

2022 Community Conversations



Student and Family Engagement Themes and Takeaways Report

February 2023

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I. Purpose and Background

This report is part of a longstanding collaboration between Better Together and Bend-La Pine Schools (BLS) to meaningfully engage student and family voices and perspectives through authentic engagement activities. Since 2019, Better Together has worked in partnership with BLS administrators and core community stakeholders to develop intentional, authentic systems of engagement that center and elevate the voices and experiences of students and families who have been historically marginalized in school systems. This partnership has emphasized the transformative value of affinity spaces and groups where students and families can share their experiences openly with others who have a shared language and/or similar lived experience. In the time since this collaboration began, BLS have formed, expanded, and strengthened a network of affinity spaces that include identity-based family advisories, gender and sexuality alliances (GSAs), students clubs, among others.

Within this report is a summary of the “Community Conversations” organized and facilitated in partnership with Better Together during the fall of 2022. These conversations sought to bring student, family, and community voices into planning and evaluation processes that are underway. In particular, an update to the BLS Equity and Excellence Review, and ongoing engagement to meet the requirements of Oregon’s Student Success Act. This report is intended to serve as an artifact in BLS’s engagement activities that captures the themes of student, family, and community experiences and perspectives related to learning outcomes, school cultures, and community connections.

Better Together’s role in this engagement cycle included: collaborating with district leaders to develop an engagement strategy, creating engagement questions and materials to capture participant voice, providing an orientation and resources to facilitators, conducting an analysis of session notes, and facilitating a sensemaking session with district leaders. The district was responsible for recruiting district personnel to create affinity space and to facilitate sessions, as well as the coordination of sessions with existing groups in the district. It is our hope that this information will support BLS in its ongoing student, family, and community engagement efforts for equity and inclusion.

II. Data and Methods Included in Analysis

The data used in this report was collected during 19 “Community Conversations” hosted and facilitated by BLS staff from October to December of 2022. Better Together’s “Community Conversation” approach draws from the focus group method of qualitative data collection, but utilizes a non-neutral, but impartial facilitator who shares an identity and/or lived experience with participants and is able to create affinity space. The purpose of these conversations are intended to engage those people from whom the district doesn’t typically hear (i.e. folks who experience marginalization or who don’t have the loudest voices among established groups). Community Conversations offer districts an opportunity to be vulnerable and to invite feedback and perspectives from individuals and groups whose voices and experiences aren’t typically solicited or centered in district decisionmaking.

During the development of the engagement strategy, BLS leaders made a commitment to utilize existing *affinity groups* when possible. In recent years, the district has invested time and resources in the formation of new and strengthening of existing affinity spaces to provide regular and ongoing input about the district and school communities. Within this engagement cycle, when possible, Community Conversations were held in an affinity group and facilitated by a district staff member that shared the identity and lived experiences of the group, whether as a person of color, sharing a primary, a language other than English, a member of the LGBTQ+ community, or ally of persons living with disabilities.

The community conversations included:

- 10 sessions with student groups including: 4 GSAs, students with disabilities, culturally specific clubs, groups of emerging bilingual students, and justice-involved youth
- 4 family groups, including: the Latino Family Advisory, the Black/African American Student Union; families of the Transition Co-Op; and interviews with families navigating homelessness
- 5 sessions with community groups including: BLS Equity Coalition, community-based & culturally specific organizations that partner with the district (CBO Partners); Higher Education partners at COCC and OSU Cascades; and a group of young professionals from the Bend Chamber

Better Together utilized a paired analyst approach to perform a *bottom up review* of the community conversation records. Rather than utilizing an established coding scheme or a working theory to review, an initial sample of session notes were analyzed to define emerging themes and these themes were tested and expanded with the review of remaining session records. This method allows analysts to approach data from a place of curiosity and empathy about family and student authentic experiences in BLS and desires for their future. Our analysis centers an *under-represented group lens* and *favours participant voice* in defining concepts and themes. To the extent possible, we've used the language of participants to define concepts, codes, and themes throughout our analysis and this report.

III. Use and Limitations

The themes and takeaways in this report should be used in conjunction with other available data and information. Relevant data to compare and analyze could include student, family, and community survey data, academic indicators and trends, behavior and discipline data, financial and human resources data, and other available information to provide context to the themes and participant quotes included in this report.

While the number of sessions conducted and included in this report is substantive, the sessions included a relatively small sample of Bend-La Pine students and families. We are not able to state that this sample is representative of the full Bend-La Pine Schools community due to the various recruitment strategies used to identify and invite participants to the listening sessions, as well as different levels of participation at each of the sessions (ranging from 1 to 15 participants). We also note an absence of South County voices and perspectives in this set of conversations, as well as an absence of perspectives of families of the district's youngest learners.

While we cannot claim that the specific sample included is comprehensive or representative of the district overall, we do strongly believe that the themes and experiences shared in this report are true for individuals and families that participated in community conversations sessions. This report constitutes an important and authentic view into student and family experiences within Bend La Pine Schools.

IV. Community Conversation Topics

The focus questions used during family and student conversations focused on two core conversation topics:

- **Portrait of a Graduate-type Inquiry:** *explored participant ideas about what students should know and be able to do, the mindsets and character traits needed to thrive now and in the future, and the experiences and connections to peers and community that shape growth.*
- **Inclusive School Communities:** *explored participants' ideas and experiences about belonging among school communities, cultures of diversity and inclusion, and school-family partnerships.*

The focus questions were designed by Better Together in partnership with Bend La Pine Schools to solicit participant feedback and ideas about how to improve these factors in schools. A copy of both student and family questions are included as an appendix to this report.

V. Emerging Concepts and Themes

The following concepts and themes were identified through analysis of listening session records. We've grouped concepts together into larger themes. A summary of the participant experiences and ideas that informed these concepts and theme areas is included as well. Participant quotes and summaries are indicated in *italics* within the concept and theme summaries to provide additional context and description.

Portrait of a Graduate Themes

Getting 'Real World' Ready

Young people and their families, in virtually every community conversation session, expressed anxieties and distress about being ready for "the real world," to "be an adult," and "what comes after graduation."

Adulthood 101

Students' worries included 'adulthood 101' type skills and responsibilities. Things like how taxes work, paying bills, finding a place to live, applying for a job; but also included comfort and ease with social skills such as 'meeting new people,' 'making a phone call,' and more.

- *"I am so worried about moving away for college, and figuring out a job and taxes."* -GSA Participant, Middle School
- *"Managing bank accounts, how to build your credit - they should be mandatory classes"*. -Student, ELL Class
- *"They should teach us about economics/finance; how to manage money, not to waste it."* -Student, Newcomer Program
- *"Class about transitioning into adulthood and doing things like finding an apartment, doing taxes."* - Student, Transition Co-Op

Families and other adults expressed many of the same concerns, and shared more context about what these skills are and how young people should know how to apply them.

- *"Taxes. True financial literacy. Stocks. How do we teach students to be financially stable in other ways? Why aren't we discussing generational wealth, and strategies to understand this?"* -CBO Partner
- *"My son took a class and thought it would be easy – Financial Algebra. They looked at Zillow, got fake money, and invested in the stock market. It was a great class, and he wished it was required."* -CBO Partner & Parent
- *"I remember getting my first paycheck and not knowing to get a bank account or what to do next."* -Young Professional, Bend Chamber Session
- *"There should be a program or class that focuses on finances; most students don't know how to manage their finances and aren't prepared to be an adult."* -Latino Family Advisory Member
- *"Working with underserved youth to build their trust in the system - banking, key documents, and preparing them to go into the next phase. Some of their families have passed on distrust."* -Young Professional, Bend Chamber Session

While this theme was present in every session, differences in the circumstances and solutions between different groups are evident. From an equity perspective, different communities and cultures have different access to and relationships with financial systems, and systemic

socioeconomic conditions may underpin how students and families see opportunities or partnerships to address *Adulthood 101* issues and gaps. Further engagement and partnership with the community to increase awareness and skills in this area is an opportunity to build meaningful and equitable approaches to build confidence and prepare young people for the future.

'Real World' Professional and Interpersonal Skills

Adults that engage in our community conversations shared a range of overlapping, but distinct perspectives about what “soft skills,” or social emotional competencies, they believe to be essential to future preparation. Their hopes and observations centered on a set of skills that demonstrate professional work skills and capabilities: meeting deadlines; writing professional and appropriate communications; taking responsibility for their work, etc.

- *“I see a lot of students who don't complete what they need to do. They think they can just show up or not even show up on time.” -Young Professional, Bend Chamber Session*
- *“We did communicate to staff during COVID to be flexible and people are still feeling that they need to do this and the students are expecting it.” -Participant, OSU Cascades Session*
- *“I have never had an attendance policy in my class, but this coming term I am for the first time because it is nuts.” -Participant, OSU Cascades Session*
- *“Formatting, excel, how to attach a file. Basic word processing” -Participant, OSU Cascades Session*
- *“How to write a professional email.” -Young Professional, Bend Chamber Session*
- *“We really have to support students in personal responsibility and time management. How to take something big and break it into pieces. How to plan. Study strategies. Deadlines.” -Participant, COCC Session*
- *“Having a plan. Creating basic plans can get you a long way in completing a project.” -Young Professional, Bend Chamber Session*
- *“Communication is a challenge. We would send out an email and the kids would text us back. We had to set the norm that we were communicating with email.” -Young Professional, Bend Chamber Session*

Social Skills and Social Interaction

Supporting young people to develop social skills to interact with others, work collaboratively, and engage in difficult conversations was a theme that came up across groups, with students, parents and adults in the community. The community clearly values these as important skills and believes that school is an important venue to develop and hone them, even if this shared expectation may challenge current perceptions about the role of school and education to lead in this skill development.

Desire to learn and practice skills for social interactions

Students and adults requested opportunities to learn and practice social interactions that would lead to positive relationships, build self confidence, have empathy and respect for others, etc.

- *“They need to learn to regulate, and have social-emotional awareness. Their own well-being. Being able to ask for help is a great skill.” -Young Professional, Bend Chamber*
- *“If they don't believe in themselves, nothing else matters. This begins at home. It's important that if they have a dream, that they follow it.” -Latino Family Advisory*
- *“Self-care, taking care of mental health, balancing life with school work. Manage doing what you have to do with what you need to do.” - GSA Student, MS*
- *“Learning how to be a decent human. Difference between empathy versus sympathy.” -GSA Participant, HS*
- *“How to find and make connections, and advocate for yourself among your connections” -GSA Participant, HS*
- *“How to identify and build healthy relationships with other people.” -GSA Student, High School*

Communication skills

Participants also expressed a high degree of value for communications skills, both formal and informal. Whether it's having the confidence and skills to stand up and present your ideas, forming and asking questions for clarification, or engaging in conversations - students and families feel these are critical future-ready skills.

- *"Public speaking, articulating thoughts, expressing thoughts, storytelling to share an idea or prove a point, communicating with different groups"* -Equity Coalition Member
- *"I want to ask a question but I don't really know what to ask."* -GSA Participant, MS
- *"More open conversation, so more questions get answered."* -GSA Participant, MS
- *"I wish they would teach us how to start a conversation."* -GSA Participant, MS
- *"Social skills, being able to have mature conversations."* -GSA Participant, MS
- *"Interpersonal skills, how to engage with others. I know kids can opt out of presenting, but how to develop confidence, skills related to this."* -Black/African American Family & Student Group

Skill and will to engage in difficult conversations

Participants expressed the importance of developing the skill and will to engage in difficult conversation with civility, as essential now and in the future. Often the request to develop these skills was framed in the context of addressing and engaging anti-bias learning and creating inclusive school communities. Students want adults to engage complex issues, not brush them aside, and model how to engage. This expectation reflects some mixed experience (and hope) about the readiness of adults in schools to facilitate and engage in difficult conversations alongside young people. If adults in schools and classrooms lack the skills or confidence to engage, it will likely be that much more challenging for young people to practice and develop these skills.

- *"How to effectively and appropriately engage both politically and civilly as a way to better yourself and improve society as a whole."* - Equity Coalition Member
- *"Kids and adults need to learn how to not be rude to everyone you don't agree with and learn how to be more open-minded towards others."* - Equity Coalition Member
- *"At least be polite. Don't say mean things/slurs."* - Participant, Middle School Latino Students
- *"It's ok to be corrected; no one knows everything"* - Equity Coalition Member
- *"I think it's important to identify how to address race, culture, colorism. I've had a teacher overlook this because they don't know how to deal with it. There are conflicts with different groups, but teachers don't know how to address it."* -Cross Cultural Club
- *"I think it's important to listen to others and different perspectives, not only of different races, but also personalities and opinions, to be more diverse in how you think."* -Cross Cultural Club
- *"Curiosity about the world, other people, what works and doesn't. The biggest problem is students aren't aware that not everyone shares their worldview and perspectives."* -OSU Cascades Participant
- *"It would be nice to have more activities where the teachers have us work with different people—practice is really necessary."* -Cross Cultural Club

Adaptations for social skill development

For some students, while social interactions are important to them, they can feel challenging and fraught based on their own (real or perceived) challenges or limitations. Students were assertive in naming the social and learning barriers that they face from anxiety and ADHD, to language barriers and perceptions of bias that can keep them quiet or at a distance from peers and social interactions. Some request more acknowledgement and flexibility in choosing when and how to learn in groups in a school setting; when and how to use tools like headphones to support independent learning.

- *"I have trouble communicating, because I'm autistic and have anxiety. I don't like being forced into working with people I don't know, and it's hard. Schools don't teach us how to communicate."* -GSA Participant, MS
- *"Not all disabilities are visible, I wish teachers respected that."* -GSA Participant, HS

- *"It's not easy being here. It's a struggle. People don't see it, and I think, 'put yourself in my shoes and you will see how difficult it is'." - Student, Newcomer Program*
- *"All students deserve the same chance to be listened to. It seems like teachers form their bias on the first day of class and choose the students they're going to listen to and those they aren't." -Cross Cultural Club*
- *"It's difficult to speak, I have ADHD and have difficulty saying things." -Student, Transition Coop*
- *"I have an emotional distress disorder. I was made fun of by my own teacher. My mom came in to talk about it, and the teacher just rolled her eyes." -GSA Participant, MS*
- *"I have anxiety and OCD and have some classes I dread going to. Too many group projects or work with no options. I have to ask for accommodations, which I'm working on but that is scary." -GSA Participant, HS*

Connections to World Outside of Bend & Central Oregon

Students and adults remarked on the ways school does and doesn't link Bend-La Pine students to 'the rest of the world' – its opportunities, challenges, richness of perspective, racial-ethnic-language-religious diversity, and more. Without question, participants believe that a core function of the school experience is to expose students to the world beyond the reach of the classroom and the communities students live in; and that to be prepared for the future, students should have a grasp of the complexity of the broader country and world and the diverse cultures and viewpoints that inhabit it.

- *"This district is just too traditional in its organizational structure to prepare students for the world they will encounter when they leave here. The district needs to support travel, so it's available for more than just those who can afford to support learning pods." - CBO Partner*
- *"We're not preparing students to leave Central Oregon and be successful." -CBO Partner*
- *"Bend doesn't look like the rest of the country. We need to work on this as a community." - Black/African American Student & Families*
- *"The district could provide more language and culture exchange within the community, by sharing events happening outside of school so students can learn about and respect cultural differences." -Equity Coalition Member*
- *With so much diversity, it would be nice to have options to study other languages as we go into the world.- Cross-Cultural Club*
- *"Part of the motivation for the work of RJ&E has been concern for the privileged white community, not just for the community of color. Students leaving this community will be shocked when they experience something different, they need this information." -CBO Partner*
- *"It's a culture shock both ways—whether arriving to or leaving this community." -CBO Partner*
- *"You only spend so much time in school, you need connections outside." -Cross-Cultural Club*
- *"Especially for middle school. We don't get as many opportunities to go outside. Field trips can really help show us the world, so we're not cooped up in our bedroom trying to keep up with getting A's." -GSA Participant, MS*
- *"We need opportunities to connect with kids—in and out of school—to meet people. It would be cool to connect with Madras and other schools around here." -Cross-Cultural Club*

Similarly, some adults in sessions questioned how/whether students of all economic contexts have access to the tools to not just survive, but thrive beyond graduation. Within their comments were questions about proactive solutions and access to all the learning opportunities available in the community and connected to schools.

- *"We also have to be realistic—socio-economic status matters a ton. It's such a huge impact on a student's ability to achieve. How many students leave BLS and that's the end of their education? That would be a failure, if they don't have some kind of path." -CBO Partner*
- *"We have families all over the (economic) spectrum, and this is where they meet. School systems have the power to shift community dynamics by making sure there is space for all*

families in extracurriculars. I remember having to clean at night to afford my son's sports. We are doing a disservice if we are bringing kids together at school, but then they leave here and go to very different experiences." -CBO Partner

- "There is a lot of opportunity here, but I'm always worrying about adult things - we have bills to pay. We don't have our own house. I have to work and get out at 11:30 p.m. I work 20 hours on the weekend. I'm really tired when I leave work." - Student, Newcomer program

Academics and Levers for Learning

What makes learning at school engaging, meaningful, and interesting? Choice and ability to dig deeper in areas of interest arose as key ideas among students. Challenge and rigor were most meaningful when embedded in learning that makes connections to the "real world" and application-based activities: students called out complex problem-solving and team problem-solving as methods they like. Students also crave individualization— both when they need more time and tools to learn and master new skills, and also when they are ready to move on to a new or more complex topic.

Students learn best when rigor is matched with fun to spark and maintain interest

- "It is a challenging (IB Program), it takes a personal commitment, and the coursework is more challenging, too. The quality of the curriculum, but more the expectations for submission." -GSA Participant, HS
- "It's pretty good here and online courses are good. I would like to see more group learning and not so individual. Like at JBarJ, we did groups, projects, and activities. Right now I have a math class and an elective. When I was at school I had engineering, art and stuff like that." -Justice Involved Youth
- "I think with how the world changes, our education sets us a little further back. Like in history, everything is focused on old times and how our country was formed, instead of who contributed and all the people and groups who helped shape who we are today." -Cross Cultural Club
- "I personally love reading and writing. I enjoy learning about the past, but I think we should learn more about the present than we are." -GSA Participant, MS

Choice, access, and individualization are valued and noted when missing:

- "A lot of the time when you're doing individual work, you're not allowed to listen to music. That's hard for my brain because the silence is so loud." -GSA Participant, MS
- "I think it is a little challenging because I am used to having my tutor. Just sitting on a computer is hard, I try to do as much as I can. If I was in school it would be better." -Justice Involved Youth
- "If you finish early and ask for more challenging work, they just give you more of what you're doing. [I want] more stuff that moves to the next steps." -GSA Participant, MS
- "Intensives are the best. Because we are such a small school we don't have electives. We get a week to do something like archery, cinema, board games. And you get two and a half elective credits. A great way to learn something new, and it's a great break." -GSA Participant, MS
- (About IB Program) "These are opportunities that not many people get. This will help me get accepted into college and with scholarships." -GSA Participant, HS
- "We have opportunities to choose our electives. Especially junior and senior year, you can choose classes around your passion or what you strive to achieve". -Cross Cultural Club
- "They don't put you in the classes that you choose, they think that it's not the best for you." -Student, ELL Advanced Class
- "Adaptation to culture. There should be a class that prepares us for school culture and the country. It's difficult socially, especially when you don't speak English." -Student, Newcomer Program

Applied learning creates connection and excitement for learning:

- *“Sophomores went to Mt Bachelor and studied snow pack.” -GSA Participant, HS*
- *“Power and Privilege, we read Just Mercy. It was pretty good at understanding the world.” -GSA Participant, HS*
- *“If you had Ms. J for math, we did a whole unit where we bought cars, houses, and paid taxes.” -GSA Participant, MS*
- *“A teacher at Bend High School let me be an auditorium runner; I was using technology for school plays and assemblies.” -Student, Transition Co-Op*
- *“We need to do more real-life things.” - Latino Student Group, MS*
- *“If someone tries to **tell** me something I can’t get it, but if I **see** it I can.” -Justice-Involved Youth*
- *“They used to have more electives but now we don’t. Different languages (not just Spanish), woodshop, business (learning how to sell things and how businesses work), drama, taking care of animals.” - Latino Student Group, MS*

Traditional teaching methods act as barriers to learning and engagement:

- *“I usually don’t raise my hand because I don’t want to get the answer wrong. At parent-teacher conferences, all my teachers said I should be more engaged, but I do- I just don’t get called on.” -GSA Participant, MS*
- *“I feel like it bothers the class to raise your hand.” -GSA Participant, MS*
- *“[Classes were] too easy, to the point where I went to a counselor and said I wouldn’t do well if I had to keep doing the same classes. School focuses highly on helping kids at the bottom of the grade curve. Classes were frustratingly easy.” -GSA Participant, MS*
- *“Before junior year, there are only very linear options and less challenge.” -Cross Cultural Club*
- *“Discussion of a specific teacher with ‘cut-and-dry,’ ‘old’ style, wishes that could change to be more engaging.” -GSA Participant, HS*
- *“If you don’t think a class is challenging enough, it’s hard to get into a more challenging one because you have to plan so far in advance. I think the options expand once you’re a junior.” -Cross Cultural Club*
- *“They give us math homework every day. And what if you don’t have parents who can help us?” -Latino Student Group, MS*
- *“Most teachers don’t explain why your homework or answers are wrong. They don’t offer to help us or tell us what we are doing wrong.” -Student, Newcomer Program*
- *“High school was challenging and my learning style wasn’t compatible with the teaching style.” -Student, Transition Co-Op*
- *“The American way we are taught is very linear. School is somewhere you sit and take in information, it doesn’t seem applicable even to those who are good at it.” -GSA Participant, HS*

Students desire investment in new curriculum that address bias and social emotional learning

When it comes to learning about bias, social-emotional learning, and other similar topics, students note when teachers aren’t being genuine or their peers aren’t invested in the material. Especially when these topics are important to students and their own identities, they note a lack of care and impact of these important curricular opportunities.

- *“Some teachers attempt to teach us social-emotional wellbeing, and that’s a step, but a lot of times they aren’t involved in the lessons. They’ll say “the district is making us teach this” a lot, and then students don’t get much out of those advisory lessons.” -Cross Cultural Club*
- *“We had a district lesson on bias. I saw that even after the lesson, kids still hear things and don’t always say something. My teacher took it very seriously. I didn’t think he would, just because of who he was. He really sat down and explained it and how serious it was.” -Cross Cultural Club*
- *“Ever since the (bias) lesson, teachers are trying to use the language, but sometimes it can sound sarcastic. I had a good teacher come in and do a good job, but some of the kids didn’t*

take it seriously.” -Cross Cultural Club

Preparation, Awareness, and Future Orientation

What and who is school and learning for?

There is a tension throughout this set of conversations related to the purpose and function of school; participants engaged from a wide range of perspectives, with diverse ends and outcomes in mind. At its core, school could be a place to enjoy learning, to follow one’s interests and passions, and ‘learn for its own sake,’ while also ensuring that graduates gain what they need to survive and thrive beyond the classroom, whether in a professional setting/work setting, higher ed setting, or learning a trade.

Higher ed partners hoped for ‘learning for its own sake’ as part of gaining independence and asserting self and decision-making. This belief and pursuit of knowledge could serve as a tool to build relationships within diverse groups and make sense of a changing world and one’s place within it.

- *The cost of higher ed puts pressure on students and has skewed what people study. It shifted students away from the humanities, art. Educate the kind of person people want to hire. That falls on students early.*
- *I have students ask me ‘what am I going to do with this?’ my answer is what do you want to do? I am not going to tell them. They need to explore.*
- *Exposing students to a wide variety of things is an important growth opportunity. The educational experience isn’t just about catering to what students want.*
- *Curiosity about the world, other people, what works and doesn’t. The biggest problem is students aren’t aware that not everyone shares their worldview and perspectives.*
- *Many students don’t know how to really connect with and learn from each other outside of class.*

On the student and family side, there was definitely a bent toward more practical application of skills, understanding career pathways, and getting information and feeling confident about what is needed to survive/thrive. From an equity perspective, and because the sample of participants emphasized students who face marginalization, there is often a disconnect between understanding education and learning as ongoing and lifelong processes and foundational skills verses a sense of urgency about obtaining what’s immediately needed to go onto the next steps: work, college, trades schools, etc.

- *“We don’t get the classes we need to prepare us for the future.” - Student, Advanced ELL Class*
- *“It gives us knowledge, but it doesn’t get you through for your future. It’s basically just preparing us for college.” -Latino Student Group, MS*
- *“It seems like what you get out of high school is what you put into it. It doesn’t really structure a new mindset, it just develops the one you already have.” -Student, Cross Cultural Club*
- *“I am concerned I don’t know what to do. It’s tough to think about.” -Justice-Involved Youth*
- *“Real-life application of what we’re learning is very limited. [I wish it were] encouraging us to have an academic life after high school, whether or not you go to college.” -GSA Participant, HS*
- *“My son, he tells me, they don’t teach us to get ready for life, just academic classes.” -Latino Family Advisory*

Exposure to Multiple Future Pathways

Families, students, and community members discussed the need for a more complex and nuanced introduction, exposure, and presentation about future pathways. Recognizing that each individual’s pathway and goals are different, their comments revolve around desires to keep opportunities open, to know more about the options, and to seek opportunities for growth. There is definitely a question of whether college should be the push/goal for each student and also, if it’s not, what’s the replacement? High expectations and a dose of reality seem to go hand in hand for participants.

- *“My dad was a business guy, he said: ‘You need to go to college.’ He never said, ‘in order to be an engineer, etc.’ He just wanted us to have experiences that would change our life, meet people unlike the people in our community. I would argue that you can’t replace the experiences you have in college. It’s not about more money—it’s about experiences.” -CBO Partners*

- *"We need to be careful about students deciding (before they even leave high school) what they want to do with their lives. I think of my college experience as an experience that represents America. We don't know what our kids need. We need them to understand financial literacy, what it means to be Muslim." -CBO Partners*
- *"I like that there are groups like this and Juntos. Parents need better information to remove the blindfold. These groups do that for us parents. We need groups for younger children." -Latino Family Advisory*
- *"I am hoping we are trending to openness, but when is this going to happen? It seems like when the rubber meets the road the push is still to Higher Ed." -Young Professional, Bend Chamber*
- *"Show students that they are capable of more than sweeping the floor and working at a gas station and should think bigger." -Parent, Transition Co-Op*
- *"Counselors are telling them it is not necessary to go to college. So they aren't motivated. Being ready for college should be a requirement, not an option. It would be good if they started this at the beginning of high school - not before graduation." -Latino Family Advisory*
- *"I think it's challenging for kids who don't want to go to college, we don't have a lot of options. We have a Future Center person who can help, but it doesn't seem like there are as many options." -Cross Cultural Club*
- *"I want to go to college. At first I didn't think I could because I didn't understand English. But now I'm learning English and I see that it's possible." -Student, Newcomer Program*

Inclusive School Communities

Commitment to building an equity culture

Students, parents, and community members, alike, take note that Bend-La Pine Schools has made a commitment and taken concerted efforts to address issues of equity. It doesn't mean that the work has been perfect, is complete, or without ongoing needs for co-creation with students and community, but the effort and effects are evident. Students in particular, name the positive equity-centered events done in partnership with the community that affirm and support their development of self and future direction.

- *"We all got to start equity work at the same time, and another district backed out. Bend-La Pine holds the work and takes the lead, other districts don't seem to commit." -CBO Partner*
- *"From the non-profit organization perspective, I think we have made more progress with your school district. I know we spend a lot of time pointing out what isn't working. I remember when you all decided to hire Family Liaisons, that was huge for me. Bend-La Pine Schools is engaging in the work." -CBO Partner*
- *"The Interrupting Racism workshop opened my eyes to something new, and in a good way." -Cross Cultural Club*
- *"The Town Hall on Racism was really helpful – the leadership session had good discussion and I was able to ask questions that I wouldn't be able to in other settings." -Cross Cultural Club*
- *"Equity training NEEDS to be mandatory." - Black/African American Students & Families*
- *"There is a small but noisy group who only wants us to teach 'the basics.' They also teach their kids to report Black students using the n-word." - Black/African American Students & Families*

Roles of Adults within School Communities

Throughout sessions, participants noted the vital roles that adults play in creating inclusive school communities. Often we can see the importance of these roles, when they are missing, or there isn't enough support to meet students' needs. Research demonstrates the vital role that caring adults play in developing student identities, creating attachment, and supporting students to achieve. Too often kids can't name any adult that provides this trust and support at school.

Caring Adults

- *"The only teacher that supports us here at school is Chelsea." -Student, Newcomer Program*
- *"The teacher has been there for us for everything. In our personal problems, school needs." -Student, Newcomer Program*
- *"Both my kids have said, 'there is no one I can go to. There are no teachers I trust in the school.'" - Black/African American Students & Families*
- *"Teachers and counselors need more training on how to treat our children. There is a teacher who doesn't treat my son very well and he doesn't know him well. I told my son, 'I'm going to talk to the teacher' and he said 'don't go, you'll just make it worse for me.'" -Latino Family Advisory*

Auxiliary support relationships

For many of the focal groups included in these session auxiliary supports, like liaisons, FAN advocates, coaches, and community partners play these critical roles, yet connection tends to be harder to maintain as students and families progress from elementary school and onward. These professionals offer critical life lines of support," they are positive early on in a students trajectory, and then somehow can be stigmatized or deficit framed as students progress - ensuring that students maintain these positive relationships could be vital to their success.

- *"The schools have been very helpful, they helped with getting my child on an IEP and the FAN Advocate has been very helpful, too." - Family Navigating Poverty/Homelessness*
- *"We have a football coach who is a really nice and accepting person." -GSA Participant, HS*
- *Avanza helps you with college credits. It helps everyone out. -Student, Advanced ELL Class*
- *"I went to see Rocky Horror, Out Central Oregon was sponsoring it. Being able to do [more] things with them would be super helpful." -GSA Participant, HS*
- *"The lead at the Future Center is great - I love them. I've had a couple meetings, they've helped me apply to colleges and figure out what I want to do with my life" - HS Student*
- *"I really like the emotional support available. At Juniper, my daughter has an emotional support group. During the pandemic, my daughter had a hard time socializing, the group helped a lot." -Latino Family Advisory*
- *"It was easier to connect with elementary school than middle school. Middle school is complicated with conferences and paperwork; I wish they would simply call more often." -Family Navigating Poverty/Homelessness*

Counselors:

Counselors are also identified as important support, but at present, they tend to lack cultural awareness and nuanced strategies that support historically underserved student groups, like students of color and LGBTQ+ students. Students and families alike recommend more culturally relevant training and strategies, and more representation among the district's counseling teams.

- *"The counselors aren't motivated or don't know how to help our children. They don't have the cultural competencies to support them. As parents, many of us lack academic preparation. They go see the counselor and they don't know how to help them either." -Latino Family Advisory*
- *"In my experience, the counselors don't take the time to help you if you are not a star student." -Latino Family Advisory*
- *"One of the reasons we don't feel comfortable going to counselors is because then our parents will find out." -GSA Participant, HS*
- *"They could have a queer counselor." -GSA Participant, HS*
- *"There should be a counselor to help students manage stress; teachers can't do everything." -Participant, Transition Co-Op*
- *"My child doesn't want to be seen walking into counseling services" - Black/African American Families and Students*

- *“Psychologists, I wish they weren’t just counselors. And that they could help me, too.” - Latino Family Advisory*

Substitutes

Students in the GSA sessions, in particular, noted that substitute teachers can be a threat to the inclusive cultures that Bend-La Pine administrators and teachers are seeking to create. Substitutes don’t have the same baseline understanding about school practices and policies related to student names, pronouns, and creating anti-bias cultures. As a result, they can make mistakes or create setbacks (knowingly or unintentionally) in the hard fought processes to create safe, inclusive and welcoming environments for students to learn and belong.

- *“[Substitutes] don’t understand or they make anti-LGBT comments.” -GSA Participant, HS*
- *“We have poor sub training. No matter how much our teachers know, a sub can come in and ruin it. There needs to be a better system for letting subs know, otherwise students lose trust.” -GSA Participant, HS*
- *“We had a sub, she outed my dead name and the kid used it to bully me the rest of the year.” -GSA Participant, HS*
- *“Subs said our school is notorious for being bad kids. Because we are a unique school with a unique culture.” - GSA Participant, MS*

Bias and Bullying

Across sessions, students, families and communities note the acute threat of bullying, and particularly actions based in bias, to creating and sustaining inclusive school cultures. In the same way that students described and requested support in building skills around social interactions; too often, they are also asking that schools and adults in buildings take active roles in addressing the conditions that permit bullying and commit to interrupting bias actions when they occur.

Student experiences with bias and bullying

- *“Bias incidents happen more often than any adult in this building understands. Microaggressions, but also bigger things. People say, ‘oh that doesn’t happen, it’s Bend High.’ But they do happen.” -GSA Participant, HS*
- *“A white student threw a phone at me. I asked him why, and he told me it was a joke. But why?!” -Student, Newcomer Program*
- *“At a volleyball game, a kid from the other team called my child the n-word. When I called that school, the administrator said, ‘Yeah, kids from both sides were being rowdy.’ When I talked to the principal at our school, the principal said, “I told the other principal that she’s a good girl.” -Black/African American Students & Families*
- *“I feel like with students, there’s no reason behind it, just a lot of discrimination, racism, homophobia, anti-Semitism. Teachers don’t do anything. When I was in 5th grade, it was ‘slip-n-slide day’ and this kid gave me death threats for not being straight.” -GSA Participant, MS*
- *“When I said I was Chilean, a bunch of girls giggled and said, ‘ha ha ha- he’s Mexican.’” -GSA Participant, MS*
- *“At school, kids have been calling each other monkeys. Others say: that’s not racist.” -Black/African American Students & Families*
- *“If a white teacher asks a question to a brown student, they don’t pay as much attention as they would to white students.” -Student, Advanced ELL Class*

- *"I intentionally dress less 'out' and I immediately get a hurtful comment if I try something new."* -GSA Participant, HS
- *"I spend a lot of time trying to avoid certain people, quietly entering classrooms."* -GSA Participant, HS

Teacher Bystander Issues

What's most distressing to participants is the lack of trust they have in adults at school to intervene when bias and bullying occur. Too often, students experience bias and bullying with adults present. They describe a number of occasions and incidents in which adults present did nothing, or when students requested help, they were dismissed or minimized. When teachers don't or won't intervene it erodes trust and a sense of safety. Adults in buildings should have regular training and practice to intervene and address bullying and bias in the moment.

- *"We are hearing teachers are still not comfortable interrupting racism and hate."* -CBO Partner
- *"Teachers should take more action (when they see bias/bullying), and the principal should make it really clear."* - Cross Cultural Club
- *"I had my pride flag pulled and it choked me. None of the teachers cared. When kids are being harassed, teachers do nothing. They don't pay attention to the important stuff."* -GSA Participant, MS
- *"Teachers choose to turn a blind eye. There were kids in the back of class saying the f-slur and the teacher ignored it."* -GSA Participant, HS
- *"The other day this kid got mad at me and called me an 'it,' and the teacher just kept going- clearly didn't know what to do."* -GSA Participant, HS
- *"Students have asked for bias incident reporting and teachers didn't know how."* -GSA Participant, HS
- *"One time we were walking down the street and a group of white students threw food at us from their car. They only threw food at us, there were white kids walking too. We didn't tell anyone at school, and we won't tell them because we're always the first ones to get in trouble. If we told a teacher they would probably say we started it. They believe them and do nothing."* - Student, Newcomer Program
- *"The kids don't know who they can go to at the school who will take them seriously. This year when stuff has happened in the hallway, she doesn't say anything because she doesn't know where she can go."* -Black/African American Students and Families
- *"There are always a couple teachers in the hallways during passing periods. Obviously, they are going to hear some racial slurs or bad words, but they don't take it seriously. One of my friends got called something by a White boy, got into a fist fight, and my friend got in-school suspension."* - Black/African American Students and Families
- *"They get away with it- I've seen a teacher nearby who didn't do anything."* - Latino Student Group, Middle School

Expectation for adults to be aware and knowledgeable about identity issues

For young people to be seen and understood as the complex humans they are, they want the adults of their school to have a better understanding of the issues they face. Students often express, that if their teachers and administrators had a greater awareness and depth of understanding related to race and culture, gender and sexuality, diverse faith practices, etc. they would need to spend less time energy defending and asserting who they are and why it impacts their ability to learn, and instead be able to engage in deeper learning in a supportive and culturally inclusive context.

- *"Adults here need to know more about mental health. They talk about caring about it, but they don't know or do anything.."* - GSA Participant, HS

- *“When your child experiences [trauma], they shut down. Even trying to get them out the door to school, and once they get there, how can they focus? They develop a bad attitude about school (justified) and it becomes an ongoing cycle.” -Black/African American Students and Families*
- *“It’s important for teachers to know: you may know math, but you practically know nothing about LGBTQ stuff. Most of our teachers are cis straight white men.” -GSA Participant, HS*
- *“I think it’s important to identify how to address race, culture, colorism. I’ve had a teacher overlook this because they don’t know how to deal with it. There are conflicts with different - groups, but teachers don’t know how to address it.” - Cross Cultural Club*
- *“The lack of awareness about sexual development–needing to understand science.” -CBO Partner*
- *“Teachers just need to listen more. They need to listen to stories, and not give input. Just listen and adjust how they do their classes.” - Cross Cultural Club*
- *“I think we need to see White teachers taught how to be allies.” -Black/African American Students and Families*
- *“Not all teachers know how to be supportive. Some don’t do well at respecting names. Not a lot of teachers realize they don’t have to see you struggling to know that you are. It’s not as visual.” - GSA Participant, MS*

VI. Insights & Takeaways for Specific Groups

Black/African American Families & Students

Accountability & Restorative Practices

Families shared that they hold accountability as a high value - when it comes to student achievement, in action by adults, in stepping in when bias occurs. At the heart of their comments is a desire for their children to be prepared for the “real world” where more holistic practices may not be the norm. There is deeper engagement and dialogue on the part of the district to get to the nuance about what changes or improvement they’d like to see.

- *I hold kids accountable when they screw up. We want them to go through restorative experiences, but they need to learn to own up when they screw up. Better support for accountability.*
- *The grading system; my son’s motivation has tanked. My son has a 66% and he feels good, because it’s a B.*
- *I hate the new grading policy. This is not preparing people for the real world.*
- *A lot of stuff gets bungled up in restorative processes. Bias is a neat and clean term for all this, but everything gets stalled with restorative practices.*
- *These (white) kids are going to leave this town someday, and get beaten. We’re failing them for taking a sensitive, restorative approach to this.*

Cultural Competency

Families expressed a lack of awareness and discomfort on behalf of people in Bend when it comes to interacting with Black folks. They encounter a lack of awareness of racist language, “jokes” that are racially motivated, and just general awkward discomfort.

- *People in Bend don’t know how to use that word, and never use it. You have to know when it is normal and accepted, and when it is not.*
- *Our teachers do this, too. They don’t know how to interact with Black students.*
- *At school, kids have been calling each other monkeys. Others say: that’s not racist.*
- *Or saying ‘boy’.*
- *Bend doesn’t look like the rest of the country. We need to work on this as a community.*
- *Equity training NEEDS to be mandatory*

Getting Appropriate Supports

Families expressed different experiences in getting (or declining) the support their children need to learn, but all shared they've been required to become strong advocates for their children in the system.

- *I pushed to get my child a 504 and it was a huge battle.*
- *As much as my son struggles, his school has been very supportive. Multiple teachers have reached out to get to know him better, the admin and school support staff know that my kid needs support, and they are there to help him. They brought in a Black mentor for him, and recognized that need.*
- *[My daughter] was being pushed into Special Education. I knew she didn't need that - she had just come from Ghana, everything was new. SpEd was being pushed on us because she was 'inconvenient.' She was being picked on, her hair being pulled, she was accused of hurting other kids. This year, she is with a teacher who is an ally to Black people - she is excellent and my daughter is having an excellent year.*

Jewish Students & Families

Annual Planning and Inclusion

The members of the Jewish community that participated in the CBO Partner meeting described issues with district/schools planning that demonstrated a lack of knowledge about Judaism. They also express a desire and willingness to share and support. It's a great reminder of the opportunity to invite communities to partner in developing systems like calendars and training in cultural awareness.

- *Inaccurate dates on district communications about holy days,*
- *Misunderstandings about schedules related to shabbat and holy days (sun-down to sun-down).*
- *How Jewish holy days coincide with school activities and result in families needing to choose between activities like Camp Tamarack and family traditions.*
- *The principal at my child's elementary school is so willing to learn and begin paying attention.*
- *Being part of the calendar-making process*

Justice-Involved Youth

Students within Bend La Pine's Juvenile program recognize the role of school in supporting futures they imagine and hope for. However, this also comes with a contrast: struggles with mental health, addiction, family relationships, and friendships are viewed as real obstacles to realizing their goals.

Learning while at the Juvenile program is underwhelming, but something to do.

- *If you are in juvie why would you even want to do school. But also I don't want to get held back.*
- *All the schooling I have done before has been too easy. Same here. I don't find it challenging.*
- *It is what it is - do what you need to do.*
- *I like online course work. I can go at my own pace.*
- *When you're online you can't really ask questions*

Students have big goals and aspirations for themselves

- *I want to graduate and apply to college. I want to apply to Harvard and Yale. Like for real.*
- *I want to be the first one in my family to go to college.*
- *I want to do astrobiology.*
- *I want to be a physical therapist. I am interested in how the body works.*
- *I want to be a flight attendant and travel. Get out of here. I like to travel.*

The challenges to leave justice-involved spaces weigh heavy on them

- *I'm worried I'll overdose and die. I know I'm an addict. I'm scared about fentanyl... and benzos.*
- *I'm gonna go to rehab and get clean. Then I'll go home with out-treatment support and finish high school.*
- *I am scared of prison.*
- *I am worried that the colleges I want to go to will look at that (my record), but I know the steps to help with that. I don't want to get back into drugs.*

Latinx & Spanish Speaking Students and Families

Getting Appropriate Supports - Informed by Culture, Language, Life Experience

Students and caregivers expressed experiences where their hopes, goals, needs and expectations were a mismatch with school resources, expectations, and systems.

- *The counselors aren't motivated or don't know how to help our children. They don't have the cultural competencies to support them. As parents, many of us lack academic preparation and we can't help them. Then they go to the counselor and they don't know how to help them either.*
-Latino Family Advisory
- *I have seen very little empathy and patience for newly arrived students. They are accused of not trying hard when they must translate everything the teacher is saying. It is mentally draining.*
-Latino Family Advisory
- *A teacher gave me a test in Spanish assuming that I don't speak English. And the translation of the test sucked! It was really bad.* - ELL student, HS
- *With our two oldest children, they weren't supported at all. One was very good at school. He didn't need to study for his exams and got all A's when he started high school. He finished his work quickly and was bored. He had a lot of potential, but in the end he didn't even graduate. The other one always struggled with school, and the teachers didn't pay enough attention to him and he didn't graduate either.* - Latino Family Advisory

Not every student can count on traditional family supports

Awareness that not all students count on typical parent figures or single-family living conditions can provide both empathy and strategies to get students the support they need to thrive.

- *If my parents were here they'd be more involved. But because I live with my cousins or uncles, they're not as involved or aren't able to do much.* -Student, Newcomer Program
- *My parents are engaged, but they don't live here.* -Student, Newcomer Program
- *My aunt doesn't care, but my mom does.* -Student, Newcomer Program
- *Right now we are sharing a house with another family. It is not the same as having your own house* -Student, Newcomer Program

Support making social connections

Conditions to make new friends and become part of a community are completely different for students who are arriving to and figuring out the US context. Supporting and easing this process can help students build the important social and community connections necessary for young people to grow.

- *If the kids at this school socialized with us, they would know us and that we are not all bad. Maybe we would be able to hang out together.* -Student, Newcomer Program
- *What I see is that people go to school and to work. It's not like in Mexico where you go out to meet people and spend time together.* -Student, Newcomer Program
- *It's not easy being here. It's a struggle. People don't see it, and I think, 'put yourself in my shoes and you will see how difficult it is.' Many Americans judge us and believe we don't deserve certain opportunities. But they don't know me, they don't know what we've been through.*
-Student, Newcomer Program

Circumstances often force students into survival mindset

Young people are often asked to take on adult roles; adapting to the US context and culture can feel like a matter of survival.

- *There is a lot of opportunity here, but I'm always worrying about adult things - we have bills to pay. We don't have our own house. I have to work and get out at 11:30 p.m. I work 20 hours on the weekend. I'm really tired when I leave work.* -Student, Newcomer Program
- *Learn the rules of this country. Sometimes we don't know and we make mistakes. What is allowed in our countries is sometimes not allowed here.* -Student, Newcomer Program
- *Adaptation to culture. There should be a class that prepares us for school culture and the country. It's difficult socially when you don't speak English.* -Student, Newcomer Program

Students and Families Navigating Poverty and Housing Insecurity

Getting Appropriate Supports

Life circumstances present real structural barriers to family and student participation in school, with impact on kids' mental health, self-regulation, and experience of school and an impact on adults' ability to engage as partners. Survival is a priority and focus in some circumstances, and families want their children to take advantage of opportunities that are available.

Empathy for experience

- *I want the school to understand how homelessness and trauma impacts behavior, especially for my little one.*
- *There isn't anyone at the school who really understands. I would love to see "navigators" who know what it's like/have lived experience.*
- *Please be non judgemental. It's hard to ask for help, we've seen others be judged, it's hurtful.*
- *It's expensive to live without a home. We work really hard and we are hard working. Just because we don't have a house doesn't mean we are lazy. It's really hard.*

Barriers and Interruptions

- *Every 6 months, my child has a hard time coping because of our living situation. I wish there was more understanding about how hard it is for us.*
- *Working makes it hard to access services. I work full time and the agencies are open when I work. I don't have a computer or internet at home, just a phone.*

Desire for Support Accessing Resources in Community and at School

- *I would like my child to get involved in sports but it's expensive. Sports could teach them to self-regulate and get along with others.*
- *More information about what's available and how to access it, like a flow chart or checklist. Community resources are spread out; for families without a car or who work, it's hard to access*
- *I want them to know about what opportunities are available for them in the world.*
- *COIC is doing internships which is so awesome! COIC does career exploration and the teacher there recognizes the drive in my child.*

LGBTQ+ Students

Inclusive Health & Sexual Education

LGBTQ+ Students requested more inclusive information about health and sex that is non-binary and non-cis gendered. They described this as vital information for their health and wellbeing.

- *Safe sex; especially for LGBTQ students but also for cisgender, straight ones*
- *Sex ed class is vital to know.*
- *The lack of awareness about sexual development (by teachers)—needing to understand science.*
- *The curriculum is the curriculum for core courses. But when it comes to more nuanced courses (Health, Religions, Choir), some input for inclusivity processes would be appreciated.*

Mental Health and Self-care

LGBTQ+ students more explicitly called out and requested training and support that would help them balance it all, from stress to time management; drug use; social engagement: they are looking for ways to support mental health and self care practices.

- *Self-care, taking care of mental health, balancing life with school work. Manage doing what you have to do with what you need to do.*
- *I dealt with a lot of drug addictions last year. I didn't have anyone else to relate to, and the school doesn't have anyone or help you.*
- *Adults here need to know more about mental health. They talk about caring about it, but they don't know or do anything. They could try harder to actually do things differently.*

Students with Disabilities & their Families

Independence

Students and families with disabilities share the overall themes of “real world” and “adulting 101;” however, they emphasize the importance of developing independence skills.

- *Young people aren't learning or even unlearning how to be independent.*
- *Transition Coop helped teach my child practical living skills like riding public transit and has been able to take the bus from our office to COCC by himself*
- *Work experience, volunteering, practical skills, and being tasked to do them outside of the program*
- *Opportunities to apply their skills in real-life*
- *Class about transitioning into adulthood and doing things like finding an apartment, doing taxes.*

High Expectations

For students with disabilities and their families, they reflect that schools did not always set high enough expectations. Success is important to them, and gaining mutual clarity about what's realistic to support personal growth is an area for improvement. While families highly value the Transition Coop Model, they have suggestions and ideas to make it more relevant

- *As parents, we know our student will work as hard as they can to reach their individual potential. But it feels like programs are designed for students to just do the bare minimum.*
- *It seems like program expectations decrease for students with Down syndrome*
- *We want our child to be treated as a person who is more than their disability. They can show their effort through hard work.*
- *There is not enough communication about what to expect during the transition from K-12 to TC*
- *More bilingual staff to communicate with families who don't speak english*

Appendix: Student Engagement Questions

Theme	Question Frame	Follow Up:
Post-school Plans & goals	Q1: What are the experiences or opportunities that you've had that you believe will be most helpful in pursuing your future goals and plans?	Why are those experiences and opportunities so valuable to you?
Rigor & Relevance	Q2: Are your classes too challenging, too easy or just right? Tell me why you think that.	What would you change to make your classes more interesting and applicable to you?
Lifelong Learning	Q3: Do you believe your coursework is preparing you to continue learning as the world changes? In what ways?	
Knowledge & Skills	Q4: What do you believe is important for young people <u>to know</u> and <u>to be able to do</u> by the time they graduate?	
Non-academic Identity & interests	Q5: Academic learning is one aspect of becoming a well-rounded person. How have you developed your own interests and passions?	How has your education helped in that process?
Mindsets, Character Traits, & Dispositions	Q6: Being able to interact and work with others, communicate in different ways, and adapt to change is important. How do you describe or think about the different skills and abilities needed to do those things?	
Community Involvement	Q7: How important is it for you to be involved in the community outside of school? What opportunities have you had that make you feel that way?	Has your school or what you've learned at school been useful in getting involved in the community?
Belonging & Inclusion	Q8: What do you wish adults at your school knew about your experiences: <ul style="list-style-type: none"> - of race, ethnicity, or culture at school? - of ability and disability at school? - related to gender identity and the LGBTQ+ community at school? 	
School-Family Partnerships	Q9: How does your family support you in preparing for life and career? What should partnership between your school and your family look like/sound like/feel like to help you achieve your goals?	What gets in the way? If you could set the terms of how your family interacts with your school what would be different?

Appendix: Family Engagement Questions

Theme	Question Frame	Follow Up:
Post-school Preparation (college & career)	Q1: In what ways do you believe Bend La Pine schools are doing well in preparing students for life, college, and career?	In what ways do you believe students aren't prepared enough?
Knowledge & Skills	Q2: What it means to be successful in school versus in the real world are oftentimes very different. What do you believe is important for young people <u>to know</u> and <u>to be able to do</u> by the time they graduate?	What feedback would you offer to make learning more rigorous and relevant?
Mindsets, Character Traits, & Dispositions	Q3: We live in a rapidly changing and unpredictable world. What are the most important <u>personal qualities</u> young people should have to thrive now and in the future?	
Community Involvement	Q4: In what ways do you believe children and young people should be involved in their community? What kind of <u>experiences</u> would be helpful?	What's the role of school in supporting a student's community involvement?
Non-academic Identity & interests	Q5: If academic learning is one aspect of a well-rounded person. How do you believe young people best develop their interests and learn about their passions outside of academics?	How should schools support students to develop their interests including and beyond academics?
Belonging & Inclusion	Q6: What do you wish adults at your child's school knew about your experience: <ul style="list-style-type: none"> - of race, ethnicity, or culture within the education system? - of ability and disability within the education system? - related to gender identity and the LGBTQ+ community? 	
School-Family Partnerships	Q7: How do you define your role in preparing your child for their life and career? How do you believe schools should partner with your family to achieve the goals you and your child have?	What gets in the way? If you could set the terms of how you interact with your student's schools or district what would be different?