

(Submitted via Google Form Jan. 15, 2021 - Feb. 5, 2021)

As we consider the budget for the 2021-22 school year, are there alternate priorities or needs that surpass these investments or adjustments that should be considered?		
1.	ABAR	We spend WAY too much money on curriculum that is not ABAR. We need to be able to put some of that money towards resources that are truly in support of equity in education, and that is not going to come out of some one-size-fits-all curriculum. Lean on the expert teachers we already have within the district!!
2.	ABAR	An alternative priority needs to be building a district equity team that includes Pat and other educators of color to work regionally with schools. This will help build school equity teams and make people available to help with in school social/racial justice concerns. Also all of those listed above should be the highest priorities moving forward into 21-22. Lower SES schools need all of these things in order to be successful and equitable. Understanding that these schools may need more than other schools and being ok with that.
3.	ABAR	ABAR work, district wide
4.	ABAR	bringing in outside support for ABAR work
5.	ABAR	District Level and district provided Professional Development for all staff re: Anti-Bias Anti Racist Teaching and Leadership.
6.	ABAR	Increased support for ABAR professional development and implementation of new social studies curriculum that is responsive to students of color
7.	ABAR	Anti-Racist, Anti-Biased education for staff
8.	ABAR	Specific outreach to our Hispanic families emphasizing the importance of education regarding future earning potential and employment opportunities.
9.	ABAR	Adequate training for ABAR
10.	ABAR, Equity	ABAR work for ALL staff must be a priority. And we need an Office of Equity and Inclusion that is staffed by multiple people, not just one administrator as it is now.
11.	ABAR, In-Person School, COVID Health & Safety	We need to address the needs of all students. CDL poses it challenges for everyone involved and I'd like to see more multicultural education provided to our students once we are back to in person. I would like to see a revision

		in the units discussing multiculturalism. I would also like to see a gradual progression of students back in school. I do not like the proposed hybrid plan of having 2 cohorts for am/pm classes. There will be no time for proper cleaning and sanitizing of the classroom and it would be unfair to expect that responsibility to be placed on the classroom teacher. 1 cohort/day rotation would be ideal to promote proper health protocols and also adequate tracing methods should an outbreak occur.
12.	Academic Standards, SEL	WE need to invest in revisiting/rewriting academic standards and expectations. Our students are surviving a worldwide pandemic and will NOT be returning to school in the fall "ready" for the next academic grade level. WE need to spend time reevaluating our expectations so that we can meet the students where THEY are and not try to fit them into the boxes established pre-covid. WE need to prioritize their mental health and focus on reteaching students how to be students so that they can succeed, rather than forcing them to try to catch up to fit our previously conceived ideas. Acknowledge and invest in the shift that has taken place, support our students and staff so WE can do the best for ALL of our students, with equity.
13.	Accountability, AROI	I want to know how the district is evaluating current programs for their efficacy and how future programs will be evaluated. Public money must be invested wisely with continuous scrutiny. Programs should not be sustained if they are not working (too often, job justification dominates the work and not the students' needs). For example, is AVID impacting students in a positive way that justifies the money invested? I assume, yes, but we should still be evaluating the program. Did the money invested in ELA professional development over the past years lead to an increased credit attainment for historically failing students? Is the money earmarked for social emotional learning impacting students in positive and measurable ways? Why is there a \$50,000 discretionary fund for the Equity acquisition position? Can I have a \$10,000 discretionary fund so I and members of my department can attend relevant and needed professional development? Thank you.
14.	Additional Support Staffing	Assistants in Kindergarten rooms
15.	Additional Support Staffing	Assuming CDL is still required, more support for parents of children with disabilities.
16.	Additional Support Staffing	Extra staff in normal classes so student to adult ratio isn't so high.
17.	Additional Support Staffing	Extra support and training for students who are behind in grade levels will be needed.
18.	Additional Support Staffing	K-3 classrooms need a full time Instructional assistant.

19.	Additional Support Staffing	Please consider that many teachers newer to the profession will have limited experience with "in person" teaching and will need support in classroom management. The BSD Mentor Program provides this much needed support for the professional growth and personal well-being of new teachers. This program is a necessary piece in the greater mechanism of teacher retention, providing admin and colleagues with avenues of support for new staff, and encouraging ongoing learning for new teachers. I hope to see it continue to thrive and grow in Beaverton!
20.	Additional Support Staffing	Please invest in quality over quantity. I would rather have fewer days of school, and more investment in providing enough staff to support kids so that the days spent in school are worth more.
21.	Additional Support Staffing	Staffing to ensure students who did not academically backslide during the pandemic are able to continue their learning trajectory rather than "tread water" while their classmates catch up
22.	Additional Support Staffing	Supports outside of the classroom are essential in elementary schools.
23.	Additional Support Staffing	Classified training, support, etc
24.	Additional Support Staffing	Mountain View will be basically at capacity and needs the resources to function with that many students.
25.	Additional Support Staffing	Support staffing admin central office
26.	Additional Support Staffing	No new programs or theories. More staff to assess students and create plans to make up on a lost year and a half.
27.	Additional Support Staffing	More training for Para Professionals in technology, ie software and trouble shooting so they can help students and support teachers.
28.	Additional Support Staffing, Class Size, SPED Supports	Please consider maintaining reading supports for all children. Please consider or reduce class sizes for sped classrooms. Do not reduce instructional aides or supports.
29.	Additional Support Staffing, COVID Health & Safety	School is a learned behavior. Students learning or re-learning the layout of their school and appropriate social skills will require more staffing or perhaps an adjustment in job description to meet the need.
30.	Additional Support Staffing, Eliminate AVID, Eliminate Outside Agencies/Consultants	More adults in classrooms. Eliminate outside agencies and consultants. Eliminate AVID.

<b>31.</b>	Additional Support Staffing, SEL/Mental Health	Our special needs, emotional or academic-intervention students as well as ESL students are getting some kind of supports this year during online learning. However there is a mass of general ed students who are not getting any added supports. Yes we need support for our ESL, SPED and intervention but we have kids that are not on IEP's, that are failing. We have high-independent students that are doing great with online. A middle ground, that are struggling academically and socially. Then we have our red flag students as well struggling, but getting some kind of support already because they are identified as SPED, ESL, or receiving intervention support. I think we need to do more for the middle ground students, who aren't low enough for support but are failing emotionally and academically due to online learning.
<b>32.</b>	Additional Supports for Students Most Impacted	Providing academic as well as other support for the students most impacted by the pandemic.
<b>33.</b>	Advanced Placement/TAG	Advanced Placement and T.A.G. programs, particularly at the K-5 level. There is a consistent emphasis on only allocating additional resources to lower academically performing students. All students should receive support to help them grow academically, not just for those below the median achievement level.
<b>34.</b>	Advanced Placement/TAG	We should strongly consider whether we are getting our money worth out of programs like IB (some schools have 20 kids graduating with IB diploma) and AVID (does data indicate it's working as an intervention)
<b>35.</b>	Arts in Schools	Funding for the arts in schools, every ounce of research indicates that music, theater, and fine art improve overall academics and attendance at all grade levels. Balancing academic priorities is seriously lacking throughout the entire school system.
<b>36.</b>	Arts in Schools	I would love to see a budget for arts education. After a pandemic, I feel like arts education should be budgeted for
<b>37.</b>	Arts in Schools	Increased funding for visual arts as well foreign languages starting in middle school.
<b>38.</b>	Arts in Schools	More arts and crafts activities in elementary schools
<b>39.</b>	Arts in Schools	All middle school students should have access to fine arts classes (choir, band, drama, art).
<b>40.</b>	Arts in Schools	Please consider investing in arts, music and theater programs at all levels. These are all necessary for students working through trauma.

41.	Arts in Schools	We need to invest more in our Arts. It is one of the best SEL tools for our students to use into adulthood.
42.	Arts in Schools	Would like more art and music courses
43.	Arts in Schools	Support for music programs and well-rounded education through arts.
44.	Arts in Schools, Curriculum	Consider opening (magnet?) schools that address the needs of children whose strengths are not traditional academic subjects or creative arts.  Find programs/adoptions (ELA, Math, Soc Studies, Science) to use that are balanced and won't be made irrelevant or outdated by a current fad/trend (e.g., whole language to phonics and back).
45.	Arts in Schools, PE/Music	Making sure students have access to quality physical education, music and art classes and that those are still a priority after a pandemic that has hindered that opportunity for many
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48.	Arts in Schools, PE/Music	PE, art and music (outside the normal band) these are incredible important to learning. Also, please find ways for students to learn, be passionate about learning instead of teaching to a test
49.	Arts in Schools, SEL	We need to make sure we fully fund the Arts: Band, Choir, etc. This is considered a top tier tool for SEL and will help our kids mental health.
50.	Arts in Schools, SEL, Summer School	We need to support well-rounded education by keeping our arts programs in tact and hold elective teachers harmless for low student enrollment. Enrollment is down across the district overall and many students may have more restrictive schedules due to interventions and credit recovery that make it more difficult to take electives. We need to prioritize using the arts as a form of SEL and think about how we can use creative scheduling, summer and after school opportunities to support arts programs for students.
51.	Athletics/Activities	Athletics/Activities need to be a priority after the last two years of being pushed to the side.
52.	Athletics/Activities	Sports and active programs.

53.	Athletics/Activities	What about extra curriculums? Sports etc... Maybe there is money to be saved there rather than classroom related cuts.
54.	Athletics/Activities	I do believe that providing interscholastic sports for all middle school students addresses an academic and equity need... We know that sports are often a gateway for students of poverty to find academic motivation/purpose as they strive to find success on the fields/courts. It is mind-boggling that seeing other states commitment to having sports for students, even in elementary grades, while we (sitting in the shadow of Nike and Adidas) have none. This seems incomprehensible. Club sports are not equitable...the costs involved quickly divide the have and have-not... and with the valuable connection to the classroom that can and does occur with having interscholastic sports, the question again around equity cannot be ignored.
55.	Athletics/Activities, Advanced Placement/TAG	Extra curricular activities and talented and gifted options
56.	Athletics/Activities, SEL	Athletics and extra-curricular activities should be a priority because it supports students Social/Emotional Health.
57.	Autism Training	More funding for training schools and staff on how to help and teach children with autism
58.	Build Reserves	Put some money in the rainy day fund so you don't have to worry about cutting staff every few years
59.	Building Maintenance	Building maintenance.
60.	Building Maintenance	Making sure our hvac systems are top notch
61.	Building Maintenance	New HVAC system
62.	Building Maintenance	Gymnasiums and cafeterias as well as classrooms ... some buildings are old and do not have proper ventilation.
63.	Building Maintenance, COVID Health & Safety	Funding to improve building air circulation and purification in all schools, especially the older school buildings, during Covid 19.
64.	Building Maintenance, COVID Health & Safety	Making sure ventilation is safe and in working order so that staff and students are safe.
65.	Building Maintenance, COVID Health & Safety	We need funding set aside for maintenance on our older buildings. They need better ventilation.

66.	CDL	What about students who like CDL and want the choice to continue?
67.	CDL Curriculum, COVID Health & Safety	For now, invest in CDL and whatever is needlessly for it to continue running smoothly, when it is safe to return to schools safety updates to buildings, HVAC filters for covid-19 and temperature gaging devices for when students return to IPL, and design district wide policies for management systems that ensure students are masking to keep others safe and new staff to hold students/visitors/staff accountable to these procedures.
68.	CDL in 2021-22	I wonder if there has been any consideration given to how many families may choose to continue in a CDL model in the 21-22 school year and how this may change staffing allocations.
69.	CDL in 2021-22	Increasing instruction staff in order to sustain CDL into Winter 2022
70.	CDL in 2021-22, COVID Health & Safety	As stated in the budget presentation, a lot is up in the air right now. At this point my family's plan is that our student will not be returning to in-person school until staff and students have been fully vaccinated against COVID-19. That hopefully will happen in fall 2021 but is far from certain since there is currently no COVID-19 vaccine approved for elementary/middle school aged children (my child attends a BSD elementary school). I am wondering if CDL for 2021-22 is part of the budget projection. I am also wondering if upgrades to HVAC systems in our older schools are part of this projection. Thank you!
71.	CDL, SEL/Mental Health	There should be a close examination of the students who struggled or rarely attended during CDL and a sincere and focused effort to help them regain their confidence and place as part of their school community.
72.	Central Office Supports/Efficiencies	We look at central office every year as a place to take reductions in order to keep the budget available in the schools. We are all here because of students but it is difficult for central office to continue to meet the needs of their jobs as well. Consider investing in key areas with high workloads in the central office as well. The pandemic has been hard on central office staff and their workloads too.
73.	Central Reductions	Cuts should ALWAYS happen with district staff before classrooms and support staff are touched. Pay freezes should impact all workers. Classified staff in schools--those providing critical support for our students--should be valued and they should not have their hours or benefits reduced.
74.	Change Non-Contact Days to Student Days	Reduce no school days to increase class time for all students. Continue to maintain and grow program for gifted and talented students.
75.	Class Size	All K-2 Class sizes should be 15 students or less and 3-5 should be no more than 20 students.



<b>76.</b>	Class Size	Class size in Title schools as well as K-2 school be kept as small as possible. It is unacceptable to have K-2 Title classes with 28 students!
<b>77.</b>	Class Size	Class size is a huge priority for all levels K-5. We all know that best practices are to have smaller classes where the teacher can actually help students who need it and keep behaviors to a minimum. Jamming kids into rooms then expecting them to be able to learn, think, create, and become successful is ridiculous.
<b>78.</b>	Class Size	Class size needs to be kept as low as possible to be able to provide the very best in person instruction possible.
<b>79.</b>	Class Size	Class sizes in every school specially elementary. Teacher student ratios in a order to help the kids recover all the losses because of Covid (1 teacher per 25-26 kids is not acceptable)
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<b>81.</b>	Class Size	Class sizes should be a priority at all schools as kids head back to school to help kids recuperate from an unprecedented year at home. PLEASE don't cut teachers!!!
<b>82.</b>	Class Size	Downsize the number of TOSAs to lower class sizes. Consider limiting the number of years an educator can be in the TOSA position. Suggestion: limit to less than 5 years in TOSA position.
<b>83.</b>	Class Size	I always feel between the number of TOSAs and unwarranted administrative hires that the budget gap can be closed by prioritizing where those needs are. As a classroom teacher, I think that part of all classroom teachers should have priority in a budget crunch. While I never like to see support staff or other people lose their jobs or have their jobs reduced, teachers are needed and should not lose their jobs just because of an economic downturn.
<b>84.</b>	Class size	I do understand and support lower class sizes in higher poverty schools...yet I also strong suggest looking at class sizes in kindergarten. Kindergarten is a far different type of learning space than other grade levels...and therefore we should prioritize smaller numbers rather than matching them to all other grade levels.
<b>85.</b>	Class Size	I feel the teachers and support staff need to be prioritized as much as possible. The past year has been very difficult for everyone, but if good teachers leave the district because of burnout or lack of financial support, our district will not be able to bounce back.



86.	Class Size	I have an issue with this wording "Maintain lower class sizes in higher poverty schools using an equity-based ratio." If we are looking at equity, then we need to make sure that ALL students in ALL BSD schools have lower class sizes so EVERY student can reach their full potential. Sometimes we forget that kids should not be prioritized by the money that they come from. Abuse, neglect and mental illness do not see money.
87.	Class Size	improve class sizes for all
88.	Class Size	In light of the gaps so many students will be facing from CDL, I think very low class sizes will be significant so teachers can give students the social, emotional, and academic support they will need.
89.	Class Size	Invest directly in the classroom and students. Stop adding non-student contact positions and expenses, particularly when these are at the expense of direct student contact positions. BSD's reputation as a 'top-heavy' district is well earned. It seems very much that new requirements, processes, paperwork and so on are too often created solely to preserve the jobs of managers rather than to benefit students.
90.	Class Size	Keep ALL classes as low as possible.
91.	Class Size	Keeping all class sizes low. All students will be coming back to our buildings in the 21-22 school year with lots of high needs. We need to keep class sizes low in order to meet the SEL and academic needs of our students.
92.	Class Size	Keeping classes sizes low next year will be significant in order for teachers to support students social, emotional, and academic needs as they return to the classroom and make gains.
93.	Class Size	Kindergarten class sizes should be capped at 20. PreK has a 10-1 student-teacher ration. Five year olds are not suddenly independent and not in need of constant adult care and supervision. It is unfair to burden teachers with 25 or more kindergarteners, and it is not the optimal learning environment for them.
94.	Class Size	Kindergarten class sizes should be capped at 20. PreK has a 10-1 student-teacher ration. Five year olds are not suddenly independent and not in need of constant adult care and supervision. It is unfair to burden teachers with 25 or more kindergarteners, and it is not the optimal learning environment for them.
95.	Class Size	Lower class size - in general

96.	Class Size	Lower class sizes across all schools. Looking at poverty factors more than just skin color will do more to help students than all the focus on skin color. Supporting Good parenting and safe homes for all. Schools cannot solve all the problems and factors that students face.
97.	Class Size	Lower class sizes across the district should be the top priority. Students will need even more individual attention as we transition back to in-person learning, and that is impossible in larger classes (30 is my recommended maximum for high school).
98.	Class Size	Lower class sizes across the district. This is the #1 way students can better support they need.
99.	Class Size	Lower class sizes for ALL - not just the high poverty schools
100.	Class Size	Lower class sizes for ALL schools.
101.	Class Size	lower class sizes for all students
102.	Class Size	Lower class sizes in all schools
103.	Class Size	Lower class sizes in ALL schools. Just because a school isn't disadvantaged, doesn't mean they should have class sizes of 28+ at the elementary level and 40+ in the middle and high school level. Especially now, ALL students are going to need more teacher time to address academic deficits and social anxiety about returning the school.
104.	Class Size	Lower Class Sizes overall
105.	Class Size	<p>Lower size class should be to everyone the same, in order to reach equity.</p> <p><a href="https://www.thinkingmaps.com/wp-content/uploads/2018/03/Equity-Blog-Map-1.png">https://www.thinkingmaps.com/wp-content/uploads/2018/03/Equity-Blog-Map-1.png</a></p> <p>Its a mistake to think that socioeconomic status is the only consideration. There are schools with more diversity like in Bethany, with kids speaking 10 languages in a class. They need smaller classes to. And more.</p>
106.	Class Size	Maintain low class sizes for all schools.
107.	Class Size	Maintain lower class sizes in ALL schools with higher poverty schools being the priority.
108.	Class Size	maintaining small class sizes for elementary schools because of all of the reteaching that will have to be done (re-learning how to be at school)

<b>109.</b>	Class Size	Overall class size across the district high schools. 50 in a class is too many for all socio-economic groups, not just the ones experiencing poverty.
<b>110.</b>	Class Size	Reduce class size in all schools
<b>111.</b>	Class Size	Small class sizes Small class sizes. Small class sizes and not just in higher poverty schools but for EVERYONE.
<b>112.</b>	Class Size	Smaller class size for all grades
<b>113.</b>	Class Size	Smaller class size for all grades
<b>114.</b>	Class Size	smaller class sizes at all schools. Maximum of 25 students in a class.
<b>115.</b>	Class Size	Smaller class sizes for all schools
<b>116.</b>	Class Size	Staffing should be prioritized to keep general education class sizes low. If all classrooms have reasonable numbers of students, teachers will be able to do their jobs more effectively. It starts in the classrooms first!
<b>117.</b>	Class Size	Students need low class sizes in order to make gains and fill gaps from their unique CDL experiences.
<b>118.</b>	Class Size	Yes, class size should be reasonable across the district FIRST and then we can talk about an equity-based ratio.
<b>119.</b>	Class Size	Class size is #1 priority!!
<b>120.</b>	Class Size	Class size is of utmost importance.
<b>121.</b>	Class Size	Class size is the most critical in my opinion.
<b>122.</b>	Class Size	Class sizes should be lowered in ALL schools. Just because students live in areas with lower poverty does not mean they can learn better in larger classes. Especially now after the pandemic, it also does not mean that their health matters less, as larger classes lead to increased probability of disease spread. Class size should be standardized district-wide, not variable depending on poverty levels.
<b>123.</b>	Class Size	Decrease class sizes for all economic demographics, not just high poverty areas.
<b>124.</b>	Class Size	Just focusing on class size for elementary classrooms, not just for low income schools.

<b>125.</b>	Class Size	Keep class sizes small in all grades and subject areas to help make up for lost time due to CDL
<b>126.</b>	Class Size	Lower ALL class sizes. NO elementary class over 20 students. NO secondary class over 30 students.
<b>127.</b>	Class Size	Maintaining lower class sizes at ALL schools!
<b>128.</b>	Class Size	small class sizes, across the board, requiring adequate and stable funding from the state
<b>129.</b>	Class Size	Smaller class sizes, Covid precautions for in person school including a school nurse and protocols for safety, diversity and inclusion efforts.
<b>130.</b>	Class Size	We need smaller class sizes at all schools.
<b>131.</b>	Class Size	Class sizes for all levels and students not just for certain demographics
<b>132.</b>	Class Size	Class sizes should not ever be in the 40's! 35 is too high in any class. Looking at the average class size is not always accurate. Small classes are burdening other classes to be too high. When a teacher has a class with large numbers it is difficult to give the individual attention needed and catch those falling through the cracks. - Get students at all levels back in class ASAP. It is not impossible. Our middle school and high school students need it. Depression, anxiety and suicide attempts are on the rise. The adults that make the decisions cannot take away their hope and say it is impossible. It is possible. Larger districts than ours are working to help their kids, not give up on them.
<b>133.</b>	Class Size	Due to affect on students from pandemic in all schools, maintain lower or current class sizes in all schools.
<b>134.</b>	Class Size	More teachers, smaller class sizes.
<b>135.</b>	Class size	All class sizes, regardless of poverty level should not exceed 38. I am frustrated that my son and daughter are in class sizes of 40+ regardless of the subject. The whole child is important, not just math and writing. My child should not be in a health class of 48 students.
<b>136.</b>	Class size	Class size at all schools should be the priority. Smaller classes is a single move that address a lot of the equity, academic, and mental health issues we are facing.
<b>137.</b>	Class size	Class size is an issue for all learners, not just students in higher poverty.
<b>138.</b>	Class size	CLASS SIZES

<b>139.</b>	Class size	Class sizes are an issue where I teach--ISB. The school needs to limit capacity or expand facilities and staffing. I have classes that are regularly in the high 30s sometimes in the 40s trying to teach middle school art.
<b>140.</b>	Class size	Class sizes need to be addressed at all schools. Not at a high poverty school but a class size of 46 is not appropriate at any school or for any grade. That is absolutely not equitable or safe. Nor does it support our mission of reaching all students to create valuable relationships and support them with personalized academic supports.
<b>141.</b>	Class size	Less class size is very important for students.
<b>142.</b>	Class size	lower class size for all classes
<b>143.</b>	Class size	Lower class sizes for all schools.
<b>144.</b>	Class size	Lower class sizes in all levels at all schools. Elementary classes should not exceed 20 students. Secondary classes should not exceed 30 students.
<b>145.</b>	Class size	Lowering class size is the most important thing BSD can do for students, as next year more they will need daily individual adult attention, both emotionally and academically. The classroom teacher will be able to identify emotional needs and address individual academic needs if class sizes are as low as possible. Thank you!
<b>146.</b>	Class size	Lowering class sizes for ALL schools.
<b>147.</b>	Class size	Lowering class sizes would be number 1.
<b>148.</b>	Class size	Maintain lower class size in all schools especially in grades k-2
<b>149.</b>	Class Size	Maintaining a lower class size in all K-2 classrooms.
<b>150.</b>	Class size	More teachers
<b>151.</b>	Class size	Small class sizes for all classrooms, especially K-5.
<b>152.</b>	Class size	small size classes are needed to everyone.
<b>153.</b>	Class size	Yes, ALL class sizes should be at a reasonable size before an equity based ratio is used. It should not be either-or.
<b>154.</b>	Class size	Yes. Our Title I kindergarten classrooms need to be the same size as our Pre-K and they need to have a FT instructional aid that is not pulled for duties. This is necessary to provide our most vulnerable students with SEL and academic equity. They deserve the right start. The number of kinders

		entering school with special needs has been growing at an alarming rate and we have been reducing the teacher's resources. The paperwork they have to do to document the behaviors and needs is almost a full time job. Kindergarten teachers no longer have a full time aid that they had many years ago. The class size needs to be comparable to the Pre-K program due to the needs of these students if we want them to thrive. I am witnessing calmer student behaviors in CDL. Few students in a classroom would mean less sensory stimulation in the classroom so they can thrive. It is imperative the kinder teachers are given the resources they so desperately need.
155.	Class size	Lower class sizes for all group
156.	Class size	Lower class sizes for all should be priority, not on an equity based model.
157.	Class size	Smaller class sizes at all levels
158.	Class size	Class Size in k-2 needs to much lower than the current 25-29 students.
159.	Class size	Class sizes in academic courses need attention. At my school, 40 in each class is no longer a surprise and sometimes close to 50 students are placed in one classroom. There is no way that each and every student can receive enough attention from the teacher.
160.	Class size	I know that due to budget shortages, the tendency will be to eliminate teaching positions. However, I feel that keeping teaching positions is important to keeping class sizes down. when students return to the classroom, they are going to need A LOT of support and one-on-one attention. Teachers need to have smaller class sizes in order to give students the attention and support they deserve.
161.	Class size	I think lowering class size overall is essential. There are schools with 26-28 kindergartners in a class. That is too high no matter your economic status. I don't understand why their class size doesn't seem to matter at all.
162.	Class size	Lower class sizes at all schools, not only the high poverty schools. Some schools have only 50% poverty and that may not qualify as low poverty, but low class sizes is so important for learning!
163.	Class size	No small class size is everything
164.	Class size	Small class sizes for all kids
165.	Class size	Smaller classrooms for all schools
166.	Class size	To support the vast differences this past year has given students in academic, social, and emotional aspects, I believe the best thing we can do is

		provide them with smaller class sizes, no matter what school they are in. We need to be able to know and work along side our students to support and differentiate the classroom to meet their individual needs.
<b>167.</b>	Class size	We need to lower class size at the primary level at all schools, not just Title 1 schools. I have 27 kindergartners. That number should never be okay in a classroom, regardless the overall economic status of a school. It is a disservice to the kids in my classroom that I cannot meet their needs in a year when they need so much personal attention. I think we need to set a better cap at class size for primary and then adjust from THAT number for our higher poverty schools.
<b>168.</b>	Class Size	class size in ALL kindergarten classrooms
<b>169.</b>	Class Size	Having a class size cap at elementary schools (not just k-2 but k-5). Foundational skills are being taught and hard to teach and meet the needs of 30 plus students.
<b>170.</b>	Class Size	I think that small class sizes can also help.
<b>171.</b>	Class Size	Include staffing that accommodates the new middle school schedule and doesn't leave some schools have large class sizes while others have smaller class sizes.
<b>172.</b>	Class Size	Less of a focus on technology and a bigger focus on smaller class sizes.
<b>173.</b>	Class Size	Low class sizes across the district.
<b>174.</b>	Class Size	Lower class sizes across the board, not just as listed above
<b>175.</b>	Class Size	Lower class sizes for elementary students. They are going to need to make some extraordinary gains next year and will need small classes in order to do this.
<b>176.</b>	Class Size	Lower class sizes for primary grades across the WHOLE district.
<b>177.</b>	Class Size	Lowering class sizes across the board, not just in high-poverty schools.
<b>178.</b>	Class Size	smaller classes sizes for all
<b>179.</b>	Class Size, Access to Supplies/Technology, Counseling/SEL Staffing	Our students always deserve learning environments where they can have all their needs met. This means funding for smaller class sizes, access to technology and equipment, access to electives, access to counselors, social workers, nurses and other sources of support, etc.. I'm sure that this is the priority of the school board and district leadership, but I just have to emphasize how crucial it is that students aren't the ones who end up getting



		"squeezed," either directly or indirectly, as a result of financial changes within the district.
<b>180.</b>	Class Size, Additional Support Staffing	the supports should be boosted for ALL schools not just Title one, all students will need extra support and there should be full time people in buildings to make this happen, maybe adding more staff for Title. Lower class size will be imperative for ALL schools as we regroup and reengage.
<b>181.</b>	Class Size, Additional Support Staffing, SEL/Mental Health	Lower class sizes in ALL schools- class size not teacher to student ratios; lower case loads for SLPs, counselors, nurses, interventionists; the maintenance of robust dual language programs; after-school activity busses to ensure ALL students can participate in clubs, sports, and other activities; investment in quality professional development for ALL staff to be prepared for the massive learning gap that the pandemic has caused despite the best efforts of teachers; quality professional develop and paid time for curriculum development for teachers to ensure all courses are teaching infused with equity and ABAR principles.
<b>182.</b>	Class Size, Arts in Schools	Reduce class sizes overall, not just in higher poverty schools and pay teachers more. Let them focus on teaching instead of endless evaluations and minutia that's designed to satisfy some administrator's agenda. Focus on building up teachers instead of adding more and more administrative, pre-K, and tosa type positions. Add back art classes. Focus on student teacher relationships with small class sizes and dedicated teachers and student mental well-being will increase exponentially.
<b>183.</b>	Class Size, Common Middle School Experience	Does it make sense to spend precious budget dollars implementing the common middle school experience? What is the increased price tag for that? If the Common Middle School experience goes forward, smaller class sizes need to be a priority for all middle schools because we will be losing so much time and students will be behind academically.
<b>184.</b>	Class Size, Common Middle School Experience, Additional Support Staffing	Lowering class sizes is really important for all schools. Our middle school was informed that classes will be from 35-40 students for all core classes. That is pretty much impossible in middle school. With class times also being reduced, teachers are being asked to do more with less - again. I also foresee a lot of staffing being reduced because of the larger class sizes that has been told to teachers. The district says that equity matters, yet larger classes have been told to us teachers at the middle school level (10 to 15 more students per class) while also being given more classes per day (more students on teacher caseloads). Teachers mental health should matter as well.
<b>185.</b>	Class Size, COVID Health & Safety	1. Please account for an increase in enrollment once the schools open for in-person instruction. Small class sizes are mandatory. 2. Please work with schools to update air filtration systems.

<b>186.</b>	Class Size, COVID Health & Safety	Class sizes and other COVID safety procedures are a priority that may need a budget
<b>187.</b>	Class Size, COVID Health & Safety	I think lower class sizes should be across the whole district at all grade levels because of the lost learning during CDL. It won't be possible to remediate and take students forward without small class sizes. Also, buildings should be equipped with air purification systems for the health and safety of staff and students.
<b>188.</b>	Class size, COVID Health & Safety	Lower class sizes in ALL schools, as well as enough funding for safety precautions returning to in-person learning.
<b>189.</b>	Class size, COVID Health & Safety	Class size in ALL school at ALL grade levels. Covid sick/quarantine leave.
<b>190.</b>	Class Size, COVID Health & Safety, Equity Lens	<p>You should maintain lower class sizes in ALL classrooms. Students not experiencing poverty still have learning disabilities, problems at home, need for attention. Poverty is not the only thing to consider! Especially since our youngest learners (K-2) have had the least experience "doing school" due to covid, we will have a lot of teaching to do of just how to be a student, let alone the content.</p> <p>We all will have a lot of re-teaching to do for all of our students in that they are used to turning their cameras off when they want to walk away and do something. They can just not turn on Zoom and "come to class". We will need to learn new strategies with masks/social distancing. We won't be able to make partnerships with children or have circle time - these naturally occurring things in classrooms need to be rethought and retrained...</p> <p>Class size matters for all kids! Poverty cannot be the only consideration. Lack of poverty does NOT mean children don't have problems and issues. We do a good job of meeting basic needs of our lowest income kiddos with food and clothing assistance...all of our students deserve learning environments where their needs can be met.</p>
<b>191.</b>	Class Size, COVID Health & Safety, SEL/Mental Health	Making sure our students and staff are safe and prepared for all COVID related issues that may arise. This includes PPE AND ensuring staffed appropriately for all social, emotional and behavioral issues. Smaller class sizes may help for teachers ability to catch up students who may have fallen behind and keeping cohorts to appropriate size. This is going to be of utmost importance as we transition back to "normal"
<b>192.</b>	Class Size, COVID Health & Safety, Workload	ALL classes sizes need to be maintained in lower numbers. I agree especially in higher poverty schools, but it is paramount to ALL. Health and safety measures related to COVID-19 would also need to be considered. Especially in terms of class size numbers, budgeting for PPE and for possible (COVID)

		testing needs. As an SLP I can also attest to the fact that our workload is significantly unmanageable at this time. I hear this throughout SPED as well. We need additional funding to hire more specialists. With the trust between staff and administration feeling as broken as ever with the pandemic, I worry about significant attrition rates in SPED, and across the board in teaching.
<b>193.</b>	Class Size, COVID Healthy & Safety	Reducing class size at all levels and schools to gain equity, quality instruction and safety during COVID 19 and beyond.
<b>194.</b>	Class Size, Diverse Admin	District wide LOWER THE CLASS SIZE and more minorities in administration positions.
<b>195.</b>	Class Size, ELL Support, Supports for Homeless Students	Lower class sizes for ALL schools, more money and supports for our students experiencing homelessness (including more liaisons and supports in schools), sheltered instruction/language of learning/linguistically integrated training (pedagogy, strategies and supports for EL students) for ALL BSD teachers, and PD time, money and in-building mentoring to implement CRT, equity-driven instruction, and EL strategies into the classroom and curriculum.
<b>196.</b>	Class Size, Equitable Resource Allocation	Maintain lower class sizes in higher poverty schools using an equity-based ratio...and making sure that this is in fact how it implemented, not relying on the average class size in a comprehensive high school building, but instead making sure that the money is used equitably within the building (such as smaller classes in the earlier math topics, AGS1 and math support for example).
<b>197.</b>	Class Size, Equitable Resource Allocation, Dual Language Programs	Keep class size as low as possible, offer more enrichment at ALL schools not just ones with high \$ PTO. Better pull out options for high achieving kids vs "will meet needs in class". Keep vocational classes and other special interest at high school level. Spanish at all levels (real spanish class not just once a month).
<b>198.</b>	Class Size, Facility Improvements	<p>Staffing, staffing, staffing! Our children need to be seen and build strong, trusting relationships that will make them feel connected to school (next year more than ever before)! If we can do that by lowering class sizes, especially for younger grades and higher-poverty areas where students might be less connected during CDL, it will be a huge help. Increase the counselors, nurses, success coaches and other support staff. The more trusted adults the children encounter, the more likely they are to form a connection.</p> <p>That said, I am also very concerned about seismic updates to our aging buildings and hope there is still bond \$\$ to further address that.</p> <p>In addition, it seems that our highest poverty schools are the most in need of facelifts. When will Mountain View, Meadow Park, Aloha &amp; BHS be renovated and upgraded? Modern, well-ventilated, well-lit, comfortable buildings show our students that we CARE about them and their education.</p>

		It may seem superficial, but IT'S NOT. They can see Westview, Southridge and Mountainside...they're not stupid. (Sunset is a different story - it's in terrible shape, but in a wealthy area...)
<b>199.</b>	Class Size, Intervention Teachers	Academic Interventions will be a key part of our journey back to in-person schooling. We will have students rejoining us from many different educational models: CDL, homeschool, private schools, etc. In elementary, at the current staffing of .5 Intervention Teacher at some schools, this will be a heavy load. We have instituted smaller class sizes and full-time Intervention in Title schools, but need to make sure we are offering more than a half-time Int teacher at ALL schools to spearhead the effort to get our students back on board and learning at an accelerated rate. Students who are behind do not catch up, unless they are learning FASTER than their peers who are already on target. Having Intervention teachers take on two roles due to the 1/2 time nature of the position (as well as the Student Success Coach position) does not serve our kids arguably in either role. Furthermore, the positions of Intervention Teacher and Student Success Coach are often staffed with recent classroom teachers, who have the advantage over Social Workers, in that they have already established relationships with students, staff, and families. The answer is in the room. Lower class sizes and expand our capacity in each school community to meet the individual needs of our students and support our staff. These two priorities affect the everyday lives of students in our schools.
<b>200.</b>	Class Size, Intervention Teachers, Counselors	Maintain lower class sizes overall in all schools. Reduce academic intervention staff and counselors.
<b>201.</b>	Class Size, Intervention Teachers, Mt View Middle School Supports	Mountain View Middle School seems to have been left primarily out of budget considerations even with the new boundary adjustments being made. I would like to see improvements made to the building that let students and staff know that they are valued. The class sizes are too large especially for encore. There needs to be additional support for struggling students in math and reading.
<b>202.</b>	Class Size, Intervention Teachers, SEL/Mental Health	Positions such as intervention, Student Success Coach, etc. should be made full time so that they can greater meet the needs of the students. Half time is hard to be there when needed. Lower class sizes as students return to "normal" school should also be a priority.
<b>203.</b>	Class Size, Intervention Teachers, SEL/Mental Health	The survey would not let me answer the questions above in ranking. It would only let me rank 1-4...So 1st question...Maintain lower class sizes in higher poverty schools...#1very important...it should be considered throughout the district regardless of area school is in. There are students who struggle academically in non Title 1 schools and there are special needs students also in Non title 1 schools that need to be considered. Needs to be equitable all

		<p>around. #2 question 2 of importance.</p> <p>3rd question was staffing for academic intervention its a 1..very important to get all students support regardless of middle school or high school.</p> <p>4th question regarding behavioral supports, nursing, counseling are more important than ever. We need to provide these supports in order for our students to succeed academically, emotionally, physically, mentally. Students need to walk in the door to school knowing they are safe, cared for, can get help from a counselor, school nurse, health assistant.</p>
<b>204.</b>	Class Size, Licensed Librarians	<p>More Library TEACHERS-- help get kids reading, researching, and loving books as they come back to school!!</p> <p>SMALL CLASSES!! SMALL CLASSES!! We can do so much for kids if teachers have a manageable load. We don't need to send kids to interventions led by un-certified teachers, if classes are small enough for teachers to meet individual needs.</p>
<b>205.</b>	Class Size, New ISB Building	Class sizes #1. Then new school building for ISB
<b>206.</b>	Class Size, Reacclimating Resources	Not sure where this fits, but time and resources devoted to students & staff to reacclimate coming back to school in person and how big of an adjustment that will be for everyone. I also think lower class sizes in general, should be a priority.
<b>207.</b>	Class Size, Recovery of Lost Learning	Put all certified staff in the classroom- get rid of the things that are NOT essential to teaching our kids and getting them back on track next year. Freeze everything outside of keeping class size small so that students get as much teacher support as possible in order to make up for any skills last over the pandemic.
<b>208.</b>	Class Size, Recovery of Lost Learning, Employee Retention	Smaller class sizes for ALL schools, teacher retention
<b>209.</b>	Class Size, Security	Small class sizes everywhere. Security.
<b>210.</b>	Class size, SEL	Smaller class sizes is the most important factor for all students for their social emotional well-being and connection to school. Please make sure that the smaller class sizes are actually the case (and not simply the average class size overall for the building) and that smaller class sizes are in place for the "newer students" to the building Kinder/1st, 6th, 9th, etc. Thanks.
<b>211.</b>	Class Size, SEL	maintain low class sizes in all kindergarten and 1st grades since there seems to be a greater number of students with social emotional/behavioral needs than in the past

<b>212.</b>	Class Size, SEL Counseling	Lower class sizes in ALL K-2 classrooms and added counselors and behavior specialists will be needed- especially as we come back to school after the shut down.
<b>213.</b>	Class Size, SEL, Additional Support Staffing	After CDL, there will be a huge need for smaller classes and more support for both academics and social emotional. It cannot be expected that students will come in even close to grade level, their routines will be off, and stamina will be low. All these things can cause a lot of behavior management challenges in the years to come. As a classroom teacher, I see there will be a huge need for extra well-trained, full time support staff (certified and classified) to help with these needs on top of the other needs that come with being in the classroom.
<b>214.</b>	Class Size, SEL, COVID Health & Safety	Keep our kindergarten class sizes low, please. Even in a higher SES school, 25-30 kinders is too much for one teacher. I believe the kindergarten class coming in next year will be greater due to many families choosing to wait a year to enroll their student. Smaller class sizes in general will be helpful as we support students with behavior and emotional issues due to trauma experienced, and are still experiencing, during the pandemic. Let's not forget that staff members have also experience trauma so we need to offer support to them as well, especially when we return to school. Even with being vaccinated, many teachers, including myself, are concerned about bringing the virus home to our loved ones who have NOT been vaccinated.
<b>215.</b>	Class Size, SEL/Mental Health	Class size and social/emotional support should take precedence.
<b>216.</b>	Class Size, SEL/Mental Health	I would split the priority of counselors, social workers, nurses from SEL support. I would have had counselors and social workers in a higher priority however, because SEL is included. I lowered it. Class size should remain the highest priority.
<b>217.</b>	Class Size, SEL/Mental Health	Smaller class size for ALL schools. Time is needed to support ALL students. Staffing needs to be above average to help ALL students with academics, socialization, and emotional growth.
<b>218.</b>	Class Size, SEL/Mental Health	All class sizes should be smaller to benefit the social emotional health of all students.
<b>219.</b>	Class Size, SEL/Mental Health	We must maintain small class sizes at the foundational K-5 level to ensure student progress as we re-enter school buildings after this pandemic that has wreaked havoc on our youngest learners. I am so thankful BSD has kept staff and students in the remote setting to protect our entire community but now we must prioritize our youngest learners to get them back on track with small class sizes and social emotional support staff.

<b>220.</b>	Class Size, SEL/Mental Health	Whatever you do - put more adults in our schools. The reason teachers like smaller class size is that we are able to attend to our children's needs. THIS WILL BE MORE IMPORTANT now post-peri-pandemic. We (schools) basically will be taking back the social network system that the 'public' just realized we provided. The savings you see in your budget is partly due to lack of people in our building....no subs for non-teachers. Do you know what it feels like to be abandoned and at the same time put on a pedestal..AND taken advantage of? School staff does. (not admin and TOSAs, etc) yes, you work hard, but PLEASE fund people...not programs and more and more and more PD. (love some of the PD ...but come on...enough already)
<b>221.</b>	Class Size, SEL/Mental Health	Class Size is the best intervention and SEL support we can give our students.
<b>222.</b>	Class Size, SEL/Mental Health	Class sizes for all schools. Emotional/behavioral support for students in classes.
<b>223.</b>	Class Size, SEL/Mental Health, Building Maintenance	Upgrades to classrooms to provide cleaner air; SEL supports for students and staff who have been and continue to experience the trauma of a pandemic; lower class sizes for everyone.
<b>224.</b>	Class Size, SEL/Mental Health, Intervention Teachers	Lower class sizes across the board and increase staffing for social emotional supports and intervention/credit recovery using an equity-based ratio and other data that is collected in the same way, across schools, that determines the need for these services.
<b>225.</b>	Class Size, SEL/Mental Health, SPED Supports	<p>When you lower class sizes, teachers can attend to trauma, SEL needs, academic IEPs for ALL students because every student has areas of significant need and therefore individual growth goals. (Teachers must confer and document growth for ALL our kids, not just SpEd). Classroom teachers also support 504 plans to accommodate special considerations (ADHD, disabilities, life threatening allergies, diabetes, etc). Classroom teachers are held responsible for challenging TAG kids, keeping parents informed and filling out additional documentation that says we are providing instructional challenges. Classroom teachers hold the primary role in supporting ELL's language and family needs, and we reach out to help in additional ways for other family supports (clothing, child abuse, counseling, suicide prevention, h baskets, backpack programs, etc). And in this age of lock downs and safety concerns, classroom teachers bear the burden of keeping their kids accounted for and safe at all times.</p> <p>Teachers manage, attend meetings for, and are ultimately responsible for all of the notifications, parent communications, multiple emails, etc for all of the above responsibilities. Yes. We have awesome counselors, specialists, and SpEd facilitators, but we are the ones who are held accountable for each specialized plan in the classroom. We are the ones the parents email, call, and run up to after school. We are the ones who must fill out the 4 page</p>



		<p>line-by-line report cards.</p> <p>All of the above could be a full-time job as I typically have 10 - 12 students who fit into one or more of the specialized need categories (listed above) each year. But elementary teachers are also asked to be experts on 6 curricular subjects, to learn, teach, confer with students on, and we must have evidence to support grades on hundreds of learning targets in Math, Reading, Writing, Social Studies, Ethnic Studies, Science, Health, and SEL.</p> <p>Since we ask our multiple subject general ed. teachers to manage and teach so much, the least we can do is give them manageable class sizes so they don't feel like they are failing their students and families (legally, instructionally, and emotionally).</p> <p>No classroom teacher with the above responsibilities should be given more than 24 students. 20 would be ideal. Thank you for reading and considering the multiple layers of responsibility that a classroom teacher carries daily.</p>
<b>226.</b>	Class Size, SPED Supports, COVID Health & Safety	Smaller class sizes for all. Health & safety of staff & students during pandemic. Meeting the true needs of students with special educational needs (dyslexia, ADHD, & ODD are not being properly supported).
<b>227.</b>	Class Size, SPED Supports, Intervention teachers	<p>I always would say lower classes sizes first, so teachers can serve their students better. The above wording said 'Maintain" not "Lower". We don't have lower class sizes right now.</p> <p>More money should be allocated for special education services and intervention. We need to help the students slipping through the cracks or need more support at school academically or behavioral. Both are needed because many times students that don't qualify for special education services are left with no supports because our buildings don't have systems or supports in place for the middle ground.</p>
<b>228.</b>	Class Size, Summer School	<p>Maintaining lower class sizes is critical for the 21-22 school year. Due to the pandemic and remote learning (that is not suited for all) we are going to see huge gaps in academic achievement. Some students have done amazing, while many have not. Having smaller class sizes will make it easier for teachers to meet the struggling students where they are and challenge the students who need more. Having intervention staff is super important too, but by keeping smaller classes, it will allow for all kids to get their academic needs met.</p> <p>We should also probably look at a summer learning options for all kids, so the summer slide is minimal.</p>
<b>229.</b>	Classified Staff Training	Actual training for the classified staff that are doing the supporting.
<b>230.</b>	Climate Crisis	Climate crisis

<b>231.</b>	Climate Crisis	Climate crisis
<b>232.</b>	Climate Crisis	Climate crisis
<b>233.</b>	Climate Crisis	We need to consider the trauma and loss our students, staff and community have suffered in the last year. We will need to dedicate time to come together as a community again to rebuild trust
<b>234.</b>	Close Small Schools	Look at all the small schools on the east side, McKay, and Raleigh Hills. Can you combine the numbers and close either McKay or Raleigh Hills, or both which are very old and are not safe structures-seismically speaking, and move the students to schools like Whitford, Montclair, Raleigh Park, or Greenway nearby with capacity?
<b>235.</b>	College Readiness	More emphasis on students getting into college, especially for those with intellectual disabilities.
<b>236.</b>	College Readiness	Teacher coverage and support for college submissions and ensuring college preparation for seniors
<b>237.</b>	Common Core Interventions	Review Common Core Interventions to insure compliance with community values (as determined by community surveys and parent feedback) & competitive student achievement goals.
<b>238.</b>	Common Middle School Experience	It is crucial that the district continue to move forward on the Common Middle School Experience. The differences in the middle school schedules across the district mean that students do not have access to the same programs district-wide; this is a huge equity issue.
<b>239.</b>	Common Middle School Experience	Funding middle schools to implement new schedule
<b>240.</b>	Common Middle School Experience	Is it necessary to have complete upheaval at the middle school level in terms of the proposed schedule change and subsequent costs associated with that?
<b>241.</b>	Common Middle School Experience	It seems like the new middle school schedule will require much more PE and elective staff (since we are doubling each student's PE time and elective time in some schools). Is this something we can afford?
<b>242.</b>	Common Middle School Experience	Staffing allocation to match the new MS schedule, providing highly-qualified teachers dedicated to each subject area, rather than combining teachers or schools to meet the scheduling needs.

<b>243.</b>	Common Middle School Experience	<p>The "Common Middle School Experience" schedule is the POLAR OPPOSITE OF EQUITY, which is achieved through treating people differently dependent on need. Our middle schools have VASTLY different needs and forcing a 'one size fits all' is ludicrous and insulting.</p> <p>Further, by implementing this schedule which requires all middle school teachers to teach SIX sections of students (rather than three) you are reverting ALL of our middle schools back to a junior high model!! This will be harmful to students, and is not supported by research OR data! How can you possibly justify asking teachers to be up to the task of supporting our students when we have MORE students and less time to teach them? They are going to be reeling from all the traumas they have been experiencing for the last year and a half. We cannot possibly support them if you are going to ask us to fundamentally change the way we do our jobs.</p> <p>By doubling teacher loads, you are also forcing us to leave the model of TEAMING, whereby three core teachers share the same group of students, creating small schools within a school. This allows us to build community &amp; better support students, because we have the ability to identify when more help is needed and intervene with appropriate responses.</p> <p>Finally, foisting this radical change upon teachers &amp; students is the OPPOSITE of what any educator/administrator who was consulted actually recommended. This is happening following a worldwide pandemic where our students are experiencing terrible losses, trauma and physical/mental health stresses. Your decision is jaw dropping.</p> <p>I have taught middle school for 23 years, 20+ in Beaverton, and this has me gobsmacked. When I was hired to teach humanities in 2000, I taught the same groups of students for two periods in a row. We had 55 minute periods for each core class (45 minutes for electives). When BSD went to the humanities model and gutted our department, we lost 200 instructional minutes per week, along with an average of nine humanities teachers per building. You have the DATA that shows our reading and writing scores plummeted in one swift move. You know this does not improve our outcomes, especially for our most marginalized students!</p> <p>The current state of our country clearly illustrates that having enough time to teach social studies is necessary to dismantle White Supremacy, push toward more equitable school environments, break down systemic racism, and create a country of citizens who are not susceptible to conspiracy theories because they lack critical thinking skills.</p> <p>This new schedule has accomplished nothing to give social studies teachers more time to teach our subject and has certainly not given language arts teachers a more equitable amount of time to teach the two subjects they are responsible for: reading &amp; writing. There is not a single humanities teacher who feels good about this change. The survey you referenced in</p>
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		<p>your reasoning for this common schedule was a twisted interpretation of what we were asking for, which was more time to teach the three subjects we are asked to deliver in the same amount of time that math &amp; science have to teach their ONE subject.</p> <p>I urge you to reconsider this decision - we are struggling against MOUNTAINS with everything being placed on our shoulders. Adopting this schedule is a mountain that we don't have to climb next year - there are better places for us to direct our energies. The focus should be on our students, but if you double our student load, we cannot tend to the individual needs of our children.</p> <p>BSD has a long history of asking teachers to do too many things, and then acts surprised when none of it is done with proficiency. It is high time to dismantle that practice - we know it is damaging to our most vulnerable students and keeps White Supremacy securely in place.</p>
<b>244.</b>	Common Middle School Experience	The middle school common schedule that is proposed for next fall is not beneficial for students. Please consider using block scheduling to allow for longer core classes for middle school students.
<b>245.</b>	Common Middle School Experience	What about the funds needed for common middle school schedule for next year?
<b>246.</b>	Common Middle School Experience	<p>Middle school is one of the hardest times in a student's life. Students go through tremendous emotional, physical, cognitive, social, and hormonal changes. They are transitioning young adults and a greater level of responsibility, all while puberty plays games with their bodies and their emotions. Rarely will you find an adult who wants to return to that time in life. In general, students need a tremendous amount of support and constant supervision to meet the increased expectations - and they need to receive this support in small learning communities.</p> <p>At the same time, document after document shows the discrepancy in funding/staffing for middle school as compared to other levels. WE spend a significant amount of money trying to help students recover lost credits at high school instead of supporting their needs at the middle school level so they can enter on solid footing.</p> <p>Please support this high-needs level of development with both staffing and school budgets - at least commensurate with other levels . These are highly formative years and very moldable students who want to do well and to please their teachers.</p>
<b>247.</b>	Common Middle School Experience	Middle schools have long been underfunded and understaffed compared to elementary and high schools. Implementing the CMSM without adequate funding will make what is now a tough situation for students and staff even more difficult. With this in mind, please do not implement the

		Comprehensive Middle School Model without the necessary money to hire more staff to begin new encore and PE courses as suggested by the new model. Make sure encore and PE classes have teachers who are credentialed and/or experienced in their field of instruction. Make sure there is money for schools that are introducing new encore classes so the new teachers for those classes have the necessary equipment and supplies to create dynamic programs right away. Don't ask them to make lemonade with no lemons.
<b>248.</b>	Common Middle School Experience	Please provide ample funding to insure the new Common Middle School Experience will be implemented equitably across all BSD Middle Schools and so that the specific intents of the superintendent's decision will not be lost. The new schedule alone will not solve the problems of inequity that currently exist school to school unless staffing is standardized and the intent to offer all students (in every elective subject) the opportunity to enroll in at least one year long course.
<b>249.</b>	Common Middle School Experience, Class Size	Staffing for the common middle school experience- if you are going to give teachers and students less time in the classroom, then it is important that class sizes get smaller so students receive more individualized attention.
<b>250.</b>	Common Middle School Experience, Class Size	The middle school schedule should not happen in 2021-22--all the staffing changes and class sizes and time with kids. Maintaining lower class sizes does not match up with new middle school schedule. We will have more kids and less time with kids at middle schools with higher poverty.
<b>251.</b>	Common Middle School Experience, SEL/Mental Health	The new MS schedule will require many supports for MS students, since the schedule will make it extremely difficult to support students' social and emotional needs.
<b>252.</b>	Community Partnerships, Options/Charter Additions	More opportunities for community engagement and strategic partnerships. More charter and option schools.
<b>253.</b>	Counseling	Not that i can think of. We need all kids to have a safe place to talk during all this uncertainty in the world - counselors. And we need our kids with less fortunate resources to get the resources they need to thrive.
<b>254.</b>	Counseling	I would like to stress the importance of counselors and graduate mentors
<b>255.</b>	Counseling, Intervention Teachers	intervention resources beyond reading focused (reading, math, writing, other) in all schools - trained people to help with lagging skills. More counselors. Creating avenues for help beyond the school (food insecurities, housing resources, emergency aid) so that in future or on-going needs there are more resources beyond what schools can offer. This year has shown that schools help fill the needs for so many and in a pandemic, especially, we cannot do it all.

<b>256.</b>	Counseling, SEL/Mental Health	I truly believe that by investing in counselors and social workers will have limitless positive impact on our students and community. Nothing we attempt academically can succeed when students and families are in crisis. Maslow before Bloom.
<b>257.</b>	Course Variety	courses that help support students/make them excited to come to school
<b>258.</b>	Course Variety	More High School Option Programs accessible to all high schools or at more HS sites that starts at grade 9th and 8th grade
<b>259.</b>	COVID Health & Safety	Costs associated with health and safety measures while operating schools when COVID-19 continues in the community.
<b>260.</b>	COVID Health & Safety	Covid safety.
<b>261.</b>	COVID Health & Safety	COVID-19 vaccine should be mandatory for return to classrooms
<b>262.</b>	COVID Health & Safety	Health and safety protocols
<b>263.</b>	COVID Health & Safety	Health and Safety.
<b>264.</b>	COVID Health & Safety	Health safety measures for COVID.
<b>265.</b>	COVID Health & Safety	I would think that adhering to Covid protection protocols will require funding.
<b>266.</b>	COVID Health & Safety	Keeping teachers and students safe from COVID-19.
<b>267.</b>	COVID Health & Safety	ongoing safety, sanitization plans and supplies, building ventilation updates
<b>268.</b>	COVID Health & Safety	Personal protective items for special programs.
<b>269.</b>	COVID Health & Safety	Preparing schools for safe return to in person learning during Covid
<b>270.</b>	COVID Health & Safety	Priority on staff that interact directly with students and families.
<b>271.</b>	COVID Health & Safety	Safety for students and teachers
<b>272.</b>	COVID Health & Safety	Safety measures to return to school
<b>273.</b>	COVID Health & Safety	Safety of students and stuff.
<b>274.</b>	COVID Health & Safety	School safety
<b>275.</b>	COVID Health & Safety	Staffing for hygiene and other covid related costs (nurses campus monitors etc)

276.	COVID Health & Safety	COVID measures (e.g., masks for all kids and teachers, cleaning supplies)
277.	COVID Health & Safety	Health and safety of students and teachers, supports for students to make up academic ground,
278.	COVID Health & Safety	safety upgrades for schools
279.	COVID Health & Safety	Safety/Covid 19
280.	COVID Health & Safety	Social Distancing necessities such as Plexi-glass barriers and hygiene supplies
281.	COVID Health & Safety	Covid safety precautions. Covid learning recovery.
282.	COVID Health & Safety	COVID-19 precautions will likely still need to be a large budget factor.
283.	COVID Health & Safety	Health Concerns of Staff (individual home situations)
284.	COVID Health & Safety	Keeping students and staff safe in the buildings because we will still be dealing with Covid19.
285.	COVID Health & Safety	Health and safety upgrades to buildings.
286.	COVID Health & Safety	PPE and safe working conditions for students and staff.
287.	COVID Health & Safety	<p>We need to remember that in order to get back to school safely, the students and community need to be protected besides district employees. Giving the teachers, staff and administrators the vaccine is great but if children come to school to learn, family members will not be given shots til maybe summer. Plus, returning to school will disrupt what the kids have learned so far. Yes, pre-k, kinder and first grade should be brought back but they will be learning how to stand, sit and keep 6 ft. apart, learning academics will be secondary. Our children that are at risk and special education should be brought back first, then our other students. From April to June isn't going to help us "teach", all it's doing is putting a band-aid on a situation that will take more time to work out. Virus's have their own time line.</p> <p>Regarding the budget for the district, that is all up in the air right now, based on the numbers that "enrolled". Yes, the community, parents, educators need to return to school but "what ifs" are not the answer.</p>
288.	COVID Health & Safety	Intervention for students due to covid
289.	COVID Health & Safety	PPE and Covid Testing
290.	COVID Health & Safety	Reserve funds for facilitating child vaccine when available.



<b>291.</b>	COVID Health & Safety, Building Maintenance	Install ir exchange ventilation system at all schools, one the can bring in fresh air and constantly removes stagnant air.
<b>292.</b>	COVID Health & Safety, Building Maintenance	Making schools safe to return to. I'm particularly concerned about the ventilation systems in schools, especially for classrooms with no windows.
<b>293.</b>	COVID Health & Safety, Building Maintenance	Retrofitting older schools with proper modern ventilation to counteract COVID spread.
<b>294.</b>	COVID Health & Safety, Building Maintenance	Updating all schools' ventilation so classrooms are safe for when students return.
<b>295.</b>	COVID Health & Safety, Building Maintenance	safe classrooms: facility maintenance
<b>296.</b>	COVID Health & Safety, Building Maintenance	The safety of our buildings is not being discussed and needs to be included in budget considerations if BSD is truly committed to keeping staff and students safe from the virus. Who will be keeping our buildings clean? In normal times if a teacher doesn't clean the surfaces in their room and building those surfaces are never cleaned. HVAC systems in buildings need to be updated and new filters need to be installed. The reality is that our buildings are hotbeds for germs and cause illness in normal circumstances. To help keep everyone safe proper maintenance needs to be done on the air quality in our buildings.
<b>297.</b>	COVID Health & Safety, Class Size	Funding for opening schools during a pandemic - masks, gloves, plexiglass, desks (many teachers only have tables), better/fixed ventilation, cleaning supplies, additional cleaning staff, additional teachers due to class sizes having to be smaller, etc.
<b>298.</b>	COVID Health & Safety, Class Size, Additional Support Staffing	\$\$\$ for COVID safety- smaller classes, PPE, testing, health workers in schools, custodians, etc.
<b>299.</b>	COVID Health & Safety, Class Size, Building Maintenance	Safe schools. Improved facilities. Small class sizes.
<b>300.</b>	COVID Health & Safety, In- Person School	Covid testing for students/teachers to support in-person learning safety.
<b>301.</b>	COVID Health & Safety, Maintenance Staffing, Nursing Staffing	Safe re-opening protocols should be considered as we may need to continue to have safety protocols in place even in fall; maintenance staffing and nursing staffing should also be prioritized.

<b>302.</b>	COVID Health & Safety, Security	Yes. The safety of everyones children should be the first priority. Since Beaverton school district made a choice to get involved politically and then to get rid of the police officers in the schools how can you make the guarantee that you can protect everyones children while they are in your care with no officers present? Why would I send my children back to you when you have made the choice to get involved politically over the childrens safety? We will never hear from you so it does not matter. This is a waste of time.
<b>303.</b>	COVID Health & Safety, SEL/Mental Health	No, we need to prioritize our kids safety and make sure that we get them back to school safely. I do believe that we need to invest much more in mental health because our kids the extra support in order to succeed their school year. It is important for me to get kids back to their regular classroom but I also know that Covid cases are not getting any better. Thank you for communicating out next steps and hopefully things get much better sooner rather than later.
<b>304.</b>	COVID Health & Safety, SEL/Mental Health	No, we need to prioritize our kids safety and make sure that we get them back to school safely. I do believe that we need to invest much more in mental health because our kids the extra support in order to succeed their school year. It is important for me to get kids back to their regular classroom but I also know that Covid cases are not getting any better. Thank you for communicating out next steps and hopefully things get much better sooner rather than later.
<b>305.</b>	COVID Health and Safety, Bus Safety, Curriculum	Investments in health and safety, including safe transportation for all students and continued vigilance while COVID is still spreading. Maintaining a well rounded education (not doubling down on core academics at the expense or arts, music, p.e. Etc.)
<b>306.</b>	COVID Health and Safety, SPED	Prioritizing teacher training around teaching in the middle of a pandemic to keep students and staff safe. Especially with a special needs and younger population of students in K-2.
<b>307.</b>	Credit Recovery, Graduation Rates	We are going to need to look into graduation rates and how to supplement future graduation classes. The pandemic has caused a great bit of influx for our students and their future credits.
<b>308.</b>	Credit Recovery/Intervention	As a staff and a parent of the Beaverton school, I am concerned for the students that have fallen behind this school due to learning on line. Does the district have a plan to help students to catch up academically to their grade level?
<b>309.</b>	Credit Recovery/Intervention	Provide support for failing high schoolers

<b>310.</b>	Credit Recovery/Intervention	Support for failing high schoolers, especially those students on IEPs.
<b>311.</b>	CTE	A focus for high school vocational programs and enrichment. Once kids get back to school, we need to fund making education relevant, engaging and future minded. Focus on job readiness.
<b>312.</b>	CTE	Outdoor and technical programs that create opportunities to explore variety of careers.
<b>313.</b>	CTE, Community Partnerships	Community partnerships, authentic meaningful career related experiences.
<b>314.</b>	CTE, SEL/Mental Health	Maintaining option programs and CTE programs and prioritizing student mental health and hands on learning.
<b>315.</b>	CTE/Options	CTE, Technology, music, drama, clubs, coding, and special programs that encourage engagement in school for students.
<b>316.</b>	Culturally Responsive Supports	Culturally responsive supports
<b>317.</b>	Curriculum	Alternate curriculum that is NOT political
<b>318.</b>	Curriculum	equity and cultural competent curriculum
<b>319.</b>	Curriculum	Our ELA curriculum adoption for K-5 is not explicit enough to be considered adequate for systematic reading instruction (look at continued low state reading scores) nor does it provide the cultural sensitivity needed going forward. The balanced literacy approach needs to be tossed ASAP.
<b>320.</b>	Curriculum	Updating curriculum to be inclusive, accurate and not white-washed
<b>321.</b>	Curriculum	Curriculum that fits our current situation.
<b>322.</b>	Curriculum	Need to establish clear funding for renewing curriculum licenses. I went to T&L about the online component to the textbook we use for my class, and they didn't have any money to renew. I had been using that online resource for 5 years, and this year I had to, by hand, recreate all the tasks and assignments on a different medium.
<b>323.</b>	Curriculum	We need more diverse and accurate curriculum presented to our children, not just history lessons but also math, lit and science.
<b>324.</b>	Curriculum, Increase History Teachers, ABAR	New History Curriculum, and more history teachers at MS level. The proposed schedule is an insult to our staff and the subject matter. Who do you think will be the ones the further the work of ABAR? What happened to the forced writing/reading curriculum that cost \$millions.... now MS English

		teachers will have 200 students (think papers) and reduced class time? really?
<b>325.</b>	Curriculum, Recovery of Lost Learning	Adopt better math and writing curricula so kids can actually be taught these skills and catch up to where they should be after over a year of no instruction.
<b>326.</b>	Custodial Staff, COVID Health & Safety	The custodial staff needs to be funded enough to keep up with COVID-related cleaning.
<b>327.</b>	Department Efficiencies	Departments are not always operating as efficiently as possible. All should be required to provide plans for streamlining operations.
<b>328.</b>	Diversity in Hires	Hire more people of color. In all positions. Admin, TOSA, teachers etc! Representation matters!
<b>329.</b>	Diversity in Hires	Hiring/retaining more BIPOC staff so they can reflect the school community
<b>330.</b>	Diversity in Hires	Please, consider policies and practices that prioritize equity as well as hiring and retention of BIPOC/Bilingual staff so our staff reflects our community and the students we serve.
<b>331.</b>	Diversity in Hires	Hire more people of color. In all positions. Admin, TOSA, teachers etc! Representation matters!
<b>332.</b>	Diversity in Hires	I would love to see space in the budget for recruitment of teachers and administrators of color across our district.
<b>333.</b>	Diversity in hires	hiring of people of color, LGBTQ+ teachers and staff
<b>334.</b>	Diversity in Hires, Compensation	I think there should be some sort of additional compensation for employees that speak a different language and are asked to use this skill in their current job but are not bilingual facilitators. I think that by not compensating people who have to use this skill, we will eventually lose a lot of our diversity to other employment as many jobs do offer additional compensation. This should be a priority because we want our district employees to reflect the population that it is serving.
<b>335.</b>	Diversity in Hires, Diversity in PD	We should be prioritizing hiring teachers of color, specifically Black teachers, as much as we can. There should be funds put towards making this happen. Also, the district should be prioritizing training ALL employees around issues relating to antiracism and LGBTQ issues with a focus on all the best ways to support our most marginalized students.

<b>336.</b>	Dual Language Programs	Fully funding dual language programs. Providing equal curriculum in Spanish. Providing extra pay to dual language teachers (for extra time that the program entails and extra skills).
<b>337.</b>	Dual Language Programs	keeping and growing Dual Immersion programs
<b>338.</b>	Dual Language Programs, Class Size	Have enough Dual Language teachers and paraeducators in primary schools that have the Dual Language program (Vose, Barnes, and Aloha-Huber Park) to be able to have classes with no more than 25 students.
<b>339.</b>	Dual Language Programs, Class Size, ELL Supports	How are we effectively supporting our dual language program at the high school level? There is not appropriate staffing in place. Some classes are very large in size. Also, how are we supporting our ever English learners? Mainstreaming students without support services is not effective in the high school classroom. Kids need support in growing their literacy skills so they can access academics ACROSS the curriculum.
<b>340.</b>	Dual Language Programs, CTE	Support staff for second language learners/ career education/ hands-on classes that provide training for students: Home Economics: foods and nutrition, clothing construction, child development, personal finance, marriage and family relationships etc.../shop classes, construction, etc: Other alternatives courses that provide students to be ready for jobs outside of school.
<b>341.</b>	Dual Language Programs, Curriculum	Allocated funding for our Dual Language programs and curriculum (or lack thereof) to better serve the needs of our DL schools and communities.
<b>342.</b>	Dual Language Programs, Equitable Resource Allocation	<p>I kindly request that you consider investing in the Spanish curriculum that supports Dual Language teachers in the dual-language programs. As a dual-language teacher of color, I have not received the support my general education colleagues have received or have access to. For example, this 20-21, I had to buy the resources I needed to meet BSD standards in Spanish. I am teaching THREE grade (6th, 7th, 8th) levels; if I have asked for the resources, I would have gotten a "let me see what I can do or no" as an answer (this is what I am used to in our system). Picturing a typical scenario, if I was a monolingual GenEd teacher one-grade level teacher, the resources are more accessible, and even if I had asked, one grade would have been (~\$350 but if one teacher teaches three grades that is ~\$1100). Still, in Spanish, in CDL, and three grades (I count for three teachers this year), I have been told: "this year, we are in the process of adoption. We will not buy any licenses for resources." Meanwhile, how do I develop all the Spanish resources that I need to meet BSD CDL standards to prevent a broader learning gap in the already most marginalized students?</p> <p>Translating is another job. A translation cost between \$30-\$100. I don't have many more hours to translate three curriculums in a day. In the meantime, I</p>

		<p>am still hoping I will be reimbursed the \$1200 I spent in the curriculum in Spanish for my students this school year.</p> <p>I hope the district provides the curriculum in the future and it is equitable to the education all BSD students are entitled to. Besides, it would be an investment that all Dual Language teachers can use, creating a common experience across all Dual Language grade-level schools and all GenEd students, only in a different language.</p>
<b>343.</b>	Dyslexia Supports	Programs to support and identify dyslexia.
<b>344.</b>	Education Not Politics	School should focus on education, not politics, when you invest, you need a way to measure the outcome, design how you measure first.
<b>345.</b>	Elective Courses	Teaching children about personal finance, nutrition, and exercise are all more important than anything listed above.
<b>346.</b>	Elective Courses	maintaining secondary elective programs
<b>347.</b>	Eliminate SROs	Get police out of schools
<b>348.</b>	Eliminate SROs, Class Size, Reduction in Administration	Lay off 90% of administrators they are all useless and over paid. Get kids back in small classes with all the money you save. Stop paying PD to harass kids on campus! Pay teachers fire everyone else!
<b>349.</b>	Eliminate TOSAs	Eliminating the TOSAs at the District level. Focus on getting teachers in the classroom.
<b>350.</b>	ELL Support	English language learner support
<b>351.</b>	ELL Support	I believe you should focus on making sure we have EL Teachers available for each grade for high-needs schools. Since pushing the co-teaching model, EL Teachers have been taken away making it virtually impossible. The co-teaching model is one that was very valuable to our students and it's been a real hardship on them to not have that support.
<b>352.</b>	ELL Support	Effective and logistically feasible ELL instruction
<b>353.</b>	ELL Support	More support and equity for the bilingual classrooms and teachers. These classes are usually higher in numbers and materials are not always available in the language of the program.
<b>354.</b>	Employee Retention	Employee Retention
<b>355.</b>	Employee Retention	No Layoffs. How are you going to keep lower class sizes if you layoff staff?

<b>356.</b>	Equal Resource Allocation	Equal priorities/preferences for ALL students regardless of differences Why penalize some to benefit others!
<b>357.</b>	Equitable Access to Supplies/Technology	Ensuring all students have access to all needed supplies and technology
<b>358.</b>	Equitable Resource Allocation	I hope to see same resources allocated to "richer schools" be allocated to Title 1 schools.
<b>359.</b>	Equitable Resource Allocation	I would like funding for schools (including from property taxes and school fundraising) to be allocated to a central fund and then distributed equitably to all schools in the district.
<b>360.</b>	Equitable Resource Allocation	Please don't forget the schools in the middle - those that are just above Title I but low enough not to have enough funds to offer all of the opportunities Title I and high SES schools benefit from. Our students need opportunities, too.
<b>361.</b>	Equitable Resource Allocation	Please measure student learning / loss of learning and social/emotional impacts related to a year plus of remote and hybrid learning and use that data instead of parent surveys to allocate investment of limited resources. Whose learning and well-being has been most negatively impacted by the pandemic? Elementary, middle, or high school? Lower-income students and their schools? ELLs or Special Ed students, or kids who are gender fluid? Get the data you need and allocate accordingly.
<b>362.</b>	Equitable Resource Allocation	Remember, equity does not mean equal. Intervention staff have been EQUALLY allocated to all elementary schools as long as I've been in the district. That is the opposite of equity. Intervention staff at highly impacted schools are drowning. They cannot possibly serve the number of students who qualify and need those services. They couldn't when they were 1.0, and they certainly can't now that they are .5 FTE. Meanwhile, intervention staff at lower impacted schools have a handful of students from each grade to serve, and those students receive adequate services. Intervention staff should be allocated based on the number of students who qualify for intervention (case load), full stop. THAT is an equity lens. Equity means everyone gets what they need. It doesn't mean everyone gets the same thing.
<b>363.</b>	Equitable Resource Allocation	When comparing different schools, please look beyond just whether they are title 1 or not. Look at actual poverty rates, homelessness rates, and factors such as number of temporary housing units.



<b>364.</b>	Equitable Resource Allocation	Yes, the principals need to not have 100% power over budgets. Per class budgets should be allocated per student enrolled and even across the district. The current model create inequalities and you have some classes / teachers that are haves and some that are have nots. This year my principal decided to give me 0 dollars for the year out of our state funding. 0!!!! And I had to send out art kits to 800 students. Luckily the PTC stepped in but our school would have not had kids receive art supplies during CDL if it was up to her. Why should one school's kids get a quality education and one school's not based on the decision of 1 person that is not in the classroom? Equity of budgets are vital to equity in our classrooms.
<b>365.</b>	Equitable Resource Allocation	Budget constraints at the middle school level make it difficult to meet the needs of students.
<b>366.</b>	Equitable Resource Allocation	We need to ensure that the funding for our Title I and most neediest schools show the we actually CARE about those students who have been marginalized and left out of society's care. Use funds from the highest SES schools to ensure that those who are absolutely unable to give BENEFIT just as much or more from public education. It shouldn't matter that your parents are wealthy and can give a school an amazing amount of \$\$ to fund opportunities. Those parents take care of those opportunities outside of school. Our most neediest students don't get that care, and they are the ones that need to be Priority #1 in whatever we fund.
<b>367.</b>	Equitable Resource Allocation	If we want to address racial inequality in our district, we need to look at the financial inequities between schools. I work in a Title1 school and we rarely have the supplies we need or extra opportunities, but up the road another school is raising \$100,000 in one fundraiser. We shouldn't have Title schools and non Title schools. The boundaries should be redrawn to balance all schools!
<b>368.</b>	Equitable Resource Allocation	Not sure why there is a criteria of lower income areas with smaller class sizes. Of course all students benefit from smaller class sizes, and the need of lower income is generally support from home, or after school support. that might be a better use of funds - for lower income areas - a place where the can get the support to succeed after school, as well as in the classroom.
<b>369.</b>	Equitable Resource Allocation	Schools with the highest poverty and % of school capacity should be top priority for equitable funding.
<b>370.</b>	Equitable Resource Allocation, Common Middle School Experience	It's difficult to rank all of these things - they all matter. If BSD is truly committed to equity all of these options would be prioritized. Also, the new middle school model is not equitable or beneficial for students and teachers.

<b>371.</b>	Equity	Equity should be the first priority so we can be proud of the results that all of our students are getting--this includes making sure that every school is achieving great results.
<b>372.</b>	Equity	Now is the greatest opportunity to rethink how we educate our kiddos, esp with equity in mind. Be bold! None of us will retire with pride that we were safe in maintaining a system we know is working against our most marginalized. And bold doesn't mean lack of evidence. It does mean thoughtful conversations with educators and those families most impacted. We must remember that the district's reason for being is to educate students. And all departments should be working towards that singular goal: transportation, maintenance, finance, HR, technology, etc all serve to ensure that students have access to the best possible education for each one of them. Therefore, Cabinet should have more T/L voices at the table. Right now, is the preponderance of members educators? If not, why not? Start with equity right there. Which voices are heard? Which are not? Teachers appreciate the personnel in technology immensely! Esp. now! Same with HR to hire quality and diversity. Grateful to have clean buildings, safe bus drivers. A transparent and sustainable budget. But again, all of these things are working to support T and L. If BSD is a house, T and L isn't a pillar, it's the roof! And all the others work to support it. Please ensure that as we move ahead post-pandemic, given the radical shake-up CDL has been, the goal is NOT to return to the norm. The norm was broken. We need a new norm to work towards. That takes vision, bravery, and expertise. I trust that you will ensure those things are at the fore when moving forward with the budget needed to change the status quo and bring equity to the Beaverton School District. Thank you.
<b>373.</b>	Equity	Protect and hear ALL our students, even those identified as "White". I feel like my colored students get to talk about their "holidays", but my white students cannot celebrate "Christmas" and "Thanksgiving" as family traditions dear to them.
<b>374.</b>	Equity	Spend more money on kids EDUCATION and less on your staff perks and labor unions. Stop looking at skin color as your priority when spending.
<b>375.</b>	Equity	The entire budget can't be focused only on special interests. All kids need to be provided with an education, particularly after CDL during COVID.
<b>376.</b>	Equity	This district has made an incredible commitment to Equity and Black Lives Matter, but it's not enough to just put out a statement of support and intent. Who did we each come here to serve? Only one kind of student, or did we come into these various leadership roles to serve our whole community? As board members you have a high level of power in which to serve. Lead the way. We need to educate students to not just be strong in reading and math,

		but to educate them with social-political consciousness. We need to invest money in history curriculum (at all levels) that is historically responsive and culturally competent. Culturally competent people can interact with anyone, regardless of race, and this should be a mission that we invest in for all students. Greater change in society starts at the local level. This is within your control to set our community on a new path.
<b>377.</b>	Equity	Creating equity and giving young people direct voice, seats at the table, in school board and school wide decision making. Create changes in system to meet the needs of each person rather some at the expense of others needs by mutual agreement between historically oppressed people of all ages in different circumstances.
<b>378.</b>	Equity	Equity - in all its dimensions need to be a priority, or we should stop talking about it.
<b>379.</b>	Equity	EQUITY- for students of color and schools that are older and need help. Stop giving all the money to the schools that don't need it
<b>380.</b>	Equity	Equity training for staff. Mental health for staff.
<b>381.</b>	Equity	Focus priorities on getting ALL students the attention they deserve from their teachers. Students are suffering yet we pay incredible amount of school taxes here in Beaverton. Teachers need to spend more time helping individual students succeed. And stay clear of politics please - this survey has a touch of bias. There's very little important topics here.
<b>382.</b>	Equity	Creating policies and frameworks with enforcement to include People of Color in decision making processes.
<b>383.</b>	Equity	We need to know and see clear evidence that BSD has listened to a wide range of Black, Latinx, Indigenous students and families about their priorities and needs AND that BSD has de-centered White families who have historically driven decision-making in this district.
<b>384.</b>	Equity	does not surpass these needs, but all schools need to be equitable as far as technology. It is not fair that not every school is equipped with a TV set up, and in some schools, some classes have it and others don't. This needs to be addressed and shouldn't be up to the schools or their PTC. This will take some schools years to catch up.
<b>385.</b>	Equity Lens	Please always consider equity, trauma, equity, trauma, equity, trauma

<b>386.</b>	Equity Lens	Please make sure that voices are actually heard in our low socio-economic areas and equitable supports are put into place. Buildings like Mountain View and Whitford need more support and updates, especially with the projected occupancy.
<b>387.</b>	Equity Lens	Prioritizing equity for underserved populations
<b>388.</b>	Equity Lens	<p>You say you are looking at everything through an equity lens. But I don't believe that to be true.</p> <p>The Gap between the haves and have nots is so apparent. And I took a job at this district believing that equity might actually be something you care about. But we keep seeing decisions made that are only going to increase that gap. If you truly wanted Equity to be a priority you wouldn't need to ASK people if they felt like it was a priority to service schools with high poverty populations. You would just do it. Bottom line. You're always going to get push back, and yes, community opinion matters, but it takes courage and data driven research to make change. I think history has shown that sometimes the right things to do aren't always the most popular with the most vocal. I am so disappointed in our district and their recent decision making. Middle School Boundaries, middle school schedules, equal cuts across schools when cuts must be made. Just in case you forgot equity and equality aren't the same. Maybe a lesson in the difference would do you all some good. Another thing, I find it insulting that you would include something about PERS in your video when two of your top staff are double dipping (collecting retirement while collecting a salary). Yes, those funds come from somewhere else. But they say something about the people who are supposed to be the role models for budgetary prudence.</p>
<b>389.</b>	Equity Lens, Eliminate SROs	1) Discontinue all BSD funding for SROs and 2) equity and racial justice must be the lens through which all decisions are made
<b>390.</b>	Equity Lens, Equitable Resource Allocation, SEL/Mental Health	<p>I believe with the district's talk about equity it is important for the district to be true to that by providing more resources to students who are in high poverty situations and/or have been highly impacted by the COVID pandemic, which we know our BIPOC students and families have been more impacted. by the impact. In the budget this should be seen as extra funding given to those students for academic intervention, lower class sizes and SEL support.</p> <p>The district often talks about an Equity Lens, but it is often not shown in the school district's decisions. This would be a way to show that the district takes the idea of Equity seriously and puts weight behind it and it's not just a buzzword that you are using.</p>

<b>391.</b>	Equity Lens, Intervention Teachers	I am just interested to know who will be applying the equity lens? It is great that there are questions to consider through an equity lens- but if the group who is actually applying the equity lens isn't diverse- then the lens has blind spots and it appears to be more of a performative piece then meaningful. A perfect example is the distribution of reading intervention teachers to all schools. I know there is an elementary school with 2 students receiving intervention services and they are given a .5 intervention person, whereas other schools have so many students in need of intervention- less than half of them are actually being provided services. Was this decision made with an equity lens?
<b>392.</b>	Equity PD, Curriculum, SEL PD	Ongoing equity PD for ALL staff, culturally relevant curriculum, and SEL PD especially post pandemic.
<b>393.</b>	Equity, Additional Support Staffing	Support and equity!!
<b>394.</b>	Equity, SEL/Mental Health	Focus on equity, continue to prioritize social emotional learning
<b>395.</b>	Equity, SEL/Mental Health, Class size	There needs to be a high priority for equity and mental health and behavioral supports, this includes smaller classes sizes so that students get the individual attention they need.
<b>396.</b>	Equity, Student Success	All of the above items are key for equity and student success. I would have liked to mark them all as 1 on the list.
<b>397.</b>	Expansion of FLEX, Allow Transfers	Additional consideration but not higher priority - expansion of the Flex Online school and allow transfers into this option school. This seems like a scalable method that can provide additional revenues to the district.
<b>398.</b>	Extracurricular Elimination	Eliminate extracurricular education and focus on the basics; reading, writing, history, math and STEM. There is too much classroom time spent on health issues, social justice, etc. Those can be touched on in school wide assembly. After school programs, with counselors if specific concerns arise, but to utilize classroom time for these issues, which are often divisive is detrimental to the overall learning objectives.
<b>399.</b>	Extracurriculars/Student Experience	Please understand that student test scores will be linked to positive student experience when we return to the classroom. Due to the pandemic, we will need access to more social opportunities like, drama, choir, band and sports to bring both the social, physical, emotional growth inline with educational goals. Our students need these programs and often the first to be cut.

<b>400.</b>	Extracurriculars/Student Experience	Opportunities for students to engage in activities and classes that help their social, emotional and physical well-being should be retained and not sacrificed as students return in buildings.
<b>401.</b>	Facility Improvements	Our school needs new facility with capacity is maxing out as is now. No more portables, no more one small gym, no more choir in the cafeteria and so on....
<b>402.</b>	Facility Improvements	We need to update ventilation system at the schools (I work at ISB).
<b>403.</b>	Facility Improvements, New ISB Building	Facilities improvements in schools, such as ISB, where the facilities are subpar and not appropriate for their use. A good example is the science classrooms which are over crowded, under ventilated, and not designed to handle labs safely.
<b>404.</b>	Facility Improvements, New ISB Building	Older schools need updating - specifically ISB
<b>405.</b>	Facility Improvements, Portables	Facilities! Older buildings do not have decent HVAC, etc. Schools with a high number of portables must be addressed.
<b>406.</b>	Facility Improvements, Reading Programs	Reading programs, seismic safety upgrades to all buildings, updated playgrounds
<b>407.</b>	Fewer Instructional Days	Fewer instructional days? Not a great option but I favor it over staffing reductions and class size increases.
<b>408.</b>	Field Trips	Field trips
<b>409.</b>	FLEX Online	More funds to your FLEX Online program for students/families that do not feel safe to return to in-person schools or whom online learning was a better fit.
<b>410.</b>	Grad Rates	Focus on teaching! Teaching all students. Improve our graduation rates from the disastrous ranking OR boasts.
<b>411.</b>	Healthcare Benefits, Class Size, Compensation Increase	I would like to see our healthcare benefits stay the same or get better, smaller class sizes, teachers and other classified staff get pay increases, especially the ones that got furloughed.
<b>412.</b>	Helping Most Adversely Affected	Helping kids and families most adversely effected by COVID
<b>413.</b>	Helping Most Adversely Affected	Helping kids and families most adversely effected by COVID

<b>414.</b>	Helping Most Adversely Affected	Please continue to support the schools with marginalized students and families.
<b>415.</b>	Homeless Supports	more funding and resources for students experiencing homelessness
<b>416.</b>	Homeless Supports	Give more funding to Club Hope and homelessness campaigns!
<b>417.</b>	Homeless Supports	Support for our students experiencing homelessness.
<b>418.</b>	Homeless Supports	Our homeless liaison office needs more financial resources to expand its staff. The Beaverton School District suffers from a very high number of students experiencing homelessness and we need to be able to offer them more resources.
<b>419.</b>	Homeless Supports	Supporting more students and programs experiencing and helping homelessness.
<b>420.</b>	Homeless Supports, SEL/Mental Health	Hire additional homeless liaisons and provide more funding to support students experiencing homelessness. Funding student mental health services is also very important.
<b>421.</b>	Inclusivity	Be truly Inclusive to All students. Everyone should be Welcomed.
<b>422.</b>	Inclusivity	Embracing diversity. Being inclusive of children's ethnicities and culture and reflecting that in the learning. You asked about blacks, but there are many other minorities in the US who have faced discrimination in various ways. Give students more options in music and dance. There are many other forms of music and dance that children in BSD schools are learning on their own. Please be inclusive to them and give them a chance to perform in the school.
<b>423.</b>	Inclusivity	food accessibilities
<b>424.</b>	Inclusivity	meals available for all students
<b>425.</b>	Inclusivity	Equity. Who is being served? Who is not? How can we adjust to serve ALL students?
<b>426.</b>	Inclusivity	Food and support regardless of immigration status
<b>427.</b>	Inclusivity	To begin the old ones would have to be translated in languages we need, priorities, alternative needs, and adjustments.



<b>428.</b>	Inclusivity, Advanced Placement/TAG	Who benefits, who is excluded, and are opportunity gaps widened?? Question 2 is discriminatory. All of the areas in Question 3 are targeted to a specific group of students, and the budget is for all students. TAG, STEM, and advanced curriculum should be considered as well.
<b>429.</b>	Inclusivity, Arts in Schools	According to the surveys given out on the Student Success Act Funds to our BIPOC families, having more access to electives was a high priority. This was brought up at a couple of community meetings and was quickly shut down by the gentleman that was leading the discussion. I think it is important in to take our BIPOC community's suggestions and prioritize their recommendations. More access to the Arts has proven to increase both academic and community engagement for BIPOC families.
<b>430.</b>	Inclusivity, Class Size, Reduction in Administration	Equity for all students- including white students who weren't identified in question #2. Low classroom numbers for all school, all grade levels. Thinning out vice principles, upper management and title jobs that aren't needed as much as teachers.
<b>431.</b>	Increase Nurses	More District nurses needed
<b>432.</b>	In-Person School	Actually having kids back in school full time.
<b>433.</b>	In-Person School	At this point just getting the school reopened.
<b>434.</b>	In-Person School	Budget for kids to return to school next year when they open.
<b>435.</b>	In-Person School	Do everything possible to never, ever go back to online learning. This should be priority one.
<b>436.</b>	In-Person School	Either get kids back to school or do better with this online learning! My kid is suffering trying to do this home school thing! He is losing an entire year. Also, stop wasting your time sending out announcements about political things going on. It's NOT necessary to hear your point of view. You think that you are impartial? But you aren't. I want my child to know facts, not what you are saying quoted from Main Stream Media! Stay out of politics and maybe you can come up with ways to get our kids back in school. Do your teacher know that covid has a 99% recovery rate?
<b>437.</b>	In-Person School	Get the kids back in school . . . Enrollment will continue to decline otherwise. People are moving out of the area, especially for sports.
<b>438.</b>	In-Person School	Get the kids back in school ASAP, get the teachers back in the classroom ASAP
<b>439.</b>	In-Person School	Getting kids back to school as soon as possible in 20-21 school year

<b>440.</b>	In-Person School	In person instruction by February 11.
<b>441.</b>	In-Person School	In person learning for all students
<b>442.</b>	In-Person School	In person learning for all students
<b>443.</b>	In-Person School	In person learning for All students would be a way to get your funding back, and take care of your equity issues- like teaching it, but not practicing it. Having ESL or Sped on zoom is not equitable, and you should be ashamed of yourselves.
<b>444.</b>	In-Person School	In person learning should be your only priority!!!!!!
<b>445.</b>	In-Person School	instruction time should be highest priority. Schools should not be doing stuff that parents should be taking care of.
<b>446.</b>	In-Person School	Open schools for students now, not later
<b>447.</b>	In-Person School	opening school
<b>448.</b>	In-Person School	Our priorities need to be to get all the kids back to school and close the gap on where BSD ranks nation wide in terms of educating our children (Oregon's future)
<b>449.</b>	In-Person School	Return to in-person learning to the fullest extent possible. This may require significant budgetary changes.
<b>450.</b>	In-Person School	Returning to safe in-person learning for all students should be top priority.
<b>451.</b>	In-Person School	Spend less money on trying to evaluate how things affect the BIPOC and LGBTQ+ students and just focus on getting ALL kids back to normal. You've caused them a great deal of pain and harm already by remaining closed for so long!
<b>452.</b>	In-Person School	Spend less money on trying to evaluate how things affect the BIPOC and LGBTQ+ students and just focus on getting ALL kids back to normal. You've caused them a great deal of pain and harm already by remaining closed for so long!
<b>453.</b>	In-Person School	The bar has been set so low that my only hope is that they get to go to school.
<b>454.</b>	In-Person School	The bar has been set so low that my only hope is that they get to go to school.

<b>455.</b>	In-Person School	The kids need to be back in school. I do not see how you can justify any expense when the kids are not engaged in learning in the classroom buildings. The district needs to take the children's needs seriously. As the profound LO Superintendent assessed: "teaching is an in-person profession." Additionally, I would appreciate if you would educate your administrators to have some more consideration for the community they serve. When [REDACTED] was presented with a question on playground use during the summer months -- she flippantly replied to a parent: "I am sure glad you are not in my building." Her apathetic and unprofessional attitude reflects poorly on the BSD - and she should not have an administrative position.
<b>456.</b>	In-Person School	Updating whatever needs to be updated to get kids back to in person schooling please
<b>457.</b>	In-Person School	You just need to get these kids back in school...less money towards PERS and more towards schools. If someone is able to retire at 50 due to PERS then something needs to change.
<b>458.</b>	In-Person School	The priority should be to get ALL children back to school on FULL day schedules. Focus on this, and this alone!
<b>459.</b>	In-Person School	Open schools for all kids - not just the ones who are struggling academically or are of color or financially challenged. My family is white, and my 4.0 senior attempted suicide on Saturday night. She is an honors student, a future NCAA D1 athlete, an elected student body member, and has been on the homecoming court. She is socially isolated. Keeping her at home is literally killing her!!!
<b>460.</b>	In-Person School, Advanced Placement/TAG	First and foremost, all students need to be back in the classroom full time with a rigorous curriculum. Secondly, I would like to see learning opportunities for at or above level students that have essentially been put on the back burner for the past year. I would like to see advanced classes offered for them, or anything moderately challenging instead of the watered down part-time curriculum they have been experiencing since September. I would also like for them to be able to participate in things like outdoor school that they missed out on. Low income, special needs, ELL, and homeless students aren't the only ones struggling right now.
<b>461.</b>	In-Person School, Class Size	Please use the money to open the schools now! BSD should be working now to make all the schools ready to open with small classes, music in every school, librarians in every school, more field trips, extra emphasis on high school students getting ready for college and healthy buildings. There is plenty of money to run an amazing school district—involve the educators and students and parents and make BSD the envy/role model for the region.

<b>462.</b>	In-Person School, Class Size, COVID Health & Safety	<p>Priority should be to safe return to school for all students (elementary, middle, and high school students) while either maintaining pre-pandemic class instruction time and class sizes or further lowering class size.</p> <p>Need to return to full day instruction and classes on Wednesdays as soon as possible (while maintaining or reducing prepandemic teacher to student ratios)</p>
<b>463.</b>	In-Person School, COVID Health & Safety	Funding all schools to have what they need to have kids in school full time while properly protecting concerned teachers and staff is top priority.
<b>464.</b>	In-Person School, COVID Health & Safety	Funding all schools to have what they need to have kids in school full time while properly protecting concerned teachers and staff is top priority.
<b>465.</b>	In-Person School, Elective Opportunities	get kids back in the classroom, add appealing electives for middle and high school
<b>466.</b>	In-Person School, Intervention Teachers	<p>Given the amount of learning lost in 2019/2020 and 2020/2021 school years due to COVID, we need to prioritize LEARNING. Elementary students are not learning. Instead of after school programs, the most immediate need is to recover what has been lost and level these kids for success. That is, we need to extend the studying time to 8am to 4:30pm for 5 days a week (CDL is effectively 4 days/week and kids are not learning). Right now, I don't see how kids can go back to school safely in September 2021.</p>
<b>467.</b>	In-Person School, SEL/Mental Health	For elementary K-5, students will look forward to having their PE and Music (which provide SEL) to have opportunities to bond, move, and play with others.
<b>468.</b>	In-Person School, SEL/Mental Health, Athletics/Activities	<p>Getting kids back in school full time is #1 priority. #2 should then have multiple counselors rotating on-site at each school for the first few weeks to help the students transition being back on campus and getting caught up. The kids are going to need a lot of outlets, so before and after school sports and clubs are essential for all grade levels.</p>
<b>469.</b>	In-Person School, SPED Supports, COVID Health & Safety	Budget for students with disabilities and those who need additional assistance to catch up (especially Black children) who have fallen behind to get that help and have in-person education, regardless of the pandemic situation. It can be done safely with the right procedures and setup in place.
<b>470.</b>	Instructional Coaches	Instructional Coaching for teachers to learn to support students who will be coming to us (more than ever) with trauma and extremely diverse academic needs. We are going to need to be more creative than ever to meet those needs.

<b>471.</b>	Internet Connectivity	Internet connectivity for those who need it. The district lost over 1,000 students this year. Were these the ones who couldn't afford internet access?
<b>472.</b>	Internet Connectivity	The comprehensive distance-learning has shown that hotspots are not adequate for home Internet use. This will be true for students who rely on them to do their homework every night too.
<b>473.</b>	Internet Connectivity	Continuing internet access for those students who don't normally have access
<b>474.</b>	Internet Connectivity, Homework Assistance	Better internet connection for some students. Homework help opportunities.
<b>475.</b>	Intervention Teachers	A full- time intervention teacher at Title schools instead of .5.
<b>476.</b>	Intervention Teachers	By the end of this school year, there will be many students across the district, across grade levels, who would have fallen behind due to various reasons. Hopefully adequate resources will be provided in an attempt to try and bring them up to benchmark levels.
<b>477.</b>	Intervention Teachers	Catch up for these kids who have literally missed an entire year of education.
<b>478.</b>	Intervention Teachers	<p>Elementary schools are held accountable to the state based on students' reading, writing, and math skills. I see how this emphasis plays out in elementary schools and we continue to put our money and efforts towards meeting these limited scope of standards. We invest greatly in reading, writing, and math curriculum. We provide intervention supports when students demonstrate slow growth in these areas. The problem though is that we are educating generations of students who are lacking in their understanding of history and the social sciences and this has dire consequences. Educational institutions are so laser focused on state test scores, but pay little attention to how years of only teaching the bare minimum of history (and a white-washed version of history, at that) is improperly preparing students to engage in the world after they graduate.</p> <p>As a society, we are currently begging our community members to (once again) engage in a racial reckoning, but decades of public schooling have continually failed to give students the foundation they need to grow up with a broader world view, and to be socially-politically conscious. How can we expect students to graduate from our K-12 schools and enter into the larger society without a foundation in these other areas?</p> <p>This summer we saw the hate embedded in our community. Here in Beaverton, signs of BLM support were ruined and ripped down. My family and I stood on the streets of Beaverton with positive messages of support</p>

		<p>for BLM and I can't tell you how many people yelled profanities at us and gave my children and I the middle finger. We have a race problem not just in our country, but in Beaverton, Oregon. It is no surprise to me that racism continues to permeate our culture. When we see the blatant racism in our very own community, it's a message to me that these adults' K-12 education failed to educate them with historically responsive curriculum, critical thinking skills, and a broader world view. It may be beyond our reach to help reach the adults in our community, but we do have the opportunity to shape the next generation and do so much better. We can make a difference now that will have ripple effects into the future.</p> <p>But how can we expect teachers to emphasize this integral part of the curriculum when we lack historically responsive materials, and district's limit a teacher's value and worth on how well their students are achieving on reading, writing, and math assessments? We need to prepare our students for the future. If we are truly committed to equity like we say we are, then fund it.</p>
<b>479.</b>	Intervention Teachers	I believe there will be large learning gaps between those who had substantial at home support during CDL and those who did not. Dedicating resources to students who are not performing at grade level standards, in order to prevent them from being left behind, should be a top priority.
<b>480.</b>	Intervention Teachers	I think the focus should be on recovering the academic losses that have occurred from this pandemic. Based on what I've heard and seen from teachers in schools who have returned back to onsite teaching in other districts, students entering back to school will be behind. This should be assumed, and therefore, ALL students are going to need intervention, not just high poverty schools.
<b>481.</b>	Intervention Teachers	Intervention services
<b>482.</b>	Intervention Teachers	Many students have fallen behind this last year that weren't struggling before. Students that were already struggling are now facing an even wider gap between their grade level peers. All summer we heard that there would be a focus on catching kids up from what was missed last spring, but from my observations that hasn't happened. We have continued at the same fast pace, leaving those that struggle further behind. The highest priority needs to be providing extra intervention and support for those that are struggling.
<b>483.</b>	Intervention Teachers	Speaking at the elementary level, I think we need to be careful that our intervention staff & supports do NOT mean that students who are deemed "behind" because of a lack of opportunities & different priorities during the pandemic have more dis-jointed days, are pulled from their classroom communities & lose access to enriching, quality instruction in favor of de-humanizing, worksheet-based remediation.

<b>484.</b>	Intervention Teachers	<p>Younger students have fallen behind, consideration should be given to students who will need to be brought back up without sacrificing those who have done well.</p> <p>No more loss of school days. Oregon already has some of the lowest days in the country.</p>
<b>485.</b>	Intervention Teachers	Full time intervention teachers
<b>486.</b>	Intervention Teachers	use the money in reserves and the COVID-19 federal money to add intervention staff to support the many students who will have regressed due to CDL
<b>487.</b>	Intervention Teachers	Greater focus on reading, writing and math skills--many students are lacking basic skills.
<b>488.</b>	Intervention Teachers	Students haven't learned as much this year in distance learning. We need programs to help them catch up next year. Thank you.
<b>489.</b>	Intervention Teachers, SEL/Mental Health, Additional Support Staffing	As we transition to in person instruction, next year will look drastically different than any other beginning of the year. Students will have and need time to help cope with the dramatic changes. We will need more staff to help with students' individual and group needs. This includes behavioral, social emotional, and academic. Each school should have at the least one full time person in the following roles: interventionist, resource teacher, school psychologist, school counselor, SLP. We should also have a para for every class to support the students. The focus on well being as well as academic instruction is integral to creating a healthy community.
<b>490.</b>	Keep schools closed until vaccine for all	Keeping schools closed until kids and their families have been vaccinated so you don't just kill off all the minority and low income kids/families that have to live in multi-generational households with no way to combat an outbreak.
<b>491.</b>	Language Electives	Please remove choir, art and drama for Spanish. Language is something students would use the most in their life compare to the other electives offered at the school.
<b>492.</b>	Libraries	Libraries - while often overlooked during financial stress, when appropriately budgeted, staffed & supported, are a social and educational keystone.
<b>493.</b>	Libraries	Each school needs its own certified librarian to teach information literacy to students, and develop that school's collection to meet that student body's needs. It is impossible for three librarians to do proper weeding, purchasing, and promoting for over 50 school collections. We should definitely have district level staff to develop the ebook and audiobook collection, catalog donations that are hard to place, and vet data bases and other research



		resources to support student learning across all subjects. But the student body at BASE is very different from ACMA, and both are very different from any comprehensive high school or middle school. Five Oaks students are very different from Constoga students, Oak Hills kids are in a different world from Vose kids. Each of these collections needs to be custom tailored to the student body it serves, and redeveloped over time as that population changes, by a certified librarian assisted by an LMA. Library equity is not about all students reading at the same level or the same books. Library equity means all students have abundant choices that meet their needs as mirrors to see themselves and windows into other worlds. The three pros we have now are wonderful, but it could be so much better if we had certified librarians in each school, instead of LITTs, and it might cost about the same.
494.	Libraries	Consider the LITT position full time for EVERY school. You eliminated librarians and look at the problems with information management. In this day and age, especially after a world pandemic where we were all distance learning, putting a full time LITT in every school should be required. But with that, make sure the "L" of the LITT is being used. Lack of Library information skills is what is causing a plethora of conspiracy theories and cult beliefs.
495.	Libraries	Supporting the creation of media district wide
496.	Maintain Current Programs	maintaining current and expected programs in addition to the expected core classes.
497.	Maintain Staffing	Protect teacher positions.
498.	Maintain Staffing, Pause Curriculum Adoption, Pause State Testing	<p>I believe we have a strong need to maintain our staffing communities and not make radical changes that create additional stress. Shifting people around has a huge impact of individuals and communities that are leaning on each other for support. I also believe our adoption of new curriculum should be put through a common sense and appropriate timing lens. Adopting new curriculums adds more physical and mental work for staff. Entire curriculums should be paused for roll out until teachers are ready. Read your audience.</p> <p>Lastly I urge the district to hold off or discontinue state testing at the elementary level. I wonder if the budget committee has a clear picture of how overwhelming and consuming the testing prep, mental pressure/stress, and time consuming practices of this test takes away from children's learning. It's a lot and it's stressful on the students. I believe skipping a year or taking it off the table would be a compassionate and prudent choice.</p>
499.	Maintenance Staff	Classified onsite maintenance staff may need more oversight for productivity.
500.	Miscellaneous	Good Luck

501.	Miscellaneous	It seems academic-wise, Oregon schools are not as competitive compared to schools in other states.
502.	Miscellaneous	N/A
503.	Miscellaneous	n/a
504.	Miscellaneous	NA
505.	Miscellaneous	No
506.	Miscellaneous	No
507.	Miscellaneous	No
508.	Miscellaneous	Not that I can think of
509.	Miscellaneous	Not that I can think of
510.	Miscellaneous	Not that I can think of at this time.
511.	Miscellaneous	Not that I know of.
512.	Miscellaneous	The fact that our children are astronomically behind academically now due to poor choices.
513.	Miscellaneous	The fact that our children are astronomically behind academically now due to poor choices.
514.	Miscellaneous	We so badly need all of these things. Not one can be removed.
515.	Miscellaneous	Yes
516.	Miscellaneous	Yes, BSD needs to see the big picture and needs to do more to set the standards higher. Students are not exposed to science until middle school with limited hands on exposure in middle school, have no idea of life skills+coping mechanisms, no competition based approaches (spelling bees, geography bees..) unless volunteer led. It is no surprise that more students are leaving to go to private schools. Its really not a teacher/training issue, more of an allocation of funds issue. Appalled that in this middle school boundary change, where simply put a choice was made and approved to put more kids on the bus, where that money could find better use in schools.
517.	Miscellaneous	ALL of these should by #1 priority.
518.	Miscellaneous	I am not sure.

519.	Miscellaneous	I think that lower class sizes in ALL of our schools is critical. Our students will be coming back to us at a variety of levels academically, socially, mentally, etc. Teachers need to have the ability to identify and support these kids and that is just not possible with large classes.
520.	Miscellaneous	It's very challenging to prioritizing my 1-3 as I really see them as equally weighted.
521.	Miscellaneous	What ever happens, please make sure teachers are respected and cared for.
522.	Miscellaneous	All of the above are so important for our students!!
523.	Miscellaneous	N/a
524.	Miscellaneous	no
525.	Miscellaneous	n/a
526.	Miscellaneous	N/A
527.	Miscellaneous	NA
528.	Miscellaneous	Nice try, the graph about enrollment was skewed badly to make it look like a more drastic change for 20-21 than what it actual is percentage-wise. You know we teach kids to notice things like that and to not explicitly trust the source?
529.	Miscellaneous	No
530.	Miscellaneous	No
531.	Miscellaneous	none I can think of at this moment
532.	Miscellaneous	These are complicated to rank. They each are important and essential for the learning of our students.
533.	Miscellaneous	We need to really consider how far behind all kids have become during CDL
534.	Miscellaneous	You took \$5M in CARES funding and put it towards the SIA. Teachers are being told they can't have plexiglass barriers in their rooms because BSD won't buy it from the CARES funds and some schools might not be able to afford it (what are they spending their budgets on if not student safety?) so no one can have plexiglass barriers in their classrooms. This is just one example. And you wonder why taxpayers don't trust you. It is unethical to take federal taxpayer funds marked for Covid safety and put it towards your slush fund.

		<p>How many millions exactly did you pay an outside consulting firm this summer to evaluate the district with Covid - and then you cry you're broke?</p> <p>Where is the option for lower class size period? My elementary school went up in class size while other schools went down. How is that equitable not just for my kid but for the teachers who have that many more reports, grades, conferences with kids, assignments to check in, etc.?</p>
535.	Miscellaneous	Open the schools full time and treat us as individuals instead of skin colors you selfish racist cowards.
536.	Miscellaneous	COLA should be in the budget every year. Where did the funds saved from PERS and tax withholding go, since it wasn't paid out when we were on furlough?
537.	Miscellaneous	getting all kids back in school buildings!
538.	Miscellaneous	I am also a parent of a BSD student
539.	Miscellaneous	I'm unsure at this moment. I know I will think of items when I have more time to sit and think on the subject... (When I'm not so focused on end of semester grading.)
540.	Miscellaneous	N/A
541.	Miscellaneous	n/a
542.	Miscellaneous	N/A
543.	Miscellaneous	No
544.	Miscellaneous	No
545.	Miscellaneous	no
546.	Miscellaneous	Not really sure why it matters how I identify myself or my child. Define inclusivity, and notice your own discrimination.
547.	Miscellaneous	Yes - you should get the teachers out of their pajamas and back to work. The kids are suffering and the you are not providing the basic civil right of a public school education. I suggest you FIGURE IT OUT as one Virginia dad so eloquently stated -- or I am not going to be voting for any more improvement bonds - and spend Dan Grotting's second salary defending civil rights lawsuits.
548.	Miscellaneous	I believe the ones listed are the priorities, especially now.

549.	Miscellaneous	N/A
550.	Miscellaneous	na
551.	Miscellaneous	No
552.	Miscellaneous	Do not make any improvement this year, like technology improvement or building improvements.
553.	Miscellaneous	I don't think so
554.	More Choices in Survey	How about presenting a larger set of areas to focus instead of the four that you've pre-selected that all cost more money? Highest priority should be controlling costs given the expected loss of enrollment and funding. This whole survey is set up to confirm what you want which you then turn around to highlight how the community is supporting your decisions.
555.	More Choices in Survey	You only offer four possibilities. Your choices don't reflect a full picture. Your survey is as skewed as your budget presentation. This does not feel like you want any true input, just the input you want to receive.
556.	New ISB Building	ISB Facilities
557.	Online Opportunities, Credit Recovery	Expanded online, non-site-specific, options for credit recovery or continued remote learning; i.e. FLEX Online K-12.
558.	Parent Involvement Opportunities	More parent involvement programs, that would benefit the parents and their students. I feel that if the entire team (parents, teachers, counselors and students) are on the same page we will see a difference in every student's education.
559.	Parent Involvement Opportunities	Parent outreach/education; the school district can't do everything so parents must do their part as they have the key responsibility for their children. Many parents rely on the schools to do things they could do.
560.	PE in Schools	Students need to have daily access to well designed physical activities(PE) that will allow them to enhance their physical development, de-stress from current world and develop socialization and bonds with others.
561.	PE in Schools, SEL	PE is needed for academic learning and social emotional well being and connections to the school environment.
562.	PERS Retirees	I think you need to look more closely at staff members who are collecting PERS who are retired, yet still working for the district. This seems like a large expense...

<b>563.</b>	PERS Retirees	Perhaps staff who are retired and collecting PERS yet still working for the district should be looked into. What would that reduction in expensive be. BSD mentions the cost of PERS for current employees regularly but yet never addresses those who are double dipping.
<b>564.</b>	Portables	Please eliminating the use of portable classrooms
<b>565.</b>	Pre-K Program	Expand the Pre-K program to more title 1 schools.
<b>566.</b>	Prudent with Expenditures	I think we need to continue being very prudent with our expenditures, it is the only variable we can control.
<b>567.</b>	Psychologists	School psychologists need to be included in the behavioral and emotional support staffing.
<b>568.</b>	Psychologists	Staffing for school psychologist was left off. Please consider the vast knowledge we can provide the schools. <a href="https://www.nasponline.org/about-school-psychology/who-are-school-psychologists#:~:text=School%20psychologists%20are%20uniquely%20qualified,socially%2C%20behaviorally%2C%20and%20emotionally">https://www.nasponline.org/about-school-psychology/who-are-school-psychologists#:~:text=School%20psychologists%20are%20uniquely%20qualified,socially%2C%20behaviorally%2C%20and%20emotionally</a>
<b>569.</b>	Psychologists, SEL/Mental Health	School psychologists should be included as staff who support behavioral and social emotional needs. School psychologists are highly trained (and often under utilized) to support behaviors and mental health needs of students.
<b>570.</b>	Psychologists, SEL/Mental Health	We need more school psychologists in the district. They are often underutilized for intervention work and mental health support. This is partially due to the fact the school psychologists are spread so thin.
<b>571.</b>	Psychologists, SEL/Mental Health	"Staffing for counselors, social workers, nurses, and behavior and social emotional supports" should also include school psychologists! We are skilled and trained in providing mental health to students/staff, academic interventions (so planning and implementing evidence based curriculum) but are significantly under utilized in our school district in these areas due to caseload sizes. I am advocating for a full time school psychologist (+more for larger schools) per school to increase our ability to support our schools in the upcoming years given the significant mental health toll the pandemic has and will continue to have on our society - both students and staff a like. Thank you.
<b>572.</b>	PYP	Bring IB back in elementary schools
<b>573.</b>	PYP, CTE	Title One Kindergarten should be the number one priority...the number of students who are in a classroom needs to match the pre-school program along with the same number of aides. The academic jump from the district

		preschool to kinder is HUGE and the kinder teachers at most title schools have MANY more students, no extra prep time like preschool and no or very little aide time. There needs to be a gradual change going up through the years. What is happening now is not working. High School level...ALL schools need access to shop type of classes. BHS has no classes like woodshop or anything hands on other than art classes.
<b>574.</b>	Raleigh Hills K-8	Keep Raleigh hills 6-8 middle school open. Sad excuse for overspending.
<b>575.</b>	Reacclimating Resources	With students having been apart for so long, I am concerned about the need that there will be to re-create a sense of community and connectedness for staff and students. I think resources should be allocated toward funding community-wide events (whether virtual or in-person, whichever is safest) that help students and staff reconnect and build community.
<b>576.</b>	Reacclimating Resources	Collaboration time provided for teaching teams to create integrated units given the new Social Studies standards and district focus on Dr. Muhamed's framework.
<b>577.</b>	Reacclimating Resources	Are option schools still really worth the extra money. We spend a lot on those schools and bussing those students to those special schools throughout the district.
<b>578.</b>	Recovery of Drop Out Students	Getting the kids that have dropped out back should be a big priority.
<b>579.</b>	Recovery of Lost Learning	How do we manage the lost learning that has occurred over this year, specifically for topics that are challenging to learn from home (STEM in particular).
<b>580.</b>	Recovery of Lost Learning	Learning gaps from distance learning
<b>581.</b>	Recovery of Lost Learning	Missed learning opportunities because of COVID
<b>582.</b>	Recovery of Lost Learning	Strong staff support for all students who will be behind due to CDL- having enough people to help get students skill levels back up as quickly as possible
<b>583.</b>	Reduce AVID/Teachers College	AVID and Teachers College programs are unnecessarily siphoning a ton of money from the budget. The needs these programs supposedly address can be taken care of in-house by existing staff.
<b>584.</b>	Reduce AVID/Teachers College	Teachers College and AVID are siphoning off way too much money from our budget. Cancel contracts with those organizations and keep that money in-house.



<b>585.</b>	Reduce Bus Routes, Add Days to Year	Reduce bus routes, students walking to school, if safe etc. Homework clubs, support in order to make up for the time spent out of school. Shorter summer break.
<b>586.</b>	Reduce Pay	Pay less per employee until school is in session
<b>587.</b>	Reduce TOSAs, Reduction in Administration	Reducing TOSA positions and redundant admin.
<b>588.</b>	Reduction in Administration	Reducing upper management, vice principles, staff that are not required necessarily during a budget shortage.
<b>589.</b>	Reduction in Administration	The district wastes large amounts of money on Administrators that are not needed.
<b>590.</b>	Reduction in Administration	There are far too many Administrators in the district office.
<b>591.</b>	Reduction in Administration	There are schools with too many administrators, specially in the secondary level.
<b>592.</b>	Reduction in Administration	There are way too many administrators and "desk jobs" in the Beaverton School District. We need more people that work directly with students.
<b>593.</b>	Reduction in Administration	Cut 5 administrators and you balanced the budget
<b>594.</b>	Reduction in Administration	GREATLY reduce admin staffing levels at central offices to save money and to spend it where it is actually going to help students. All those managers of managers meeting with one another to manufacture new processes and guidelines and so on, based on supposition but not on actual knowledge and ever having been in the classroom does not help our district. "Everyone knows" BSD is grossly top heavy, and it makes it hard for our community to support us. **They feel their funds do not support students, but support bureaucrats' salaries**.
<b>595.</b>	Reduction in Administration	Keep the teachers. Lay off some high level administration.
<b>596.</b>	Reduction in Administration	Review the amount of Administrators in small schools, there are too many in much cases,
<b>597.</b>	Reduction in Administration, Class Size	Less administration. More teachers.
<b>598.</b>	Reduction in Administration, Class Size	Less administration. More teachers.

<b>599.</b>	Reduction in Administration, Class Size, SEL/Mental Health	Eliminate the HR Equity Talent Acquisition & Community Liaison positions -- keep the money for reducing class size, intervention, Student Success teams, maintaining classroom teachers and programs in the SIA
<b>600.</b>	Reduction in Administration, Curriculum	Stop hiring admin and hire more teachers. Cut admin pay and invest in new teachers. Stop investing in wasteful curriculum programs. Hire your own teachers to do the work.
<b>601.</b>	Renegotiate BEA Contract	renegotiate Teachers Union contract to put kids first
<b>602.</b>	Replenishing Supplies for Students	Replenishing of consumable materials, especially necessary for students of need.
<b>603.</b>	Replenishing Supplies for Students	Resources to teach Science effectively throughout the district
<b>604.</b>	Resources to Schools	ALL available resources need to be directed to the school buildings. Reduce staff development that causes teachers to be out of the classroom and for hundreds of substitutes to be hired or provide long term data showing that these PD's have increased learning so that it is necessary to continue. Support the schools, students, and teachers, counselors, FIRST. Don't cut them first.
<b>605.</b>	Resources to Schools	Funding for teachers to order supplies for their classes for projects especially in science.
<b>606.</b>	Salary Freeze	Staff foregoing wage increases as most everyone else is doing.
<b>607.</b>	Salary Freeze	Please do not force teachers to transfer to a different school. Try decreasing the pay of district office employees before laying off teachers and transferring them. We always are the ones who take the hit no matter what the budget crisis is... We are tired of it.
<b>608.</b>	Salary Freeze	Salary Caps for management
<b>609.</b>	Salary Freeze, Equity	I think that making sure ALL students are treated equal is very important. I also feel that the Teachers and their co workers should be listened to. The District higher up employees should be required to take an adjustment of their pay to help the Budget balance.
<b>610.</b>	Salary Freeze, Reduction in Administration	Please plan to balance the budget. Cut administration costs from central office by freezing all salaries and reducing staff. Businesses can not exceed their budgets to succeed and the BSD shouldn't either. During COVID large and small businesses reduced their workforces and/or froze salaries. You can do the same.

<b>611.</b>	School Equipment Replacement	Many if not most schools gave out equipment to staff and students during remote learning. Some of this will end up damaged or missing as schools are reconstituted for in class sessions.
<b>612.</b>	School Non-Salary	One of the most important things for next year will be not lowering the budgets given to principals to allocate to departments and activities. I know the distribution is a building decision for departments programs, but when my principal gets what the school needs, it's so much easier for the administration to support the activities and departments that are going to help students recover their grades and get them engaged again in school life. Please make sure principals have the ability to support us as we are trying to rebuild programs and departments.
<b>613.</b>	Security	Security staffing
<b>614.</b>	SEL	Students' Mental Health, Behavioral Health, and overall well-being should be in the forefront of our minds when making \$ decisions.
<b>615.</b>	SEL	behavior support.
<b>616.</b>	SEL	mental health support for students and staff
<b>617.</b>	SEL	The biggest factor in a student's academic career is relationships with teachers. Therefore, it is vital that we staff every building with more teachers, social workers, counselors, behavior and emotional specialists, etc. The more adults we have to support EVERY student, the better.
<b>618.</b>	SEL	We need more bodies in buildings to support students regardless of poverty. This has been traumatic for students. They need personal connections.
<b>619.</b>	SEL	It would be convenient and good if there is training for teachers on the emotional aspects of students, on how to recognize / handle trauma in students, on how to help them with socialization skills or re-insertion into social life again, and in turn have professionals such as social workers in each building available to students and teachers. Thank you.
<b>620.</b>	SEL, Class Size	You should prioritize providing emotional support and regulation strategies to Students and smaller class sizes that really allow for community to be established.
<b>621.</b>	SEL, Counselors	Students' academic and mental health support should be at the top of the list. Counselors, school psychologist and social service should be available to all families in order for them to succeed as members of our community; and then, have students feel supported and be able to thrive academically.

<b>622.</b>	SEL, Intervention Teachers, Additional Support Staffing	WE NEED BEHAVIOR SUPPORT! ALSO MORE INTERVENTION!! Our kids are falling behind in math and reading because teachers cannot juggle the serious behavior issues along with providing enough intervention services on their own. ANY CLASSROOM SUPPORT would be highly beneficial!
<b>623.</b>	SEL, Summer School	Counselors and social workers are under valued. There are huge amounts of social/emotional/family issues which in turn impact the students academically. Summer school has been fully funded for years and students don't typically stay after school (i.e. BHS struggled to get students to stay).
<b>624.</b>	SEL, Summer School	High priority needs to be given to the significant mental health needs of all students and increasing those resources and supports. The needs were high before COVID. I believe they have only gotten greater since.
<b>625.</b>	SEL/Mental Health	addressing student depression huge priority
<b>626.</b>	SEL/Mental Health	Continue BH & Wellness teams.
<b>627.</b>	SEL/Mental Health	Mental health and behavioral support is SO needed!
<b>628.</b>	SEL/Mental Health	More considerations taken to utilize school psychologists more effectively in schools throughout BSD. Also more staff to work with school teams to consider the needs of culturally/diverse students.
<b>629.</b>	SEL/Mental Health	I think we may be dealing with an even higher level of children needing social and emotional support given the last year. I think it is going to be imperative that we have the supports in place to deal with this - support children, teacher and families.
<b>630.</b>	SEL/Mental Health	In high poverty schools more mental health support personal are desperately needed.
<b>631.</b>	SEL/Mental Health	Highlighting the importance of mental health support for students and staff. Every school should have staffing for counselors, social workers, nurses and behavioral and social emotional supports. Every school should have at least one social worker designated for each school.
<b>632.</b>	SEL/Mental Health	how to support the mental and behavioral health of students as they make another change returning to school; lots of help will be needed. There are going to be problems with technology withdrawal, social interaction, anxiety and having to handle the stress of actually getting up and going to a different location and following a strict schedule again. Many kids are going to need extra emotional support that teachers can't provide in a classroom with almost 40 students.

<b>633.</b>	SEL/Mental Health	I feel that we will need to address the SEL shortfalls that come with being on Zoom for a year, and we should prioritize that. We will all need to learn and get used to being around others again, and buying new curriculum, or putting more stress on teachers with academics will definitely get in the way of that. Each year I feel that the district pushes academics heavily and I think that for the coming year, if this is what the priority comes across as, it will get in the way of teachers, counselors, students, and even staff reconnecting with each other.
<b>634.</b>	SEL/Mental Health	Keep in mind the potential for great needs in the are of SEL and mental health once we fully return to school and have the staff and supports needed.
<b>635.</b>	SEL/Mental Health	Mental health needs and general education school based supports to avoid excluding students who have behaviors.
<b>636.</b>	SEL/Mental Health	mental health supports
<b>637.</b>	SEL/Mental Health	SEL for our students/staff
<b>638.</b>	SEL/Mental Health	SEL supports for students
<b>639.</b>	SEL/Mental Health	The emotional health of our students has been deeply impacted, and we bear some responsibility for continuing to provide mental health services for our students and families
<b>640.</b>	SEL/Mental Health, Counseling	Losing the grant for in-school free counseling has failed a lot of our students during this time of crisis, when they probably needed it most. Bringing this back and putting more funds back into this program would equitably help students who are unable to find counseling for youth due to the overwhelming need for these during the pandemic.
<b>641.</b>	SEL/Mental Health, Credit Recovery, Summer School	Access to and education for all Mental health support and resources, credit recovery options for students over summer.
<b>642.</b>	SEL/Mental Health, Intervention Teachers, ELL Supports	It is helpful to have full time positions for MLD, SSC and intervention specialists. Half-time positions do not allow for the relationship building for students, families and staff to work together in the best interests of the children.
<b>643.</b>	SEL/Mental Health, Psychologists	I would add school psychologists to the "staffing for counselors, social workers, nurses and behavioral and social emotional supports". School psychologists are highly trained mental health providers and have the competencies to work in general education as well as special education. They have knowledge in data-based decision making and can support students at all levels. The limited scope that Beaverton utilizes and staffs

		<p>their school psychologists (only for special education) is a tragic underutilization of the highly trained experts that you have in your district. Hire more so they can support students in the way they are trained to do so. If you'd like more information feel free to contact me. mason_rivers@beaverton.k12.or.us</p>
644.	SEL/Mental Health, Psychologists, Intervention Teachers	<p>I'm assuming you meant to specifically name school psychologists in the staffing for behavioral and social/emotional supports? Just don't forget that we need more of those too! I absolutely agree with maintaining lower class sizes in higher poverty schools but also must advocate for maintaining lower class sizes for ALL, along with lower case load numbers for ALL special ed staff members, particularly Learning Specialists. Actually, we should hire behavior specialists (especially with the behavior challenges that will face us after the pandemic and during the bastardized version of school in a ridiculously conceived/executed hybrid model) and take that piece off of the plates of the Learning Specialists who weren't actually trained for that. Let LS's focus on academic interventions as originally intended and leave the behavior support to the experts! Thanks for your consideration!</p>
645.	SEL/Mental Health, Psychologists, SPED Supports	<p>Please consider the exceptional social-emotional needs of our students with disabilities given the pandemic and current challenges in our society. School psychologists are uniquely qualified in that they are trained to complete full cognitive and psychological evaluations, to assess and work with students who have suicidal ideation, provide counseling, and provide behavioral support and interventions.</p>
646.	SEL/Mental Health, Trauma	<p>There need to be more support/resources/funding for students who are facing trauma, providing a 'safe space' in the class isn't enough.</p>
647.	SEL/Mental Health, Workloads	<p>Social emotional health will be very important for both students and teachers. Teacher burnout hasn't really been a topic of conversation, but this has been very trying and will only be more so when we return to buildings.</p>
648.	Shorten School Year	<p>Shorten the year. I'd rather take smaller class sizes and not lose colleagues than lose people and add stress. I have always felt that was a good option to reign in budgets and we have done it to some extent every time.</p>
649.	SIA, SEL, Arts in Schools	<p>It would be worth considering for our SIA funds, some type of role or program that does family outreach and support. A lot of parents have been asked to take on roles during the school day to support their students during a very stressful time for them. Many of our families have been experiencing economic strife as well. SEL work in school is important but I think the work will be much more effective if we can make a deeper home-school connection in the coming year. We have an opportunity to continue building on the unique connections we made during remote learning. I know that there are so many other considerations for where we put funds and the</p>

		budget is rather tight, but I would also advocate for more support and funding into arts education. To me this is also closely tied with SEL. Think about how so many of us used music, art, film and creative outlets to cope with the stresses of this year. They not only help with mental health, but lots of studies back up academic success with access and opportunity to arts education.
<b>650.</b>	Social Workers, Dual Language, Diversity in Hires	Need increased social work services. Prioritize Spanish Speaking, BIPOC hiring.
<b>651.</b>	SPED Supports	more support for students with disabilities. They are a class/group of students overlooked.
<b>652.</b>	SPED Supports	Every year the SPED department funds are reduced and so is staffing. These students deserve support and are just as important as any general education student. In our school, these parents of SPED students are sometimes lower than their child. We need to give them every opportunity to succeed in school and after high school. And when services and support are cut, this is detrimental to their success. It seems that because these students can not attend college their worth is less important to the district. A LOT of these students can be successful in our community. if given the chance to learn. Please STOP cutting the SPED Budget. CDL has been a failure with these students. They do not have the support they need at home and definitely have struggled with online learning.
<b>653.</b>	SPED Supports	Inclusion supports for resource students, PBIS models in all schools when we return, students will need clear behavioral expectations after their long absences from being around other children.
<b>654.</b>	SPED Supports	More staffing in specialized programs of which students are violent and aggressive towards staff.
<b>655.</b>	SPED Supports	SPED students need additional resources and care.
<b>656.</b>	SPED Supports	Students need to be able to catch up from Covid. SPED students need support!
<b>657.</b>	SPED Supports	Training and support for grade 6-12 teachers regarding how to meet the needs of students with IEP or 504 Plans.
<b>658.</b>	SPED Supports	I think the district needs to look closely at numbers in special education and support lower caseloads.



<b>659.</b>	SPED Supports	Special education students need more resources and support to realize their full potential. Much like spending money and focusing resources toward reducing class sizes in high poverty schools, special education students need the same focus and priority across grade levels.
<b>660.</b>	SPED Supports	Higher staffing ratio per SPED students
<b>661.</b>	SPED Supports	Increased investment in related services providers for students on IEPs (reducing caseload size).
<b>662.</b>	SPED Supports	Maintain staff numbers and increase adult TA's for at risk students and IEP students
<b>663.</b>	SPED Supports	Special Education caseloads kept at a reasonable size
<b>664.</b>	SPED Supports	Students on IEP's
<b>665.</b>	SPED Supports	Students with dyslexia need to be identified and given the help they need in schools.
<b>666.</b>	SPED Supports	Special education intervention
<b>667.</b>	SPED Supports	Specialized program size minimized. Specialized program paras properly staffed. Specialized program funds remain and or increase to address academic need.
<b>668.</b>	SPED Supports	Special Education supports impact general education teachers ability to service the general population better. There needs to be more supports for special education and tier 2 supports to help the overall educational experience for all students.
<b>669.</b>	SPED Supports	The impact of CDL has been huge students at all levels will need additional support. I am particularly worried about student's with special needs, at the high school level, that did not get the support that they were due during CDL. Teachers are doing their very best but it is not enough and this student population needs more support as we come back to schools. No matter the schools poverty ratio SPED MUST HAVE MORE SUPPORT!
<b>670.</b>	SPED Supports, ELL Support	SPED/ELD funding!!!!
<b>671.</b>	SPED, Teacher Workload	Provide more funding to the special education department. Resource room teacher's caseloads are too high and the message being delivered is that with budget cuts, additional staffing may not be possible. Resource room staff have long been overlooked and often have more students that they serve than classroom teachers. We serve students with the greatest needs, but the staffing allocation is often just 1 teacher per elementary school.

		Often we have larger group sizes than the intervention teachers. The role of special education is to provide individualized small group instruction. In future surveys, please be sure and include special education programs.
<b>672.</b>	SPED, Teacher Workload	SPED staff - Caseloads are too large. Working too many hours. Need to hire more SLPS.
<b>673.</b>	Standardized Testing, Curriculum	We have no need for expensive and useless SBAC?OSAS test. All standardized testing show is a school % of families income level. If we truly want equity we will find another way. If this is meant to make sure teachers are doing their job then may I suggest addressing teacher training before they become teachers. Make it more like medicine. However, not sure anyone will go into teaching without proper compensation and is such a negative and disrespectful environment. So many people think the schools have so much money and that because of accounting errors and admin costs schools should cut money. This is dangerous. Thank you.
<b>674.</b>	STEM	STEM classes
<b>675.</b>	STEM, Academic Standards	STEM classes, higher academic standards.
<b>676.</b>	Student Treatment	All students should be treated equally. As I am a bus driver, I see many teachers being rude to students and yelling orders. I know days are hard but a quiet voice and taking time to think before yelling would be received better.
<b>677.</b>	Student/Classroom Supplies	Consideration to bring all classroom supplies and curriculum materials up to equitable amounts. Many supplies were depleted during CDL, or new classrooms were not given start up supplies and materials. In addition, there many need to be funding for materials that meet a much wider need as some students did not participate fully in CDL. If there is still social distancing in place, we may need more individual supplies and ways to store them for the individuals. (Personal head sets, personal school-supplies and holders, individual manipulative sets, books that can be out of a rotation.)
<b>678.</b>	Student/Classroom Supplies	Technology supports for students and staff (Chromebooks, apps, etc)

<b>679.</b>	Student/Classroom Supplies, COVID Health & Safety	Please fund: (1) Technology infrastructure, applications, and training to support the four priorities listed above; and (2) Improved mitigation of all transmittable diseases by increasing cleaning & disinfection of school surfaces AND upgrading and replacing HVAC systems to provide higher percentages of fresh air and improved filtration. Finally, please resist public pressure to reopen schools in anything other than a safe and responsible manner that not only protects students, teachers, and staff at school and on buses, but also protects the vulnerable family members to whom asymptomatic students could infect when they return home.
<b>680.</b>	Students First	Put students first instead of staff. Clearly that is not the case this year.
<b>681.</b>	Sub Costs	The cost of subs if we go back in the building and need to take sick time due to exposure to Covid (for those not immunized) or a different strand that may evolve.
<b>682.</b>	Summer School	Not clear on what the summer or before/after school programs listed above consist of but I would ask that a summer program be available to all students who have missed out on in person instruction, I believe this should be very high priority to add to the budget.
<b>683.</b>	Summer School	Offer on-line courses for high school students during the summer So they can catch up or even out their school year work load
<b>684.</b>	Summer School	Summer school as makeup from year + remote.
<b>685.</b>	Summer School	Consider a robust outdoor summer school program to help students recover from their time at home.
<b>686.</b>	Summer School	WE would like to put in that if Summer School is a possibility and there are students in need that the district could support that option.
<b>687.</b>	Summer School, In-Person School	Considering online learning hasn't been effective...for a year...why not expand summer school and return to in person learning
<b>688.</b>	Summer School, Intervention Teachers	The summer and before/after school programs should target intervention and historically underserved populations.

<b>689.</b>	Switch from Zoom to Google	Stop spending money on zoom. Not only is it insecure, but the company is complicit in acts of censorship at the behest of foreign governments and has demonstrated a willingness to sell information about its users to companies like Microsoft and Facebook. It's stunning that Beaverton School District is willing to endorse such behavior. Using zoom is also a reckless misuse of public money, especially since the district is already licensed for Google Meet, which is covered in the existing Google Workplace licenses being used by every student in the district.
<b>690.</b>	TAG	Gifted and Talented program
<b>691.</b>	Tax Break	Tax break for families since school buildings and buses are not used
<b>692.</b>	Teacher Compensation	appropriate teacher compensation
<b>693.</b>	Teacher Compensation	Teacher compensation.
<b>694.</b>	Teacher Compensation	Teacher salaries
<b>695.</b>	Teacher Compensation	Yes- certified staff deserve raises. It's been far too long.
<b>696.</b>	Teacher Compensation	Teachers salaries should be reflective of actual cost of living increases. Teachers, especially new teachers struggle financially and challenges to the retirement system continue to devalue new teachers.
<b>697.</b>	Teacher Compensation, SPED Supports	EGC payroll raises..in order to make the means and cost of living. Staffing to Sped students or behavioral
<b>698.</b>	Teacher Laptops	Teacher laptops are in need of replacement.
<b>699.</b>	Teacher Laptops	Teachers need new teaching laptops, especially if they will be expected to continue some type of hybrid teaching model. Their computer is their life line. We must allow them to have a better machine to get the job done.
<b>700.</b>	Teacher Laptops	Upgrades on Teacher technology.
<b>701.</b>	Teacher Laptops	Teachers need new laptops.
<b>702.</b>	Teacher Laptops	Tech for teachers, aging iPads and laptops
<b>703.</b>	Teacher Tech Support	This has been a very hard year on staff and students. More so because of a lack of teacher tech assistance. Our teachers are amazing but they need help to do the amazing things that we are asking of them and they are not receiving it currently.

<b>704.</b>	Teacher Workload	Workload balance for teachers versus support staff. This year has been carried on the shoulders of all teachers and District TOSAs. Please consider the amazing work teachers have done in the face of all the unknowns the last year has thrown at us. Please honor and support teachers by remembering that District-level jobs exist ONLY because of students and teachers.
<b>705.</b>	Teacher Workload, Benefit Majority	Everything we do, as a district, needs to benefit the majority, if not all, of our student population. Additionally, there must be measures that ensure teachers are not overworked, overburdened and hence burnt out and unable to do the best job they want, and must, do.
<b>706.</b>	TeacherSource, SchoolMessenger	We need a teachersource software replacement as well as a better communications platform other than SchoolMessenger.
<b>707.</b>	Test Students for Disabilities	Stop waiting and test children for disabilities like dyslexia and dysgraphia so we can begin meeting their needs.
<b>708.</b>	Transparency	Just hoping for honesty and transparency regarding the budget. The video seemed a little misleading/deceptive, which is disappointing given that we are talking about such an important piece of our Beaverton community.
<b>709.</b>	Transparency	Why do we have more in reserves than the board requires? It seems that every year in BSD "the sky is falling" and we have some kind of budget crisis, but then in fall, everything is fine. I'd love more transparency about how these decisions are made. It is also important that all departments at district office are communicating effectively with each other.
<b>710.</b>	Transportation	please look at transportation
<b>711.</b>	Trauma Informed Training	Trauma informed training!
<b>712.</b>	Use Reserves, Reduce TOSAs	How about using some of your Surplus that you conveniently did not mention to make sure we don't have to cut anything and stop blaming "teachers moving up the pay scale" as a problem. Or maybe take a pay cut from the top admin to help fund things. How about less TOSAs. Move them back into school positions and teaching positions.
<b>713.</b>	Why only certain ethnicities are listed?	I am struggling with the fact that "Asian/Asian-American" is not listed as an identity. What that tells me, is that it is ignoring the Oppression against Asian/Asian-Americans, and saying they are apart of the greater majority. Especially after COVID, and all the extreme racism we have faced, I would like further explanation as to why this group is not listed as a group who is facing oppression and racism.

<b>714.</b>	Why only certain ethnicities are listed?	I noticed Asian and Multiracial was not included in the demographics question.
<b>715.</b>	Why only certain ethnicities are listed? Year Round School	Moving closer to year-round schooling model to recoup lost time. Also, my son is Asian and that was not listed as a group above.
<b>716.</b>	Year-Round School	Please consider year round school!

~ End ~