

(Submitted via Google Form February 2023)

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?	
1.	Consider a 4 day school week. This would save money in operating costs and improve attendance.
2.	ABAR work for ALL staff
3.	One of the items listed on the survey was "increase acceleration for underrepresented students." When we have far more students of color who lag their white counterparts, we need to put more resources at the elementary level to ensure that gap is closed which will ultimately help with creating more opportunities at the high school level as we can put our resources toward acceleration vs intervention. Of course this will take time and until this gap is closed we will need both.
4.	Our kids face so many challenges that affect their social-emotional wellbeing, behavior, and ability to attend and focus at school. Our counselors and student success coaches are integral to supporting these students to help maintain a positive learning environment for all. These kids need additional skills (self-regulation, social skills, empathy, perspective taking, growth mindset) in order to participate in the classroom setting. Our teachers are overwhelmed with the needs of their classrooms and need support staff to help ease the burden. Please ensure that each building has a full-time counselor and full-time student success coach to support the increased needs of our students.
5.	Monies need to be spend on combating absenteeism (more busing, incentives, support personnel, etc.)
6.	Academic excellence
7.	Continued support for any academic support i.e.. improving pay for grad mentors because they are such a help for struggling high school students. Continue restorative practices and staffing for that opportunity. Continue social workers in schools. Provide evidence based reading teaching to support ALL learners (including for dyslexic students).
8.	Extracurricular activities are vital for the mental well-being of our students and require continued support.

9.	<p>What if we took old teachers and reduced them in numbers... making old teacher only for newcomers levels 1 and 2 and then take the rest and put them in classes and along the year have PD on how to teacher language development through the day maybe even using GLAD strategies. Co-teaching is not working so this might be even better.</p> <p>Reduce TOSA's... there are so many of them.</p> <p>Keep intervention and student success coaches for school with the greatest need.</p> <p>Take advantage of schools like Jacob Wismer where parents buy supplies such as photocopiers...etc and reduce those budgets while title schools are compensated by need because parents cannot afford to donate money.</p> <p>Ask businesses to help offset some costs. It isn't like they don't get huge take breaks...</p>
10.	<p>Very little research exists to support the notion that lower classes sizes support learning. Please adjust the Staffing Allocation Model to a MORE equitable ratio. Currently schools with lower levels of poverty are busting at the seams AND maintaining success while higher poverty schools have a disproportionately high staffing allocation AND little improvement to show for it. IF equity is going to be a continued topic of discussion in this district you MUST adjust the SAM to one that is equitable for all schools.</p>
11.	<p>Adequate administrative staffing in buildings to address behavioral concerns.</p>
12.	<p>Please cut the positions you added with ESSER funds first: school psychology, counseling, coaches, TOSAs. The department and school directors can outsource PD. Schools are filled with leaders that can rise up. Yes, students are in need of support and we can support them in classes with teachers. Return the focus back to the classroom for students.</p>
13.	<p>There is a lot of excess FTE that is wasteful at my building site. There are 4 9th grade team leads that get a .2 extra plan period. Not to mention the 9th grade Team Coordinator which is a .5 position. I watch these educators arrive late to work almost daily, leave campus to get coffee, etc. We also have credit recovery positions that are .2, .4 where some days, 1 or two kids show up. Surely these educators could help relieve our class sizes and actually work with students, not just look at data?</p>
14.	<p>More staff in buildings.</p>

15.	Staff that directly effects student success. Teachers, Para Educators, SEL Support, Nurses
16.	as a district pick either AP or IB - not both - pick the one that costs the least - many colleges are not overly invested in looking at AP or IB
17.	AP classes
18.	The Art department budgets HAVE NEVER BEEN INCREASED in the 15 years I have worked for the district. Supply costs have gone up exponentially as we know. It would be helpful if the district could adequately fund the courses with consumables like art, PE and science
19.	We need more emphasis on our Fine Arts departments across the district. If we focus and grow these departments, we take care of a lot of other needs, especially SEL, inclusion, hope, and a sense of belonging. Performing Arts also increases graduation rates, improved memory, focus, brain development, IQ, math & reading skills, spatial abilities and the list goes on. The district needs to be fully committed, not just tossing some nuggets like it has this whole century.
20.	Activities and Athletics should be a priority. They are always pushed to the end of the conversation line but in reality, many of our students only come to school to be a part of something extracurricular.
21.	Money for after school clubs in high poverty schools.
22.	More Funding for after school plays that aren't supported by the school, unlike band.
23.	Fund sports teams in Middle Schools. There is no equity in sports. Being an athlete gives middle school kids so much needed since of belonging and connection with their school community. It is not the same to pay to play for a THPRD or private program.
24.	Books. Why BSD went to only Chrome books and having kids on screens rather than physical books baffles me. Certainly, the benefit of the kids was not a concern because the reading and writing ability is lacking.
25.	focus on reading, writing, and arithmetic
26.	General class sizes for ALL students should be a priority to be kept at a reasonable level. This helps retain teachers and benefits all students. Please specific programs only benefit specific groups of students.

27.	In the past, I feel like BSD prioritized increasing school days. I feel that we should focus on quality while students are here.
28.	Prioritize sub groups and underserved groups and the mental health of students! Not the IB/AP students, they will be fine
29.	We are still in crisis recovery, let's get the basics right.
30.	We must keep our social workers and grad mentors/coaches. They have proven themselves to be critical for student success. To save money, look at staffing everywhere: TOSAs, Community School (insane staffing ratios), etc. Is FLEX fully utilized?
31.	I request that Student Success Coaches and School Support Staff be maintained at 1.0 FTE, and that the number of Social Workers employed in the district remain the same for the 2023/24 year.
32.	Providing enough staff for the needs of underserved students, such as ELD and SPED.
33.	Coaches and School Support Staff be maintained at 1.0 FTE.
34.	Coaches and School Support Staff stay at 1.0 FTE
35.	I just want to highlight how hard working in a school is right now. Every school is having an INCREDIBLE increase in challenging and violent behaviors, on top of students severely struggling emotionally and mentally. We need more staff in schools, not less. I hope budget cuts do NOT take away any staff from buildings as I can guarantee you will not retain staff this way. Please help us, we are all drowning.
36.	Invest in more staffing in special programs or expansion of special programs for students who need these alternative placement before returning/going into to an inclusive classroom setting first. If the later does not seem to be a best practice, then invest in counselors, student success coaches, counselors, Sped staff, nurses and IA's to help with achieving social and emotional goals first before asking them to concentrate on academic goals.

37.	Our program (CTP/ACE) can not function without our current team including SSS/Psych, Counselor and Social Worker. These three people are crucial to our student's success and safety inside our program and in the community. Without their contributions on a daily, full-time basis, our students would suffer. Additionally, they are supporting our staff's social and emotional needs by providing valuable PD, as well as fostering equity and inclusion learning/committees. They create safe spaces for staff to connect and to be more authentic in their experience at work. This support helps us be more effective as we support our students and works toward the goal of being an inclusive school community where all students and staff can thrive.
38.	Students and staff are repeatedly traumatized from experiencing racism, homophobia, and transphobia in our schools and workplaces. SPED students and ELD students continue to be afterthoughts in mainstream teachers' classrooms. Please provide ongoing mandatory, trauma-informed, and differentiated equity/bias professional development that is not led by white staff. Keep School Support Specialists & Student Success Coach TOSAs in our schools and give them time to lead PD at their sites so that our staff can be reflective about the ways they create unsafe and unwelcoming learning environments. Our staff are not cognizant about how their biases and lack of social emotional skills are harming the students they work with, and out educators have yet to learn what it takes to make a truly safe and inclusive learning environment.
39.	The mental health supports and needs of our students are not going to change over the next year. We need to ensure that ALL BH&W team member positions have a stable funding source. When we think about class size, adding 1 or 0.5 FTE back to the classroom be cutting funding to Student Success Coach positions will not create change. By having the allocation go to SSCs and other Behavior, Health, and Wellness positions, we ensure that all students have better access to the support they need. We also provide our classroom teachers with the mentoring and coaching that they need to be successful in the classroom and to stay in the profession.
40.	The need for alternative programs for some of our most impacted students is a huge NEED at the elementary level. There are several students that are placed in Gen Ed classes that severely disrupt the learning for all. If it weren't for our Behavior Health Wellness Team, learning for all would be compromised. However when the BHW team is pulled to help assist with these students, they are prevented from doing their intended jobs as well.
41.	More mental health supports (lower school counselor caseload size, keep social workers, etc) because our students are struggling to focus on academics when their mental health is in crisis. Lower class sizes so teachers can build meaningful connections with their students and provide more academic support.

42.	Ultimately we need to continue to address the impact from the pandemic on our students. Low class sizes are a must so teachers can give more support to our students. Intervention is important to reduce the gaps in skills for many students and support teachers in strategic instruction. In addition, many students also require strategies and supports from our behavior and SEL support teams to ensure success for all. It's difficult to prioritize one over the other because all three are reducing the gaps from the pandemic.
43.	TOSAs should work directly with students regularly to support their academic and/or social-emotional, and behavioral needs. Their work schedule should include collaboration time with certified and classified staff at each site to provide training and professional development.
44.	The Student Support Specialist and Academic Coach positions need to be maintained as long as possible.
45.	We have spent a lot of time, money, and effort on SEL, trauma informed education, and restorative justice (and more) - all focused on emotional and mental well-being to help students learn and feel good about their learning. We really need to spend much of the same to focus on student behavior and consequences for misbehavior. Not doing so will result in more teachers and staff transferring or leaving the education field entirely. We are doing a disservice to students and families if we continue sending a message that there are no consequences for defiance, disrespect, vandalism, verbal assault, etc. as this is definitely not true in the adult world of work and life. Our teachers and students need to feel safe at school, knowing that there are resources in place to deal with misbehavior that include serious consequences. I could give you examples of the 'no consequences' approach we have taken the last 7 years or so, but something needs to change.
46.	We can not implement MTSS without school counselors and social workers. They are the backbone of social emotional learning. You have mislabeled the job description of the high school coach as a student success specialist and they are a SCHOOL support specialist that is intended to coach teachers and not work directly with students and families. This position should NOT be prioritized over counselors or social workers who actually engage students and families.
47.	As a middle school teacher, the idea of cutting our social worker seems very short sighted and will cause a plethora of problems IN my class. Please rethink this plan and all its implications.
48.	Mentors for Special Education Teachers-Special Education is losing teachers quickly. We have hired numerous new teachers this year and have former IA's and student teachers teaching actual classes and programs. Yet, we still only have 2 mentors that are somehow supposed to support all of these new teachers. If BSD expects to recruit and retain teachers in this highly

49.	More funding for students who are experiencing emotional/behavioral dis-regulation in special education. More resources on how to support the specialized classrooms with more behaviorists that can help on a day to day basis with difficult situations and students. Staff are getting injured at an alarming rate with the current model and this needs to change!
50.	Maintain a 1.0 student success coach in every building, especially Title schools. Provide ongoing PD for restorative practices for staff at every level of the district.
51.	mental health related interventions - suicide prevention interventions
52.	All class sizes and workload.
53.	As a whole, our school staff and students are operating in a crisis mode. Until we address social/emotional needs that stem from a variety of sources, staff and students are unable to focus on learning. As a result, additional expenditures will not achieve our intended outcomes.
54.	As we continue to recover from the Covid 19 pandemic, we are seeing more and more mental health needs. Prioritizing roles such as school support specialists, substance use specialists, social workers, school psychs, SPED teachers, and counselors can help aid in not only the mental health needs of students, and also the social emotional learning so academics can be accessed.
55.	Behavioral supports are really priorities #1, #2, and #3. So many students have ongoing behavioral issues that are interfering with learning/teaching for everyone else who is ready to learn, at least at elementary school. Teachers should not have to spend so much time on students who are not ready to learn. Lower class sizes should be a priority in all schools, not just higher poverty schools.
56.	BHW Teams are essential to student success! Please keep/fund existing positions. We can not support our students and/or staff without these crucial support partners!
57.	Bring back Bridges to help ease behavior issues in secondary schools.
58.	Continue to support the BH&W work that has been started - this is worth the investment (ROI)!
59.	Covid disrupted life for students, teachers, and families; behavioral health and wellness staff are needed more than ever to address student and family needs in order to support school achievement and engagement.

60.	Funding more school psychologists to reduce their student ratio's to below 1:600.
61.	How many times do we have to scream that you must get post-pandemic student behaviors under control before any effective teaching can happen. We used to teach. Now all we do is manage outrageous student behaviors. This is beyond ridiculous. Do something!
62.	I think it is critical that we continue to make Student Success Coaches and School Support Specialists (aka "behavioral and social emotional supports") 1.0 FTE in every school building. I also believe we need to institute intensive equity and restorative justice training for central office administrators, restorative justice training and coaching for all staff.
63.	I would just like to reiterate the importance of our social workers in secondary schools. Our social worker at BASE has been absolutely instrumental in working with students and their families in order to keep them in school, but also just to help them lead healthier lives. Please prioritize their continued presence in our schools.
64.	Increase resource allocation to mental health supports at all levels. Students are still very much struggling post-pandemic and the needs are much greater than the current levels of support.
65.	Increasing social workers at schools to address basic needs and barriers to schooling as well as significantly high mental health needs.
66.	It is vital to maintain the staffing of school's BH&W teams to best support student's social emotional wellness and implementation of SEL curriculum and intervention supports. Students first need the ability to identify and regulate their emotions and build social skills to best work with others to truly access academic learning and the various modalities of learning that take place in the classroom each day.
67.	Maintain School Support Specialist aka ("Behavioral and Social Emotional Supports") at 1.0 FTE in Every school building in District 48
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80.	Maintain student success coaches, school support, and health services staff at 1.0 FTE. Please do not lose or get rid of these positions!
81.	Mental health staff is more needed then ever!
82.	Mental health support is needed in all buildings including counselors, social workers, and school support specialists. Our school support specialists have improved overall school climate through support of students and staff.
83.	More behavior IAs in schools - staff are DROWNING with behavior and Counselors, SSCS (which will soon go away anyway), Social Workers, and School Psychs CANNOT bear the load of how many kids need immediate staff intervention, constantly, throughout the day (not just in bits and pieces!)
84.	No. Counselors, Social Workers, Nurses and Behavioral and Social Emotional support staff are essential in maintaining positive student outcomes.
85.	Our Student Success Coach has been VITAL in helping our students this year. I believe that position has the most positive impact in an elementary setting.

86.	Please consider keeping the funding for positions for SEL TOSAs so that SEL needs of students can continue to be addressed. One year of SEL learning is not going to solve the issues that students will bring them through multiple years.
87.	Please keep the SEL support staff in place. We are already struggling and I cannot imagine what will happen if they are not here supporting staff and students everyday.
88.	Please maintain the emotional behavioral supports (School Support Specialists) at 1.0. They are desperately needed!!
89.	Programs that support the mental health of the staff members within the BSD school district; a lot has happened over the last couple years and many staff are burnt out/ need support.
90.	School need additional mental health support, especially after reviewing the data that just came out.
91.	School support specialists have made a measurable impact in our school's safety, wellness, SEL, equitable, inclusive, and restorative practices.
92.	Social and Emotional support in every school for students, families and teachers needs to be a priority. That needs to be in place in order for everyone to learn and grow.
93.	Social emotional supports include school psychologists.
94.	Staffing for counselors, social workers, nurses and behavioral and social emotional supports.
95.	Student and family supports such as social workers and student success coaches are needed. To make further positive impacts, consider reducing class sizes, especially at the elementary level.
96.	Student mental health
97.	Student Success Coaches and School Support Specialists (aka "behavioral and social emotional supports") retain 1.0 FTE in every school building
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99.	Student Success Coaches and School Support Specialists (aka "behavioral and social emotional supports") retain 1.0 FTE in every school building, equity and restorative justice training for central office administrators, restorative justice training and coaching for all staff
100.	Student Success Coaches and School Support Specialists (aka "behavioral and social emotional supports") retain 1.0 FTE in every school building, intensive equity and restorative justice training for central office administrators, restorative justice training and coaching for all staff
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110.	Students are not singular beings with only academics to focus on. If we cut human positions they are going to have limited ability to connect and get the support they need in all facets of their lives.
111.	Supporting behavioral issues in schools is critical at this time. The impact to both the students who are struggling and the students who are trying to learn is devastating and has long term effects both socially and academically.
112.	The Behavioral Wellness Coach at the elementary level is a very much needed and valued position. It should not go .5--they work more than full time. Our district spends so much money on consultants (preschool partners) when we have expert colleagues.
113.	The increased behavioral needs of students. There is not enough support within the school system to manage behaviors and support these students while being able to teach other children. Cannot focus on teaching (making gains) when time/energy is spent on children with high needs that are not getting the necessary supports. Also of significant concern are the staff that are being harmed/injured by dysregulated/aggressive students.
114.	The mental health/behavioral and social-emotional supports need to be at the top for all grade levels PreK--12+ Post Covid we are seeing so many needs for students and there is not a good plan to support ALL the needs.
115.	The School Support Specialist positions at the secondary level have proven to be invaluable these last two years. Our students and their mental health education and needs are immense. The SSS position has helped to ease the burden on administration and counselors in a myriad of ways, and the thought of losing these positions seems highly negligent. The amount of tasks the School Support Specialists engage in are numerous and far too valuable to dismiss. If not properly funded, supported and sustained, our students, as well as staff, will greatly suffer and we will lose ground on so many of the students who have been helped. If not funded, we will have teachers quitting the profession in droves because the assistance SSS positions provide teachers and administration will be placed back on the already over-worked educators in our district. PLEASE FUND SCHOOL SUPPORT SPECIALISTS.
116.	The student success coach at the elementary level, especially in Title I schools!
117.	The student success coaching position in elementary school is a highly regulated position that is used consistently within the elementary schools and benefits the students at such a high rate. They are a necessity to keep in the schools and give the students access too.

118.	The support roles at the building level are imperative to student success as we continue to see a rise in the behavioral health and wellness needs of so many students. Classroom teachers alone cannot be expected to focus on accelerated learning while managing these intense student needs without the collaborative support of BH&W staff members.
119.	These all look great. Let's help get our kiddos feeling important. Emotional and behavioral wellness needs to be strong so that learning can take place and kids feel successful and are successful. There is so much to celebrate. I think we are doing pretty good but can do so much better. I love our community and how we come together to make things happen.
120.	Title one schools are struggling both behaviorally and academically. Things should be re-looked at in the district to make sure all kids get access to the same things.
121.	We need more adult to support in schools! We need to serve our students better. Our students success coach should not be expected to be the only one in our building to serve our students of highest needs especially when we are a school with over 900 students. WHERE IS THE EQUITY!
122.	We need our Student Success Coaches in Title Schools, especially ones that do not have any assistant principal positions. This position to support the Social-emotional well being of students and supports teachers to in how to better support students in the classroom is more critical than having a full time social worker in every elementary building. The social worker position is great but feels more like a luxury than the Student Success coach. Maybe a social worker per every 2 schools which is still much better than we had for years when they served more like 6 schools at a time. Our SSC is everything to our building and we will be majorly impacted without that position. In the category where you lump all behavioral and emotional supports together, please prioritize and save the Student Success coaches!
123.	We need so much more mental health support!
124.	We really need our student success coaches and our behavior health and wellness team. As we move into a new reading curriculum we also really need our academic coaches.
125.	Program(s) need to be created for the small group of students that disrupt the learning of others on a regular basis.
126.	Can we use the special funds allocated for high schools to better support 8th graders at lower income schools & schools with lower test scores and higher behavioral challenges?

127.	Having a full time academic coach, student success coach, and counselor have been INSTRUMENTAL to student success and pandemic recovery this year.
128.	Please be aware that the increase in mental health needs, diagnosis of ADHD, Anxiety, etc has lead to a striking rise in need for response staff. The role of student success coach has been invaluable to our school and has allowed us to respond to students mental health/emotional needs. Without this position in a full time capacity, as a school with only a part time school social worker, as a school counselor I would not be able to attend to student needs and response calls, maintain an open availability to meet with students or staff in crisis, run critical social emotional groups (tier two, lunch groups etc.) and maintain consistent and equitable in class lessons.
129.	In thee past few years I have noticed an increased need for Health & Wellness/Social Workers, as more and more students & families are struggling with mental health & more, with less and less access to resources. Social workers help remove those barriers.
130.	Can you give the same opportunity for staff/community input on budgets of departments? For example, the sped department or Teaching and Learning? Or per school?
131.	ISB really, really, really needs a new building; The way learning to read is taught needs to be updated for early elementary students.
132.	less administration, licensed librarians and tech, student success coaches and academic success coach, small classes for EVERYONE, actually fund and provide service for TAG students- Thank you!
133.	Too much money is spent on administrative positions at the district level. How librarians are treated and paid is absolutely abhorrent
134.	More site based funding (schools-staffing, facilities and less district office funding (executives, TOSAs).
135.	stop the 1.5 SAM model
136.	All middle schools need to have lower class sizes regardless of their socio-economic status. Middle schools are hurting and we need more staff and smaller class sizes. We also need more support staff for students who are struggling emotionally and behaviorally.

137.	Childrens' trauma is disruptive to learning in most schools, if not all. We need Lower Class sizes to be a priority for ALL schools, especially in the primary years of kindergarten and first. These are the classrooms where the students enter our district, and may have never been seen by a therapist or professional for their trauma and/or learning disability. Teacher are triaging instead of teaching. Smaller class sizes will at least give us the time and space to effectively implement proper practices and form quality relationships with ALL of our students. We're are happy to teach them all - but we are not Super Heroes. Please do society a favor and value children's' learning experiences.
138.	Higher poverty schools NEED to keep lower class sizes and we need to keep our academic and behavioral support staff members. Mt. View would severely struggle to function without those adults in the building. Our needs are very high and we need more support, taking away those positions will hurt the students and staff.
139.	I think keeping staff to help benefit student success in Oregon is crucial. Allowing smaller class sizes can provide equal opportunities and support that teachers can provide for classes. If classes are too big, teachers are not able to provide the sufficient support and intervention.
140.	Keep class sizes low and emotional supports high. Class disruptions (and teacher stress due to behavior issues in kids) are the biggest barriers to school success. It kills morale and makes kids and their parents anxious when they see and hear of out of control kids. Nothing else is more important. Small class size and support for kids with emotional issues!
141.	Lower class size and more mental health support for students w/behavioral struggles!!!!!!
142.	Lower class size and SEL support staff/resources are most important for meeting the needs of students.
143.	Lower class sizes all throughout district, more support staff to address lagging academics and disruptive behavior/ SEL
144.	Lowering class size for ALL schools should be a priority. With the high need for emotional and behavioral support in the classroom, we don't only need counselors, social workers, and student success coaches... we NEED teachers to have reasonable class sizes so they can even begin to meet the needs of their students in all areas.
145.	Please remember that ALL elementary schools are still dealing with academic and behavioral recover from the pandemic. While there is definitely a need for smaller class sizes at Title school, it doesn't mean that other elementary school should have 30+ students in a class.
146.	More teachers to help with class sizes, and more councilors for more behavior and emotional support

147.	Smaller class sizes and staffing need to be considered for all schools. Since the pandemic, students demonstrating dysregulated behaviors has increased across all demographics. Students with academic holes have increased significantly at all schools. I work at what would be considered a higher SES school and I utilize my entire staff each and every day - full time counselor, SSC, Academic Coach. In order to maintain students Social/Emotional Health, which I know is a priority in the new District Strategic Plan, it is essential that class sizes are low and staffing is funded.
148.	Hire more teachers and less administrators.
149.	More personnel at all levels for classroom and support at any cost, otherwise we fail our students and community
150.	Smaller Class Sizes, a dedicated ELL support for EACH grade level, and play opportunities in our curriculum are integral for elementary students to gain the behavioral and SEL skills needed to succeed in further grades. Let us focus on the CHILD, the academics will happen when THEY ARE ABLE. Allow us to teach the children rather than requiring us to push academic skills that they are unable to access at this point in time.
151.	Lowering class sizes should be the focus for ALL schools, no matter what the SES is for that school. Those of us that are not in Title schools still deserve to have a manageable class size. We also need full time reading intervention teachers since many of our schools have students that are not at grade level and need all the extra support. Stop spending money on curriculums that do not support research and science about how students learn. ALL teachers need to be trained on up to date, research based strategies. We deserve to be invested in.
152.	Hiring enough teachers to return to a true middle school model.
153.	Middle schools are in crisis. Lower class sizes and provide more teachers and counselors for this under served age range.
154.	Reduce class sizes and increase safety (hall monitors)
155.	Low class size should be a priority in all schools. I can no longer continue to teach classes of 45+, and my school is not high poverty. Also, pay your teachers more.
156.	I think that most important thing to think about is how cuts impact classroom teachers, keeping class sizes low is the most important thing to consider. (We should never have kindergarten classes rooms of 30+ kids.) We need to pay our LMAs and TIAs more, they work with whole classes and have lots of additional responsibilities. Our Chromebooks are barely functioning, they need to be replaced.

157.	I was disappointed that smaller class sizes for all students, especially kindergarten, wasn't an option. Though class size should be looked at through an equity lens these days we have so many high needs SPED students coming into all our kindergarten classes without ANY additional support.
158.	Class sizes are too big and many supports that my struggling students used to have are gone.
159.	Maintaining/decreasing class sizes across the board will allow teachers to spend more time with each student, allow students to build stronger relationships with teachers which in turn will increase student performance and outcomes, create a stronger and safer community and build academic and developmental confidence. In addition, I believe the district should review and find a better balance of supporting students with drug and/or alcohol miss-use behaviors. Waiting until a third offense just creates further opportunities for misuse and missed opportunities for getting healthy supports in place. Finally, schools need help with finding solutions to ending truancy/attendance issues.
160.	Renovating and annexing schools to accommodate smaller (student-teacher ratios) classroom. Build technologically advanced classrooms including acquisition of hardware and software programs that entice students to learn and become better innovators themselves. There's no substitution to a good teacher, but when that is lacking, these technologies may provide enhanced engagements and quicker substitutions.
161.	35-40 students in a high school chemistry class is an unsafe environment, yet continues to be the threshold the district is willing to put up with. How many more chemistry injuries does the district need to endure before enough funding is allocated to smaller class sizes? Also, if you want to increase graduation rates, hire more teachers and cap the classes at 32 students, including at the secondary level.
162.	ALL class sizes need to be reasonable and manageable
163.	ALL Class sizes need to be smaller, not just Title 1 schools. To increase class size in non-title 1 schools is damaging to those students based not on need but on zip code.
164.	All our schools need smaller class sizes. We are losing student s to private school due to large classes. My student in Tumwater middle school had classes of 40 last year and 36 this year.
165.	All schools need lower class sizes not just ones with higher poverty.
166.	All schools should maintain lower class sizes in the K classrooms. This sets ALL students in our district up for success! Higher poverty schools already get extra Title funding! Our Kindergarten classes are not staffed appropriately with high needs SPED kids sent to Kindergarten without additional support.

167.	Class size all around is huge for the quality of education I can provide. Smaller classes means more individualized attention, often less disruptions, I can return grading faster, and even make my curriculum more relevant to my students. 30 kids to one teacher is an unacceptable ratio, any many classrooms far surpass that.
168.	Class size caps at the elementary level for all elementary schools, not just high poverty schools. If a class size cap is exceeded then extra pay should be offered for workload discrepancies. One teacher should not have 30 kids while another has 20 in the same building. This is a SIGNIFICANT workload issue.
169.	Class size for ALL students in ALL schools. Our school has MANY classes with 45+ students. That's NOT okay! Other schools in our district have 20-25 students for the same subject and same grade. It's not equitable. Please look at class size for ALL SCHOOLS.
170.	class size in ALL elementary schools; not just in higher poverty. Behaviors are unmanageable with 28-30 kids in k-3
171.	Class size is #1 priority for me
172.	Class size is important in all schools. The number one impact on student learning is class size. This should always be the top priority. The equity based ratio should include more than just poverty levels. It should also include learning, language, emotional, and behavioral levels.
173.	Class size is my biggest priorities.
174.	Class size is the most important factor to success.
175.	Class size K-2
176.	Class size should be lower for all K-2 classes, not just lower poverty
177.	Class size should be lowered in all elementary schools and not just our Title schools. It is very apparent that our 3rd graders across the district have been impacted from the pandemic the most. This is the group that exited school in March of their kindergarten year 2020. If the district would really put dollars behind lowering classroom size in k-5th, along with putting the main emphasis into reading workshop, math and writing for a 3year commitment. We would see all students improve in these areas dramatically.

178.	Class size should remain a priority. Another priority should be having licensed staff teaching technology at the elementary level. There are inequities where some schools have licensed technology teachers and others don't.
179.	class sizes are too big to get work done
180.	Class sizes for K-2, curriculum adoption
181.	Class sizes in ALL buildings should be the highest priority. Average class sizes in High School Science in excess of 36 are not effective for any students, including those who attend schools that are not classified as "higher poverty schools".
182.	Class sizes in all schools need to be considered and lowering them even more for high poverty. It shouldn't be that students in low poverty then should have 32 students in their 3rd grade classroom or 29 in a 1st grade. it should be that everyone has a lower class size and high poverty has an even lower class size. In addition, we really need to rework special education so students needs are ACTUALLY being served. Their needs not being served is affecting entire classrooms and schools.
183.	Class sizes need to smaller for EVERYONE, not just Title I schools. My son is in his biggest class ever this year at Oak Hills - after years of having 4 teachers for the grade level cohort, the 4th grade team has been cut to only 3 teachers. This means larger classes, less focused attention, and more disrupted learning. The teachers are doing the best they can with the available resources, but OUR CHILDREN DESERVE BETTER. We are a relatively wealthy district. Why is our funding mechanism so broken? Where is the money? Why do we have seemingly competing/redundant programs all over the district when all we need are smaller classes? Prioritize that and everything else will fall into place. SMALL CLASSES FOR ALL STUDENTS.
184.	Classroom teacher positions and lower class sizes should be a priority and a continued push for an Option Levy that fully support teacher salaries is a must! This is the best way to support students overall.
185.	Consider implementing smaller class sizes for all students (and not just in higher poverty schools). this would help support all students with their academic, social, emotional needs in the moment and therefore, would require less credit recovery after the fact. Meet the students needs as they happen to avoid creating future gaps in their educational story.
186.	Consider implementing smaller class sizes for all students (and not just in higher poverty schools). this would help support all students with their academic, social, emotional needs in the moment and therefore, would require less credit recovery after the fact. Meet the students needs as they happen to avoid creating future gaps in their educational story.

187.	Considerations for smaller class sizes in non poverty schools as well.
188.	elementary classes need to be small
189.	Having smaller class sizes truly makes a HUGE difference! This year I have 20 first graders. Last year I had 28. This year my lowest students have already made more growth than last years lowest students. I am able to meet the needs of all my students when my class is smaller. I'm also able to better meet the needs of my SPED and ELL students with lower numbers.
190.	Having taught in both high and low ses schools with both large and small class sizes, I am positive that low ses schools need smaller class sizes. A title 1 school should not have primary classes larger than 24 to actually be effective. Our neediest kids need us.
191.	I believe lower class sizes for all teachers, not just Title One schools, would be most beneficial to all of our students. Especially, if other supports are cut district wide.
192.	I want to reiterate lower class sizes! I am at 32 kiddos in third grade and it is FAR TOO MANY!
193.	I would clarify that keeping class sizes low in all schools for k-2 is my biggest priority. Next would be staffing for counselors, support staff, nurses, etc.
194.	I would like to see reduced class sizes for all if possible.
195.	If the district invested in lower class sizes and gave teachers the opportunity to really get to know their students we could likely solve a lot of the other issues. Kids don't feel seen in classrooms with 36-42 students in them. When you look at class size, take note of the ACTUAL class size not the average in buildings.
196.	Keep all staff. There is absolutely nothing more important than having small class sizes. Class size effects everything - academics, equity, behavior, independent time with kids.
197.	keep class sizes low
198.	Lower class size by reducing TOSAs and unnecessary administrative staff.

199.	Lower class size for all K-2, regardless of poverty level
200.	Lower class size in all elementary schools.
201.	Lower class sizes across the board - no teacher (especially core) should have 40+ students in a single class or case loads of 240+ students.
202.	Lower class sizes across the board. Data shows that smaller class sizes allow for improvement in graduation rates, equity access, grade level achievement, student support, and many other areas. One change can improve many systems, instead of one change per system. Lower class sizes will lessen both student and staff burnout.
203.	lower class sizes district wide
204.	Lower class sizes everywhere.
205.	Lower class sizes for ALL high school classes (regardless of the schools socioeconomic status).
206.	Lower class sizes for all schools, especially at the elementary level. The "equity-based ratio" is meant to benefit lower income schools, but there should be a reasonable cap for all classes in all schools.
207.	Lower class sizes for ALL schools.
208.	Lower class sizes for all schools. 28 kindergarten (or any elementary school grade for that matter) students in a class is way too many, even in schools that aren't considered high poverty.
209.	Lower class sizes for all schools. Elementary = 24, Middle School = 30, High School = 35
210.	Lower class sizes in all areas at all levels. Prioritize class sizes being kept under 30 in secondary, under 25 in elementary and under 20 in Kindergarten. Giving teachers the time to work one-on-one, build connections, and give quality feedback, will reduce the need for other interventions.
211.	Lower class sizes in all elementary schools. Behaviors are having such an impact on every classroom, the only way to manage is with less students.

212.	Lower class sizes in primary grades.
213.	Lower class sizes in Title 1, low income schools are imperative. Some elementary schools are getting too big and unmanageable, behavioral issues are increasingly disruptive, and many students coming into a grade level below to significantly below grade level at the beginning of the school year. Lower class sizes ensure that teachers can structure the learning experience to meet the needs of each student better.
214.	Lower class sizes should be the priority for all schools and we decrease the amount of tosas and staffing for curriculum development and planning. It doesn't feel like even with those positions the schools are on the same page and many teachers are still recreating what they are given because the material isn't designed to best fit the grade level.
215.	Lower class sizes throughout the district. My school has 28 kindergarteners in each room. That is INSANE. Class sizes should be capped, especially k-2.
216.	Lower class sizes, behavioral support, and additional aides/staffing to support filling in math gaps.
217.	Lowering of all class sizes must be the first priority and all other issues will lessen as classroom teachers who have relationships with their students will be able to do their jobs effectively.
218.	Maintain lower class sizes at all elementary schools in grades K-1 as these kids are experiencing more speech, academic, behavioral, social, and emotional needs than ever before.
219.	Maintaining lower class sizes across the whole district is important. Not just the lower income schools.
220.	Maintaining lower class sizes in all K-2 classrooms.
221.	Maintaining reasonable class sizes (less than 35) at secondary
222.	Middle school is underfunded and overcrowded in the classroom.
223.	More general teacher and SMALLER CLASS SIZES! 35-40 is too many!
224.	More of the budget should go toward student education rather than student wellness.

225.	Overall class sizes NOT just at select schools.
226.	Please consider class size for schools that are not in poverty as well. Teachers have a very high workload in World Language courses at Sunset HS for example with classes in HS at 45-50 students per class. This is a problem in all the ways. Please consider providing more collaboration time and department time to work on issues pertaining directly to each department that are not Admin led, like creating materials, calibration, creating assessments, and correcting student's assessments takes many hours with a big class size. THANK YOU.
227.	Please consider lowering class sizes for not just higher poverty schools but for k-2 classes at all schools.
228.	Please consider smaller class sizes for Kindergarten classes regardless of being a poverty school or not. If we can start students off with the skills they need to be successful then we will save money on intervention in future years. I don't think our administration really understands the importance of having time to get our students reading well for academic success and develop social skills for social success. Smaller class sizes in Kindergarten is CRUCIAL! It will indirectly support other elementary grades in future years if their students can read and have the beginning skills to handle social situations independently.
229.	Prioritize staffing levels
230.	reduce class size in kindergarten to 20
231.	Small class sizes
232.	-Small class sizes in ALL elementary classrooms. -High-quality, fully funded summer school and after school extension/tutoring opportunities for students who are struggling academically.
233.	Small class sizes show success in every piece of research. Please stop wasting money on "Support Staff" that just walk around, say hi to kids, and accomplish nothing. Put your money into teachers, the teachers are the ones making the difference and we cant with large classes.
234.	small classes and behavioral supports for out of control/ struggling students
235.	Smaller class sizes in all schools, not just higher poverty schools. All schools, all grades lower class size. There is nothing more important!

236.	Smaller class sizes regardless of economic status. Currently having 31 students, plus 1/2 day a student from our SRC class is an overwhelming amount of work, not to mention the amount of behaviors that occur as class sizes grow. Please know that we are all working hard, but being stretched so thin wears on us and on the kids. This is not best practice.
237.	Smaller class sizes!!
238.	Smaller class sizes!!!
239.	Sometimes the intent of lower class sizes is taken care of due to lower attendance at these schools.
240.	Students need to know that they are important. Therefore, they also need to have consequences to behaviors. Keeping class sizes smaller helps the teacher create relationships that are strong and can be powerful motivators to learn, create and build peer relations, get work in and be in class. This is why I feel that class sizes are the most important part of this survey.
241.	The SAM needs to take class sizes into account, not just the number of certified teachers to students in a building. EGC students should be included in gen ed student numbers because they frequently mainstream and add to the class size. It is far more meetings for a classroom teacher in addition.
242.	The staffing allocation model is causing harm. Of course high poverty schools need small classes, but when it means classes in the high 40s and into the 50s at other schools the model is broken. We need small classes EVERYWHERE.
243.	We need lower class sizes for K-2 regardless of poverty level. Also, class sizes should be equitable across the district (we have 28 Kinders currently where a school nearby has 21). We cannot teach effectively with that many Kindergarteners and one teacher. It just doesn't work. If you want us to do a great job like we have been trained, we need less students per teacher.
244.	We need lower class sizes in ALL schools, not just high poverty schools. I have class sizes at Sunset HS that are regularly in the high forties, fifties, and even one that reached sixty. And that is in CTE classes, which we claim is supposed to be a priority!
245.	With the intense behavioral needs we are seeing in our buildings, we to increase the staff to student ratio. Each kindergarten classrooms should be provided a para-professional to support the teacher. All staff should be trained in trauma response protocols and our behavior response staff allocation needs to be increased based on student enrollment numbers.

246.	Lower class sizes for all schools.
247.	Class Size in general
248.	Keep all class sizes as low as possible.
249.	I know it's already up there but SMALL CLASS SIZES!
250.	Maintain lower class sizes in ALL schools. This enables all resources to work much more successfully and for all students to be more successful themselves.
251.	Lower class sizes for all students/schools
252.	Please look at reasonable class sizes for ALL students.
253.	The most important thing is LOW class sizes. Especially in the earliest years. We need to give the kids their best shot as success early on so they can achieve the rest of their lives.
254.	Parent support programs (financial and behavior support training) would be so helpful and would help behavior in the classroom too.
255.	smaller class sizes in all primary classrooms and/or addition of a para in larger classes
256.	Smaller class sizes in general
257.	Reducing class size to prevent teacher burnout.
258.	I have seen high class sizes in elementary lead to a major issue with teacher burnout. My main priority is lowering class sizes for all elementary schools.
259.	It would benefit all students if lower class sizes could be maintained throughout the district regardless of SES.
260.	Smaller class sizes in all schools not just higher poverty schools. This would be my first choice.

261.	We need more staff members and smaller class sizes.
262.	Lower class sizes in Kindergarten. Kindergarten students are attending school for the first time. A class size of over 25 students makes this extremely difficult due to the fact this is their first time in a class with only one adult. There have been district around that have provided aides to assist as the needs of students have become harder. Please consider smaller class sizes in Kindergarten to help ease their transition and learn how to be a student in school community. Thank you!
263.	Low class sizes should be a priority for ALL elementary classrooms, particularly in grades K-2. Higher poverty schools are often Title 1 schools and already receive additional funding/staff that non-Title 1 schools do not receive. Prioritize low class sizes for all.
264.	1) Professional development of classified staff to improve efficiency and reduce unnecessary work processes that fail to yield results. 2) Invest in restructuring overall District operations to reduce short term, and long term operating costs (cut the fat).
265.	MUST hire for IA's for supports in classrooms in ALL schools. This is not tenable. Also, the equity-ratio for funding is absolutely insulting. Functionally, it is a racial preference program - fine. As a theory-based technocratic instrument however, it is completely divorced from the reality of how it affects our classrooms, it hasn't solved the problems it was intended to, and has left non-eligible schools with hardships not of their own making.
266.	Some schools are using chairs and furniture from the 80s. There should be more money set aside in the regular budget to improve this kit, apart from principal discretion.
267.	Budgets for curriculum, materials and supply purchases for classrooms. These are lacking in classrooms and teachers are making these purchases with their own money. High level professional development for the skills we teach (reading, writing, math). It is great to attend a professional development that inspires you with your craft.
268.	Things also needed for classrooms for teachers to be able to teach the current curriculum. Needs can't be met when we have to continue spending out of pocket to teach the expected lessons and units.
269.	Expand / Open Trade (Building, Electrician, Plumber, Welding...) and Life Skill (Cooking, Drivers Ed, Personal Finance - How To Do Taxes, Fill out tax forms for employment, Know their employment rights - BOLI, How to use Tri-Met, Sewing...) Courses To ALL Students In The District. Not all students are college bound.

270.	I read an article published by ODE that showed students who take CTE classes have a very strong graduation rate. If our goal is to engage students in school and have them graduate, it seems CTE is a massive system that supports that goal. CTE programs and the work that supports CTE programs need to be a priority in the district budget.
271.	The district should invest in the curriculum and course offerings that would create equitable access to vocational courses across all high school settings. This would include equitable access to autoshop, culinary, etc. to all students at all BSD high schools. The district needs to provide opportunity for adult and real life development in the districts youth, which includes areas of interest and course study outside of just being college bound as a post secondary trajectory.
272.	<p>PLEASE PLEASE provide curriculum for teachers. GET RID of the slidedeck culture. We need to reconsider the role of TOSAs. Teachers are all teaching from "their own stuff" because we don't have unified curriculum, PD, and buy in.</p> <p>Please adequately serve the needs of children who have an IEP or need an IEP or 504.</p>
273.	If we spent money on curriculum that was based in scientific research (i.e. a literacy curriculum that actually works), especially at the primary levels, we would not need to spend so much money staffing for academic intervention staff & supports, including credit recovery, because there wouldn't be such an enormous number of students who are reading well below their grade level.
274.	Increasing access to accelerated learning opportunities will require significant curricular reform and alignment in grades 6-10 to ensure that students are developing necessary skills, as well as reasonable class sizes for the accelerated courses so that teachers can give support and feedback in a timely manner. IB courses are particularly demanding to teach because of the requirement to administer and score individual assessments that are submitted and reviewed by IB. Many of these are oral exams recorded outside of regular class time. As our IB schools push to institute "IB for all" in LA and Social studies, it's important to recognize the increased pressure on educators created by these classes and provide adequate funding for release time to administer and evaluate these exams.
275.	Custodial seems to be stretched pretty thin. I think they are significantly under-valued. More adults in the building would only help kids.

276.	make sure that money isn't being spent needlessly or "just because". At the 2/21 PD day, elementary teachers were given (large!) binders with printouts of the new Social Science curriculum. This was extremely disappointing to see - money was spent on something so unimportant and just not needed. All of the information is online and if a teacher wants to printout for themselves, let them. There are plenty of us moving to paper free and don't need to waste it. Just because they wanted to have a handout or something, a lot of money was spent. It was a nice training but could also have been done via Zoom at our schools and money saved on transportation and lunches. It was nice it was provided, but I would have preferred to be at my school and get more done when the training was over.
277.	We need to higher more teachers and admin of color teachers and admin that reflect the identities of our students. Teachers across the district have been looking for jobs elsewhere and or outside of teaching. Do what you can to maintain competitive salaries and low class sizes.
278.	funding for training and curriculum to help our dyslexic students
279.	Early Learning - for materials, supports, resources, coaching, professional development
280.	Early learning alignment - critical to get a good start for our students
281.	Early Learning Support -
282.	If you have a stronger foundation (preschool, elementary, Parent Engagement) you will not have to spend so much later on in High school.
283.	Would an early retirement incentive make any sense? (Not sure what the ratio is but might have a positive impact on budget)
284.	Expand elective options at middle school. Elective programs are great motivators for high school students - why do we have so few options at the middle school level?
285.	Consider support for Elective curriculum along with Core curriculum when determining where to allocate budget. (i.e., don't focus all of the cuts on electives)
286.	Consider eliminating AP and College Board coordinators and classes to save money. Eliminate ACT for juniors to save money.
287.	Make Health Insurance and other Benefits more affordable for lower paid workers

288.	Equity does not exist. Why was the Lions club "let go" this year? Was important to our families.
289.	True equity funding and staffing for Title schools ESPECIALLY schools with high impact behaviors. (Please do an anonymous survey of staff, subs, bus drivers, to see the real impact of disrupted learning, learning loss due to refusal to do work and teachers having no recourse but letting them do what they want because of repeated disruptions, outbursts, foul language, and even violence.)
290.	Focus on equity across the district. The PTO system has gotten out of control when some schools can raise tens of thousands of dollars while others continue to struggle each year. Stop catering to the high schoolers who take the AP classes and start and end the year at reasonable times. If the high schoolers need the extra week so badly, why do they get out of school two weeks before everybody else?
291.	Students do not have access to the same programs depending on which school they attend. We should be providing the same opportunities to kids in every school.
292.	The equity-based ratio BSD uses is flawed. Schools with low poverty are being hit hard, and are seeing class sizes of 35-45 students on average whereas the same course in another school maybe have only 20-30 students (see AGS 1, 2, and 3 numbers at our comprehensive high schools). It is important to note that just because a majority of a school isn't low income, doesn't mean that there are no low income students within that school and our methods do not recognize that.
293.	Too much money spent on AVID. Those funds should go to help <i>*all*</i> students.
294.	when a factor for consideration of funds, please allocate based on financial need only, not on factors out of students control, like culture or ethnicity. Allocating based on financial need ensures resources go to where they are most needed, (low income families/students/schools) and avoids treating students differently based on their gender, race, culture, etc.
295.	Reduce the cost and widen the availability to use the facilities (Gym, Cafeteria, etc) for community use.
296.	Specific outreach to our minority families stressing the importance of education in shaping the future of their children.
297.	We need to improve parent outreach methods. We cannot do this work alone and need to increase meaningful parent involvement to achieve better outcomes.

298.	Equitable support/staffing/funding of FLEX. Currently FLEX is not included in the ESSER fund distributions that all the buildings are supported by. Equity in action is needed, not just speaking the words.
299.	Get money to the classroom—not management or DEI staff.
300.	More grad mentors and paras to support students and teachers!!!
301.	Additional grad mentors are needed! They are essential workers and provide so much support for underrepresented students! Support for student mental health needs and bilingual/bicultural staff to help eliminate the language barriers. Eliminate SSS, TOSA and COSA staff and invest that funding in direct services for students in schools! The work they do is not needed.
302.	Ensure access to physical education and/or healthy movement throughout day and emotional self-regulating. Increase offerings in CTE, Math & Science.
303.	Cleaning and Maintaining schools for the health and safety of students should remain a priority. The state of Oregon lags behind many parts of the country when it comes to cleaning and maintaining buildings.
304.	High school needs to start later in the morning.
305.	Starting high school later than 7:30am. Students do not do well in the first period of the day and are too tired to learn.
306.	Starting high schools later in the day. 7:45am is too early. Many student do not arrive on time at my school and miss a lot of instruction.
307.	Ring back IB / PYP
308.	Please ensure that academic coaches and student success coaches stay at a 1.0 FTE! I am currently teaching at a high SES school and both full time positions are still desperately needed to meet the minimum support students need due to the continuing impacts of the COVID shut down.
309.	Prioritize school support staff- academic coaches, SS specialist, student supports etc.
310.	Coming out of the pandemic, I can't stress enough the importance of academic coaches and intervention supports.

311.	If students are not succeeding in school, pushing them into IB/AP courses makes no sense. It may look good for the administrators to point to this "achievement", but it doesn't help the kids. It is misguided. Interventions need to happen way before junior year.
312.	Meadow Park is having such a good year. We couldn't be doing what we are doing without the extra support staff (security, student managers, Student Success Coach). If I had to give up something, even though I don't want to would be I guess the academic coaches... only because they don't work directly on a daily basis with students. However, they help teachers so much. Without them, many teachers would be very confused with few people to get help from.
313.	<p>We need to direct the ESSER funds, and high school success funds in the areas of math at the middle and high school levels. We need this focus to head off the local and national impact of COVID on our students who are coming back to school only to find out they don't have the skills in math. This is an immediate need before our students are not able to graduate on time, and with the necessary abilities to attend post-high school colleges and technical schools. Our math departments are trying to offset it but they are limited by large class sizes, up to 45 in one class at our high school. The instruction is needed in the classroom, not tutoring or supervised study. We need also math intervention course as an elective since our students and families are requesting the help every day. We need this in addition to having smaller math classes so that the teachers are able to support the small group instructions and opportunities to spiral back to lost traction in the math areas that were not successful during online learning. Students report they could not focus, learn online, or maintain the prior learning in their math during COVID. This has impacted many students in science classes also. The supervised study classes are only a holding class for students who cannot keep up with the full day. In addition, there is no actual instruction in our high school from the non-academically trained staff, especially in math, who are paid to "watch" the classes paid for from the current budget. We need our academic teachers to be the front line of instruction for this area if we are to be competitive in the future. National reports have indicated the same issue and trajectory.</p> <p>For my history as a teacher, I have been assessing students with standardized assessments for academics since 2010, and recently the impact of COVID on students since 2019, especially in high school grade levels. I have found that there has been the most significant decrease of abilities in math, up to two years. This is more impactful on students who are identified with learning disabilities who have generally a two years lag in their learning. However, with the COVID impact that makes our newly assessed students, in addition to the students already identified, as not two years behind, but four years behind their peers in the general education. This is significant in the abilities of students in passing the state standards, statewide assessments, and complete the credit requirements in math, which is affecting our students from graduating within the four years in high school.</p> <p>Also impacted are our students of color, language and immigrant status with over 103 languages identified in our district. Our district has dropped in attendance, in part to local costs of housing pushing many out to other districts with affordable living. We cannot lose all students if we don't support their academic needs. Online and private institutions will draw away more. The in person experience needs to a positive focus, including letting our students catch up from the impact from COVID.</p>

	Thank you.
314.	With how impacted our students are academically and socially, I can not emphasize enough how IMPORTANT it is to keep the funding and staffing for Academic Coaches, Student Success Coaches and Counselors. PLEASE DO NOT CUT THOSE POSITIONS or reduce them to a half time position.
315.	With the academic gap growing with the impact COVID has had, it is crucial we have staffing with academic coaches and paras to support this work as well as the counselors, social workers and psychologists .
316.	Yes, core math and reading to catch up from 2yrs of lost education from COVID
317.	No, academic support is the most important need. Students are struggling academically, and teachers cannot bear the burden on their own. The need intervention support to improve their practice in the classroom, and so that the neediest students, in all schools, can get the extra services they deserve.
318.	Mandatory library budget in each school to buy not less than one new physical book each school year per student in that school. This can include replacement of worn out copies of old favorites, lost books, and damaged books that cannot be repaired, not just brand new titles. This does not include book club sets for elementary reading classes or Language Arts book clubs in middle or high schools. Some collections in this district are way too small and/or contain far too many worn out/vandalized/just plain old copies of books best sent to the recycler.
319.	It is not clear from these options where there might be funding to support our students transitioning from MS to HS who are not at the academic skill level of our state and district approved HS courses. There is no way to assess a student's current math, reading or writing level. This is a huge burden for our current content teachers to identify resources on their own to reach down to where a student is academically so that students feels there is a place for them in our classrooms. We need assessment tools and materials to support these students. How can students ever reach HS graduation reading, writing, and math levels if student's don't feel there is a place for them. CTE programs/classes are the places these students feel like they can engage in the classroom. I believe this is true because these teachers are investing in both students and the future of their programs. These classroom environments allow teachers come along side a student and challenge them to get out of their comfort zone.
320.	extra investment in recovering lost learning from COVID shutdowns

321.	<p>Modern Industrial Technology... We still need electricians, plumbers, welders, machinists and mechanics to build and maintain humanity's infrastructure. Having at least one school in the public system that will give students exposure to well-paying alternatives to the University/College track would be a genuinely good thing.</p> <p>BASE is uniquely qualified to fulfill this role as the careers I mentioned above will all need to embrace computers/software, robotics, and engineering (environmental, electrical, mechanical) moving forward. A Modern Industrial Technology track might fold existing computer science and engineering tracks into more traditional Industrial Technology experiences.</p> <p>By making the connection between traditional trades and modern technology, an MIT track opens the door to students BASE might never serve otherwise, the under-funded (in addition to the under-represented). BASE becomes a path to self sufficiency/esteem, to a well-paying career, whether through a university or trade.</p> <p>I have no doubt that equipment sponsors could be found as well as intern/apprentice opportunities.</p>
322.	<p>If the staffing for academic intervention staff and supports is a priority, it should include math as well and not just literacy.</p>
323.	<p>Equalizing resources for all schools. There needs to be more funds for middle school elective programs.</p>
324.	<p>Ensure we are adequately staffing our middle school electives with teachers who specialize in their subject area so all student receive a quality experience.(i.e. no more band teachers forced to teach choir).</p>
325.	<p>A new middle school schedule. Smaller class size in all schools.</p>
326.	<p>Middle school is totally screwed. Our kids have been harmed by the situation we've been in with the schedule and class sizes and all the rest. Anything you can throw money at that might alleviate some of that suffering would sure be great. Like, have you seen inside these schools? Love it if you'd pay a small amount of money to send the school board members to shadow some kids for a couple days or spend a full day in our building. My guess is that they'd call their moms and try to go home "sick".... which is what a lot of our kids do, all the time, because school is a bedlam and we can barely teach them. So.</p>

327.	Staffing for a better middle school schedule. So that the "common middle school experience" doesn't continue to be stress, overwhelmed and burned out students and staff.
328.	The middle school schedule is not support of student needs and an investment should be made to change this now instead of in 24-25. Positions of academic coaches, student managers, student support specialist, and social workers are extremely important in support students' behavior and social emotional health at the middle school level. We need these positions.
329.	If the district is going to continue to require AGS 1 for all 8th graders then they need to significantly boost the supports for the middle schools, especially those in poverty. I used to have nearly 80 minutes per day to teach regular math and students could be in a math intervention or enrichment class. Now I have almost 60 minutes to teach accelerated math to all students developmentally appropriate or not with no math support or intervention. The system is failing our students.
330.	As a middle school teacher it seems that middle schools in our district are under funded compared to elementary and high schools. Our students are struggling and the behaviors of some students are putting the students and staffs physical and emotional health at risk. Please consider giving more staff to the middle schools. Please come visit any middle school in the district and spend a day in the halls, in classes, in the cafeteria. We need help!
331.	I think that the district needs to better support its existing dual language programs before expanding. I also think that smaller class sizes in ALL buildings need to be a HUGE priority. Academic and behavior issues exist at ALL schools in the district. We also need more 1:1 help in our classrooms.
332.	Dual Language Expansion
333.	Our music programs. We are one of the only large school districts that has completely cut out Orchestra Programs in our schools. With the Oregon Symphony, and Portland State Symphony down the street--- we could be creating new partnerships and community. We could compete with other Oregon districts such as Salem, Lake Oswego, Tigard Tualitin, Happy Valley, West Linn, Reynolds, and David Douglass that have thriving programs. There are many qualified music teachers that are able to teach orchestra in our district. Please contact me when we are able to bring back orchestra to our students!
334.	Academic rigor
335.	Please listen to the teacher's input.

336.	Stop with all the equity talk and just focus on ALL kids
337.	Thanks for supporting the dual language proposal.
338.	You get what you pay for!
339.	I would like to see more money be spent on the ELD Newcomer programs, especially at the elementary level. Currently, we only have one site and the class is capped at 15. It is always full and there is a very long wait list. These Newcomer programs support many refugees and our most trauma affected students.
340.	We should be spending more money on nutrition services. BSD spends less than other school districts and this is not something we should be proud of. Intellectual and emotional needs cannot be met if we are not supporting the most basic needs of our children. Let's feed children food that is fresh, healthy and something we would actually want to eat ourselves.
341.	fewer staff in offices creating data, and MORE staff working one on one with students in classrooms.
342.	There is high demand for option schools. Please consider expansion and more funding for them.
343.	High quality staff training for inquiry and differentiation
344.	In-building, continuous (not sporadic) support and training for teachers -- the LITT model
345.	Professional development needs to become a focus. We are losing teachers and subs because other districts have figured out how to get employees professional growth. BSD continues to limit professional growth to Tuesday-Thursday, when many conferences happen also on a Monday/Friday and over weekends. PD needs to be a priority, so teachers feel well-rounded, up to date and ready to engage students to the high quality BSD says we provide.
346.	Provide more funding for paraprofessionals in specialized programs.
347.	More physical activities and more home work for kids

348.	Access to more preschool programs throughout the district for our youngest learners! We need preschool programs in every elementary school as well as parenting workshops for parents of these young learners.
349.	PreK + Early Learning
350.	K-2 foundational literacy curriculum and support should be a very high priority. It affects every grade that comes after.
351.	The district has a lot of programs that aren't necessary. Literally every option school to start. The CTE programs are nice, but they are only a shortcut into a field for kids that really don't know what they want to do. Those seem wasteful. Athletics should never be given priority over education, yet in the district, they get priority over all things. There could definitely be savings in cutting some of Athletics.
352.	Reengagement and Alternative education pathways (HS level)
353.	Building safety and comfort
354.	Maintain building safety and air quality
355.	Safety
356.	Safety of students and staff, should consider having metal detectors
357.	Safety-hall monitors, maintenance staff, etc.
358.	Seismic and other safety updates. Nothing else matters if we die at school.
359.	We should have a weapon detector system in all schools.
360.	The safety and security (both real and perceived) of students and staff in buildings is the most important priority. High quality teaching and learning cannot happen until that bar is met.
361.	35% Salary increase for those classified positions who did not get one in the last budget contract

362.	Higher pay for Classified Para II's as they are overworked and under paid for the many job task they have to perform each day. i.e. , caregiver: toiletry, feeder, first aid responder, crisis counselor etc.
363.	I cannot make ends meet on my full-time wage. We are very underpaid and under appreciated. Please deliver a livable wage for all employees.
364.	Salary increases would be nice.
365.	Valuing classified employees more and paying them a livable wage.
366.	Please re-examine the SAM model for funding to lower teacher burnout/increase retention/lack of resources. Special Education Resource teachers/case managers are being given more responsibilities/work load for 2023-24 in an already stressed job position. This is in an effort to "align" with other districts and SLP responsibilities. However, the resource case management of added high need students (ASD and often legally represented) to a case load of over 32 resource students is not a sustainable situation. The BSD is having difficulty finding SLPs, but now the reality is Resource Teachers will be facing burnout and looking to teach in other areas (certifications in Gen Ed or other school districts) or leave the profession..
367.	Shorten the school year.
368.	Block scheduling for middle schools, enabling deeper learning, improved student-teacher relationships, calmer school environment, and less lost time to class transitions
369.	Social workers and student success coaches have become incredibly important to the balance of the elementary school staff. Taking away or reducing either position would leave holes that are too big to fill with the remaining staff who are already overworked and exhausted.
370.	Social workers need to stay
371.	More special Ed staff too!
372.	Every year when you send out surveys, you do not consider SPED staff or ELL teachers. SPED staff members are overworked and understaffed. This include special education teachers and speech/language pathologists. The general fund needs to give more funding to special education. Your team needs to consider eliminating many of the TOSA positions in the district at every level (curriculum, sped, teaching/learning, etc) as a way to scale back on spending.

373.	Begin to think about how we become an Inclusive School district. Our District SpEd philosophy and systemic processes are broken, outdated and not best for students. It needs to be address sooner than later.
374.	Increase staffing ratios for special education programs
375.	Increase the amount that Speech-Language Pathologists (SLPs) are leveraged in order to target district priorities for students most at risk for literacy and social/emotional/behavioral weaknesses, particularly those from culturally and linguistically diverse and low income populations. Decrease Speech-Language Pathologist caseloads in order to increase their impact on reading fluency and reading comprehension through their treatment of speech (articulation) and language disorders. Articulation errors directly impact reading fluency and receptive and expressive language disorders directly affect classroom learning in all subject areas, particularly with reading comprehension. SLP consultation with classroom teachers and creation and implementation of individual student behavior strategies is critical for student success. Increasing resources to Speech-Language Pathologists in the district will result in meeting the highest district priorities.
376.	more support for special education classes
377.	Need to help SpEd kids more!
378.	Please invest in a true special education curriculum, not iReady. From an equity mindset, students in special education should not sit on a computer program while students in general education get face-to-face teaching.
379.	Proper funding for students with disabilities which has never been properly funded in Beaverton.
380.	Special Education
381.	special education staffing
382.	SPED placement and resources to evaluate and support students.
383.	There needs to be an increase in funding for special education funding. Special education workloads are not sustainable and there are not enough staff to sufficiently meet the needs of our students.

384.	Yes especially in Special Education and Work Should Not Hurt issues and ways to support staff who are being abused my students. The district for some students need to find avenues of support that will help the students. The reason you can keep SPED employees is that it has become a dangerous position and if you look at the data many employees have been injured by students and there needs to be better support.
385.	I would like to see the ESSER funds put to something that has more accountability. Currently, in my building we have 2.0 FTE for a School Support Specialists and the majority of the staff do not know what they do. The district has put these SSS in every building, yet, there seems to be no communication or accountability on how they are serving students or supporting staff. It seems like the money could be put to something more constructive and productive rather than providing staff with some extra plan time.
386.	Staff development in reading strategies for struggling students and math training!
387.	Para support for duties and student academic support. Low class size in k-2 remains my highest concern. Strong leadership who supports teachers' needs.
388.	I would like to emphasize the very deep need for Title I schools to have the staff that they need so that these kids and families can get the support that they need.
389.	Focus a little on the middle of the bell curve. There's a ton of resources for those who struggle and those who excel. Average kids are never the focus, despite comprising a vast majority of students. Don't forget about regular folks just because they don't shine or whine.
390.	Providing CE courses/management for better teacher-student relationships. Providing alternative assistance to students struggling academically that don't fall under a special education plan. Providing tutors is of HUGE importance
391.	Supports for an increasing number of Newcomer Students - especially those with huge gaps in education. This results in students entering HS, at 16-18 years old, with zero HS credits. We are turning these students away without a reasonable opportunity to obtain an education and English acquisition - essentially unnecessarily sentencing them to a continued a cycle of poverty.
392.	Stop putting money into the Summa program. It creates more inequity and the problems do not go away when middle school ends.
393.	Extended school for students with lack of access should be funded. High quality summer programs and after school tutoring.
394.	schools like Meadow are doing so well this year because of the supports we have. There's simply no other way to do it. We can't go back.

395.	As someone who is usually an advocate of ranked-choice voting, this poll was painfully counterintuitive. Please consider reversing the x and y axes in the future.
396.	I feel all the areas in the previous ranking are equally important. This decision felt pretty impossible!! I know this is very difficult work you all are doing. Thank you for getting community input.
397.	Just want to point out that you will likely see some skewed survey data since you are doing this in Google Forms and that means you are not able to randomize the order of the options, and survey results will skew toward that first option, especially since it mentions class size.
398.	Can some of the above priorities be adjusted differently for ES, MS and HS? I am answering based upon being in an ES daily, but would answer somewhat differently for MS and HS.
399.	Create more time for team collaboration and support. When working together teachers can accomplish a lot more. Team collaboration has diminished in the past years to the point of not being included in the new contract. We need grade team collaboration as much as we need PD. In addition, teacher work days without students or PD's are also needed. There is a lot more to do in a classroom than just planning for the next day.
400.	Recruit and pay for better teachers with historical track record to prevent the ongoing trend of families transitioning from public to private schools, due to concerns about what their kids are really learning and whether they will be ready and competitive for college.
401.	<p>Please consider teacher retention and recruitment. This includes supporting our direct classroom needs (computer labs, classroom technology, materials, etc. so that we can focus on our actual work) and actual development. We, as a district, need to be proactive in keeping and recruiting good teachers, now far more than ever.</p> <p>Also, we need to keep moving forward with an equity lens, far outside of getting historically underrepresented student in advanced academic courses. We need required training for staff, student voice and support for initiatives.</p>
402.	Teacher retention, as well as class size for all. If the workload for teachers was prioritized we would keep great teachers, especially post-pandemic. If you cannot work to maintain teachers, all goals above cannot happen.
403.	Retain as many teachers and staff as possible. Work to keep class sizes lower. Prove more support staff to teachers.
404.	Retaining teachers should be first

405.	Many teachers are reaching retirement age. A wave of retirements should be considered, since high salary teachers will be leaving (with their higher PERS costs) and be replaced (hopefully) but lower cost teaching staff.
406.	Cut costs and staff at admin; teachers on the ground are doing the hard work and there simply needs to be more of us with more support. Do something about behaviors and consequences; teachers have had enough and we're going to continue to see people leaving the field without dedicated supports.
407.	<p>The amount of things that most teachers are currently trying to manage seems untenable. I feel this way myself, and I have spoken with many teachers, ranging from first year educators to twenty year veterans, who feel like they have never had so much to do and keep track of. There seems to be a growing number of things that teachers are expected to do that take considerable time to do well, and it can sometimes be challenging to see how spending the time and effort learning to use some of the programs/systems/etc. is related to improving our students' school experience. For example, learning how to navigate and communicate effectively through Canvas takes a lot of time; this is not to say that I think we should get rid of Canvas (I LOVE Canvas), but as we continue to expect more and more of teachers, it's the culmination of the time and effort that all the different systems that we interact with requires that needs to continually be considered. Going back to my Canvas example, and I think this could be said for several of the systems and programs that we use, I think it's a valuable tool for students, families, and teachers, but are there ways that we could offload some of the time and effort that individual teachers spend on the "backend" side so that they can spend more time and effort to achieve a greater direct impact on student learning?</p> <p>On the flip side, I can also say from my experience that it's extremely challenging for most teachers to find time or opportunities to participate in activities that we/they feel would move student learning forward (professional development, curriculum training, time to calibrate grading with other teachers, vertical and horizontal planning, etc.). I think as we continue to do our best by our students, it's important to consider how the things that we are adding to teachers plates are directly and quantifiably improving outcomes for students, while also considering the sheer workload that we continue to place on teachers.</p> <p>I think that much of the same observations and concerns could be said about many other districts in Oregon and across the country. I want BSD to continue to be a place where I feel my time, effort, and professionalism is valued, and I offer this feedback in that constructive vein. Thanks!</p>
408.	Focus more on staff that directly work with children and less on administrative staff

409.	<p>We have too many COSAs/TOSAs/EOSAs that could/should be helping IN the building. All of the counselors could be trained with the SUS program and put those "SUSs" in buildings to help support students/families. Get rid of the AVID coordinator (I don't know what ours does all day) and keep the student support specialists (we need folks working with the students in class). We have a lot of student services folks who are not providing any valuable training or support. The kids need the support IN the buildings and this will keep caseloads down. With the middle school schedule we have too many classes that have 38-45 students. I am in student services but have to say that I am confused about the lack of available supports. I am really hopeful some changes.</p>
410.	<p>I do not understand why BSD continues to purchase technology like Chromebook's when there are rental plans available. This would allow BSD to remove itself as the purchaser and allow parents to directly rent and insure the product. Most rental programs allow students to purchase the rental at a lower rate after three or four years. I was told BSD cannot sell used/old chromebooks. If this is true, we really need to think of a new plan to ensure a more equitable use of the money.</p> <p>Classroom size and the use of the SAM is important. However, at Sunset, student SEC is higher than other high schools. SHS still sees students with behavior and severe mental health needs. Classrooms should have a cap of 28 in core classes across the district, and when/if additional funding exists, then funding additional teachers with higher poverty schools should be a priority. The disparity of 36 plus students at one school and average of 23 does not help reach students who need it the most. Programs like 9th grade success and Avid can help but are not a remediation pill for the teacher student dynamic of a 36 plus student classroom. If BSD wants to see continued improvement in graduation rates especially amongst our most vulnerable students, then access to teachers, their time, specialists, and resources must be a higher priority.</p>
411.	<p>Need to do more with technology instruction, coding, making, etc. K-8 to better support CTE programs by starting to plant seeds earlier.</p>
412.	<p>New shop to replace Allen shop</p>
413.	<p>Reasonable morning bus routes for option schools</p>
414.	<p>We should consider the fact that we have over \$100 million in our financial reserves and that perhaps this might be the time to use some of it. There is no reason for the graph to go any further than two years in the future, since it is a two-year budget. Beyond that we would have to figure things out again. Why do we have financial reserves? To use at times like these.</p>
415.	<p>Is there anyway that parents do not have to show a vaccination when wanting to go on a field trip with their child? How can we support and build back the relationship as a district with family support? As a teacher, I can not do this work alone. I need the support of my parents. Thanks</p>

416. Youth sports need to be better supported in the taxpayers feeder schools