

(Submitted via Google Form March 2023)

<b>As we consider the budget for the 2023-24 school year, are there alternate priorities or needs that surpass these investments or adjustments that should be considered?</b>	
1.	It's difficult to rank these as they are all very important.
2.	Arts education greatly promotes SEL. It is an integral part of each and every class, and can be used in addition to our current SEL supports.
3.	Club supports need to be taken into consideration. Much of the time, club involvement is what keeps students coming to school.
4.	Provide a teacher for Homework Club or Academic Support at least once a week on every school.
5.	Student Success Coaches are a MUST!
6.	The need for support staff ie) social workers, behavioral and social specialists can not be emphasized enough. This should be the highest priority to enable teachers to actually focus on academics.
7.	No reduced staffing in any Title 1 school. More underrepresented and underserved students attend these schools and have far greater needs than other schools. SSC and ASC along with SW, Psych, nurse and counselors make huge impacts on students on a daily basis. Creating healthier students today will create healthier adults in the future. View any cuts with an equity lens and keep funding intact for Title 1 schools. Also consider that many parents at Title 1 school are hourly wage earners and cannot volunteer to help at school. Higher socioeconomic schools can probably weather cuts easier than low socioeconomic schools by increasing parent involvement and fundraising activities. Trim classes offered at non title schools to match those offered at title schools to decrease budget shortfall which is both a financial and equity issue. Eliminate T&L positions - we do not need so many administrators for every level of school. No need to have as many T & L admins for every subject for every grade. Eliminate most of these positions with the idea of restoring when there is more money. Put these T & L teachers back in the classroom. No admins to look at new books or bringing in new programs for a year or two. Strategic cuts for the short term so as not to impact classrooms. No across the board cuts- all cuts should be viewed in a strategic manner based on individual school needs.
8.	The behavior health and wellness leads have played a HUGE role in the success of our teams and their funding should be considered for the following school year. This program benefits the students and staff in the district in such positive ways. These roles should be strongly considered for funding!!

9.	Please keep the Student Success coach at the elementary level FULL-TIME for at least another year. Our students are still so affected by covid (especially 2nd grade) and the support our success coach provides is desperately needed.
10.	PLEASE maintain Behavioral Health & Wellness Teams at the current capacity - Counselors, Social Workers, and School Support Specialists. Drastically cutting Social Workers as proposed in the budget will drastically reduce our capacity to support students with mental health and/or economic challenges.
11.	Increasing supports for student mental health, supporting programs and electives that engage students holistically.
12.	I know that funding is decreasing, but many non-title one schools are also dealing with severe student mental health issues and academic gaps from the pandemic.
13.	Behavior Health & Wellness
14.	Our support staff is utilized, all day on a daily basis. Our Success Coach, Counselor and Social Worker provide and immense amount of support to our students that could not be covered by building staff.
15.	Our counselors desperately need more support for student mental health!
16.	Students who are a distraction in the classroom have supportive adults who can assist the classroom teacher so that more learning is not lost. It is not a surprise that Covid has had a huge impact on learning habits and the behaviors of students were challenging starting in 2017-2018 (noticeable decrease in mental flexibility to inability of the administrators to remove disruptive students from class so that learning could occur) but definitely the behaviors are huge and distracting. How can EACH student receive an equal opportunity? How can we put in place staff to brainstorm and support disruptive students?
17.	Retain 1.0 FTE in every building for the positions of Student Success Coaches and School Support Specialists. Continued equity training opportunities.
18.	Need to maintain levels of physical, emotional and social supports for our students! The need is great and as we get past the constant Covid conversations there are so many layers to the physical and social/emotional issues that our families are facing!
19.	The social and emotional wellness of our students and culturally/identity affirming equity work are the most important priorities for our district. We cannot become an admin heavy district--we must focus our financial investments on closing system and opportunity gaps and on serving our most vulnerable students as we know that the practices and policies that support them are good for ALL students. We need strong teams across the district, especially in MLD, BHW, and SPED.

20.	The social and emotional wellness of our students and culturally/identity affirming equity work are the most important priorities for our district. We cannot become an admin heavy district--we must focus our financial investments on closing system and opportunity gaps and on serving our most vulnerable students as we know that the practices and policies that support them are good for ALL students. We need strong teams across the district, especially in MLD, BHW, and SPED.
21.	We have been practically screaming at the top of our lungs to fix the outrageous student behaviors. None of these matter with the out-of-control behaviors of the post-pandemic students. Also, fix the HVAC system at Conestogo. This is ridiculous.
22.	I would like language arts, reading interventions, and social studies to be prioritized equally with math and science at the middle school level. I would also like to emphasize the importance of academic coaches and School Support Specialists at the middle school level.
23.	Keep the School Support Specialists and Academic School Supports rather than letting these roles go. These have been huge within our community and provide incredible amounts of support for our neediest students both academically and behaviorally.
24.	<ul style="list-style-type: none"> <li>- Every school should maintain the Behavior Support Specialist position that was added from the ESSER funds.</li> <li>- In consideration of equity, establish a district-wide PTO to more evenly distribute that money across the district. (Each school could keep 60% of the money earned by their PTO, for example, and the remaining 40% would be put into a BSD PTO Community Money Pool that could then be evenly distributed to all schools across the district, or at least to the schools with a certain percentage of free/reduced lunch, since these are the schools who have the most difficulty raising money and have the student populations with highest need.)</li> <li>- Re-draw the middle school boundaries using an equity lens.</li> </ul>
25.	We are in a mental health crisis and the American Academy of Pediatrics has declared a National Emergency in child and adolescent mental health. We must respond to this by allocating appropriate supports for schools to support students with increasing needs. We are not trained, nor do we have the staffing to support the everyday responses to these students who are blowing out of classes, harming other children, harming staff, themselves, and are not learning due to the levels of dysregulation. We need support and we need it now.
26.	Continued Covid related emotional and academic needs should be the highest priority.
27.	BHW teams need to be fully funded, especially at Title 1 schools and especially at the Elementary level. This would serve as an equitable investment for ALL students in BSD.
28.	I just want to reiterate how critical our student success coaches and academic coaches are to the success at elementary school. I truly believe that in order to close opportunity gaps, we need to start at the elementary level so that students have support all the way up to access AP and IB classes.

29.	I disagree with your 5 listed priorities. The socio-economics of a school does not equate to a priority of lower class size and additional staff. Working at a school where we have high SES, but struggle to meet all the emotional needs of our students in classes of 28 kindergarteners and 30+ 5th graders. THIS IS NOT OK. We have students of color that are not meeting their benchmarks and struggling also. Take a look at the needs of each school rather than make generalizations about emotional health. These kids a high maintenance and deserve support also.
30.	I strongly believe we need to be keeping class sizes lower across all schools. Yes, title schools have significant behavior challenges, however, after working at two non-title schools, the behaviors are undeniably paralleled. Non-title schools just don't have the same kind of support and resources, when they are impacted in similar ways.  We also significantly believe shifting our five day student contact week to a 4 day student contact week to save money.
31.	We need WAY WAY WAY more emotional and behavioral support in elementary schools! I have been a teacher for a long time and there is no question that behaviors are out of control in schools - we need more student success coaches and behavior support
32.	Please hold true to the BSD promise of taking SEL seriously by not firing so many social workers. Perhaps releasing social workers from crossing guard duties would help them provide more services to families and students.
33.	Success coaches and academic coaches are the glue that hold schools together. We need full time academic coaches (multiple at title 1 schools) to support the needs of striving readers that are still recovering from the effects of the pandemic. There needs to be enough academic coaches to meet the needs of both students and staff for coaching purposes. Student success coaches are also vital to the social emotional well being of students and the support that is given to teachers. Please fully fund these positions based on the need of schools.
34.	I feel prioritizing supports for students affected by mental health are important, especially at the HS level. Also, I think we have seen an increase in behaviors in our younger elementary kids. Staff needs behavior support for dysregulated kids. Also, retention of sped staff is important. So many unfilled positions are causing burnout and safety issues for our most vulnerable kids.
35.	Emotional wellness support is needed now more than ever. We need to find a way to keep our social workers!

36.	All of the above considerations are equally important. I answered the question from an elementary lens, but know that a high school or middle school teacher might answer differently. Instead of cutting or scaling back any of these needed resources/programs we need to be adding licensed therapists and psychologists in every school. We need to add research-based stress reduction technique trainings such as mindfulness and yoga to our PDs so that SSCs can proactively help tier 1 students learn how to manage stress and self-regulate rather than just reacting to students who are blowing out of their classrooms to due lack of self-control and self-help strategies. We need to prioritize decreasing screen time for students and increase talking time and interpersonal communication to help our students who are overstimulated by too much tech time. We need to increase parenting classes and awareness about what screen time and social media do to our student's brains: decrease in memory, increase in impatience, lack of sleep, overstimulation, lack of focus, etc.
37.	It is imperative that Title schools have a full time SSC and full time academic coach!!
38.	We need our student success coach and counselor as much as we need out reading specialist. They all do amazing work in different areas for our building as a whole.
39.	Please look closely at elementary School Success Coach positions before making a decision to completely phase out or cut hours of these positions. They provide tremendous social emotional support to students and teachers.
40.	I hope the district prioritizes keeping the current BH&W staffing to ensure our students receive mental health supports.
41.	Need for additional staffing for school psychologists, school counselors, social workers, student success coaches (all time high social emotional needs in our schools)
42.	SSC are a huge need in schools and all of the SEL work we have done these past years MUST continue in order to support students and their behavior. Having small class sizes is imperative to support our students and give them the attention they deserve and need.
43.	I can stress enough the need to invest in our social/emotional support available in school buildings for our students. Our students are struggling. They cannot learn unless we first address their physical/social/emotional needs.
44.	COVID FALL OUT. Mental health of families sending their children into a system which barely can serve the population with the structures in place. THE BHW team and social workers are under-appreciated and it worries me that this is being so SOOOONNNNN The crisis isn't over
45.	Staff/PD to help support extreme student behaviors.

46.	School psychologist should be included in behavior and social emotional supports; Every secondary school should have at least one fully funded FTE for a social worker. Suicide, depression, and anxiety have increased drastically. Social workers help run school wellness centers and support families with finding outside resources.
47.	Part of staffing for behavioral and emotional supports needs to be more para-educators pushing into classrooms. We used to have a good number of para-educators in classrooms that could give students struggling with attention issues or distractions the 1-on-1 attention they need to stay focused. I have many students who have good intentions and want to succeed, but they just need an adult in their proximity giving them that reminder to stay focused or a quick check-in on what they're supposed to be doing every 5-10 minutes. As a teacher, I can't do that while maintaining a smooth flow of the classroom with 30+ students.
48.	Staff should be hired in accordance with student needs. I am concerned about SW and nursing staff being cut when that's a huge need for under resourced children or children with medical needs.
49.	HVAC
50.	Air filters/purifiers in teacher classrooms. Many of us do not have windows and the HVAC does not have a filter.
51.	Capping secondary class sizes to a reasonable number like 30. Not really possible to be a good teacher in classes around 40 students.
52.	Smaller class sizes for all teachers
53.	<p>Class sizes for ALL K-2 classrooms throughout the district should be regulated and capped, or be given a support aide if numbers are too high. Having 26+ students in a classroom with a variety of learning levels and social/emotional needs makes it extremely difficult to successfully pull small groups and differentiate appropriately and consistently. Please consider this!</p> <p>I also think that while reading interventionists are extremely important, there is also a need for MATH interventionists for our youngest learners. We are doing our kids a disservice by not having additional support in this area.</p>
54.	Lower class sizes across the board would benefit all.
55.	Middle school class sizes should be smaller, regardless of poverty level. Even if our entire school does not hit the percentage to qualify as a low SES school, we still have many students impacted by poverty, trauma, and major learning gaps. We need smaller classes sizes to help all students reach their potential.

56.	lower class sizes k-12, for all schools, not just higher poverty schools
57.	Along with smaller class sizes and staffing for behavioral-social-emotional supports: Training and retention of special education paraeducators, increased staffing for special education to support gen ed/building staff and to reduce excessive workload on special education specialists.
58.	Lowering class sizes in the early elementary grades (K-2) is crucial. Many of the problems we are seeing later can be helped with a solid foundation of support, caring, and problem solving that is only possible with strong relationships. Relationships are formed with time and space to see and be seen and to help children navigate the difficulties and frustrations of peer relations and relations with learning. Give teachers the ability and the possibility to really change trajectories for students.
59.	<p>BSD needs to prioritize lower class sizes at the Elementary level:</p> <p>K = 18-20          1 = 20-22          2 = 22-24          3-5th = 25-38</p> <p>Let staff to student ratio truly reflect what the REAL class sizes are = classroom teachers.</p>
60.	First and foremost, above everything else, PLEASE maintain lower CLASSROOM sizes using an equity lens: Title schools should have lower class sizes than non-Title schools. Lower class sizes are THE most important area. Please look at how staff funds can be allocated to keep class size lower.
61.	We need to fix the SAM funding ratio. The current plan is actively hurting schools that are above the poverty limit. We should follow examples of other districts and revise the ratio from 1.5 to 1.2 extra FTE. This will allow the other high schools to remain functional. Right now our class sizes are regularly over 40 and for the first time ever we do not have enough staffed class rooms to meet the amount of students we have at SHS. We have students wandering the hallways because there is not a classroom to put them in. The added stress of high student classrooms has also caused some of our best teacher to leave the district.
62.	Maintain teaching staff and lower class sizes.
63.	Class sizes and caseloads in general
64.	<p>Lower classes sizes in ALL schools, with more teachers to accommodate this</p> <p>Need Licensed and certified tech and art teachers at elementary level</p>

65.	Lower class sizes for all. The equity based ratio seems to take from some kids and give it to others (ex, SHS having even bigger class sizes so that Aloha can have smaller ones.), instead of simply giving more to those that need it (ex, SHS having reasonable class sizes so all student can get the attention they need and deserve, and Aloha gets smaller class sizes so they can provide extra time and attention to their students) which sounds more appropriate don't you think.
66.	Making attendance a major priority- especially for students of color, students in poverty, and especially- students within special education.
67.	Nothing works if the class sizes are too big.
68.	Keep class sizes low at all secondary schools. Staff even the "higher" socio-economic schools well. Just because a student attends a school with higher SES they shouldn't be subjected to class sizes of 40+.
69.	<p>The baseline class size ratio at MS and HS is too high to be tenable. While it comes down in lower income schools, it does not move much in higher income schools, and kids who struggle in those schools are constantly in large classes where it is difficult to meet individual needs. This harms all learners. Assuming a teacher in MS or HS teaches/advises 6 of 8 periods, the student:teacher ratio must be multiplied by 4/3, giving an actual class size of 37.1 in MS and 38 in HS, though funding for AVID, CTE funding, and students who take Early Release/Late Arrival bring those numbers down some. However, most of that applies to HS class size.</p> <p>The MS class size is an increase of 9.9 students per class over 5th grade where specialists who cover prep time are funded separately. As a MS administrator, I feel our teachers and staff are blamed for the issues, when there are clearly systematic funding issues at play that put staff in an impossible situation.</p> <p>We continue to offer excellent extra-curricular opportunities at HS and vigorously fund programs to get kids to a diploma while failing to fund the programming or levels of service needed at elementary and middle that might prevent students struggling for a diploma in the first place.</p>
70.	No. Smaller class sizes and more counsellors etc are my priorities.
71.	Class size actually matters for everyone. All students would benefit from having smaller classes and the improved relationships and instruction that happens when teachers are not overloaded.
72.	Small class sizes should be a priority across all schools. There should also be a focus on how can we best support teachers and make they feel valued and appreciated.
73.	I appreciate the need for lower class sizes in higher-poverty schools, but let's not forget that we need smaller class sizes in general across the district. Just because a school's demographic is more affluent does not mean a class of 38 is manageable.



74.	No, these 5 items are definitely priorities.
75.	Smaller class size for All students.
76.	Maintain lower class sizes in ALL schools
77.	I think the class sizes are important not to get to populated, and the AP/IB dual courses to inform the students who aren't involved or knowing how those courses work. Some students will need a better understanding of the courses.
78.	lowering class sizes in all areas. When there are lower class sizes, teachers can connect better with their students thereby eliminating the need for some of these other interventions.
79.	Lower class sizes across the district, especially at the secondary level.
80.	Smaller class sizes are the biggest thing we can do to support students and give them a better education.
81.	Lower class sizes in ALL schools, change the middle school schedule and support any staffing increases necessary to do this--the middle school schedule is terrible for the academics and mental health of students and is burning teachers out.
82.	Class size reduction in ALL classes.
83.	We need to focus on lower class sizes and enough staff to support the needs of our students.
84.	Lower classes sizes for all classes.
85.	Smaller class sizes for all core classes. HVAC repairs and building maintenance.
86.	SMALLER caseloads for ALL teachers.
87.	Maintaining equal student loads for "core" teachers versus elective teachers. The new middle school schedule has increased class sizes dramatically for elective teachers and needs to be addressed

88.	Elementary grades 3-5 needs Lexia for next school year. Class sizes should be smaller across all schools. Less TOSAs at the district office level.
89.	Lower class sizes not just in higher poverty schools but ALL schools.
90.	Student class sizes and access to intervention, counselors, and student success coaches need to be a top priority. However, SPED also needs to be considered as the caseload is ridiculous and the ability to meet student needs is next to impossible.
91.	I believe that we need to focus on maintaining or creating low class sizes in ALL schools, at all grades. Schools that are Title 1 receive extra money and support, which they need and is great. However, there are lots of students that are struggling, experiencing trauma, and acting out in big ways at schools that don't qualify for Title 1. Lower class sizes benefits ALL students - the ones who are struggling and showing that through big behaviors and also their classmates who are experiencing trauma at school from these other students who are creating an unsafe learning environment. We also cannot eliminate any of the staffing for support positions (counselors, social workers, SCC etc) as their roles are crucial for not only safety of our students when those big behaviors happen, but also have the time and training to actually help those struggling students work through what is causing their behaviors.
92.	Yes, ALL class sizes should be reasonable and lower.
93.	Lower class sizes in Kindergarten through Second Grade (23 students or fewer) for all schools across the district.
94.	Lower class sizes in all schools, but continuing to prioritize higher poverty schools.
95.	low class size for all classes in all schools
96.	Put a cap on primary (K2) classes at 20. Continue to fund summer learning opportunities.
97.	Your first and only priority should be lower class sizes. If these were actually honored, teachers could support ALL students.
98.	Class size throughout elementary (or all) schools, not just high poverty schools
99.	I think that all classes not just those in poverty class schools need to be prioritized in class size.
100.	Class sizes at the elementary level need to be capped regardless of socioeconomic status. 27 in Kindergarten is too many.

101.	lower class sizes for K & 1 at ALL SCHOOLS. Students need to have more teacher time at these younger grades to set up their success for future years.
102.	Class size cap for kindergarten classes, boundary shifts, more intervention support at title schools
103.	Continuing to keep class sizes lower
104.	lower class size for EVERYONE!!!!
105.	class size for non title schools!
106.	Please just consider how high elementary classes affect a teacher's workload (conferences, report cards, IRLA, etc...) and the effect they have on the students themselves, as they get very little individual teacher time.
107.	It's painful to rank these. My daughter goes to a high school in PPS with a large number of "historically underserved" students and their AP options compared to Lincoln's are a joke. But class size is so important. So are counselors and support staff. So are intervention staff. So is technical education. How do you choose?!
108.	Some schools are bursting, and some are empty. Class sizes/ staffing are inequitable among the schools. Can we look at boundary changes?
109.	In an effort to lower class sizes, is it an option to put some of the TOSAS back into classrooms?
110.	Small Class Sizes
111.	I would encourage everyone to prioritize keeping the class size numbers as low as possible, and the number of positions related to curriculum or programs at a minimum.
112.	Smaller class sizes for K-2 students in all elementary schools.
113.	No. Class size is my main concern and focus, especially for Title I schools.

114.	<p>Smaller class sizes at the elementary level is a huge priority, but NOT just for higher poverty schools. My school is not a Title 1 school, but we have outrageous behavioral and social emotional issues. Having small class sizes and Student Success Coaches, counselors, social workers, and other support staff is the only way we are able to manage this very stressful situation.</p> <p>Perhaps considering the option of a 4-day school week would save the district money, and would be beneficial to students and staff. This model has been proven effective in many other school districts.</p>
115.	Lower class sizes and more counselors and social workers to work with impacted students post Covid.
116.	<p>As you are thinking about lower classes the should be maintained through ALL elementary schools not just higher poverty schools. My school is not a title I school and having a small class size is helping maintain the big behavior issues that many classes are having right now.</p> <p>Helping the budget issues, having the school week switch to a 4 day work week would help save on many expenses. This model has been proven effective in many districts to saving money.</p>
117.	<p>I think lower class sizes at the elementary level should be a priority for all schools.</p> <p>The stress of student behaviors and academic needs is at an all time high.</p> <p>We absolutely need more support and lower class sizes is a must. In addition, we need more access to having IA's to support students and classrooms.</p> <p>Also, a four day work week would save the district money and help both staff and students.</p>
118.	Fewer TOSAs in early learning to support lower class sizes. Lower class sizes across all schools, not just higher poverty schools.
119.	Small class sizes do make a difference and we will lose kids if classes get bigger and/or if we lose our academic and SEL support.
120.	Consider lowering class size for all schools, not just title one schools.
121.	Low class size for K-1 is a priority
122.	Class sizes for non - poverty schools should also considered.
123.	Yes, low class sizes for primary grades at ALL elementary schools.
124.	I would vote for lower class size in ALL elementary schools at grades k-2.

	Please please cap k-1 class sizes across the district. Our Pre-K is capped at 18 with 2 aides. I have 28 kindergarteners and no aide. Many of my students are dual+ language learners and have support needs. It is unsustainable to have large class sizes in early childhood.
125.	smaller class sizes for al K-2. We have 28 in K and 30 in 1st. This is silly.
126.	Please consider the benefits of lower class sizes in all schools and grades, particularly the lower elementary grades like K, 1st, and 2nd. These class sizes are exploding at school where allocation of teacher are shrinking. 30 kids in a K and 1st class is way too many for successful learning for students.
127.	Keeping class sizes for ALL schools are crucial to make sure ALL students get what they deserve.
128.	There are a lot of support staff positions, that are very helpful, but the more teachers in the classrooms, the lower the class sizes, the more manageable to work load.
129.	Smaller classes for ALL - not just high poverty schools. ALL STUDENTS need small classrooms. That is the number one priority that can help manage many other issues.
130.	Keeping class sizes lower is a HUGE priority, and maybe having these videos better reflect the current situation. I am tired of being used as a bargaining chip for admins political agendas. The district is not listening to its teachers and continues to show very little respect for its teachers.
131.	Smaller class sizes should be a priority at all grade levels across the district, not just among higher poverty schools. Teaching chemistry in a class of 40 is not safe, particularly when most lab classrooms are designed to accommodate 32 students at a maximum.
132.	Lower class sizes will help teachers make connections with students. Expanding CTE will give students more opportunity to a viable post high school career. CTE seems currently under represented in high school.
133.	We need small class sizes across all schools, not just higher poverty schools. We are seeing a dramatic increase in big behaviors across all schools. We need smaller classes & behavioral supports across the district.
134.	<ol style="list-style-type: none"> <li>1. K-2 Class size capped at 20</li> <li>2. Access to Pre-K programs</li> <li>3. Create a cosmetology CTE program based off of Salem Keizer's model.</li> </ol>

135.	All of the above priorities focus on a very specific minority student population. Why aren't priorities budgeted and ranked for the majority of the student body who can be benefited by smaller class sizes, higher teacher pay, educational materials and programs that are non-existent like geography? Those are the type of items that I believe should be considered. You only list items based on equity and not on QUALITY OF EDUCATION.
136.	Student furniture.
137.	Increased classroom budgets for consumables and other materials for science classes.
138.	CTE educators need support from CTE TOSAs to successfully move forward project initiatives, innovation, and enrichment of our IRC & CTSO engagement. Currently our support team of 3 has been essential for us to continue our focus on classrooms. We are tasked with tracking student success metrics, managing pathways/perkins, and building budgets and using our prep periods for product acquisition and lab set up. CTE teachers are essential for the success of our marginalized students and we need support to manage and grow our programs. Adding or "Expanding" CTE programs should be in addition to the expansion and support of our existing programs.
139.	It's time for a new k-5 math program
140.	Delay the expansion of the dual language direction to focus more on curriculum.
141.	Stop wasting time with the belief TWI should be in each school district wide. This is not even a pipe dream. Not every family believes this is valuable. Also, if Spanish is the only language going to be offered in the schools, that is racist. Practical but inappropriate.
142.	Early childhood programs (PteLK) need to be expanded to every Title school. K-1 need small class sizes, and intervention support for literacy and SEL.
143.	Multilingual support for students
144.	Supporting our MLs.
145.	Not sure I'm addressing this question but at a recent presentation from MLD admin, we were told there was an increase of around 1,000 ELD students without any additional ELD teachers hired. This does not seem right and weakens the support for students who really need it.

146.	Yes, You have been basing funding on schools with title 1 status and leaving other students in other schools without the supports they need. So, this end up being unequitable for our students. Fund the middle schools with the proper support that these kids are needing. The middle schools have been neglected and staff cut to the bare bones and we are unable to support our students. Please add some additional funding to middle schools.
147.	Budget and staffing must be equalized across all schools on a per student basis, regardless of any poverty level, "equity"-based ratio, or historical underrepresentation. To not do so is intrinsically biased and inequitable.
148.	Title one schools are not being resourced equitable throughout the school district! Closing that gap should be a priority!
149.	Elimination of discrimination by ensuring race-blind and ethnicity-blind treatment of students
150.	We hear so many people ask for hybrid online learning options
151.	Increase number of classroom days. It appears that we are at the bottom of days of class relative to the United States. If my data is wrong, I would love to see where BSD ranks in total class days / hours invested.
152.	Academic Intervention Staff have a tremendous impact on our grad rates. They would be a great loss for all.
153.	Increasing trained staff for reading intervention - if student can't read, well you know what happens.
154.	We need interventions.
155.	More staff for academic interventions
156.	MATH INTERVENTION DESPERATELY NEEDED
157.	Our district needs a program to increase the student success of LGBTQ+ students, especially LGBTQ+ students of color.
158.	I would like to see the LITT position returned to full time at all secondary schools
159.	The teacher-librarian position was eliminated 10 years ago. Reading scores, research knowledge, and critical thinking have suffered greatly. When will something be done to fix this?

160.	Keep LITT position. The LMA's should be paid more! Better yet, bring back Teacher Librarians. Lower critical thinking, research skills and reading scores are reflective of the loss of teacher librarians.
161.	Change the middle school schedule.
162.	Fix the middle school schedule. Make deep cuts to the top-heavy administration at the district office level.
163.	middle school schedule/teaming needs to change
164.	If budget is a major driving force or one of the reasons for the middle school schedule; this should be something we consider as priority.
165.	The current middle school schedule is not what's best for our students.
166.	The current middle school system is not working. There are not nearly enough social and emotional supports for the amount of students in need. If middle school class are going to stay at the current size, then more supports need to be in place to address the number of students in crises so that teachers can actually teach. The change from block scheduling to shorter classes with many transitions per day should be evaluated. Many middle school students just are not ready to deal all of the transitions and chaos that the current schedule involves.
167.	INVEST IN MIDDLE SCHOOLS. ALL OF THEM. EQUALLY. CMSE IS AN ILLUSION THAT ONLY FURTHER HAMPERS THE EFFECTIVENESS OF THE MAJORITY OF BSD MIDDLE SCHOOLS, BY FORCING THEM TO CONFORM TO THE NEEDS OF OTHERS SCHOOLS WITH ADDITIONAL STAFFING, ETC., AND NOT THE ACTUAL NEEDS OF THE EQUALLY DIVERSE STUDENT THEY ACTUALLY SERVE. AS THE MIDDLE SOCIOECONOMICALLY OF THE MIDDLE SCHOOL EXPERIENCE, WE HAVE FOR DECADES RECEIVED THE LEFTOVERS OF STAFFING, RESOURCES, AND TECHNOLOGY, IF NOT AN OUTRIGHT REDUCTION, WHILE RESOURCES CONTINUE TO GO ELSEWHERE AND OUR NEEDS ARE GIVEN THE USUAL LIP SERVICE.
168.	Funding and resupply chains are not adequate for middle school science programs.
169.	Funding for Encore classes (music specifically) in Middle School



170.	<p>We have middle school students who can't read! There is no intervention for these kids. Some come to us from outside the district (most, if not all, I hope!), but others find their way to this situation different ways. There shouldn't be many of them, but it is unconscionable to let them go without intervention. Resource teachers do not have the time or resources to teach students to read, so identifying the students as SPED and dumping them in Learning Strategies is ridiculous. We need screening and directed, intentional intervention for this group of students. I currently have a 7th grade student who has highly interrupted education, trauma, is new to BSD, and he can't read. The SPED department is doing their thing, but that is not enough to serve this kid. He is sitting in classes 6 hours a day without being able to read.</p> <p>While I am on the subject, pushing math intervention, reading intervention, and TAG onto the classroom teacher is not a very good system. The decision has been hidden behind the idea of equity, but that is a cop-out. Kids are not being served, through no fault of the classroom teachers. With class sizes as 33-35, they do not have the time to provide these interventions. A reading intervention teacher will deliver about 40 minutes of intervention daily. Even with much smaller class sizes, classroom teachers still can't do that with everything else that we are required to do. Same with math intervention. Now, I am a science teacher, so this doesn't affect me directly, except that I care about kids and it hurts every time BSD takes away yet another thing that helps kids. LIKE TEAMS AT MIDDLE SCHOOL!</p>
171.	Supports are needed in middle school to help with unregulated students.
172.	Middle schools need more personnel and supports. Kids are in crisis and making it difficult for other students to learn.
173.	Removing the common middle school experience and schedule, thus providing middle schoolers and their teachers with an equitable schedule that will greatly prioritize the wellness and support of those learning communities.
174.	Fund more performing arts activities for mental, social, and emotional growth.
175.	Getting more kids, more opportunities in Music.
176.	It is important to maintain alternative schools for students whose needs are better met virtually.
177.	The District needs to continue moving toward 'real school' as we recover from the pandemic. We have lost a lot of instructional ground and growth, and we need to set a tone that shows students they should take their education seriously and be prepared to work at learning and achieving success.
178.	I feel elementary and middle school PE are essential for fitness, well being, self esteem and focus.
179.	Adequate funding for Performing Arts to accomplish the expected work of the departments in a way that doesn't completely burn out the teachers covering these areas.

180.	More Opportunities for Classes or small groups go to real world work places. ie. NIKE, INTEL
181.	We should consider using the reserve funds because that is what they are there for.
182.	SRO's or concealed carry staff to keep our students and staff safe at all times.
183.	student and staff safety needs to be number one, before any of the above
184.	Salary increases for teachers
185.	Pay your non-contracted staff who lost their paycheck to the Pandemic shutdowns. One month pay was insulting.
186.	Teacher raises would be nice.
187.	Compensation and support for teachers who are qualified to teach a foreign language.
188.	We need to have a conversation about how Social Support Liaisons are classified
189.	I adamantly believe we need more social workers and mental health supports for children and their families, now fewer. I am a social worker divided between two buildings and already cannot serve my communities to my full potential due to being in each building half time. I am the main point of contact for connections to resources and communication with outside supports. Mental health and stability of our students needs to be a priority in order for students to be able to reach their full academic potential. The district needs to either adequately provide these supports or they need to contract out for these resources to come into all schools.
190.	We need our social workers
191.	We NEED to be adding, not cutting, social worker jobs! Prioritize mental health and support services at all levels (but especially MS/HS), keeping in mind recommended professional-to-student ratios (e.g. 1:250 for social workers, 1:500 for school psychs). We also NEED more paras at the HS level to help students in various subjects (Physics, Math, Lit), especially after the pandemic disrupted education.

192.	I believe it is important for students to have access to social workers, social and behavioral and emotional support to all students especially in title 1 schools, smaller class sizes help manage and support students with their overall educational experience. Social workers, BHW staff team also helps with a lot of barriers that students from title 1 schools may experience, it is critical that these positions maintain open an available to students so they may experience an equitable and quality educational experience.
193.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.
194.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.
195.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.
196.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level TOSA positions.
197.	Please consider continuing to have social workers in our Title 1 schools. Our families and students desperately need their continued support. Using funds that fund TOSAs might be a way to keep our social workers.
198.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. They ensure students have the basic resources they need to be successful, and support families in so many ways. One of the reasons I chose to work at BUSD was the level of support at the school site, and I have seen firsthand what a SIGNIFICANT difference it makes. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions or schools that are not Title 1.
199.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.

200.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level TOSA positions. Social workers in title 1 schools are integral in making title 1 schools run effectively, they benefit classroom teachers- who already have extra work on their plate in title schools, and they benefit the students in the community who often need more support to be successful in school.
201.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.
202.	District equity Lens requires us to look closely at where the budget cuts are made. If you think of students that walk through the doors of a Title 1 elementary school, you can see that many of them come from low-income families, marginalized populations, affected by a number of ACEs and a wide range of a childhood trauma. And Title 1 schools need to create a safe and caring environment full of skilled people and resources that overcome these existing barriers, and help kids learn while supporting their mental health and wellbeing. Social Workers play crucial role in this process. The cuts could be made at a district-level TOSA positions to support social worker positions at the Title 1 elementary schools. That's what the Equity Lens require us to do, otherwise we are putting our most unprotected students into disadvantage.
203.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.
204.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions.
205.	social workers and nurses that have been given these positions and schools that have finally had the support they need should NOT be taken away.
206.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level BH&W TOSA positions, as well as reducing or eliminating non-title social worker positions.
207.	It is critical that our district maintains 1 FTE for School Social Workers at Title 1 Elementary Schools. They are irreplaceable in helping our community to overcome a variety of barriers that limit student opportunities in their homes and at school. If a reduction of positions must occur to create funding for this, then please take it from district level TOSA positions.

208.	PLEASE do not cut social workers - we are vital to schools! I would suggest that with cuts have one at the high schools and one at the middle schools. The feeder elementary counselor can reach out to them (i.e. Oak Hills to Five Oaks) with specific needs. High school and middle school have the highest needs over elementary
209.	All Social Workers should be kept in place, as they provide a highly needed area of expertise and outreach abilities that connect students and families to resources that typical school personnel do not have access to.
210.	I just want to reiterate the high priority for the staffing of counselors and social workers. BSD cannot afford to lose the social workers it has so strategically invested in. They have become integral supports to the BH&W teams district-wide. With the post-pandemic mental health crisis in children, social worker and counselor supports are needed now more than ever. As an elementary counselor at Ridgewood, I cannot imagine being without our half-time social worker! If anything, her time should be increased to full-time. Please do not cut the budget for these invaluable positions!!
211.	Please consider allowing Social workers to practice in buildings in a LCSW capacity (i.e. therapy/counseling for students)- especially if SWers are to be reduced in number
212.	Increased programs and staff for students who are on the autism spectrum and/or have other special education needs and to move students through the evaluation process more quickly
213.	More sped teachers, more para-educators in classrooms.
214.	Hiring more para-educators and those working in SPED departments.
215.	Special education. Please offer more services in more schools.
216.	Special education staffing stabilization
217.	Special Education paraeducators and teachers
218.	Possibly more front line staff for Special Education (Teachers and Para-educators)
219.	please remember special education classroom staffing - the safety of students and adults is directly affected by the number of students and adults in a single specialized classroom. (There can be some quite dangerous and aggressive behaviors in these rooms)

220.	Special education staffing
221.	increase staffing/ programs for special ed and intervention classes( especially math)
222.	At least one para support for every Resource room
223.	Speech-Language Pathologists have extremely high caseloads. We work way too many hours (Hours and hours of paperwork/meetings). In general, SPED support is needed.
224.	I would add on the importance of making sure that each school has enough special education teachers to truly meet the needs of students with IEPs.
225.	I think more funding needs to be considered for the SpEd department. So often we have kids whose supports in their IEP are more than we have the staffing to provide. It's hard to be more preventative with Tier 1 and Tier 2 supports, when other staff (SSC, Counselors, Social Workers) are spending a disproportionate amount of time providing supports to students on IEPs. Funding additional SpEd staff (Classified or Certified) would support SpEd teams better, and allow other support staff to provide more of those Tier 1 and Tier 2 supports to the rest of the school.
226.	Increased licensed and classified staff positions to decrease class sizes and improve teacher efficacy in differentiating for students to improve academic, social, and emotional outcomes. Our staff and students have been greatly impacted by the effects of interrupted learning from the global pandemic, and we have been stripped of nearly all the supports we received during online instruction including designated time to build family partnerships, shared time to collaborate with teammates to evaluate and craft effective curriculum, and designated time to develop an anti-racist culture within our buildings. Smaller class sizes will benefit all stakeholders, including students whose families have a lower SES and students from historically marginalized populations. These students exist in all buildings and will be missed if priority is given to schools such as only Title 1 schools. It is not an understatement to say many of our students are in crisis. The time to make change is now. Thank you for considering this perspective.
227.	Please consider staffing above all else. When schools are understaffed, the folks that are left are spread thinner and thinner. Then they quit due to being burnt out and under supported, and the cycle continues.
228.	staffing all around!
229.	I feel like our school is far too dependent on the academic and behavioral coaches, so I worried what we're going to do without them next year.
230.	Finding ways to staff schools better. There aren't enough bodies in the building to take care of all the needs of the students.

231.	Re-evaluate classified staff numbers in schools to ensure a more equity based staff to student ratio. Dual language teachers often have a higher number of students but little to no para support in the 3rd-5th grades because we don't have enough staff. Provide more training to new certified staff to ensure that they are practicing high expectations and redirecting for student support.
232.	More STEAM teachers!
233.	Student supervisors to help with discipline.
234.	We need more staff and support across the district. Students need smaller class sizes and behaviors have increased. We need the staffing to help students get what they need. We also need to offer more non-learning strategies support classes for students who need support but don't qualify for services.
235.	Families not on SNAP or they are not DACA or Migrant also need support too. They are also struggling and no one cares about those students. They don't qualify for so many things just because they are not on SNAP and they are not DACA or Migrant
236.	student supports
237.	<p>Students in ALL areas (not just Title schools) are needing support and more from their schools. Give teachers a detailed survey with more options of what they KNOW our schools need. Why such limited input as above?</p> <p>Teachers do not feel safe to express what is wrong with our schools. We need detailed, anonymous surveys to give input into the district we teach. We know why enrollment is down, teachers are leaving, and families are frustrated. Class size is a huge factor with student academic and behavior trends that we have, especially in K-2. Let's cut Early Learning Coaches and other positions that take away classroom teaching positions that we need. Our kids need us!</p>
238.	do what is best for kids- not what other districts do, not what's easiest- DO WHAT'S BEST FOR KIDS- ALWAYS.
239.	More para professional support would allow administration to be in classrooms more and support teachers both with behavior and equitable practices. We are paying administrations a lot of money to do lunch duty and wash tables.
240.	Please provide additional support staff to Title I schools!

241.	<p>The district needs to prioritize its staffs' needs- which often align with students' needs in terms of lower class sizes, more supports. The resources that make our jobs easier also help students learn better and succeed. People are starting to shop around at other districts that aren't year after year threatening to shuffle around staff. BSD seems to be the only one with this problem.</p> <p>BSD has to prioritize spending more money on FTE at the schools and less on creating administrative positions at the district level.</p>
242.	Staffing for aids for high needs students.
243.	Most important is staffing support and low class sizes
244.	<p>Elementary schools (and all schools) need support staff in order to help meet the growing emotional, academic, and behavioral needs of students. Has the district considered a four-day learning week at all? That would reduce the need for buses and minimize some of the variable resource costs. it would also help address the VERY REAL issue of teacher burnout. If you prioritize class sizes but there are not teachers to staff those classrooms, it will not matter.</p>
245.	There needs to be more quality support staff to address the extra needs our students have due to developmental setbacks from the pandemic.
246.	Support staff for unidentified students who need one to one support.