



# Welcome!

## April 17, 2024

## Community Conversations

# Land Acknowledgement

**We acknowledge the land on which we sit and which we call the North Clackamas School District rests on the traditional and indigenous lands and village sites of the Native peoples of the Kalapuya, Chinook, Molalla, and the Clackamas. We take this opportunity to offer gratitude for the ability to learn, work, and be a community on this land, and we offer thanks to the original caretakers of this region. We recognize the historic policies of colonization, genocide, relocation, and assimilation that affected Indigenous and Native families both past and present and that will affect those in the future, and honor the resilience and revitalization of our Indigenous and Native communities. We pay our respects to the Elders, both past and present, who have been the stewards of this land throughout the generations.**

**Khaliyah Williams-Rodríguez**

*Equity, Engagement, and Enrollment*

**Patricia Ahrens, Karon Webster**

*Elementary Programs*

**Petra Callin, Ryan Richardson, Jeremy Cohen**

*Secondary Programs (Middle & High Schools)*

**Tammy O'Neill**

*Teaching, Learning, and Professional Development*





**Name**

**Affiliation with NCSD**

# Our Time Together

**01**

## **Listen Actively**

Give your full attention when others speak. Be mindful of voice occupancy.

**02**

## **Embrace Inclusivity**

Ensure everyone has a chance to contribute and be open to diverse perspectives.

**03**

## **Balance between Intent and Impact**

Foster a thoughtful and considerate approach and recognize how your actions impact others.

**04**

## **Respect Privacy**

Refrain from recording conversations. Permission to record any part of this session is not available for participants.

**05**

## **Make Connections**

Engage with community members to build positive and meaningful relationships.

**06**

## **Use Positive Language**

Frame your thoughts and comments in a constructive and encouraging manner.

# Anticipated Outcomes

- **Provide an overview about the feedback provided on our *Youth Truth Survey*, which was shared by students and families during the month of February 2024.**
- **Allow space for community voices to listen, learn, and contribute to the structures that exist within the North Clackamas School District.**
- **Center our conversation that will inform the four points of our strategic plan: 1) Student Experience and Success, 2) People and Culture, 3) Family and Community Collaboration, and 4) Resources and Service.**

# NCS D Strategic Points

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**Relationships**

**Care**

**Equity**

**Empowerment**

**Integrity**



A NATIONAL NONPROFIT



STUDENT VOICE



..... SAYING ..... FEELING ..... EXPERIENCING .....

Gaining insight from the **student and family experience** are linked to academic outcomes, help to plan professional development, and aid in the improvement process of our school district.

We heard from **12,615** North Clackamas students and families.

**10,351 Students = 77% Response Rate**

- Elementary 3,328 93%
- Middle School 3,018 81%
- High School 4,005 65%

**2,264 Families = 16% Response Rate**

- Elementary 1,125 21%
- Middle School 651 18%
- High School 488 10%

A background image of a classroom. In the foreground, a male teacher with a beard, wearing a light blue button-down shirt, is leaning over a desk, looking at a student's work. The student is a young man with dark hair, wearing a green jacket, sitting at the desk. On the desk, there is a smartphone and a pen. In the background, a large group of students are seated at desks, facing towards the front of the room. The room has a whiteboard and a door visible in the distance.

## Student Survey

- » Engagement
- » Relationships
- » Culture
- » Academic Challenge
- » Belonging & Peer Collaboration
- » College & Career Readiness (HS)
- » Instructional Methods (ES)

## Additional Topics

- » Emotional & Mental Health (elementary and secondary)
- » Diversity (secondary)
- » Inclusion (secondary)
- » Diversity, Equity, and Inclusion (elementary)



## Family Survey

- » Engagement
- » Relationships
- » Culture
- » Communication and
- » Feedback
- » Resources
- School Safety

## Additional Topic

Diversity, Equity, and Inclusion

# Family Survey: RELATIONSHIPS



## QUESTIONS IN THIS THEME

- My school's policies are administered fairly and consistently
- My school runs smoothly
- I am proud of my school
- My school creates a friendly environment
- I believe in my school's mission
- I feel valued by my school

# Family Survey: CARE



## QUESTIONS IN THIS THEME

- Administrators treat families with respect
- Teachers treat families with respect
- Teachers and students care about each other
- Families and teachers care about each other
- I feel comfortable approaching the administration about my concerns
- I feel comfortable approaching teachers about my child's progress

# Family Survey: EQUITY



## QUESTIONS IN THIS THEME <sup>(1)</sup>

1. Adults from my school value people of different:
  - Religions, faiths or spiritual beliefs
  - Sexual orientations
  - Abilities (for example, people with disabilities)
  - Genders
  - Incomes
  - Races and/or ethnicities
  - Countries
  
2. How often do you see people of diverse backgrounds:
  - In artworks, posters, and/or pictures?
  - In publications (for example, newsletter, newspapers, yearbooks etc.)?
  - In materials sent by the school?
  - During school events (for example, virtual school activities, school fairs, sporting events, etc.)?

# Family Survey: EQUITY



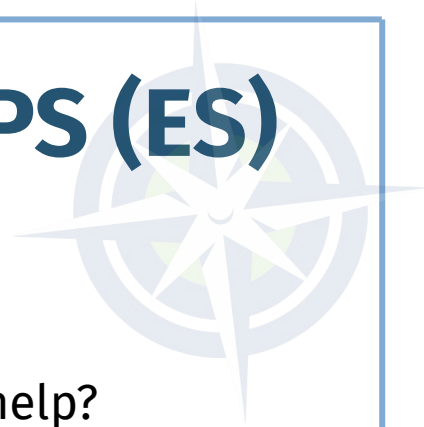
## QUESTIONS IN THIS THEME (2)

1. My school provides resources in the language(s) my family needs.
2. My school encourages families to speak out against racism
3. My school clearly communicates how to report acts of discrimination
4. My school puts practices in place that include families of diverse backgrounds in community conversations (for example, state of the school, town hall, listening sessions, etc.)



# Student Survey: RELATIONSHIPS (ES)

## QUESTIONS IN THIS THEME



- Do you like how your teachers treat you when you need help?
- Does your teacher treat you with respect?
- Is your teacher fair to you?
- Do you think your teacher cares about you?
- Does your teacher give you extra help when you need it?
- Does your teacher ask about your life outside of school?
- When you are upset, is there an adult from school you can talk to?

# Student Survey: CARE (MS)

## QUESTIONS IN THIS THEME



- How many of your teachers are willing to give extra help on school work if you need it?
- How many of your teachers try to be fair?
- How many of your teachers believe that you can get a good grade if you try?
- How many of your teachers are not just satisfied if you pass, they care if you're really learning?
- How many of your teachers connect what you're learning in class with life outside of school?
- How many of your teachers try to understand what your life is like outside of school?

# Student Survey: EQUITY (HS)

## QUESTIONS IN THIS THEME

1. Within your school, how often do you see people of diverse backgrounds represented:
  - a. In artwork, posters and/or pictures?
  - b. In publications (e.g. school paper, yearbooks, etc.)?
  - c. In textbooks and other class materials?
  - d. In your classmates' work (e.g. their projects/presentations)?
  - e. During school events?
  
2. Within your school, how often do you learn about the lives and experiences of people of different:
  - a. Religions, faiths or spiritual beliefs?
  - b. Sexual orientations (e.g. gay, straight, bisexual, etc.)?
  - c. Genders?
  - d. Incomes (how much money someone makes)?
  - e. Races and/or ethnicities?
  - f. Countries?
  - g. Abilities (e.g. people with disabilities)?





**Before We Go Further...**

**Let's Practice Reading Percentile Charts**

# Reflections



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I LEARNED



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I WONDER

# Core Value: Relationships

- Middle School Student-Teacher Relationships
- LGBTQ+ Students' Perceptions of Relationships
- Belonging and Peer Collaboration

A group of diverse students walking outdoors, overlaid with an orange filter. The students are smiling and appear to be in a school setting. One student on the left is holding a basketball, and another on the right is holding a folder.

# Core Value: Care

- Gender Identity
- LGBTQ+ Identity
- Race/Ethnicity
- English Language Learners
- Special Education



# Core Value: Equity

Elementary School Students & DEI

- Diversity and Representation
- Inclusion: Complicated MS Results,  
Uncomplicated HS Results



# The Student Experience & Success

- Elementary Schools and Academic Challenge
- Obstacles to Learning
- High School College & Career Readiness
- Emotional & Mental Health

# Next Steps

- **Anticipate communication from school administrators about results of the Youth Truth Survey: based on specific school information**
- **Expect student communication between May 7 - 17, 2024 (K - 12)**
- **Expect family communication between May 7 - 17, 2024**
- **Know that data will be included in School Improvement Plans**
- **Trust that data will guide and support the Student Experience and Success, which is an integral part of the goals outlined in our strategic plan**

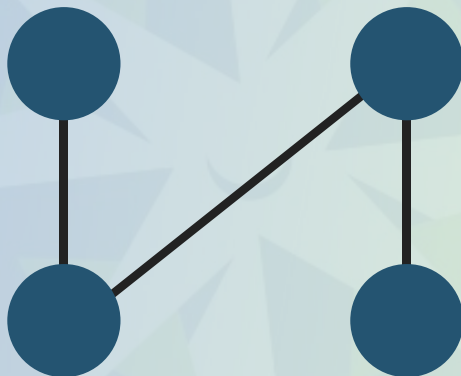
# Community Conversations

**November 8, 2023**  
Strategic Plan  
Equity Response Framework

**April 17, 2024**  
Youth Truth Survey  
Instructional Strategies

**January 10, 2024**

Communications and Community Relations  
Risk Management  
Grading for Equity  
Social Services · Mental Health



# **THANK YOU FOR YOUR COMMITMENT**

## **We need you!**