

## Strengths: What do we like about LDS?

Close-knit community; Family-oriented community; Community sports; Neighborhoods; True community school; Dedicated staff; Supportive and caring staff; Academic offerings (Music, Art); Quality of education; Challenging academics; Varied extracurricular activities; School pride; Middle school to high school transition; Special Education department and supports for neurodiversity, learning and behavioral needs; Club Ophelia; Girls on the Run

## Opportunities: What do we need to do to better support belonging?

Remove cell phones from school day; Supports to increase LGBTQ+ and BIPOC students belonging; Build resilience; Education and open conversations on social issues and conflict resolution; Decrease disruptive behaviors; Strength-based approach to identify student qualities; Assess and cultivate needs to create belonging; Restorative practices and justice; Listen and believe students when they speak of harm; Student-led team-building and solution-building; Centering representative student voice to identify needs and school values; Bridge building between different social groups; Representative staff; Learn Spanish in elementary; Consistent, proactive processes and procedures to ensure staff and student accountability for use of race-based speech, harassment, (cyber) bullying, and discrimination; Professional development (conflict, EIB, mental health, trauma); Servant leadership; Parent trainings (kindness, inclusion, social media, mental health); Ensure reporting policies protect the victims; Additional clubs and informational sessions to increase membership; More club opportunities for non-athletes (chess, robotics, coding, science, LGBTQ, neurodivergence); Think beyond "tradition" to adopt new ways of problem-solving; Cultivate stronger student-staff relationships/mentorship; Teach students not content; Adults modeling inclusive behaviors (no misogyny); Celebrating student diversity; Inventory other districts that addressed similar concerns; District must become vulnerable enough for self-critique; External partnerships; PHRC; Law enforcement; Career and Vo Tech support; Harm reduction resources

PAC  
SOAR

*n = 34*

## Aspirations: What do we care deeply about (i.e., values)?

Integrity/Trust/Honesty; Safety/Dignity/Inclusion/Justice/Equality/Equity/Diversity; Kindness/Respect/Community/Empathy/Compassion/Understanding; Authenticity; Courage

## Results: What are the outcomes we would like to see?

School environments that help every child feel seen, heard, and valued regardless of their identities; Improved student discipline procedures; Students can identify and access trusted staff; Belonging and positive peer group interactions; Community "believe-in" and not "buy-in"; Community events and trainings; More collaboration between parents and community at large; Better surveillance/awareness of bullying hot spots; Student resilience workshops; Elementary adoption of shared language for acceptance and kindness; Valuing all dimensions of student diversity; Students among different social groups building meaningful connections; District follows specific, measurable suggestions to improve culture (discipline, accountability, process); Staff and students have courage to address/speak up when they witness racism, exclusion, discrimination, etc.; Representation of students across extracurricular activities (students of color cast in "traditionally" White roles); Decrease in microaggressions; Reconciliation and restorative practices/justices when harm occurs; Attract and hire representative teachers; Healthy discussions around curiosity and learning instead of punishing and separating when issues arise; Leadership develops more of a listening/learning posture; Stronger, more engaged leadership; Safe spaces to express grievances; Swift and appropriate action from staff; Clubs and resources for LDMS; One unified Booster Club; PRIDE recognition that doesn't exclude less recognized students; PAC members in school buildings to support change; Sufficient access to mental health professionals; Peer mentoring



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