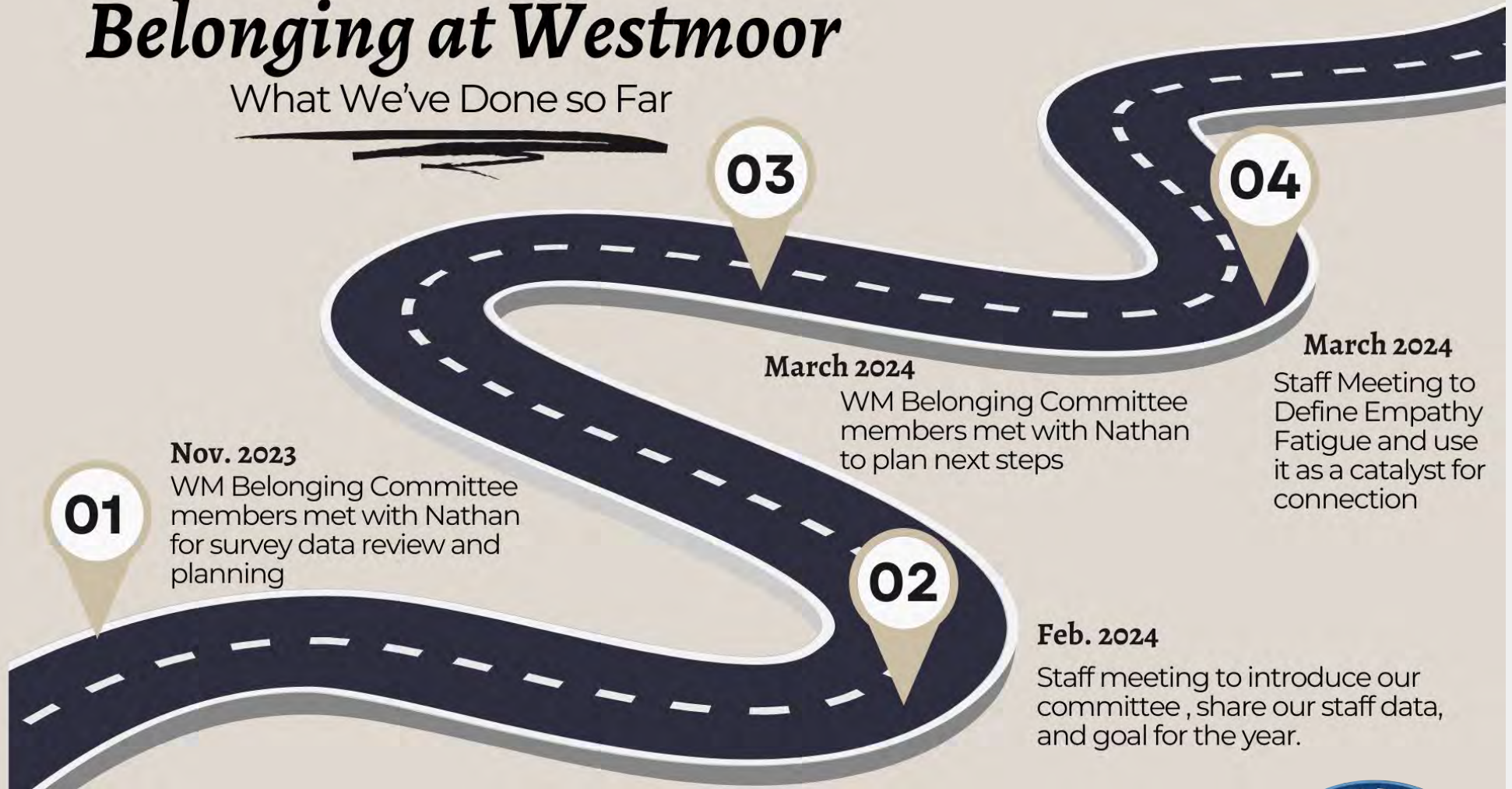
Goals for 2023-24

Our goal for 2023-24 is to work collaboratively to build a sense of camaraderie and a deeper feeling of belonging within our building. We believe that by fostering strong relations, we not only enhance our work environment but also create a space where each member feels valued and supported.



Belonging at Westmoor

What We've Done so Far



Belonging Work @ Westmoor

NEXT STEPS

1

*May
2024*

**Belonging
Focused
Staff Meeting**

2

*May
2024*

**Analyze Staff
Reflection
Data
to Plan
for 2024-25**

3

*August
2024*

**Launch
Student
Belonging
Goals
For 2024-25**



Belonging Work @ Northbrook Jr. High



Belonging Committee:

Dr. Scott Meek, Julie Buzzza, Sophia Halkias, Christine Lake, Jami Meltzer, Melissa Sen & Keri Stone

Belonging Work @ NBJH

Our Starting Place

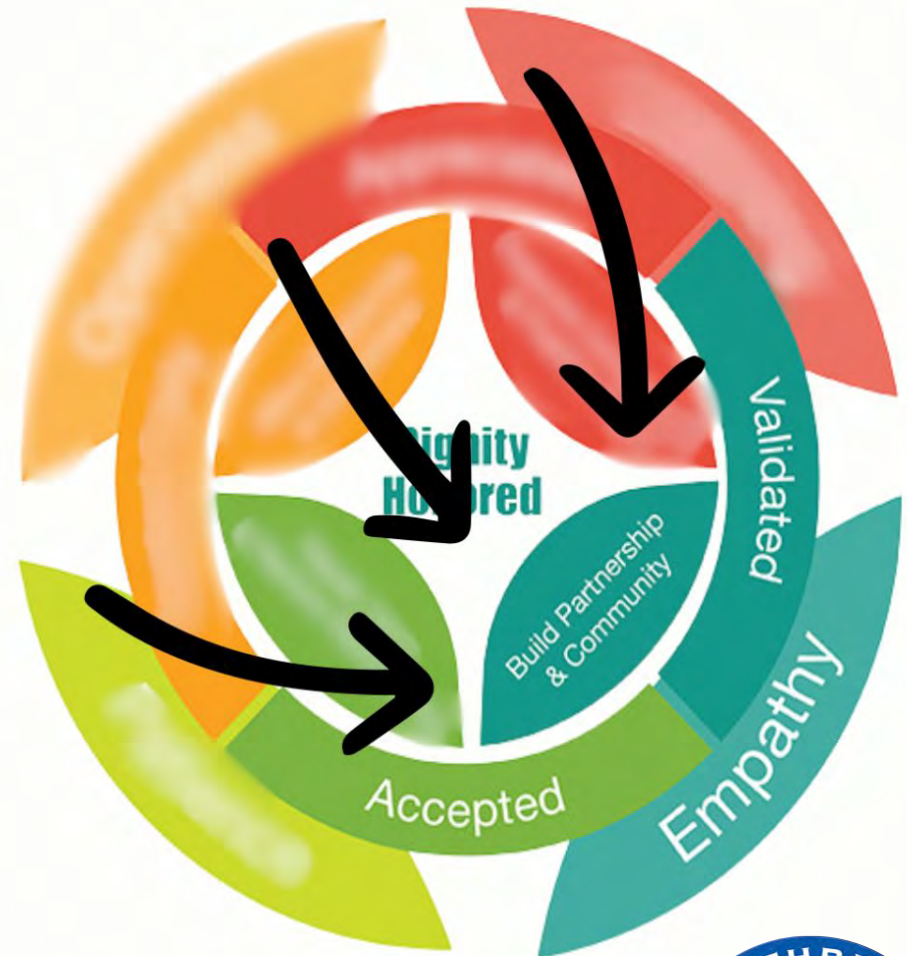
In fall 2023, we administered a belonging survey to staff to gain greater insight into perceptions and experiences at NBJH.

The survey, called the Psychological Sense of School Membership, breaks down belonging into four indicators.

While the overall results were **quite positive**, our cohort recognizes **areas for improvement**, namely in how our staff experiences feelings of **Acceptance** and **Validation**.



Belonging Work @ NBJH



Belonging Work @ NBJH



18 Listening Sessions



700+ MINUTES OF CONVERSATION



17 Certified, 1 Classified



2-25 Years of service



7 QUESTIONS ASKED



Belonging Work @ NBJH

CAN YOU TELL US
WHAT IT MEANS TO
YOU TO HAVE A
SENSE OF
BELONGING?

TELL US ABOUT A
TIME WHEN YOU
DID BELONG AT
NBJH.

CAN YOU TELL US
ABOUT A TIME
WHEN YOU, OR
YOUR PEERS, FELT
LIKE YOU DIDN'T
BELONG?

TELL US ABOUT A
TIME WHEN YOU
DIDN'T FEEL LIKE
YOU HAD A VOICE.

TELL US ABOUT WHEN YOU FEEL
SEEN AND HEARD AROUND HERE.

WHAT ADVICE WOULD YOU GIVE ANOTHER
PERSON ABOUT HOW TO NAVIGATE THIS
ENVIRONMENT?



IF YOU HAD THE POWER TO MAKE AN IMMEDIATE CHANGE THAT HELPED PEOPLE
FEEL MORE INCLUDED AROUND HERE, WHAT WOULD YOU CHANGE?



Belonging Work @ NBJH

Work In Progress

- Purposeful use of PD days & staff meetings
- Time to laugh & connect
- Time to build community
- More inclusion of classified staff
- Bringing back some traditions
- Staff & student photo projects
- Charter development
- Heterogeneous groupings



Belonging Work @ NBJH

NEXT STEPS

1

***Continue
Living
Our
Charter***

2

***Student
Belonging
Survey***

3

***Future
PD
On
Equity***

4

***Development
Of
“Houses”***

