

Jefferson County School District 509J
Warm Springs Community Engagement Input Session
11/9/2022 - 5:30-7:00

	Reducing Academic Disparities	Meeting Students' Mental Health and Behaviour Needs	Student Participation	Four Year Graduation, Five Year Graduation, and Dropout Rates	English Language Arts & Mathematics SBAC	9th Grade on Track & Regular Attendance
What is working well for students, schools, and educators?	NIEA participation	Mental supports are available	Activity bus	Attendance is important		9th grade on track meetings-I'd be interested to know how much of a difference its making (data)
	Language and culture incorporated into school. Creates more engagement and leadership qualities (song, dance, language, culture)	Kids know it's there	High turnout for basketball from Warm Springs	Having MS students attending the K8 school		At elementary the supports from teachers are better (1:1)
	Language and culture builds students self esteem and teachers them to relate to other cultures outside of their own.	Feminine products are available	Basketball coach got Coach of the Year	K8 attendance liaison picking up students but how do we do that at a larger school (HS)?		With 39% of students attending 90% or more it's great to see that 70% are on track. Why? What is happening?
			Celebrating students	Resources like the Future Center, More support NASU, OHSU Ontrack		Good to see on track to graduate data
			Homecoming parade	Mental health and wellness supports that are available		This year bussing more consistent. We love Kip!!! Raise
			Bringing the pow wow back			
What are challenges for students, schools, and educators?	Low math and ela scores vs credits earned (standards)	Understanding our kids would help with behavior support and understanding	For high school-tryouts are late in the day (5:30-7:30) Kids need a supervised location between school day and tryouts	Getting to school in Madras if students miss the bus in Warm Springs	The method/medium of testing be all on the computer (alternatives)	Students dread some teachers-Crabby. Not all but some
	Latino and white groups scores are higher	Racism and white priviledge	Many Warm Springs athletes and Saturday practices in Madras. Would be more equitable if some practices/events were held in Warm Springs.	Parents participation in events such as parent conferences	Teachers knowing their audience. Who are they teaching?	Students who are bussed from afar-have struggles getting schooling if they miss the bus
	Homework -How do we get help for students and families	Increased access to feminine products	Equal access to clubs/athletics. Cost of time and money to travel to and from Madras is a challenge.	Long hours and a long time between lunch and practice or activity bus home	Create a math class that is more relatable/culturally too!	Getting kids connected to a sport and/or club to be "bought" in to maintain grades
	Keeping kids involved in athletics		Morning practices are hard.	Students who don't have support at home		More info about students-who are they/where they come from (break down demographics)
				8th graders not feeling prepared to go to the HS. "8th grade at the K8 is too easy then you're in HS"		

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What suggestions do you have for Improvement?	Establish homework help line-reach out by email with a contact who will call back	Confronting racism and white privilege	Understand students' challenges and how they impact participation. create ways to support them	Make sure next year that the numbers on the data charts show total # of kids	Collaborative group learning, this helps students feel comfortable in asking questions to each other	Add the comparative data to peers (disparity w/students who travel long distances)
	I'd like to see comparison of 9th grade on track students and their SBAC scores	Use Youth Truth data more	Expand activity bus to non school day/weekend practices	High school in Warm Springs	Use funds to create a HS Native American literature course. NIEA has curriculum	Create a list for parents of approved absences reasons (cultural)
	Add family language classes	Safe rooms/calm space	Use local trained facilitators for equity, diversity, inclusion	Teachers knowing your community (communication) Bring teachers to the community	Avoid the deficit model-every chart shared the short coming (low score) of Native Americans	Can we see 9th grade on track -side by side with all other sub groups
	Would like to see 8th grade on track data	Train local facilitators (tribal members) for equity, trauma informed card, ACES,diversity, historical trauma-for all groups	Give more time to process data-Split into 2 nights -try not to schedule on nights with other events	More equity, diversity and inclusion training from local trainers in the community	Do a comparison of social determinates and the students achievement (Health and home support)	Include the WSK8 staff on the 9th grade on-track team
	Attendance data across K8 and all other schools	Utilize local programing (suicide prevention, drug prevention, etc)	Introduce clubs/sports for kids at the K8 through assemblies so kids know what they are.	Add narratives to data posters for next year	Give the actual numbers of students who took the test...17% (is it 30 kids or 200 kids?)	Teach organizational skills in middle school to prepare for 9th grade
	Address disparities between groups and communities	Talk to students to find out what's working/what's not	PE credit and practice during the school day to allow more participation	Get students involved in something, whether a club or sports so they're bought in and want to be there. Helps that sense of belonging	Add a comparison of what the students 11th grade scores are versus where they were at 5th and 8th grade.	Refrain from penalizing kids who miss while rewarding others in front of them (can be out of student control and as a result of family circumstances)
	STEM/Students are more interested in science when its about their own community, is relevant and integrated. Recognize Indigenous STEM as valid science.	Health campus in WS similar to the one at MHS	Reaching out to students who are not yet participating and getting them involved	Make sure to more carefully plan date of meetings to not overlap with other events/Consult all partners when scheduling	More tutoring (adults, mentors, peers)	Find ways to connect students to a club/sport: find their interest to do well and motivate them
	Add drum making and leather as part of math classes	More native staff at MHS	Clubs for language and culture	Add classes on historical trauma	The test is not created for Native Americans because it is made for white people (parent opts her students out)	
	Encourage more participation in NIEA	Name change for MHS that's more inclusive of all	Expand opportunities for learning language at other schools	More equitable opportunities for Bridges students in Warm Springs	Show disaggregated data Elem/MS/Town Schools	
	Work with 21st Century program-paid teachers-Drum making	Native American student lounge for during the day and after school (snacks, rest, homework)	Partner with community to implement SB13 units and lessons	Create more consistant bus times with correct posted schedules		
	Add native language opportunities for students not at the k8 (Madras Elementary)	FAN advocates link up w/tribal case workers to learn tribal resources (social justice training)	Our schools and facilities need to represent our students, so they feel comfortable and not isolated	Provide after school snacks for athlets and activity bus riders		
	Look at NIEA for many examples of integrating culture into curriculum	Make sure probation checks are confidential, supportive for students (social justice training)	Make athletics more accessible or affordable (make sure kids have the additional equipment necessary to fully participate-like shoes, etc.)	We need to do a better job of supporting the transition from the K8 to MHS		
				Provide more bridging between the communities by planning events (visit each other, pen pals, homecoming in Madras this year, town students attending the pow wow in Warm Springs this year		
				Create a lounge area for a safe place to rest and do homework.		
				Break down data by school & campus		

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Questions	How many 5th year American Indians?	How often are Best Care specialist in schools? What does their space look like?		How has K8 school and language and culture contributed to the rise in graduation rate?	What is the school district doing about the low test scores?	How effective is the TAPP coordinator?
	What is the school district doing to address the gap between groups?	How do we honor family/cultural traditions within the school day? (absences due to hunting/gathering/etc.)			This test works well for kids who make the team in HS, do well and keep their grades up. What about the students that get cut or don't try out because they think they won't make it-How do we incentivize them to keep their grades up?	What is the total number when displaying graph (all)?
		Do liaisons have a budget for extra resources? (food, snacks)				What does 8th grade on track look like?
		How representative of our culture are our specialist? BIPOC?				How many move from 8th to 9th grade?
		How do we measure success with mental health supports?				What are the reasons students are absent?
		How many counselors, liaisons?				Are culturally absences marked differently?
		How would a student connect with a liaison?				
		What is a Trauma and Threat Assessment?				