Methacton Belonging and School Climate Updates

May 28, 2026

Agenda

- Historic Context & Transition of the Role
- 2025–2026 Accomplishments
- Systems Developed & District Impact
- 2026–2027 Vision & Next Steps

Year 1 Accomplishments- since January 2026

Student Impact & Support

- Facilitated restorative meetings with students and teachers
- Developed an alternative ISS protocol at the high school
- Facilitated Student Voice Day (MHS and Arcola)

Staff Development

- Hosted professional development for District IA's, Specials Teachers, and HS staff on Belonging and Methacton's Core Values
- Collaborated with teachers and school counselors to implement circles
- Attended belonging workshops with district school counselors
- Became certified as a Trainer of Trainers in Restorative Practices

Systems Alignment

- Met with principals about climate and belonging needs in their buildings
- Created a Circle Request resource
- Developed an alternative ISS protocol at the high school
- Met with principals about Character Strong and Belonging Initiatives
- Attended MTSS meetings and provided SEL context for the Handbook

Community, Culture & Visibility

- Circulated across the district to establish presence and build relationships in each building
- Planned district-wide Inclusion Week
- Shadowed Community Cares

Year Two Goals

- System Alignment
- Restorative Practices Rollout
- Staff Capacity Building
- Student Support Systems
- Emphasis on BELONGING

System Alignment

- Align Character Strong, PBIS, MTSS, and Restorative Practices into one cohesive framework
- Develop a clear, shared understanding of how these systems work together
- Increase consistency across buildings

Staff Development

- Embed restorative practices into ongoing professional development
- Utilize Training of Trainers model to deliver learning in small, consistent modules
- Empower building liaisons to facilitate and support implementation within their schools

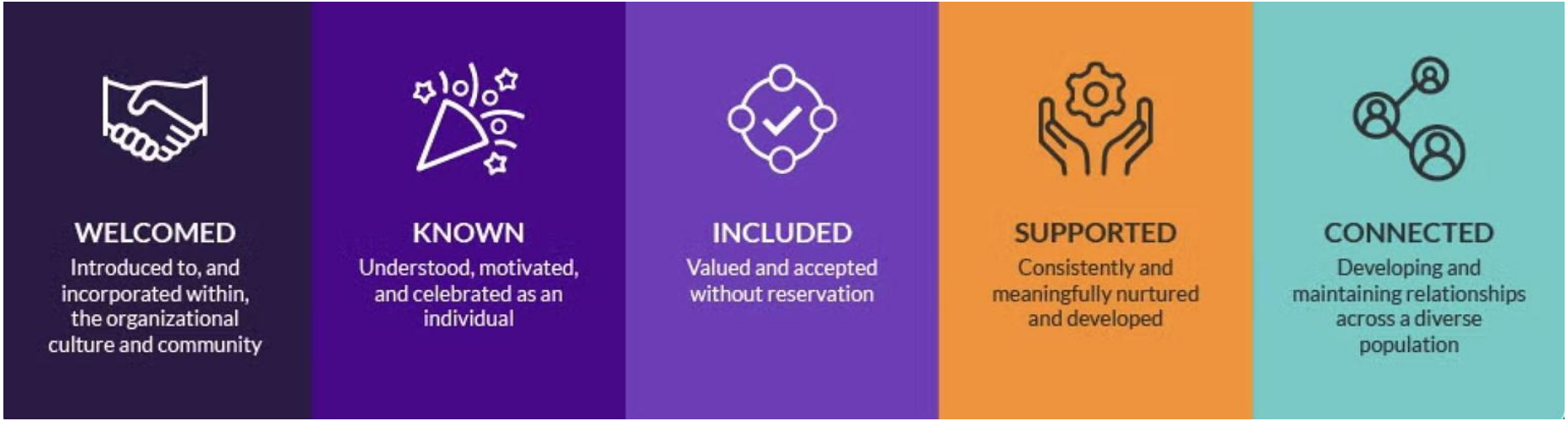
Restorative Practices Implementation

- Launch restorative practices at the high school level
- Expand implementation across all buildings throughout the year
- Train 100% of staff through a phased rollout model

Student Support & Experience

- Expand and refine ISS support programming for multi-day placements
- Identify targeted areas of need and bring in specialized programming/assemblies
- Continue building systems that support student behavior, connection, and reentry

Belonging (5 Pillars in Action)



Welcomed- “I feel accepted when I enter this space.”

- Intentional onboarding for students and staff
- Climate-focused conversations with principals
- Inclusion Week and school-wide culture events (spirit days)
- Clear, visible messaging about belonging and expectations
- Consistent presence across buildings

Known- “I feel seen and understood as an individual.”

- Student Voice Day (MHS & Arcola)
- Restorative conferences and circles
- Staff relationship-building practices
- Identifying trusted adults for students
- Liaison work gathering building-level insight

Included- “I feel like I am part of this community.”

- Expansion of student leadership opportunities
- Classroom circles and shared dialogue structures
- Collaboration with teachers and counselors
- Inclusive school-wide programming and assemblies
- Building consistency across schools so all students have access

Supported- “I have what I need to be successful.”

- Alternative ISS protocol
- Restorative reentry and follow-up support
- Tiered supports through MTSS alignment
- Staff professional development and coaching
- Targeted student interventions and check-ins

Connected- “I feel a sense of belonging to people and this place.”

- Relationship-building across buildings
- Community Cares involvement
- Strengthening staff culture and collaboration
- Ongoing presence and trust-building

Thank you!