

2013-14 SY Operating Budget Development: Staff Feedback and On-Line Survey

The following report was requested by the Olympia School District Board of Directors to assist in understanding staff and community priorities as they plan for additional funding and consider development of the 2013-14 SY operating budget.

The report contains summaries of conversations by school staff and results of an on-line survey that attracted over 1,300 respondents.

School Conversation Feedback Summaries

The Board and Superintendent requested feedback from school staff. The district provided Budget Workshops in February to give a team from schools some basic finance updates. The updates addressed the district's current and anticipated reserves, enrollment trends, and the federal and state funding outlook. Armed with this background, we asked that schools hold a voluntary meeting to discuss staff priorities as we look ahead to the upcoming year. Specifically, staff were asked to answer:

- What aspects of school operations and student support do we value the most?
- What system (school, level, operations or staffing) enhancements will best contribute to the mission?

The conversations were intended to be unstructured. Based on summaries from schools the conversations appear to have focused on the second question: what enhancements will best contribute to the mission?

Elementary Schools

Top priorities for elementary school staff focus on sub-sets of students in order to raise achievement in the early years.

Specifically, elementary school staff would like the Board and Superintendent to focus on expanded intervention services. Conversations mentioned that non-Title I schools often have many struggling students, but do not have intervention supports.

Staff also focused on the need for enhanced mental health supports for students. In some conversations the reported focus was on counseling or social supports.

Once common theme was related to staffing allocations. Staff expressed that they prefer to not be allocated teachers for combined grades in one classroom. (The contract with teachers governs the specific class size of a single-grade classroom vs. a combined-grade classroom. Combined-grade classrooms must be two students below the guideline of the lowest grade in the classroom and a combined-grade classroom is allocated 1 hour of paraeducator time per day.)

Lower class sizes is clearly a priority. One elementary school requested that secondary staffing reductions be restored.

Schools requested expanded full-day kindergarten.

Schools also requested resources to improve school safety. Some building structural issues were mentioned, related to safety.

Finally, staff requested more music and PE staff. (In the last couple of years, staffing allocations have been tightly consistent with the contract in order to conserve resources. Staff have asked for the district to make teacher schedules simpler, with less travel, and to reduce music and PE class sizes.)

Schools were mixed with regard to PATS. One school identified that PATS students need to be allocated more supplies/resources. Another school expressed that pulling PATS students out of their classroom is disruptive to the PATS student and home classroom.

One school requested more focus on art in elementary school.

Elementary staff valued teacher professional development; one school valued the centrally-provided staff development, another valued time with their building colleagues. Further, staff noted that Late Starts designed to provide collaboration time are disruptive; instead of Late Starts the district should rely on Early Releases. Reading and math coaches are considered a valuable investment. One school requested that time be spread over the course of the year and be designed to be relevant to the grade level a teacher is teaching.

Two schools noted that administrator time is valuable (especially with the new Teacher and Principal Evaluation system being implemented), and a Dean of Student model at the elementary school level would be welcome.

One item mentioned, that needs more sketching out in order to be considered is to re-vamp how we use specialists (or could use specialists) to provide teacher planning time. One school requested more planning time.

Schools valued para-educator time to provide early intervention when a student is struggling.

Warmer classrooms were requested. (This may be a HVAC malfunction issue, and will be followed-up on.)

One group requested investment in building maintenance and grounds improvements.

Two groups requested restoration of the Special Events Funding (a resource allocated to each building that was eliminated in budget reductions).

Two groups requested the restoration of building supply budgets. Also, schools that house preschool and other special programs are not allocated supply funds, but the programs utilize the school's pooled resources.

Middle Schools

Middle schools reported overwhelming support for reduced class sizes.

An activity bus was also a high priority.

Other comments related to expanded paraeducator hours, more administrators, an increased allocation of nurse time, counselor time, and social supports.

Instructional coaches were valued, one school asked for and in-house (rather than itinerant) instructional coach.

Technology is valued, both the hardware/software and technology support.

One school requested the restoration of the 2011-12 bell schedule.

Additional library resources were requested, including requested supplies and requested general resources.

Some building improvements were requested, including camera systems; these will be explored with the capital budget.

Also prioritized was more common curriculum, and professional development for implementation of Common Core and curriculum alignment. Assistance with research-based intervention programs was requested.

As with some elementary staff, some middle school staff also requested restoration of Special Events funding.

High Schools

High school conversations focused on options for students and noted that students should be the center of all decisions.

Schools requested alternatives for students that are not academically focused, alternatives for hands-on-learners, and students whose behavior gets in the way of learning. An alternative high school for students that are not achieving was requested and a night school was suggested.

Reduced class size was a significant focus, especially for Algebra I. With more staffing, might come the flexibility to revisit the schedule design to offer more options for students in music, IB, running start, or New Market Skills Center.

Also, the need for more teacher presence before school starts was voiced; presumably an issue related to class size and therefore the number of staff allocated to each school.

Staff also requested support for after-school learning and homework programs. (Support was vague, but is likely teacher time, para-educator time, and supplies/curriculum.)

One intervention program, APEX on-line credit program, was a focus. Some staff requested that as APEX offerings expand, the district expand utilization of the APEX option. One school requested a dedicated intervention/APEX coordinator.

Mental health services were a priority.

Some staff requested that the current bell schedule be retained (7:45 a.m. start vs. prior-year 8:00 a.m. start). Some staff requested that school start times be standardized and be later.

One school requested that new employees have a more robust orientation to the district and school.

Technology was a topic with several facets. Staff requested that technology continue to be a priority; it makes staff more efficient. Staff also requested that more resources for software be budgeted and that equipment tracking be improved.

Building security was discussed. Placement of school offices was a concern, offices are too far removed from the front entrance. A second exit for a classroom was noted as important (e.g., an escape-possible window or a 2nd door that opens).

Some custodial issues were mentioned. First, that buildings should have more dedicated custodial staff. This is likely related to a request that graffiti be removed within 24 hours.

Activities for students was mentioned as a priority: debate, CISPUS, the weight room were all mentioned.

Finally, staff requested that the district pay student fees to take IB and AP tests.

On-Line Survey Design and Background

The purpose of the survey is to identify the instructional investment and operational investment priorities of our staff, parents, and community. Two sets of surveys force respondents to choose between two important investments and a natural ranking emerges across 64 questions.

The premise of the survey is that all of these investment items are a worthwhile investment that will improve our delivery of education. All of these options contribute to the district's vision and mission. However, all are not attainable for the 2013-14 school year. By forcing respondents to choose between each item against each of the other items, the School Board will know which items are the highest priorities in our community.

We asked respondents to identify the investments that will move our district closer to achieving our mission:

"We will create, in partnership with our staff, families and community, challenging opportunities for all students to be successful as they become responsible and contributing citizens and masters of the knowledge and skills essential for life-long learning in our changing and diverse world."

Respondent Self-Identification Options

Respondents checked all that apply:

- School Administrator (largely Principals)
- Elementary Teacher
- Secondary Teacher
- Other School Staff
- Parent
- Community Member
- Central Office Administrator
- Operations Staff
- Student
- Other

What was not identified for inclusion in the survey and why?

1. **Salary increases.** The administration is carefully considering salary increases for each employee group. We know that OSD salaries must be compared to peer districts and considered for increase. And, we know that employees will have a voice in this discussion through collective bargaining. Therefore, salary discussions will remain in the collective bargaining realm.
2. **K-4 math curriculum adoption.** The district has needed this investment for many years. K-4 math materials are not aligned with fifth grade and middle school. The Superintendent has prioritized this investment, and the Board of Directors has agreed with this priority. The survey will therefore address the priorities that would be addressed after this investment could be accomplished.
3. **Technology investments.** The current technology levy will expire in the 2014 school year. Therefore, the School Board will consider the strategic direction of our technology investments and future potential levy requests as a separate matter. While some technology items are included in the survey for consideration, major equipment and hardware/software purchases are assumed to be considered for inclusion in the technology levy.
4. **Staff development.** This is also a natural enhancement to include in negotiations. The state is imposing a number of new initiatives, and staff development will be a necessary component. The district and employees will work together on the specifics of these.

5. **School security cameras.** The district is considering the investment of capital budget resources to purchase/install/maintain interior and exterior security cameras. Therefore, the survey does not address this investment.
6. **Full-day kindergarten.** The School Board has decided to provide free full-day kindergarten for Madison and Garfield Elementary Schools service-area families. The survey includes a question about full-day kindergarten; the School Board would use results to consider free full-day kindergarten at the next highest poverty schools.

Items included in the Survey

Instructional Enhancements

1. Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.
2. Restore teacher staffing at middle and high schools.
3. Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.
4. Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.
5. Reduce elementary class size.
6. Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.
7. Invest in music and PE offerings at the elementary school.
8. Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.
9. Invest in the elementary Highly Capable program.

Operational Enhancements

1. Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.
2. New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).
3. Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.
4. Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.
5. Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.
6. Expand non-instructional support at schools: Office or other support.
7. Expand technology coaches and technicians.
8. Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.

Narrative Item

Please identify and describe other enhancements that you would request the Board consider to fund in the 2013-14 school year. Please describe how this item is a critical investment for the district to improve student achievement or to spur progress meeting our mission.

Narrative responses are summarized below.

The narrative responses are also included, unformatted/sorted in Appendix B.

On-Line Survey Data Results Roll-up

The following tables display the survey results through May 6, 2013. A tie is possible, and does not indicate an error (ties are shaded). Respondents were permitted to self-identify with multiple groups, so the responses exceed 100%.

Instructional Items

Number Responded	Percent	Respondent Self-identification	Reduce Elementary Class Size	Invest in At-Risk Students (Counseling, Social Services)	Invest in Music & PE	Restore Secondary Staffing	Invest in Training for Reading, Math, Science	Full-day Kindergarten	Expand Intervention for Struggling Students	Invest in Athletics and Activities	Invest in Elementary Highly Capable
305	23%	Teachers	1	2	4	5	7	3	6	8	9
22	2%	School Administrator	5	1	7	2	4	6	3	8	9
13	1%	Central Office Admin.	4	1	6	5	3	4	2	7	8
21	2%	Operations Staff	2	1	5	4	3	7	6	9	8
146	11%	Other School Staff	2	1	7	3	6	5	4	8	9
846	64%	Parent	1	3	2	5	4	6	7	8	9
84	6%	Student	8	2	3	4	1	6	9	5	7
50	4%	Other	2	3	4	5	1	7	6	8	9
259	20%	Community Member	1	2	4	3	5	6	7	8	9
1,320		All	1	2	3	4	5	6	7	8	9

Operations Items

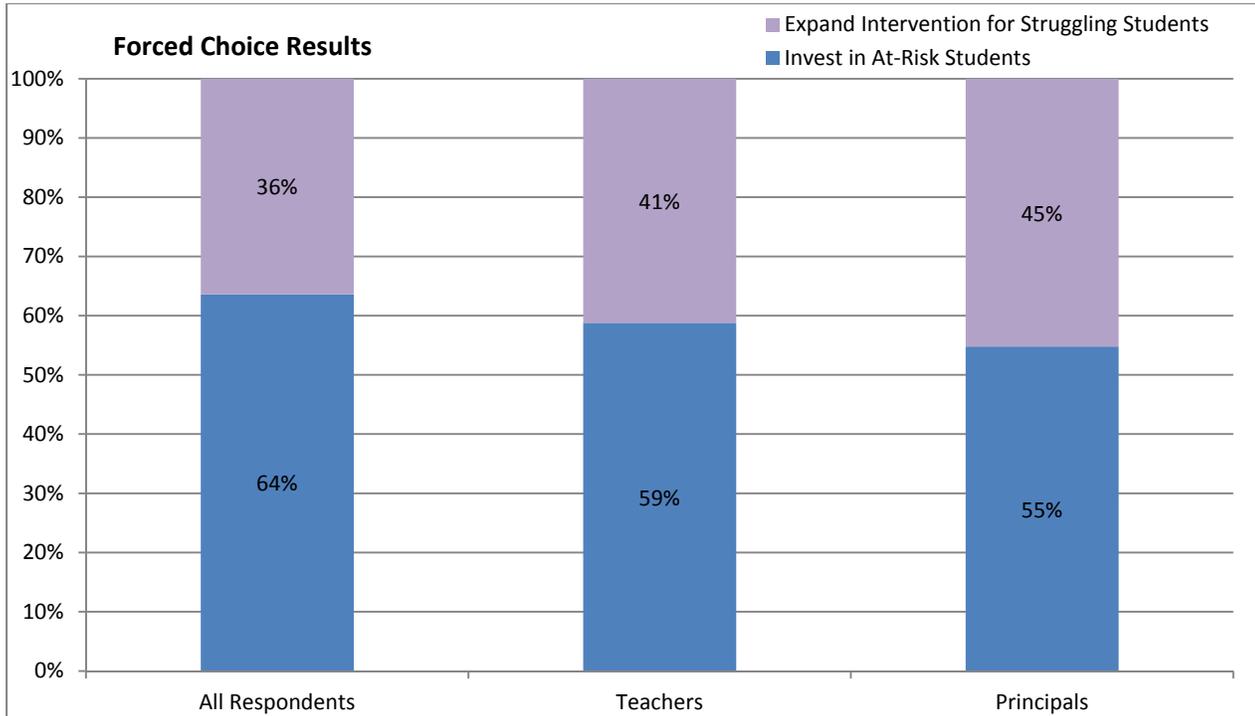
Number Respond	Percent	Respondent Self-identification	School Nurses	Improved Security	Technology Coaches & Technicians	Building Maintenance	Expanded Office Support	Restore Bell Schedules	Improve Grounds Maintenance	New e-mail System
305	23%	Teacher	1	5	2	4	3	6	7	8
22	2%	School Administrator	2	1	5	3	4	8	6	7
13	1%	Central Office Administrator	2	1	5	3	7	6	6	4
21	2%	Operations Staff	4	1	3	2	5	7	6	8
146	11%	Other School Staff	1	2	5	4	3	7	6	8
846	64%	Parent	1	2	3	4	5	6	7	8
84	6%	Student	1	2	3	4	6	7	5	8
50	4%	Other	1	3	2	3	4	5	6	7
259	20%	Community Member	1	4	2	3	5	6	7	8
1,320		All	1	2	3	4	5	6	7	8

Selected Forced-Choice Decisions

The following charts display the answers that respondents provided when they were forced to choose between two important items.

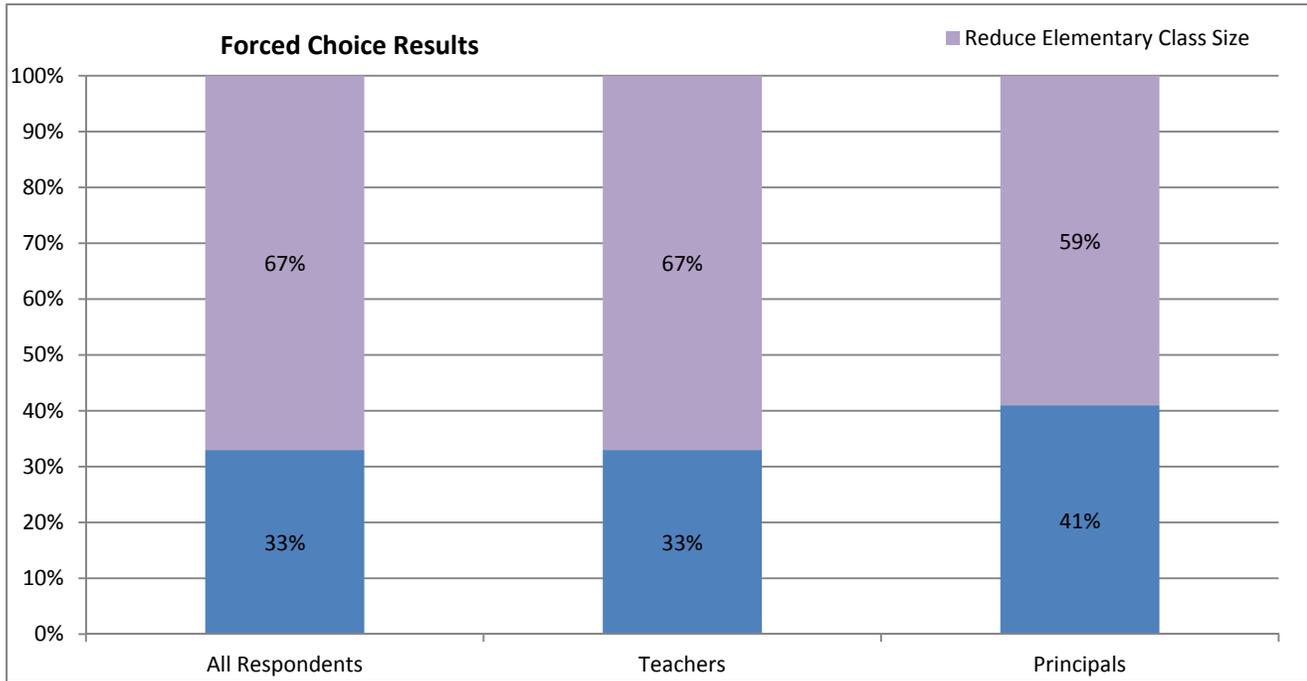
When asked to choose between:

1. Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.
2. Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.



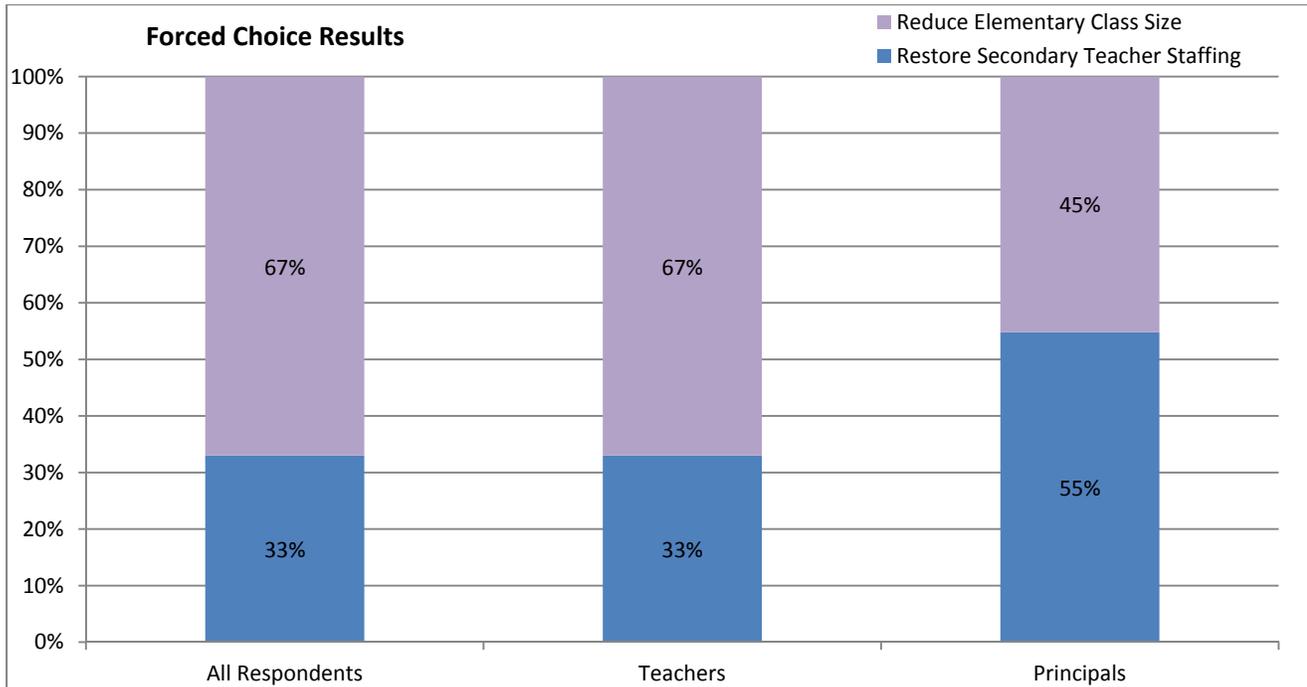
When asked to choose between:

1. Reduce elementary class size.
2. Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.



When asked to choose between:

1. Reduce elementary class size.
2. Restore teacher staffing at middle and high schools.



Items Ranked as Top 3 and Last 3

Identifies items that were either a high priority or were a low priority, by respondent group.

Instructional Items

	<u>1st Priority</u>	<u>2nd Priority</u>	<u>3rd Priority</u>	<u>7th Priority</u>	<u>8th Priority</u>	<u>9th Priority</u>
Teacher	Reduce Elem. Class Size	Invest in At-Risk Students	Full-day Kindergarten	Content Area Training Support	Athletics/Activities	Highly Capable
School Administrator	Invest in At-Risk Students	Restore Secondary Staff	Intervention for Strugg Students	Invest in Music/PE	Athletics/Activities	Highly Capable
Central Office Administrator	Invest in At-Risk Students	Intervention for Strugg Students	Content Area Training Support	Invest in Music/PE	Athletics/Activities	Highly Capable
Operations Staff	Invest in At-Risk Students	Reduce Elem. Class Size	Content Area Training Support	Full-day Kindergarten	Highly Capable	Athletics/Activities
Other School Staff	Invest in At-Risk Students	Reduce Elem. Class Size	Restore Secondary Staff	Invest in Music/PE	Athletics/Activities	Highly Capable
Parent	Reduce Elem. Class Size	Invest in Music/PE	Invest in At-Risk Students	Intervention for Strugg Students	Athletics/Activities	Highly Capable
Student	Content Area Training Support	Invest in At-Risk Students	Invest in Music/PE	Highly Capable	Reduce Elem. Class Size	Intervention for Strugg Students
Other	Content Area Training Support	Reduce Elem. Class Size	Invest in At-Risk Students	Full-day Kindergarten	Athletics/Activities	Highly Capable
Community Member	Reduce Elem. Class Size	Invest in At-Risk Students	Restore Secondary Staffing	Intervention for Strugg Students	Athletics/Activities	Highly Capable
Total	Reduce Elem. Class Size	Invest in At-Risk Students	Invest in Music/PE	Intervention for Strugg Students	Athletics/Activities	Highly Capable

Operational Items

	1st Priority	2nd Priority	3rd Priority	7th Priority	8th Priority	9th Priority
Teacher	School Nurses	Technology Assistance	Expanded Office Support	Restore Bell Schedule	Grounds Maintenance	New e-Mail System
School Administrator	Improved Security	School Nurses	Building Maintenance	Grounds Maintenance	New e-Mail System	Restore Bell Schedule
Central Office Administrator	Improved Security	School Nurses	Building Maintenance	Technology Assistance	<i>Restore Bell Schedule Grounds Maintenance</i>	Expanded Office Support
Operations Staff	Improved Security	Building Maintenance	Technology Assistance	Grounds Maintenance	Restore Bell Schedule	New e-Mail System
Other School Staff	School Nurses	Improved Security	Expanded Office Support	Grounds Maintenance	Restore Bell Schedule	New e-Mail System
Parent	School Nurses	Improved Security	Technology Assistance	Restore Bell Schedule	Grounds Maintenance	New e-Mail System
Student	School Nurses	Improved Security	Technology Assistance	Expanded Office Support	Restore Bell Schedule	New e-Mail System
Other	School Nurses	Technology Assistance	<i>Building Maintenance Improved Security</i>	Restore Bell Schedule	Grounds Maintenance	New e-Mail System
Community Member	School Nurses	Technology Assistance	Building Maintenance	Restore Bell Schedule	Grounds Maintenance	New e-Mail System
Total	School Nurses	Improved Security	Technology Assistance	Restore Bell Schedule	Grounds Maintenance	New e-Mail System

Rankings of Instructional Leaders and All Respondents

Items are also shaded to indicate if the district has recently invested resources in the item (shaded green) or has recently reduced funding or staffing for the item (shaded red). Orange shading denotes maximizing class size within the boundaries of the contract. The shading is subjective, and should be used to provide context instead of a absolute prioritization. Shading does not indicate magnitude or a threshold; even a small enhancement would be shaded green. This shading or background was not available to respondents, although they may have prior or first-hand knowledge of the information.

Instructional Items

	<u>Teachers</u>	<u>School Administrators</u>	<u>All Respondents</u>
1st Priority	Reduce Elem. Class Size	Invest in At-Risk Students	Reduce Elem. Class Size
2nd	Invest in At-Risk Students	Restore Secondary Staffing	Invest in At-Risk Students
3rd	Full-day Kindergarten	Intervention for Strugg Students	Invest in Music/PE
4th	Invest in Music/PE	Content Area Training	Restore Secondary Staffing
5th	Restore Secondary Staffing	Reduce Elem. Class Size	Content Area Training
6th	Intervention for Strugg Students	Full-day Kindergarten	Full-day Kindergarten
7th	Content Area Training	Invest in Music/PE	Intervention for Strugg Students
8th	Athletics/Activities	Athletics/Activities	Athletics/Activities
9th	Highly Capable Program	Highly Capable Program	Highly Capable Program

Operational Items

	<u>Teachers</u>	<u>Principal</u>	<u>All Respondents</u>
1st Priority	School Nurses	Improved Security	School Nurses
2nd	Technology Assistance	School Nurses	Improved Security
3rd	Expanded Office Support	Building Maintenance	Technology Assistance
4th	Building Maintenance	Expanded Office Support	Building Maintenance
5th	Improved Security	Technology Assistance	Expanded Office Support
6th	Restore Bell Schedules	Grounds Maintenance	Restore Bell Schedules
7th	Grounds Maintenance	New e-Mail System	Grounds Maintenance
8th	New e-Mail System	Restore Bell Schedules	New e-Mail System

Summary of Narrative Comments

About 445 narrative comments were submitted; most comments cover multiple topics. We attempted to sort by topic, but to do so we had to break-up a narrative that had multiple topics. In this process we felt that regrouping a narrative falsely represented the narratives.

Instructional Comments

Many comments requested a reduction in class size, both elementary and middle and high school. Many comments addressed PE and music class sizes. Several comments focused on the need for additional planning time. All of these requests are ultimately a request for more staffing, largely teachers.

Several comments related to middle or high school requested additional staffing to provide lower class sizes in a given program or course; others addressed the need for more course offerings. This is also, ultimately, intertwined with secondary class size and staffing allocations. When staffing allocations to secondary schools are increased, the school can offer both more courses, and small class sizes in current course.

Several comments related to the need to expand mental health services at our schools. Students with behavior concerns or with mental health concerns usually become struggling students and disrupt the educational environment of other students; ultimately students need help for their own success and well-being. Often these comments were intertwined with a request for more school nurses and more time for a nurse in the school building (more than 1 day per week at an elementary school, for example). And just as frequently, respondents were asking for additional counseling supports; which may have a guidance component implied.

Several comments requested the addition of para-educator hours to assist teachers and to provide early intervention for struggling students.

Several comments related to the highly capable program. Most were supportive, or requesting additional resources. Several were pointing out that our program detracts from the school day for the highly capable student and for the students in the general classroom. Comments also addressed the need for middle school options for highly capable students.

Comments were generally supportive of putting resources in to early years: interventions for struggling elementary students, full-day kindergarten, and preschool. Several comments highlighted the importance of early investments to reduce the need for high investments later in the K-12 career.

Several comments address the need for enhanced arts programs and/or enhance music programs, or other instructional areas not addressed in the forced choice questions (humanities, foreign language, social sciences). Several comments addressed the need for more integrated learning, or query-based learning, and hands-on learning.

Operational Comments

Building maintenance was mentioned as a higher priority than grounds maintenance. Several comments went so far as to say, invest in instruction before grounds. Building maintenance would include addressing desks and furniture in ill-repair, which was an issue that was addressed.

There were mixed comments on investment in security cameras, but narratives requested a focus on security generally.

There were mixed comments on restoration of the 2011-12 SY bell schedule. Several comments requested the restoration, several comments requested that high schools start later (presumably start later than 8:00 a.m.—the prior start time), and several comments that noted that a change back to the old bell schedule was not necessary.

Survey Tool Comments

Several comments related to the survey tool itself. While we have not tallied the “likes” and “dislikes” comments, we will review these specifically to identify if a better tool could be designed. We will also ask school staff for feedback on this process, since it looks a bit different than prior years.

Appendix A: Data Result Tables

This appendix includes the tables of ranking data submitted via the survey tool.

Ranking for all respondents (1320 responses)

Instructional Items

Rank	Item	Votes
1	Reduce elementary class size.	7006
2	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	6509
3	Invest in music and PE offerings at the elementary school.	6089
4	Restore teacher staffing at middle and high schools.	5942
5	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	5842
6	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	5170
7	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	4900
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	3156
9	Invest in the elementary Highly Capable program.	2841

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	6430
2	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	5611
3	Expand technology coaches and technicians.	5485
4	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	5070
5	Expand non-instructional support at schools: Office or other support.	4769
6	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	3818
7	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	3478
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	2236

Rankings for "School Administrator" (22 responses)

Instructional Items

Rank	Item	Votes
1	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	125
2	Restore teacher staffing at middle and high schools.	115
3	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	110
4	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	108
5	Reduce elementary class size.	107
6	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	94
7	Invest in music and PE offerings at the elementary school.	70
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	41
9	Invest in the elementary Highly Capable program.	21

Operational Items

Rank	Item	Votes
1	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	113
2	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	100
3	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	95
4	Expand non-instructional support at schools: Office or other support.	89
5	Expand technology coaches and technicians.	63
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	62
7	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	59
8	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	35

Rankings for "Teacher" (72 responses)

Instructional Items

Rank	Item	Votes
1	Reduce elementary class size.	452
2	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	378
3	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	344
4	Invest in music and PE offerings at the elementary school.	323
5	Restore teacher staffing at middle and high schools.	303
6	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	299
7	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	275
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	122
9	Invest in the elementary Highly Capable program.	85

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	320
2	Expand technology coaches and technicians.	299
3	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	297
4	Expand non-instructional support at schools: Office or other support.	273
5	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	236
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	218
7	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	215
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	151

Rankings for "Elementary Teacher" (109 responses)

Instructional Items

Rank	Item	Votes
1	Reduce elementary class size.	722
2	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	563
3	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	548
4	Invest in music and PE offerings at the elementary school.	534
5	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	438
6	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	418
7	Restore teacher staffing at middle and high schools.	382
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	186
9	Invest in the elementary Highly Capable program.	116

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	611
2	Expand non-instructional support at schools: Office or other support.	441
3	Expand technology coaches and technicians.	427
4	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	374
5	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	359
6	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	357
7	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	268
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	210

Rankings for "Secondary Teacher" (136 responses)

Instructional Items

Rank	Item	Votes
1	Restore teacher staffing at middle and high schools.	778
2	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	686
2	Reduce elementary class size.	686
3	Invest in music and PE offerings at the elementary school.	619
4	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	563
5	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	499
6	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	497
7	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	350
8	Invest in the elementary Highly Capable program.	214

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	667
2	Expand technology coaches and technicians.	566
3	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	547
4	Expand non-instructional support at schools: Office or other support.	524
5	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	511
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	375
7	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	341
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	275

Rankings for "Other School Staff" (146 responses)

Instructional Items

Rank	Item	Votes
1	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	862
2	Reduce elementary class size.	815
3	Restore teacher staffing at middle and high schools.	662
4	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	623
5	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	604
6	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	603
7	Invest in music and PE offerings at the elementary school.	545
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	309
9	Invest in the elementary Highly Capable program.	219

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	813
2	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	657
3	Expand non-instructional support at schools: Office or other support.	641
4	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	529
5	Expand technology coaches and technicians.	472
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	384
7	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	347
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	241

Rankings for "Parent" (846 responses)

Instructional Items

Rank	Item	Votes
1	Reduce elementary class size.	4573
2	Invest in music and PE offerings at the elementary school.	4022
3	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	3980
4	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	3857
5	Restore teacher staffing at middle and high schools.	3810
6	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	3088
7	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	3004
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	2103
9	Invest in the elementary Highly Capable program.	1997

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	3983
2	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	3745
3	Expand technology coaches and technicians.	3672
4	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	3274
5	Expand non-instructional support at schools: Office or other support.	2977
6	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	2517
7	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	2145
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	1343

Rankings for "Community Member" (259 responses)

Instructional Items

Rank	Item	Votes
1	Reduce elementary class size.	1477
2	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	1239
3	Restore teacher staffing at middle and high schools.	1226
4	Invest in music and PE offerings at the elementary school.	1114
5	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	1103
6	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	1024
7	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	964
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	596
9	Invest in the elementary Highly Capable program.	569

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	1292
2	Expand technology coaches and technicians.	1087
3	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	1033
4	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	1006
5	Expand non-instructional support at schools: Office or other support.	975
6	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	723
7	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	695
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	438

Rankings for "Central Office Administrator" (13 responses)

Instructional Items

Rank	Item	Votes
1	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	81
2	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	65
3	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	61
4	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	60
4	Reduce elementary class size.	60
5	Restore teacher staffing at middle and high schools.	54
6	Invest in music and PE offerings at the elementary school.	40
7	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	24
8	Invest in the elementary Highly Capable program.	23

Operational Items

Rank	Item	Votes
1	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	71
2	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	68
3	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	50
4	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	44
5	Expand technology coaches and technicians.	39
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	32
6	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	32
7	Expand non-instructional support at schools: Office or other support.	28

Rankings for "Operations Staff" (21 responses)

Instructional Items

Rank	Item	Votes
1	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	107
2	Reduce elementary class size.	105
3	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	103
4	Restore teacher staffing at middle and high schools.	101
5	Invest in music and PE offerings at the elementary school.	85
6	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	77
7	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	75
8	Invest in the elementary Highly Capable program.	54
9	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	45

Operational Items

Rank	Item	Votes
1	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	103
2	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	89
3	Expand technology coaches and technicians.	86
4	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	77
5	Expand non-instructional support at schools: Office or other support.	73
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	65
7	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	56
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	37

Rankings for "Student" (84 responses)

Instructional Items

Rank	Item	Votes
1	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	421
2	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	413
3	Invest in music and PE offerings at the elementary school.	394
4	Restore teacher staffing at middle and high schools.	349
5	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	319
6	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	307
7	Invest in the elementary Highly Capable program.	292
8	Reduce elementary class size.	273
9	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	254

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	426
2	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	367
3	Expand technology coaches and technicians.	351
4	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	319
5	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	259
6	Expand non-instructional support at schools: Office or other support.	256
7	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	228
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	143

Rankings for "Other" (50 responses)

Instructional Items

Rank	Item	Votes
1	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	239
2	Reduce elementary class size.	231
3	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	229
4	Invest in music and PE offerings at the elementary school.	227
5	Restore teacher staffing at middle and high schools.	215
6	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	196
7	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	188
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	147
9	Invest in the elementary Highly Capable program.	125

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	247
2	Expand technology coaches and technicians.	211
3	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	203
3	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	203
4	Expand non-instructional support at schools: Office or other support.	167
5	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	158
6	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	120
7	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	83

Rankings for "Elementary Teacher", "Secondary Teacher", "Teacher" (305 responses)

Instructional Items

Rank	Item	Votes
1	Reduce elementary class size.	1791
2	Invest in at-risk students: Expand counseling, mental health, social work, or guidance resources.	1522
3	Provide free full-day kindergarten: Prioritize school(s) with the highest poverty.	1460
4	Invest in music and PE offerings at the elementary school.	1411
5	Restore teacher staffing at middle and high schools.	1401
6	Expand intervention: Expand reading and math intervention for struggling students. Expenditure design would depend on the grade level.	1193
7	Invest in reading, math, and science, to include additional teacher training and/or instructional coaches.	1146
8	Invest in athletics and activities: Add time for coaches, Athletic Directors, C-teams and activity budgets; reduce pay-for-play fees.	628
9	Invest in the elementary Highly Capable program.	396

Operational Items

Rank	Item	Votes
1	Invest in student health: Expand nursing presence in schools, currently 1 day per week at most elementary and middle schools.	1528
2	Expand technology coaches and technicians.	1244
3	Expand non-instructional support at schools: Office or other support.	1198
4	Improve Building Maintenance: Add maintenance staff to reduce response time for building maintenance response.	1157
5	Improve security: Add time for staff training, more security personnel, improved safety equipment or systems.	1046
6	Restore bell schedules to 2011-12: All grade bands begin at the same time; high school begins at 8:00; middle school at about 8:30; elementary school at about 9:00.	917
7	Improve Grounds Maintenance: Add grounds crew to improve building grounds appearance.	825
8	New e-mail system: Shift from FirstClass e-mail and scheduling system to a different system (such as Microsoft or Google gmail).	611

Appendix B: Data Pull from On-Line Survey (No Formatting, Sorting or Dividing among Topic; Personal Information is Deleted; 1 Comment is Translated)

Narrative Answers

I'd like to qualify some of my above answers.

My rankings aren't as important as the opinions of those who would know what would be most effective to increase student learning. Don't be a slave to the majority. Add resources where needed before appeasing my whims.

Changing email systems is a HUGE undertaking, and shouldn't be done hastily it will take a lot of time (and money) to make a change, be sure the payoff in increased employee performance/happiness is worth it. I'd prefer Google Apps over a MS solution any day of the week, but firstclass is more than sufficient for me to do my job.

Music and Art in the classrooms pays dividends in student engagement and future performance.

Good Luck.

We desperately need more mental health social work services in the buildings. Perhaps adding more SSC time to buildings, especially elementary schools, would solve this void.

Charging tuition to students from other school systems that wish to enroll is OSD. My children both have crowded classes, including children from other school districts. Not sure outside students should be served if schools are overcrowded... but if there is room, tuition should be charged in lieu of local property tax that supports our schools.

School should generally begin later, especially high school. Students are sleep deprived!

Rather than full day kindergarten (exhausting), provide support to families on how to interact productively with their child at home.

Collaborative planning time for teachers; greater support for kids with IEPs. Both would help with standards achievement.

I would like the tech department to listen to staff rather than dictating to the teachers about what we really need

Negotiate contracts with high school guidance counselors that require some presence in the summer and through the college admissions season, from September through March 1. Increase staff in the counselling center to support seniors while holding current counselors accountable for meeting kids' deadlines to schools. Give no additional resources without accountability.

study after study shows that high schoolers do better with a late start. this should be implemented to help the performance of our teen students.

Thank you for asking for parents' input.
we appreciate your hard work.

Priorities for our family include: full day kindergarten for all, music in the schools, gifted program and more technology instruction.

Stop playing with the bells. Leave as is if it saves money. Don't waste money on fancy building projects and unnecessary niceties. Ensure teachers are high quality or fire them and get people more qualified. Ensure armed security guards or staff are trained to react properly. Ensure that staff continue to maintain situational awareness, especially when concerning predators stalking or photographing our kids.

Smaller classes at the high school level and increased intervention for students not on track to graduate. Less emphasis on culminating projects and AP and IB programs and more emphasis on meeting common core standards for all students.

Invest more into the sports

Please add REAL security measures to the schools- I.E. locked doors with camera/buzzer systems, armed guards around school perimeter (come on, we have unemployed veterans who'd likely do this job for free just to know the kids are safe, calling this a budget issue is a cheap cop-out), more security cameras and real-time monitoring of said cameras, alarm systems wired directly into police/fire/EMS to reduce response times, etc (if it can be done with home security, there's no reason it can't be done at school). I'm sure most parents would love to see safer schools above all else.

I would like high school to start at 9am

I would really like to see elementary PE expanded, 1 day a week is a joke

Get good qualified staff that can use resources effectively and not waste money and time!
Get enough custodial staff at every level (elementary-high school) so our rooms can get clean or make sure subs are available too. Our Administration team is working on so many discipline problems, staff problems are NOT being addressed!!!!

Get good qualified staff that can use resources effectively and not waste money and time!
Get enough custodial staff at every level (elementary-high school) so our rooms can get clean or make sure subs are available too. Our Administration team is working on so many discipline problems, staff problems are NOT being addressed!!!!

Class size and overcrowding at OHS is a concern. Invest in environmental education.

staff and teacher salaries should be an itme of discussion with the public not just with unions. we are not getting the bang for the buck too often.

Here is what you really need to do:

Pay Superintendents/administration less and teachers more and get them smaller class sizes. Stick to a curriculum instead of changing it every 2-4 years, because someone gets schmoozed by a salesman. How much do you spend each year "adopting" a new curriculum? It makes it harder for the teachers and that is the last thing they need.

Back up the teachers and tell parents that think their kids are "little angles" to grow up and hold their kids accountable. Make kids and parents more responsible for their education. Leave a few "Child(s) Left Behind" if they can't behave and toe the line. The world needs ditch diggers too. The kids who want to be at school and are capable should be the ones receiving the attention. Stop putting ESL and kids with disabilities in the same class as the average student. It takes away from their the average student's valuable time. Life isn't fair and the sooner they learn it the better off everyone will be. Too bad if feelings get hurt. I'm tired of my kid getting the shaft because time and resources are unfairly allocated to struggling/disruptive/incapable students.

Sincerely,

A parent sick of everyone needing a trophy and teachers not getting the respect and support they deserve.

The best way to help struggling students is to allow teachers to deviate from the standards to go more slowly for children who need to go at a slower pace and give up when the challenge is too much. The only way to do that is to reduce the class sizes so that teachers can individualize the instruction more.

I find it disheartening that there is no full day kindergarten in this school district. We are behind the times. Most school districts in the Midwest have been offering full day kindergarten for at least 15 years. I don't think it should only be considered in low income areas. For example, Boston Harbor only has one kindergarten class, so why not offer full day?

I also feel that there should be a speech and debate class and not just a club at both high schools. Speech & debate not only provide life skills, but help students that aren't musicians, artist, or athletes. I personally know several teens that not only went to Nationals in NFL(National Forensic League) but were given full ride scholarships through speech & debate. The times we live in now, demand that we give our children every opportunity possible so they can stand out in their fight to succeed in this world.

Please feel free to contact me if you have further questions or would like more input.

Thank you,

This is an interesting survey format. I'd be interested in the science behind this particular format.

Elem. Band and Orchestra instruction have value, but the impact of students missing 10-35+ minutes of general education instructional time 2-3 times per week is significant. This enrichment should be attached to a long-recess period.

Please reconsider the 35 minute planning period for intermediate elem. teachers. Responsibility for planning and responding to six content areas, 3 high stakes MSP tests, 1 OSPI CBA, and district MAP testing demands more paid planning time. Frankly, that responsibility is similar to a secondary teacher with 5 or more prep. periods but without the 5% base salary bump. A weary teacher donating 20+ hours a week of time isn't honoring our profession. Increase our planning time, offer incentive of the 5% bump, or reduce our responsibilities. If district training is to be offered during the school day, then pay for the time it takes to create substitute plans for those 6 content areas. This is an equity concern.

Revamp the elem. conference/grading periods practice to something more reasonable, meaningful, and differentiated for student/family needs.

Invest in an IEP eligibility/evaluation system that aligns with new Common Core performance expectations.

I would like the school district to investigate and set up a plan for moving toward a year round school system. Research clearly indicates that a year round system is far superior to the current system we have.

Elementary school start time MUST be changed! Children do NOT learn well past 3:00pm! Roosevelt Elementary School has a proven and successful reading program. Students are SOARING in their reading capabilities. The district would be greatly benefited to financially support the existing reading program.

eliminate PATS. It's a waste of money. I know many brilliant kids who were not in it and are top of the class in middle and high school- such as CHS's class president. I do not understand why pats exists. I hear from the grapevine that it's a "cake" job for the teachers. Meanwhile the regular teachers are stuck with the other kids and the disruption of having the pats kids leave one day a week. All think the bottom achievers should be offered pats one year to see if this special privilege of field trips and integrated teaching improves their grades! All kids should be pats kids!

Provide better maintenance of our schools. A well maintained building and grounds can be a positive source for pride and commitment of achievement. A neglected facility can result in "broken window syndrome" that will have great negative impact on belief in one's school and potential for achievement.

I know several families with special needs students at various schools. They all have expressed frustration with a lack of staff/educator training in working with special needs students. I feel more money put into this kind of training will benefit the school as a whole.

Smaller class size

Many elementary schools, with larger populations than some middle schools, are challenged with growing numbers of students with unique learning/behavioral needs. In order to work effectively with these students and their families, and to remove barriers that prevent them from performing at their potential, additional administrative/counseling support is necessary. This additional support would benefit students in two ways: 1) it would maintain and enhance our ability to provide intervention and supports for students, and 2) it would allow administrators to carry-out other equally as important functions, including instructional/teacher support and the implementation of the new teacher evaluation system.

Investing in the success of all students should be priority #1. As we move towards RtI and PBIS more support staff such as school psychologists and counselors will be very important. Intervention specialist will also become more and more important, as more tiered levels of interventions are made available. School nurses and other itinerant staff are also spread very thin and this prevents some students from getting the services they really need.

I think the preschool program should be expanded to all primary schools.

Teacher evaluation.

Bring art back into all schools. Add art to the music/PE list. Many at risk students thrive in art class.

Why aren't you considering having the younger kids start earlier than the teens as all the science on sleep seems to support?

After school PATS programs for academically talented. The highly capable are not given enough program time in their 1 day/week classroom time due to bussing issues.

Our district needs a Hi-Cap program for middle schools. The JAMS program is lottery based, and open to any student regardless of ability level, and therefore, not a Hi-Cap program. I am currently paying taxes to support the OSD, and paying to send my middle school child to a private school, as our district has no program that will meet her Highly Capable needs. The district has PATS for elementary schools, and Honors, AP and IB programs in the high schools, but no Hi-Cap programs for middle schools.

I see a lot of students who have little connection to our school. We get a bargain with "C" teams and extracurriculars. Please consider that the small elementary and middle schools are able to create a small community while large high might struggle more to create community without the extracurricular programs.

The highest priority is to reduce elementary class size, hands-down. Second, offer early education (full day K) for lower income kids.

Also, I placed intervention as a high priority. This is with a caveat, though. I am not looking for more of the same. I am looking for intervention that specifically identifies students with disabilities such as dyslexia, dysgraphia or communication disorders and offers evidence-based interventions targeted explicitly at the disorder. The current practice of identifying a discrepancy between IQ and achievement tells us little about the kind of intervention that would best benefit that student. In most cases, it tells us little that we don't already know. Even RTI as I understand it doesn't help identify the underlying processing problem a child is experiencing.

In most buildings, special education and LAP do a great job of keeping kids from falling farther behind, but they don't do as well at closing the gap and helping kids actually catch up. This is what I'd like to see, and I believe correct identification of disabilities and targeted interventions are the key for many students. Which costs money, of course.

Smaller class sizes K-12 are a must. With 30+ kids in classes, teachers have no time to make a connection with students. Large classes also adds tremendously to the out of class work for teachers

More funding needs to go for interventions at the elementary level. Those are the most critical years, and they are the building blocks for everything students learn there after. If a student doesn't understand the basics, then they start falling behind and the gaps continue to widen the older he/she gets. There are far too many students who need small group intervention support that an elementary teacher just can't offer while still moving the rest of the class forward.

I believe the new bell schedule is working well. I would not like to see it restored to the prior year's bell schedule.

I chose the priorities that I did being mindful of which improvements would benefit the most students at one time.

I would invest in the most vulnerable students first including finding more ways to help students of color and students in poverty.

This was a straight forward survey. I appreciate what the OSD is doing during this difficult budget time. Thank you for asking our opinions.
I had a difficult time deciding between the questions regarding security and learning enhancement. But in light of recent activities, the safety of our children must come first. If the children feel safe they will learn. If they feel threatened no matter how great the programs, the children will not learn.

there are a lot of false choices in this survey. Also you are packaging too many items into one choice. I am in favor of C teams but am not concerned about pay to play costs for example. I am in favor of security but don't appreciate having additional staff training time lumped in. There are already too many days off at the high school.

Stay away from larding up the staff with non-teachers, teachers and para-educators do the teaching, you don't need more secretaries.

Finally, School should start later, kids need sleep and you are taking away 15 minutes every day.

More bilingual options. Languages earlier. Smaller elementary class size for sure. High school to start later.

Our schools desperately need more teachers, counselors and para educators. I would much prefer the district to spend dollars on hiring more people at all grade levels to help our students. I know of several parents in my neighborhood who have begun home schooling their children. They have the highest respect for teachers. But the teachers simply have too many kids in their classroom to give them the kind of one-on-one support our kids need. This situation is getting worse. My own student's fourth-fifth grade teacher has 29 students in his classroom. This is an outrageous ratio that is hurting our kids. Please hire more people in the classroom. I would rather see this happen than expensive investments in technology, curriculum, landscaping, security systems or anything else. Our schools also need more counselors to help our kids in their daily lives. Again, this is more important than the fanciest iPad, newest text book or a more efficient email system. Education boils down to people. We need more of them.

work to ensure students get a rich curriculum that includes art, music, social studies, and science - particularly in elementary school.

Lengthen the time all 6th grade students have for math. Make the time equal for all students at Jefferson and not just the JAMS students.

More focus on math, science and technology. JAMS teachers should have experience teaching Math & Science (not just one subject) or split this into separate math and science teachers who have strong technology skills.

Restore PE to more than once a week in elementary schools or implement Track Stars running program.

Require students in middle and high schools to either play a sport or take PE in all semesters to increase physical activity and reduce obesity issues.

Focus on non-academic skills for success: student personal vision & traits for success.

Invest in and value non-college bound career training.

We have gotten ourselves over focused on getting everyone into college whether appropriate or not resulting in poor career development/class choices and failure for many students. There are many more important careers than those defined by college. We loose our international competitiveness, skill stock and jobs by putting so much emphasis in guiding students toward college rather than respecting and supporting the many jobs that are needed to make our country independent and strong. I say this as a college graduate.

Our family's #1 priority is a reduction in elementary class size. Research is clear that this has a huge impact on student learning.

smaller class size with adequate para support is vital.

It really disturbs me that sports is always included in things to be restored or enhanced, but the Arts are always the first to be cut and last to be restored. The benefits of Arts education have been proven by many studies, yet Olympia schools have cut many Arts programs. Luckily, my son gave up on the mainstream schools and recently transferred to Avanti, where the Arts are still respected, but most of the schools have ridiculously inadequate programs. Drama, Art, and Music programs need to be restored.

Free all day kindergarten should be allowed at any school through scholarship or application. Not just certain schools. Help low income students throughout the district.

Remove ADHD or Troubled children from class room so teacher can teach. The other children are held hostage while the teacher corrects or restrains the acting out child.. Leave the teacher no time for helping advanced students.

Consider major change in school day/week to allow teachers to truly collaborate to improve student learning.

Expand art programs at all levels and vocational programs at the high school level.

Make the school day match the reality of kids -- high school needs to start later in the day and go longer.

Restore support for experiential learning experiences at all grade levels, but especially elementary. This is a key aspect of motivating and inspiring kids to take an interest in learning.

My 3 priorities are covered above

- reverse bell schedule to 2011-2012 schedule
- free kindergarten - I think it is horrible that I have to pay for kindergarten at a public school.
- reduce elementary class size

Thx for this opportunity.

Improve school lunches to include more green veggies, fruit and vegetarian/vegan and gluten free offerings. Offer more non-dairy beverage choices with meals.

Despite community pride in our school system, OSD scores a C- on a national scale (as does Washington State as a whole) We need to create a world class academic system rather than importing our business leaders and college grads from other states as most employers do. On some of the social service issue's above which can be disruptive in the class room, is it possible to find a non profit partner to help address some of these issues in a more systemic way?

We need to be teaching our children how to avoid disease, to take care of their bodies and mind, and the knowledge they'll need to be successful. Health, technology, and always communication would be a few that would be important in our children's lifetime. Communication, I think, should be pushed hard on our young - especially.

Thank you for taking the time to consider our opinions. Restoring the bell schedule to the 2011-2012 schedule is our #1 priority.

Please consider a more holistic review of school schedules. While I'm in favor of reverting to the former schedule it is still less than ideal for student learning.

Disappointed to see no consideration of funding art education. Art and creative expression and having an outlet to express feelings could really excite kids about school and be a healthy outlet. Olympia won't be world class without recommitting to art education. Having art standards isn't enough. My child has not had a single teacher who was working on the so called art standards..... Too busy managing too many kids and teaching to the next test. Principal laughed at me when I asked about the art standards adopted by the district.

Foreign language instruction needs to be funded at the elementary and middle school level.

Mental Health (Social-Emotional) support services (educational programing and training for all staff and students) for each building in the district in partnership with community-based organizations. Direct partnership with CYS or BHR; workshops or training for at-risk youth and their families and staff development opportunities for staff.

Too many teacher training sessions that take up childrens education time.

Require all teachers, administrators, and staff to participate in cultural competency trainings - not once but on-going. Not because there is a perception that our student body is getting more diverse but because it's the right thing to do even in homogenous communities. The best education is one rooted in social justice.

Support alternative programs and schools. Students and families have various needs that big traditional schools can't always accommodate. Small learning communities matter.

Offer bilingual, dual-language programs in the elementary schools. It's the 21st century for goodness sake. Do I really need to explain why this is a critical investment?

Hire more teachers of color. Research says positive professional role models make a difference in retention, persistence and academic success for under-represented and historically marginalized communities of color.

I believe that we need to face reality that many students do not go on to higher education but ALL become citizens and are we preparing them to be good parents, responsible citizens and fiscally aware. A class in parenting skills and also basic financial skills would be wise.

Research clearly suggests that high school students would benefit from a later start time. I'd prefer to see high school start later than elementary. Returning to a sub-optimal start schedule simply because it was done that way before is not sound educational strategy.

Support daily PE for all kids to help battle obesity and to keep their minds sharp during the learning day.

I would like to see more money being allocated to security . I am a concerned parent with all of the past years events. I suggest asking for parent involvement . Like a dad or grandpa or uncle that comes to the schools for extra eyes and alot ears...

If the decision is made to increase the investment of intervention of math and reading, please look at some of the computer programs as well as staff training and text books. We are seeing nice results with ALEKS at our building in the area of math intervention. The program is set up to work with elementary grades through college level in many subject areas so a district-wide license may make sense.
Thank you for asking.

There is definitely a need for more para coverage during lunches and recess. This is a safety AND security issue.

na

Please have the elementary schools start earlier! These children wake up early and they are ready to learn. They miss valuable learning time in the morning when they start late, and the primary students lose learning time late in the day, as well as valuable family time being taken from them when they get home so late in the day. The bell schedule this year has been horrible for students and families. Doing the right thing for our students should be a priority with the budget. Give our students the chance they need to be in school and learn when it's best for them and give families some time at night with their young children. Eliminate 1 hour late starts and have the teacher time in the afternoons - the one hour late starts take time away from our students too. Think about what is best with the bell schedule, regardless of sport schedules - change the way of thinking! Young kids are up early and ready to go, high school kids need more sleep than young kids. Let the high school kids practice sports in the morning (weight training, etc) and start later. They need the sleep, and it would keep them out of trouble in the afternoons because they would be in school longer and unsupervised less. Elementary families would much rather pay for after school care and allow them to get to work at a reasonable time, and their kids to start their day when it's best for them. To hold families and kids hostage to a bell schedule that supports high school athletics, but completely ignores what research says about effective times for students to learn is crazy. Please, please, put our kids first.

With more technology integrated into the schools there's a need to increase training and support staff to handle this increase and reliance on technology. Seems there's a lack in this area.

Middle School and High School Honors/Gifted students have very little resources and few opportunities. Please invest in this area! They are not being challenged and more importantly, they are not interested in school. These are unique minds with unique needs, and there is nothing offered for the gifted kids and little for the honors kids.

I.B. costs out-of-pocket for the zero hour class. Support these kids and pay for it through the district!

Provide the basic educational resources needed rather than putting things like smart-boards into every room. On several occasions, I have had to PRINT a 70-100 page book/workbook/resource for my children which was REQUIRED by the teacher. This should be covered in their free public education. Buy the books for the kids!!

For the most part I believe teachers, counselors, admin, and support staff are very inefficient in what they do with technology. The saying goes, "you don't know what you don't know." There needs to be a technology expert whose sole job is to shadow people/departments and identify inefficiencies and help them create ways to do their job better and faster with technology.

I would, above all, like to see the art teachers have more things to work with, such as canvases, clay, paint brushes, and so on.

I ask that before the Board expands non-instructional staff, they hire more teachers to decrease class sizes and increase course offerings.

If tech specialists are hired, the interview should include a lesson with children, as well as attention to how effective a teacher the individual will be.

I strongly believe that the schools should enhance health, but having a nurse sit in a school does not accomplish this. Instead, a broader approach to long-term health would be better. For example, district-wide positions that travel to schools for health screenings and to deliver lessons about healthy eating, exercise, and other topics in an organized curriculum would have a more positive long term effect and be a more productive use of funds than simply adding a school nurse.

To qualitatively improve teaching and learning, invest in staff, early education, and improve resources for our at risk students (by investing in staff).

It is extremely counterproductive to force high school students to go to school at 7:45, or EVEN at 8 am. Elementary school kids are up very early, while high school kids need to sleep in. Numerous studies confirm this fact. Few high school students even use the buses that force them ALL to get up so early.

Cost cutting: Students at all schools should help with grounds maintenance, whether through home room or through science. Instruction can be provided that meets state standards, and students should go outside anyway.

An online webinar could take care of training in security for all schools.

Invest in Visual and Performing Arts programs. Multiple studies have shown that students with strong art backgrounds are more successful across all fields of study than those without.

I would greatly appreciate it if the STEM program was expanded. This is an important investment because it will increase student achievement in Science, Math, Technology, and Engineering. Also, there is a growing demand for jobs in the technology and engineering fields.

The options for this survey are very disappointing! I don't see any that directly target students served under Special Education. Yes, the survey mentions "Struggling students" for math and reading but I would NOT qualify that at Special Ed. The survey even mentions "gifted programs". What about "music, activities & athletics for students with special needs?" That would be an amazing program. I hope the Board considers all of the students it represents when delegating funding.

Find a way to fund special education programs at the building level that will allow special education students to be more fully involved in building level activities.

Education should be first and foremost. Extra curricular should be second. Music should be available. Studies have shown that students who study music do better in math. Physical Ed should be a priority as well. Students need activity to stay healthy and keep their brain active and prevent obesity. Sports programs should be less priority. they seem more elite and don't necessarily add to the education. They should still be available if possible. Maybe more self supported? UW and WSU sports programs get no state dollars, but are supported by boosters. I think our schools should concentrate on basic education first.

Buildings should be maintained to save money on costly repairs due to neglect. Grounds should be maintained to look nice, but don't need to look like Better Homes and gardens. Perhaps a garden/landscaping elective or extra curr club?

New materials to meet the Common Core Standards. Increase staffing for Special Services and ESL. Provide support for low-income students. In order to address state and district mandates, these resources must be provided and funded.

Restore teacher pay including cost of living increases.

Purchase new texts and eliminate instructional coaches.

Can we cook at each school? Fresher food would be a plus!

The IB program at Capital should be thoroughly reviewed for effectiveness and consider replacing with an AP program. Capital HS students are generally not adequately prepared for the rigors of science and mathematics at the collegiate level. The liberal arts aspects of the IB program are well taught (language, history, english, etc). Unfortunately, the program is completely unbalanced and physics, chemistry and mathematics instruction are simply inferior from an outcome based perspective. Don't "feel" good about it, do it!

Free preschool - studies show this will improve student learning in the long run

Re School security, I recently saw an article from South Carolina where they have beefed up their school security at the cost of practicaly nothing. Police have a couple of hours of 'desk time" each day. Instead of having the Police do their desk time at the station, the schools provide a desk & wifi at the school for the police to use each day. The kids like it, parents like it and the children are much safer than they were before with a 1st responder on site in the event of something bad happening. Is this something Oly School District would consider?

Less time away from the classroom. Teachers, and as a result students, have been spending less and less time each year actually teaching and learning in the classroom. The late starts, teacher in-service days, half days for grading, vacation days, along with the other reasons for lack of seat time are negatively impacting our students opportunities for learning.

Balance structured, academically demanding time with open, exploratory, creative time. Only if these are balanced will the majority of students thrive.

More funds for text books and lab equipment in (AP) Physics + (AP) Biology + (AP) Chemistry classes. In my son's AP Physics class, the lab equipment do not measure accurately as they are supposed to be; and the teacher had to order all "OLD" and "USED" text books for students due to his short budget (I think only \$10-\$15/each). Why the educators always call for STEM, but not act at all????

My first priority would be to increase para time. We absolutely could not run our programs without them.

Reduce class size

Keep athletics active in the Olympia schools. Do not cut athletic programs they are essential to the overall high school experience. Athletes are more likely to come to school each day, achieve good grades, eventually heading off to college.

Interesting choices. I do wonder about the research validity of such a forced (false?) choice, and I request that information about this type of research tool's validity be forwarded to those whom you sent the survey, along with the results.

Given what seems to be an attempt to prioritize needs, I believe the district's mission (students' academic achievement and well being) needs to dictate the priorities, and that the decisions need to be made based on the greater good, (e.g. full-day kindergarten vs. gifted programs in elementary schools would benefit more students), and similarly, a bell schedule that is conducive to the greatest number of students' developmental needs (i.e. later for high school and middle school), is appropriate.

Improving Nursing Services will not only improve child attendance, it will free up the overwhelmed secretaries to do their work instead of spending it in the health room. Liability would be less and accuracy improved (records, documentation, field trips, emergencies).

Develop a fraud waste and abuse program that can be submitted to by anyone. Require staff and teachers to make use of the tools at hand such as Skyward to communicate with parents.

Train teachers in gifted enrichment and eliminate PATS.
Restore district level staffing, cuts have been too deep there.
Enhance/increase office and classified staffing.
Building and grounds maintenance is essential.

I would like to see continuing funds for alternative learning environment programs. Many of the issues pointed out in this questionnaire are efficiently addressed by alternative learning environments; for example, class sizes tend to be small, while students at all points of the learning spectrum (from intensive to hi-cap) are able to have their individual learning needs met without the stigmatization of pull-out intervention classes.

I am the parent of a highly capable student who sorely needed those resources in elementary school (in another district). Despite this I believe that reducing elementary class sizes, adding reading and math instruction to struggling students, and then restoring PE and music need to be the top priorities for elementary success for all students. Once students fall behind they do not catch up.

I do not want respond to the second set of questions because I don't have the information to know which is most important, operationally, to the schools. Email vs. grounds maintenance? Please! I trust the schools themselves to make these decisions- I don't know how inoperable the current email system is or what kind of technology training is needed! It is frustrating that I have to choose something to be able to have my survey even counted. I will make something up but I am not happy about it. I do believe that nursing is important and underfunded but that is my only priority in this section and I can't balance that out vs. other operational issues.

I will say that restoring the bell system is important merely because it provides my high schooler with a marginally more reasonable schedule, but this is pretty much an uninformed & ridiculous opinion.

Providing free full-day kindergarten and investment in reading, math, and science, are very important for us. Thank you for your hard work!

If we invest in the K through 4 grades lower class size etc the pay off will be greater down the road and long term.

As the mother of a 4th grader on the PATS wait list, I strongly support additional funding as available for highly capable students. Her needs are not being met in her classroom. Louisa will continue to need (and strongly desire) expanded learning opportunities. Thank you.
Brigid Flynn

I see no increase in teacher pay. Each year we are expected to do more, to produce better results in the classroom, yet we haven't had even a cola increase in way too many years. And because of decreases in stipends, we are often getting less. Yes, I know that this is a collective bargaining issue, but it seems to me that that's of little value if the legislature simply ignores its agreements. This is a festering sore that will eventually infect the school district.

I would include school gardens as part of grounds maintenance. This would be integrated with all curriculum so the students would be learning sustainability as they maintain the grounds thus reducing maintenance cost while improving appearance and contributing to their health and nutrition education. This is a rich idea that would also grow community support for schools.

There is 20+% unemployment among young adults. Only a minute percentage of our students have a future as a professional athlete or musician. There are thousands of unfilled, high wage Science, Technology, engineering and Math (STEM) related jobs in Washington (1 to 2 million in the country). Our students have a promising future in these areas. We need to emphasize, encourage and excite students about Science, Technology, Engineering and Math to counter the fanciful expectations set by non-stop exposure to the NFL, NBA, American idol, etc. Invest in our student's future - enable them to envision STEM as part of their future at a young age. Invest in STEM opportunities at all grade levels, so students can applying the math and science they learn to real world problem solving, demystify the technology that permeates their lives, and discovery how to engineer a team solution to a daunting challenge. Invest in STEM - equip our students with the skills they will need to succeed in the world they will face beyond high school.

It is my understanding that this year we are ending with more money than expected. Someone needs to find the flawed equation and fix it BEFORE any cuts are made for next year.

We need more PE and Music specialists at the elementary level.

Look at the policy and procedures for the district.
There could be more effective systems in place - working smarter not harder.

As a parent, I do not feel qualified to answer the second set of questions - I don't know how fast maintenance responds to requests; whether it would make a difference have a nurse on site 2 days a week instead of one; how effective our level of technology staff is currently; what problems the new bell schedule has caused; and what the problems are with the internal email system. This questionnaire would not let me finish without answering the second set, so I guessed, because I really wanted to give my feedback on the first set of questions.

I do hope that we can expand our technology help as our technology use has expanded so much.

Please consider radiators in the buildings (OHS) to increase efficiency of heating, by up to 40% if done correctly. Seems to be pumping the heat in and pump it right back out.

The choices I made are a bit misleading. In many cases, I believe that increasing staff and certain programs will help alleviate some of the other issues. In other words, many at risk students benefit by increased staff, music, PE and sport programs and therefore the overall need for more specialized intervention should drop. An ounce of prevention.....

Improve and expand direct counseling services to students for social/emotional needs.
Direct services rather than referral services.

I believe we should place all computer purchases (including tablets and laptops) into the Operational Technology (OT) department, and all computer Purchase Orders should be approved by OT before being processed.

Then, I believe we should create a unified plan for what we wish to accomplish through IT. We should clearly define what the OT department is supposed to support, and what the district expectations are for the OT department.

Finally, with clearly defined goals and expectations from the district, the OT department can determine what additional manpower and equipment, if any, is needed to support those goals, as well as how best to restructure the department for improved efficiency.

The OT department does not have infinite resources. OT is working on several long-term projects that, if completed, will provide immense value to the district. These projects can dramatically scale back the amount of resources necessary to support a computer; this in turn allows OT to devote far more resources to improving services and implementing new IT initiatives.

However, these projects have consistently been pushed off due in part to large scale computer purchases that have happened without OT's knowledge and consent. Thus OT is unable to finish, and instead of becoming more efficient, OT becomes less efficient due to increased support needs (more computers is a direct increase in current and future workload). Additionally, computers are purchased without the necessary infrastructure in place, which causes infrastructure overload and impacts existing computers as well as the new equipment.

Having computer purchases be approved by the OT department is an easy way to help ensure that OT is operating in a controlled and rational manner.

Another challenge for OT is the lack of clearly defined expectations from the district. An example would be a list of approved software. Instead of devoting resources to ensuring minimal disruption and maximum support for critical software, OT must dilute its resources and provide substantially less support for a huge number of software applications that may not even meet educational needs. OT does not have the educational expertise required to gauge if a piece of software meets district educational goals.

Continued, unrestricted and unmeasured increase in new computer purchases and software use will eventually completely deplete available OT resources. If boundaries are not set, little if any of OT's self-improvement projects will be completed. These projects are what will let the district do more with less, or even better, do a lot more with the same. I know this is not a direct investment request, but I feel it directly impacts current and future tech levies, since the bulk of that money is being converted into increased workload for OT.

Thank you for reading my long response!

OHS needs to return to it's 8am schedule. Research DOES NOT BACK the early schedule change. Teens are sleep deprived. It's painful to watch.

The number one health problem in children from the U.S. is obesity and diabetes. Don't cut PE. Research BACKS THIS PLAN. It's important for their health and well being. Add more choices that aren't competition based. How about marathon training? yoga? gymnastics? rock climbing gym? swimming at the Valley Athletic Club? How about complete nutrition and exercise programing, individualized for each student's body and health? Promote healthy, realistic body image for mental health. These would be great PE activities for today's student.

Make PATS an On-line Academy. That way we all don't have to pay for it's bussing (it would be smart to minimize global warming). Kids could do it outside of their school day and skype or conference call once a month to share projects. It's flawed to retain the program as is, most all teachers DON'T WANT IT nor value it. It's more of an interruption and problem than what we get back.

Dump MAP testing except for schools who really use the data. It plugs up the server and serves no purpose in our building. Teachers DON'T USE IT. And, what do we all pay for this software contract? Save \$ for intervention. Ask the teachers which kids need intervention, they can tell you without even looking at their grade book.

Let parents help with grounds maintenance. They can show up with lawn mowers or PTA can pay for a grooming once a year. How about rent out the gym without a two-hour custodian to local neighborhood groups willing to pick up after themselves? Such as girl scouts, exercise groups, book clubs, neighborhood associations, etc.

Tell the state that instead of paying for administrating and correcting the MSP test (imagine what we pay for that software contract?!?!?) we jump straight to intervention and invest in that, instead. Again, ask the teachers which kids can't read, or who is behind in math. Let the state put out their multi-millions in remedy instead of diagnosis. Teachers can diagnose. It's redundant information we receive from the test. It's what to do about it, that's the million dollar question.

Reduction in class size and increasing school security is imperative.

Please restore general education and special education staffing at the secondary level. We only have three years to prepare students for high school, less for the more transient student. This pertains to school psychologists as well as they are involved with all of the special education population at their specific levels.

Please look seriously at improving health services for students by increasing the number of qualified nursing staff.

The most important thing that can be done to support my ability to teach my student is to reduce the number of interruptions to the bell school day. Each day that is removed for testing, or other no instructional activities has a much larger impact. All things not directly related to instruction should not be a teachers responsibility.

We need to teach the students real life skills they will need to be successful in the future jobs and day to day activities such as shopping, meals, cooking, cleaning, banking, investments, and health. Also need to learn responsibility and accountability.

Such a hard job; everything is needed. Thanks for doing this work.

Increase para time. This is almost as important as class size in determining the quality of work that a teacher does. It releases her/him from the nitty gritty jobs and enables an educator to think, plan, individualize and concentrate on the million jobs that only he/she can do.

Please consider to restore the previous staffing for the school as much as you can. As a parent, we understand budget constraints could force you to make unpopular decision. However, please keep in mind that the human power is more important than any equipment and technology, as they are the ones who offer direct services. Thanks for what you do!

Middle and high school athletics are very important to our family. These activities provide so much to our students - increased time-management skills, motivation to do well in school, pride in community and school, help decrease obesity, increased physical motor skills, increased confidence, support system, sense of belonging. Please don't decimate these programs any further!! I also support the arts programs (music, arts, theater, etc.). Participation in these provides many of the same positive factors in students' life as athletics. While I understand books and learning are the focus of our schools, we must not forget we are dealing with and educating the entire child. They also need to have an outlet for fun, creativity, athletic prowess, drama. A well rounded, adjusted student will have more than just classroom time under his/her belt. Please, please, please do not cut these programs further. Thank you!!

I believe we should fund those items that benefit the most students. That would include reducing class sizes at all grade levels, providing teacher training in all areas, and providing greater security. I support free all day kindergarten in high poverty schools, but I believe PATS should be cut from the budget. I also believe that providing additional support to struggling students is prudent, but not at the expense of all other students. Much of this support can be provided in the classroom if class sizes were reduced. I believe that sports are a great outlet for students and that the pay to play fee should be reduced so more students can participate.

Highly Capable student funding is vital; those students are our future. More Mental Health and Security. Those should be our priorities.

Elementary schools - smaller class sizes, foreign languages,
Middle school - kids are forced to forego singing and art if they want to play the cello or trumpet-may I suggest a 3 or 4 times a year band join chorus, orchestra and art and vice versa. or Also all students foreign languages all through middle school. High school return Latin and Japanese. It is had to choose the beautification of the grounds over safety yet to work and grow is so much easier when you are in pleasant surroundings. Beautiful space can make your life so much more enjoyable!

Because of the current PE and music program (teaching 2 classes at the same time) our students are not receiving the kind of education they need to grow and develop to their full potential. Studies have shown, time and time again, that in order for children to develop socially, emotionally and cognitively they need a quality PE and music education as a part of their academic day. Brain research shows that our brains need this type of education in order to fully develop and if we don't expose young children to these experiences, we will miss the window of opportunity which in turn, is cognitively putting our children at a disadvantage.

I hope you will look closely at our districts music and PE model and that you will consider adding more staff to these programs. This will give our students a quality, well rounded education while instructing one class at a time. The outcome of this will be happy, healthy, productive students with great test scores!

It is imperative OSD provide more support to students who are at risk and require mental health services. The district needs to promote a framework for Social and Emotional Learning which is a process for helping children develop the fundamental skills for life effectiveness. It teaches skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. Teaching these skills helps create and maintain safe, caring learning environments. Many of the choices in this survey could be achieved by simply investing in this process for our students.

Eliminate PATS, which serves a few kids, and fully fund Outdoor School for all 5th graders and the dozens of high school counselors that benefit from their time at camp.

I have Comcast at home and much prefer first class in it's ability to "find" emails, "thread" through emails, look at "history" of email to determine who sees it...I wouldn't want to go to another system unless it had all of these features (plus more). I voted against a change even if the other item was not a priority to me.

The data shows us that more and more of our students and families are at risk. They have increasing issues including health and mental health which impact the students' learning. We are not meeting their needs with the same staffing that we have had over the last 15 years. This is particularly true for nurses and social service coordinators where the number has gradually diminished since I originally began my career at OSD. We need to address these issues not as triage, but proactively. With the expanding needs for our services, we cannot catch up in order to be proactive to the degree necessary. Additionally, Kindergarten classrooms have increasing numbers of students who are explosive with significant behaviors that disrupt learning for them and others. This is particularly true in high poverty schools though I would be willing to wager that this occurs in every building, but at a higher number with poverty. In addition to identifying children earlier (which our district gives good effort to this endeavor) we still have children that enter and cannot follow classroom structure and can be dangerous to themselves or others. There needs to be more support given to Kindergarten classrooms.

We need to have specialist or some way to provide teachers planning time in the elementary schools while still keeping recesses shorter (because longer leads to problems/conflict). That is why I sometimes voted for increasing non-instructional support so students could be involved in variety of activities and practice of skills they are learning.

Please consider changing the bell times around so younger students start earlier & older (teen) students start later. Study after study has shown the teenage brain works best if it is asleep during the early morning hours. Requiring teen students to be at their desks by 7:45 a.m. is not conducive to best learning. These are the years students need to be fully engaged in their education as these are the years they are formulating plans for their futures, whether in college, trade schools or other areas.

I don't have much comment as my daughter has not participated in sports, and attends SPSCC in Running Start, but the whole starts in Grade School, and goes from there. Technology is the future (sometimes unfortunate) and investing in it now, could be crucial to future school health.

PLEASE return the bell schedule to the way it was last year. As a teacher and a parent, this bell schedule change has been very difficult. My elementary students are coming to school hungry and tired because most of them have been up early with older siblings or working parents. We don't start instruction until 9:45 and then our lunch and our first break is at 12:35. It is hard for 8 year olds to sit for three hours, especially when they are hungry. The instructional time in the late afternoon is wasted. Because I drive my high school children to school, I am arriving at work at 7:30 and then not leaving work until 4:30. I use my planning time and lunch time to work with students, so I have at least an hour of work to take home every night. At least with last year's schedule, I could be home by 4:00. It is also difficult to attend district trainings because our 1/2 day is so much later than the other schools.

I have lived all over the country, (and have 4 boys in the district) and have never been in a school district where there is NO all-day, free kindergarten. The ONLY thing that I would like to see changed is that there is free kindergarten offered. And not just for low income families. We live in the Pioneer Elementary district, so we are not included in that statistic, unfortunately! Please consider all the families in the district, and offer free all-day Kindergarten district wide!!!

More and better security should be number 1 priority.

It is very difficult to choose the priorities of these broad topics, not knowing the details. I have to assume, for example, that the email system isn't ideal, but I have no idea what the issues are. I also have no idea what the elementary Highly Capable program is. I would have preferred giving a priority number in order for these items.

Go to online forms at the beginning of the year. Invest in middle a school athletic programs. Offer more after school curriculum options to 6th graders. Add more math & science activities. Add more homework. WMS math and science curriculum is not challenging. Reading & social studies also need to be more academically challenging. Overall 6th grade is not academically stimulating at WMS!

My children have benefitted tremendously from the PATS program and it carries over into their classrooms at their home school. For example, my son chose Greece as the country he wanted to study for the PATS World's Fair because his home class was studying Greek mythology. He later shared his PATS Greece poster and all he learned from his research with his 3rd grade class. PATS provides the opportunity for motivated children to delve more deeply into their studies and it benefits the whole class because their enthusiasm about learning can be contagious.

Consider not having parents pay for preschool anymore. It is hard on parents who cannot meet the bare minimum but still need their child educated. Early education is very important on the overall development and learning curve of a child as they advance through the grades. Don't penalize a working, middle class parent.

The bell schedule has been very difficult for many families -- especially at elementary schools that don't start until 9:25. This is a big problem for working parents and I hope that serious consideration is given to returning to previous schedules or at least having each school take a turn at starting at 9:25.

Use IT for busing

Allow for PE more than one Trimester at the middle school level. Kids need to be active to learn and be healthy.

Please fly the American Flag at Capital High. It is important for students to understand their heritage and responsibilities as Americans

Keep students in school longer, preferably the same 8-5 schedule as most working parents. Research has shown that longer school day is linked to higher student achievement, fewer behavior problems, and safer neighborhoods. Our current school day is shorter than that in many other countries. U.S. Secretary of Education Arne Duncan once said "our school day is too short, our week is too short, our year is too short."

I would urge there to be consideration for more teachers, smaller classrooms, not be so focused on so many testings--but increase teaching/one on one time with the students/smaller classrooms and more special education with the learning disabled/health/individual achievement and tutoring. Also, more PE time.

Improve school lunches. Current lunches at Garfield and Jefferson are a disgrace and akin to a bygone era. The so called "organic choice" salad bar is a joke, festooned with canned fruit and poor choices. The kids talk about how some foods are "plastic" or "cardboard." You can do better than that. Well fed kids are smarter and can learn better.

Elementary music program takes kids out of their lunch period before they have had time to eat their lunch! My daughter comes home starving and with her sack lunch barely eaten because she was pulled out to music 5 minutes after sitting down to eat. Make music program separate from lunch. Hungry kids are distracted from learning and are watching the clock.

Expand M.O.R.E. program

The priority should be to restore the school bell times which will decrease stress among parents thereby decreasing stress on kids. Make the elementary school classes smaller, thereby aiding their learning and decreasing the number of kids struggling in middle school. Use the highly capable program to educate the smarter kids and give them credit in middle and high school for tutoring the struggling kids.

If the foundation (elementary) is strongest, it will extend upward.

I would like the district to be able to hire Paras for all schools and drop the stipulation that they need an associates degree. I think the testings need to go away and I feel as if the school should make the decisions to who they hire for Paras. There are a lot of parents that have a great deal of invested time toward their school of choice. It would benefit the school, the children and definitely the staff to be more flexible on these stipulations. Caring and teaching kids doesn't come from higher education it also comes from the heart and experience.

Consistency among screening tools and achievement measures between schools. PRINCIPALS and TEACHERS should be trained in assessment (standardized (as well as formative and summative measures). The assessment results should inform the teaching practices at the school to ensure that ALL students grow! Depending upon what school you attend in Olympia, some students have access to meaningful instruction informed by standardized/formative/summative assessment and some do not! Increase accountability in both administration and teachers!

I believe in having more teachers, smaller classes and quit paying huge amounts of money for these standardized tests that no one has been able to explain to me how they help the student. Put the money into books and learning programs instead.

Bring back the school nurses, bring back arts, music, athletics, etc. DO NOT increase Ground maintenance or Building maintenance because THEY ARE ALREADY OVERPAID FOR DOING NOTHING (and yes, I have observed them for the last 12 years) RENEGOTIATE their union contracts so that they actually have to work and respond to issues (and not undo things that are done on a volunteer basis) Invest in the Highly Capable program - we are embarrassingly deficient in this area and neglect those who are gifted. Your questions on non-structural support are too vague to know what you are actually asking for.

We like the current bell schedules for our elementary school and like the earlier start and end times.

I would like to see our budget concentrating on improving student performance, health, and social needs. If my survey has not indicated that adequate, I think that our money should always go to the students first, the teachers who support our students second. Everything else should then be prioritized down from there.

I live across from the high school, no real problems related to security, but ground maintenance, while probably not my first priority, has a huge impact on the surrounding community.

I would like to see you guys leave the ALE program alone (ORLA). I have heard rumors that the leg. is going to try to make it to where only certificated teachers can teach and no more community specialists. That is so wrong on so many levels. You would pay out more for teachers than you do for community specialists. Just where is the district going to get money? Not to mention but the community specialists are wonderful awesome people to work with, and bring a whole new style of teaching. Get off your butts and get the leg to leave the ALE programs alone!

None at this time. Thank you.

Elementaries need help in implementing interventions for reading and math. Too many student receive little to no science instruction prior to the 5 th grade when it is tested. Can investments be made to ensure teachers can and do teach science? principals need support recognizing what good instruction and student engagement looks like. Too many principals manage buildings but don't ensure quality instruction. Opportunity gaps should be a focus.

PLEASE!!! Upgrade from First Class!

School days should be longer, if affordable. Also, the buildings all have excessive moss build-up on them; they look shameful.

Increase the hours that are available to work. This would enable us to spend more time with the students and plan for our classes.

We need to support our alternative students who have different methods of learning. I favor a multidisciplinary approach where classes can focus on multiple academic areas at once and would reduce transferring from class to class (instead of having a math class and a language class and a business class, combine all three into one 3-hour class that encompasses all elements).

I think sports programs should not be directly connected to schools. they could be self-supporting activities funneled through outside community organizations like the YMCA.

Lowering class sizes at all grade levels is the highest priority.

Something must be done about the students with special behavior needs in the regular ed. classes. They continually pose a serious physical risk to their classmates. Most schools in the district have a few that everyone knows about but no one knows how to handle. Counselors and SPED staff are the best trained so they should help but they don't. No one wants to get involved so it just continues unchecked. The classroom teachers are left to deal with scary situations and get no support.

Our students are need safety, and direction into technology with more accessible computers, especially in PATS. Also, gardens, supervised movement with team sports to keep their minds and bodies ready to learn. Thanks for all you do, mom of Lincoln and PATS student and school worker.

I would like to see foreign languages taught at an earlier age and not be treated as an extra activity outside school hours. We live in a global age and in most other countries people speak more than one language. Being able to speak more than one language opens up so many more career opportunities and expands cultural exchange and helps our children better understand the world we live and work in. By waiting until high school to learn a foreign we are missing a great opportunity. Languages are much easier to learn when children are young and are also a form of mental gymnastics, in itself a learning benefit.

The only challenge I found in identifying the priorities above is that while I may feel that expanding technology coaches and technicians, for example, is valuable, I don't really know what that would look like, and therefore if the funds would be used more effectively than another option. I did my best at making some of these choices, but honestly there are some that were a bit haphazard simply for lack of knowledge or understanding. Thanks for the opportunity.

Please get new math books for the advanced high school math and science classes. The books being used in AP Calculus AB and BC are WAY TOO OLD and outdated. The science books need to be updated too. Many resources are put into struggling students and those below the acceptable level, but the least which can be done for outstanding students is to provide quality text books.

Why are there only a few items for comparison on this survey? The choice of keeping the current bell schedule or returning to the old one is a silly choice. I would like to see the high school starting later than the elementary schools, not earlier. Some things need to be done to reduce the burden on the high school teachers. They are too busy to do their best job of teaching. Limit their preps; limit their class sizes; provide support so they can follow through on details like posting answer keys, class notes, etc. Also, please find a way to allow students to submit feedback on each teacher at the end of the year. Students have some good perceptions and could contribute to improving the system. Also, it would be my priority that students in a certain amount of AP classes or above a certain level be excused from the senior project.

Smaller class sizes seems really important.

I believe that a school nurses have much to offer our schools and are underutilized. With more time in each school, nurses could coordinate the many wellness initiatives to include researching the best wellness science and theory and sharing this information with teachers (think health and science wellness curriculum). They could support nutritional staff to create meals that connect students with what they are studying and even support their physical activities that day. Nurses could even provide playground and physical education support: nurses could even help develop strategies to support healthy movement for children that need this support. This is a win-win that if implemented creatively could even support other priorities as well. Also, on a totally different subject, I like this later bell schedule better so don't want to see it go back to what it was.

Please consider the huge class sizes in the elementary classes. I consistently have 30-31 every year.

Please return the bell schedule to the original schedule!

Need for better special education programs for special needs students, consulting with outside experts to devise programs that are up-to-date and improve on different learning styles through teacher training so that in-class instruction is creatively diverse to reach more students. Add diversity sensitivity training for teachers and students. Add anti-bullying awareness support with peer-to-peer, or peer-to-mentor program.

I don't see how this survey works on a system's approach. It is not put together well and pits different levels against each other.

We need more time with struggling students to carry out required procedures related to IEP's and 504's. We should protect staff hours (teachers and paras) and reduce class sizes to accomplish this.

As a parent of a child in the PATS program, who also sees gifted children who are eligible for PATS languishing in their regular classroom, I feel there must be an improvement in addressing the needs of gifted kids in our district. While huge investments are made in accommodating children with disabilities (as mandated by the state), the future leaders, scientists, and great thinkers of our community are sitting in a classroom with inadequate opportunity for enhanced, challenging learning. Meanwhile, the poor teacher has a mandate to bring struggling children up to state minimums. So the needs of gifted children in their classroom are unmet. Worse, these children are drafted to provide instruction to their classmates so the teacher can work with struggling students.

Even as a parent of a PATS student, I personally feel that the PATS program is a poor use of gifted funding, partly due to teacher ineffectiveness and lack of oversight. But also because so many gifted kids are not included.

My understanding is that Tumwater SD is planning district based gifted classrooms for basic instruction. Even mixed grade gifted classrooms would be an improvement for gifted children in the Oly SD compared with the current program. It would also improve regular classroom management, since the teacher could focus on providing instruction with a smaller range of complexity. There would be less behavioral problems due to boredom among the gifted kids.

The provision of gifted education is also mandated by the state as "basic education". Test scores may help with this decision. Do we look just at how many children are "passing", or do we look at how much children are improving? Gifted kids, and struggling kids should both be improving, not just passing. Thanks for your thoughtful review of these issues.

I think our district needs more personnel devoted to improve curriculum at the district level. Many of the neighboring districts have more staff working on this and thus have had more unity and understanding around standards and how to best teach them. With the common core adoption, our district has just started looking at math and hasn't started language arts goals yet. It seems an insurmountable task to do this while teaching. I feel this would directly improve student achievement if our curriculum directly matched and supported state standards.

One thing the Olympia School District is sorely lacking is visual arts at the elementary level. There are several districts surrounding Olympia who are committed to having visual arts in each elementary school. Olympia students are missing opportunities to gain 21st Century skills learned in a visual art program. OSPI requires each 5th grader to take a visual arts CBPA and I am concerned the students in the Olympia School District would not perform well on this assessment. I believe investing in the music and PE programs at elementary level is very important, however even more important would be to add visual arts.

Provide mental health support for struggling students.

reinstate salary reductions and furloughs to all staff who have experienced these reductions.

make investments in science, industrial technology, website development, and computer sciences classes

High school starts later but end near the same time. Heat the school more because it is freezing it it. Provide more iPad for classes and student should be about to apply for them. Make sports cheaper.

More composting, aka compost the paper towels used in bothrooms. When kids are used to composting they thing, "why do I do this?", and then they find out that they're cutting down on waste and not filling up a landfill with somethign that could be turned into valuable soil.

THIS IS AN UNACCEPTABLE SURVEY! Because the answers are "forced," I RANDOMLY marked about half of my answers in order to be able to submit the following comment:

I found many of these questions to be unanswerable. Many selections are of such high priority that one cannot take precedent over another (funding for highly capable, investing in math/science, reducing class sizes, restoring staffing, full-day kindergarten, expanding sports opportunities, music/PE at elementary schools, maintaining buildings...). For others, I don't have enough information: What are the benefits of a new e-mail system? What additional office support is needed?

One glaring omission in this survey is the lack of any question regarding funding opportunities for highly capable children at the middle school level. Middle school is a time when many children become bored with school because they are not being challenged. As a result, they may turn to other outlets (not always good) to keep themselves stimulated. Other than the math program, there are currently no opportunities (to my knowledge) for advanced middle school students in Science, English, or Social Studies. Also, many high schools in America offer AP classes to freshmen. If the OSD is serious about providing the best education possible for our children, it needs to put more focus on the highly capable kids, not just at the elementary school level, but in middle school and high school as well. Any opportunity to engage, and CHALLENGE kids in math and science should be a huge priority. Teachers are critical. Athletic opportunities for all kids are critical. Creative outlets are critical. And we can't afford to let our buildings crumble. Somebody: RAISE MY TAXES!

Rather than provide free all-day kindergarten for all students at schools with the highest poverty rate, a fairer and less costly alternative is to provide the all-day kindergarten for free to those students at the school who financially qualify. Students at those schools who have the financial means to pay for it should have to. That way, free kindergarten could be provided at more schools and to more students.

I believe the earlier dollars are invested the more benefit to the child. however, many are already in the system who have issues that need addressed (academic intervention, mental health, etc). In elementary school I prefer targeted interventions, by constant regrouping of children to address literacy and math voids, is a priority over smaller class sizes. Bell schedule works fine for me, so that was not a priority. However, many forced options were not priorities either. I'm not aware of email system issue, so hard to compare. I also have no concerns related to current security issues. I did not like having to answer questions that I didn't understand.

If we are seriously looking at implementing a 1-to-1 program with technology, then the technician piece becomes significantly more important. But at this point, we still don't even allow students to bring their own devices and connect on our wireless. How can Tumwater do this without the sky falling? I've been asking this question for over a year now without any progress.

Please look at expanding our nursing presence in schools. The cut in nursing last year has greatly impacted our ability to complete state mandated requirements in a timely manner. It is difficult to provide adequate care when nurses are assigned to buildings one day a week. This schedule impacts our ability to establish relationships and provide consistent care to students and families. Thank you for considering this issue.

It is hard to prioritize reducing elementary class sizes vs. restoring teacher levels in MS and HS. From my personal experience as a teacher and parent, both are at critical levels. However, in 2000, CHS had a class size limit of 24 students in a science class and now there are at times 35. Elementary levels have not increased, to my knowledge by this 45%. Therefore, I put as a higher priority restoring HS/MS teaching levels.

Please do not put up "security " cameras in or around the schools. If it is truly for security I could understand having one or two pointed at the most valuable items in the school, computers, tools, etc. This will be a major step in alienating students from staff through creating distrust. Do your research and seriously consider other options before making the mistake so many others have made with out results. Liberty should be more important than safety at all costs.

Increased paraeducator support (specifically for special education). Also - keeping assistant principals positions intact.

This is the weirdest survey ever.

Given the large budget surplus, return the money to the buildings for materials, copy costs and textbook replacements.

Special Education is in dire need overhaul- The main focus has been on high impact students- but the resource program does not have the support it needs.

I think it's important to have adult support for teachers in the class room. More para time or even more organized parent/community volunteers.
Thank you.

I firmly believe that we do NOT need toad more office staff! This just angers community memebers and parents as this costs so much more then teachers and mental health assistance. I would like to see expanded support at high schools for college preparation and pre-k programs or all day kindergarten . School readiness IS the KEY to finding success and our poorest kids don't have options I the commu it's as Olympia out prices many people from finding high quality childcare or preschool programs.

Consider expanding nursing presence in the schools. The school staff are caring for health related issues outside their scope of knowledge and expertise. Students are at risk and need more nursing coverage.

I was not sure what the Highly Capable program is all about which made it difficult to score.

I think full time kindergarden should be free for all students regardless of how much income is earned by the family. The school district needs to consider that families who are above the poverty line also have the additional expense of before and after childcare and cannot afford to pay for kids to go full time to a public school.

As mentioned sports and definately minimize class sizes. Less homework sent home and completed at school where it should be completed.

Would like to expand the nursing presence in schools from 1 day per week to at least 2 and increase the amount of nurses/nurse teams in the district to allow for more continuity.

Please keep the program for the highly capable children (PATS). PATS has been an invaluable program for my 10 year old, and I hope it is available for my 6 year old. My 10 year old has said that participation in PATS is when he feels he is learning the most.

More nursing, counselling, activities, arts and athletics

I think the Lincoln program is an elitist program that takes away supportive parents from the neighborhood schools. Integrate the programs at Lincoln into the neighborhood schools. Ivy is growing through the walls at Capital.

Invest in student art classes. Inspire creativity in students and sharing of ideas.

Sorry don'tno

Just to highlight the two most important factors for my son:

1. Restore bell schedules.

WHY: My son gets up early, so spends some of his best learning time at home. At the end of the day, he is often too tired to fully participate in his after-school activities.

2. Reduce class size.

WHY: My son and all other students benefit from more personal attention and fewer distractions in a less-crowded (less active) classroom.

Improve and expand programs for highly capable students at the elementary level through high school. Testing for these programs should start early in elementary school and continue periodically every two years to ensure these highly capable students receive the support and resources they deserve.

Better testing in elementary schools to identify speech problems at an early age

Confusing as all heck. I constantly felt like I had just answered that question.

This survey is biased. It favors questions that are asked the most.

better food!!!

Schools should get new desks since the desks are breaking and the medal party is cutting students.

Improving safety should be a top priority. I know my children's schools well enough that if I wanted to get onsite without anybody knowing it I could. This is deeply disturbing knowing I do not have a choice in sending my children there every day. This is not something that should even be up for debate. It should just be done. Something needs to be implemented so our children are not sitting ducks in an environment they are supposed to feel safe. Onsite security, one entrance only accessed by personnel and even metal detectors should be considered for elementary through high school.

Restoring the bell schedule is critical to maximizing the learning of our students. Over 100 hours of instruction time is lost by asking elementary students to begin their day 32 minutes later. This time is not made up at the end of the day when students and teachers are tired. This is 100 LOST hours. Additionally, the unintended consequences of the bell schedule are numerous - teachers having to take leave that requires a substitute for appts. that would normally be taken care of after school and parents having to reduce their work load, hire caregivers or place their children in Ycare so they can be at work at a reasonable hour. These early morning hours are critical learning times for our kids. Please restore the bell schedule!!

It is my hope that resources are not only given to high poverty schools. There is a tremendous lack of resources in schools with less poverty.

The late start time at Centennial does not work for students or families. Students lose out on instructional time.

Elementary schools need additional counseling support. One Social Service Coordinator, who is often only part-time in a building, is not able to meet all the special education compliance needs in a building, while at the same time providing needed counseling services and social skills instruction to students, and social work to families. Many tasks are just left undone, because there is not enough time in a day. When students are in emotional crises, little learning takes place.

Very easy to understand.

Thank you

I favor early support of at-risk or struggling kids. "An ounce of prevention is worth a pound of cure." Younger children with a good foundation can tolerate slightly larger class sizes when they're older.

more art classes! Where is the art- music-theater, etc.?

Year round schooling

My two sons both went through Olympia High School with IEPs; one graduated in 2011 and one is currently a student. It's been a mixed bag. Some IEP case managers care deeply about the students and their success. On the other hand, I have felt pressure to reduce my sons' educational supports and have felt like I need to marshal all my resources to justify and defend the supports they need. Overall, the linkages between testing, identified needs, identified interventions, and classroom supports are not clear. At the worst, I have felt like my sons were second-class citizens and that the resources of the school were more directed to the students on the high-end college track.

If you want to lower the drop out rate, invest in highly capable programs in elementary school before those kids lose interest and learn to dislike school. The HS culminating project is a waste of everyone's time/money. If you make class sizes any bigger, you need to make classrooms bigger--they physically do not fit anymore.

Expand foreign language programs, starting with restoring those that were cut from middle and high schools in past few years, and add at least Spanish in elementary schools.

Survey offered a choice to add music and PE at elementary schools, but not art. Please add art offerings in both elementary and middle schools.

Perhaps it would be prudent to form some kind of volunteer network at each school or through out the district. It would be nice for those who are able to help out at the schools: in classrooms, office, or even grounds maintenance (weeding, etc), to know when and where they are needed. This network may also compile a list of skills and time availibility that the volunteers have in a matching system:need to ability. This would get things done for our schools and grow a sense of community while teaching our kids the importance of their education and contributing to their community.

1. Middle school funding should be based on need, not numbers. Middle school is not a "holding tank" - we are preparing students for the realities of high school while trying to make up for any gaps left after elementary school.
2. When identifying my priorities above, it was difficult to seperate the questions from the current position. I have found instructional coaches to be less than helpful and their positions should not be at the expense of classroom teachers or support staff at any level.
3. Technology is also unresponsive to teacher needs and - given a choice - I would invest in teaching and support staff at any level.
4. If changing the schedule saves money, change the schedule. People may not like it but the fact is - if there is no money there is no money. NTPS made it work. Sometimes tough decisions should be made. That said, I do NOT support changing the schedules to support non-effective programs such as technology or instructional coaches. Furthermore, I would resent a schedule change to support anything other than teaching or support staff.
5. Music, PE, and sports are important for all grade levels, not just elementary or high schools.

My number one priority is restoring staff to middle schools in a thoughtful and efficient manner that addresses our highest need middle schools first.

Restoring middle school staffing is a critical investment for the following reasons:

1. Students will be set up for success - and therefore graduation - before entering high school. I predict it would reduce the drop out rate.
2. The need for remediation classes, such as Read 180, at the high school level would be reduced.
3. A student is most likely to "check out" in middle school. The more support we have, the more we can act at a preventative level.

Class sizes are currently unacceptable. Class size must be reduced throughout the grades.

Students need a well balanced education that includes inavative curriculum, extra curricular activities with highly trained teachers in a clean and safe environment. The district has a levy for technology and buildings. I feel that the quality of the district has decrease in the last few years. I heard this district was prestigious when moving here and purchasing a home. But what i have see is other surrounding districts are doing with less money I am disappointed. The current changes or not working as well as the past. I understand budget cuts but if other districts can maintain extra programs and support to teachers and give equipment/supplies needed for special education and advanced programs so should our district.

Regular, paid opportunities for teachers to meet with grade-level peers from across the district to discuss topics of mutual interest, ie. curriculum, grading.

Reduce class size at all levels--I think it's key to allow teachers to teach.

Middle schools need to be considered a priority in ALL areas!!

For admittedly selfish reasons, I would like to see pay for paraeducators increased. If you want to maintain quality staff, it's necessary to pay a living wage. I would like to see our properties maintained in such a way as to protect the taxpayer investment, rather than seeing district buildings look like derelict properties. Lowering pay-to-play is a way to increase outreach to at-risk students, some of whom would never ask for scholarship. Thanks for asking for input!

1. Please increase focus and funding to Middle Schools, both academic and extra-curricular opportunities. This is a critical time for students to get on the right track for a successful future.
2. Funding for instructional coaches is not an effective use of district money. I do not see an impact on student learning from instructional coaches that would justify taking teaching positions from classrooms and direct work with students.
3. Resources should be targeted towards buildings that are working with a larger amount of students living in poverty, in order to work toward closing the achievent gap with this population.

Students who participate in sports and/or after school activities, must maintain a good grade average. These activities not only help student's physical health, but their academic health, as well.

Please restore "Special Events Funds" at the elementary level to help support school activities such as Science Fairs and Math Nights for families.

I have taken surveys before and this one sucks. I didn't even want to finish it. But my answers are forced as "I don't care!" was not an option, and I HAD to answer these questions!!!! The only reason I did answer them was so my narrative would get to you, but my answers are actually bs.

Next time you put a survey out why not use a tool like survey monkey instead of having a preschooler put it together. I am guessing this is probably because either your staff are idiots or you really don't care what people have to say. I can't believe that anyone with a brain actually put this on your website. I feel 2nd hand embarrassment for your stupidity.

Make sure that you focus on enhancing the learning experience starting in the elementary schools with programs for gifted children. As a gifted child I know that it is important to be challenged early otherwise school becomes an easy cruise until it gets hard fast in high school, or elementary kids become so bored they never fully pay attention to class for the rest of their educational career. Also, don't worry about improving security at the schools. To me, it seems like a waste of money to focus on a mostly non-existent problem, when that money could go to keeping the classrooms war (which would be nice). Thank you for this survey.

The elementary bell schedule for LP Brown must be changed for next year. The start and end times of the current schedule are absolutely horrible for families and working parents. The start time of 9:25 is considerably too late for elementary students. These kids are ready to learn and are ready for their days at 8:00! My kids don't get off the bus until 4:20 every day, which is too hectic, stressful, and exhausting for students who want to have an extra-curricular activity after school, have time to do their homework, get 40 minutes of reading in---it is just too late for kids whose brains are ready for learning much earlier in the day. Please consider an earlier bell schedule for LP Brown Elementary, as the current later bell schedule is not serving the best needs for our students.

Full Time Principal at each elementary school

I think you could make the survey easier by just having people rank their priorities, rather than make repetitive tradeoffs.

Expand non-instructional support staff at the administrative offices. We are grossly understaffed.

Focus on schools having higher F/R lunch ratios (by school) Provide for additional critical learning: math/reading/studyskills support. RESTORE counselors at the grade school and middle levels to 1:250 students, particularly where poverty/ELL is a concern. RESTORE office staff/administrators to previous levels at the middle level.

I would like to have the funds returned to each building that used to be called "special events". We have so many staff who currently volunteer their time to create a welcoming environment for our families and these positions used to get a stipend. I would also like to see our aged heating systems upgraded in many of the buildings. We are cold most of the winter (and it didn't even get very cold this winter).

Please invest in athletics, students who participate in athletics achieve much higher academically than students who do not. Improve the Athletic Director position.

Coordinate tech support so that it actually FOCUSES ON CLASSROOM NEEDS and SUPPORTS STUDENT growth and educational technologies as a primary focus.

Provide more in the budget for significantly disabled students.

More outdoor learning to help students open their minds to ideas and to nature.

As a teacher having had an instructional coach for several years, I do not see their value. Expanding on this program seems like a major waste to me, I already think we would be better served if our coaches return to the classrooms.

enhance training and coordination for paraeducators and teachers in the para-teacher relationship. (ie. how to get greater effectiveness for the time spent by paraeducators)

I believe that at the elementary level it needs to be looked into in regards to conference week and the half days. The kids get very little classroom time during these weeks, it is all recess and lunches. Maybe go only 3 days and have 2 full days of conferences.

I think we should make more schools such as Avanti High School and New Market Skills Center. They allow the student to have a smaller school environment and to get more support from teachers. They can also step out of the "cookie cutter" schools (which for some students works). But if that has not worked for them this may lower the drop out or GED numbers because they have a chance to learn in a way that suits them best. It also helps with scheduling, some kids have harder lives so they have to choose. To go into work and bring money in to make the house payment? or get an education and take a risk of being homeless? these "alternative" schools are not for "bad" kids, they just face other challenges in life to where they might not have succeeded in a "normal" high school

-Increase collaboration time for teachers (which increases student achievement)
-Create stipends for teachers to tutor at risk students before or after school hours

PE and music are too crowded at the elementary level. It is unsafe and scary in the gym with 50 6,7,8 year olds with limited space awareness skills and body control. By the time instructions are given- we have about 15 minutes of play time-We don't learn games like kickball because with only 30 minutes- not every kid would even have a turn to kick the ball. It is the same in music. Last week, we had an opportunity to play glockenspiels- each student had about 5 mminutes to play total in a 30 minute class. The rest of the time they sat and waited their turn.

Appearance is not the issue. There are critical deferred maintenance items that need attention. For example, the grounds staffing is so restricted that regulatory maintenance of storm water systems cannot be accomplished at current staffing levels. Response time for maintenance is not the issue. The issue is the level of staffing being so low that the safety of maintenance employees is impaired as they do work in the district. The questions are not an accurate reflection of the problems caused by four years of budget reduction in maintenance and grounds. Each day that safe, clean and maintained buildings can be delivered by the Maintenance, Grounds, and Operations staff for the education of children is a miracle. It is inaccurate and ignorant to pit educational programs against maintenance when a safe base level of funding for maintenance has not been established.

From a systems perspective I believe the board should consider investing in those programs that support 1) The mission of the school dist. 2) The goals set forth in the strategic plan 3) The highest leverage investment for ALL students in the district. Additionally, I think any investment that supports the implementation of the Common Core and the New Teacher Eval. system i.e. Danielson, state 8 & the Student growth goals should be a priority. Look at the study of 9 characteristics of High performing schools and align enhancements with those 9 items. Look at a true coaching model i.e the Seattle School dist. or N. Thurston to leverage teacher training/coaching that is in house rather than the costly 1 time/1 shot high cost trainers. Provide training that will build capacity such as: PLC protocols, formative assessment, differentiated instruction, high leverage teaching practices, using classroom based data to drive instruction and other enhancement investments that support the work that is being undertaken by the majority/all of the employees/students. Invest in programs with a proven track record like the Tahoma School Districts - Thinking Skills model - (Nancy Skerrit) Enhancements should not include programs that apply to only a few or select group. These investments are short term and do not favor serving the priorities that are outline as the districts own goals.

Cool format on this survey! I have never taken one like this, but it makes a lot of sense.

Improve high school (CHS) communication with parents. IE - children are not 18 - feedback to generic and/or specific questions needs to be improved. Often questions go unanswered or students are asked to "advocate" for themselves. Agree --- but after several attempts to advocate and teacher is not available/not able to clarify for student - parent requests for information should be recognized - not merely ignored. Middle school - JMS - excellent at communication - Skyward - websites - teachers reply to email within the day - sometimes even in the evening (when they are not at work). A real let down to go from JMS to CHS in the personal communication piece.

The new bell schedule does not work. My elementary child does not get home until 4:15. By the time she puts her stuff away and eats a snack it is almost time for dinner. There is not enough time for homework, play dates or after school activities; all of which are very important to a child's development.

Create a unified district wide approach rather than building islands.

Please don't consider votes for investments in "security" to be votes for increased surveillance or armed guards. staff training and vandalism prevention seems appropriate.

Votes against a the "highly capable" program are due to the current model used in Olympia School District. A program cited at all schools that was tied to academic subjects would have better support.

Most important for me is full day kindergarten and music/PE offerings. For the first one because I know many parents (like myself) fall between the cracks for preschool because we make to much qualify for help, but don't make enough to afford it. So more kids will be coming to kindergarten with no formal schooling and will need the help to catch up to their peers. The second is because if children don't get the physical exersize of P.E., they don't learn as well and are at risk for obesity later on. And I remember music classes in elementary instilled a love of music in me.

*Obesity is running rampant among our youth today and yet our district has a "watered down" Physical Education program from K-12. Elementary has their PE specialist come once a week, we have dropped some PE classes in the middle school, and high school students can waive PE. This needs to be addressed if we are going to get a handle on heart diseases.

*OHS gymnasium is on its very last leg! The floor cannot be sanded and refinished because it has already gone thru the allotted number of sandings, and it is in "dire" need to be replaced. It should of been replaced when the school got remodeled, but somehow was overlooked! I would hope someone would look into that.

Research shows that high school students should start latest for best scholastic performance, must the sports schedule continue to dictate their start time? Why can't they start latest and get the grade schoolers in earliest? Our grade school daughter is up and ready to go and we currently have to kill time until school finally starts...sure we try to utilize it for home work and reading time but my gosh, it's 4:00 when she's done for the day. It seems back words for the natural sleep/wake cycle for the little ones and the high schoolers. The family impact of the new bell schedule has been very difficult for grade school families that work, you basically can't start work until 10am!

My kids go to LP Brown

This years bell schedule has been very difficult for us

Please return it to its previous schedule

As a parent who has seen the benefits of extra curricular activities, I would nevertheless ask that the priority be for funding the basics in education. Fund the extra when extra money is available.

I like the idea of this survey. I have much to say about how Capital High School is run and the lack of interest in parent involvement in the educational process. However, that does not fit into this budget survey. Hopefully, there will be another opportunity for me to express my concerns in that regard. After all, the OSD mission statement indicates that we are a partnership in learning with our children. In today's culture, it is often difficult to grab the attention of many parents in their childrens academic endeavours. It seems ashamed that many at CHS push their parents away as if they are a nuisance and refuse to answer simple questions all under the guise of "making the children be advocates for themselves." I could go on, but as I mentioned above, this is not the forum for this discussion. I look forward to seeing that forum and providing my full assessment from a parent perspective of dealing with those in authority at CHS.

The late bell schedule for our elementary school this year has led to lost instructional time, safety concerns, increased childcare costs and scheduling problems for families and local businesses (sports, music teachers etc). As you make the tough choices for next year, please consider restoring the former schedule.

Rather than simply reducing class size in elementary schools, I believe that the goal should be to eliminate the need for split classes. More and more, teachers are being required to teach specific grade level standards. Accomplishing this in a split class must be extremely challenging and probably not as effective as in a straight grade class.

Someone as good as Mr. Spatolla-Knoll to be Principal at Roosevelt.

Please assure adequate PE and outdoor recess time at elementary schools. Hansen elementary invokes "rainy day recess" too much and doesn't allow children outside because of the hassle factors of wet clothing. This is ridiculous in the Northwest. Kids need to run and play - regardless of the weather. Please invest in PE to keep focusing on student health and wellness. Some of the nontraditional subjects like art, PE, music and theater help at-risk kids greatly. Be sure to think of those things as "investments in at-risk kids, mental health, etc." Not extras - necessities!

I believe that for our district to achieve the high goals and standards we have set for our students it would be beneficial for every elementary and maybe middle school teacher to have a full time Para in their classroom. The Para could assist and work with students who need more help mastering concepts, in a small group setting, while the classroom teacher could continue with the other student in class. With all the students in our population with many different syndromes, ADD, ADHD, etc. and behavioral problems another adult in the room could assist and help minimize disruption of learning in the general education classroom setting. With this in place it seemingly has the potential to reduce special education expenditures.

more para educators to help with intervention, title 1 and lap
policing the school grounds too much trash on campus

This survey is set up so that my true priorities are not acknowledged.

A comment: We need to set clear priorities that address academic and vocational achievement. Sports should be left to the community- the community sport system is well-developed already -, as should PE activities. A basic health class in middle school (to include sex ed) is more than sufficient to teach children who might not otherwise get the information. Two semesters in high school, on top of the middle school classes, is just ridiculous and my student likens the learning to kindergarten, with which I agree when looking at the syllabus. Schools are tasked with so many imperatives that it is no wonder few goals actually get met.

We need to help those children without adequate support outside of school by concentrating our efforts on them. Smaller class sizes and extra help in the schools with the lowest family involvement is sensible. Those students with adequate home support will continue to get it regardless of any enhanced curricula at the schools. Support is the primary determination of whether children succeed or fail.

Build a viable, attractive vocational program. The majority of students would be better served by learning a trade than by attending college. We need to stop stigmatizing vocational training as the consolation prize for not succeeding academically. As someone who has advanced degrees, I firmly believe that college educations are completely worthless for 50% of those who seek them. 4-12 years later, students are left with enormous debts and no job prospects. Many would have been better served to enter a vocational program instead. Vocational programs can (and should) be very rigorous and, along with traditional American vocational programs, should include high-skill, high-tech training for those wishing to pursue those careers.

A last note...an incredible amount of savings could be achieved in schools if a) curriculum's didn't change with the blowing of the wind and b) if teaching methods weren't shuffled nearly every year. The students need teachers who are prepared to teach them, not teachers who spend much of their time having to adapt to the the latest pedagogical theory that the most recent "expert" has sold to the educational community. It's time that we admit that there is no magic bullet to learning. No new method is going to make all kids high achievers within the next school year. It takes time, effort, and attention from the students, their families, the education system, and the community.

Please! Return the bell schedule to the former system! Having k and 1st graders coming home in the dark in winter is criminal!

More paras at the elementary level. Smaller class sizes at the elementary level

--Consider adding honors classes at Marshall MS to allow this school to compete against the JAMS program.

--Offer an after school robotics option at all middle schools for music students.

--Reinstate middle school track program to a 6 week season.

Reduce Middle school class sizes especially in the area of math

Maintain and expand teacher-librarians at all levels to support reading, information literacy, and technology.

Enrich school curriculum and lower class size in elementary and middle schools is an absolute must!

Lowering class size will help in so many ways.

Include more time for teacher collaboration with accountability to deliver work products in support of unpacking the common core, developing common interim assessments (Driven by Data-http://media.wiley.com/assets/3006/19/DrivenbyData_TheMainIdea.pdf), and develop excellence in instructional practices based on the recommendations from the What Works Clearinghouse or Center on Instruction (<http://www.centeroninstruction.org/>)

Social emotional help, especially for autistic but others as well. Training in how to organize day, self, work and how to interact with peers. Place and help with de-escalating from frustration, anger or upset.

We need to reinstate the middle school track program. We already cut down the program to 4 days a week so the budget was cut a couple of years ago. We are the only district around that does not have middle school track. Students who are not team sports oriented, or can't afford to be on a club team which sometimes is the only way to make them good enough to be on a middle or high school sports team, need the opportunity to compete in a program that does not cost money or require club sports. Check out the OHS soccer team, for instance. Very few girls on that team are not club players. In track middle school and high school kids all get to compete and are not cut. If a student does not start in middle school, often times they will not continue to compete at the high school level.

The grounds of our schools are embarrassing. They need to overseed the lawns without chemicals.

Having 33 and 34 students in classes is crazy. I feel like I don't know my students well this year and feel buried in school work, which makes it harder to be a better teacher.

We need to lower class sizes. "Expanding intervention" is pretty tough with 32-34 per kids in a secondary classroom.

Provide money to pay teachers and provide transportation so that each school can have a homework center after school where students can stay after school to complete their homework in a structured environment and in a setting where they can get their questions answered.

Update teacher laptops.

Reduce middle school class sizes so that students can do their best learning. Hire more teachers!

More support staff in all classes.

More opportunities to collaborate with other teachers on how best to plan and implement learning opportunities for students.

Find a way to move current dean of students/assistant principal to full assistant principal-- and then for equity add a full time dean of students at WMS. The money saved with these half time admins at the middle level is not optimal. This may also bring an equity issue to the high school administrators who currently evaluate 30-35 certs a year. It is a problem--but worth considering.

Focus on efficiency... more does NOT mean better. Improved leadership and accountability is needed for grounds & maintenance, technology, and capital funds. These departments ALL have leadership that suffers from poor communication and lack a systemic approach to meeting the #1 priority for every school... student needs. Building administration is rarely consulted by the directors of these departments.

This survey is not realistic.

Reducing class size, early education, and teacher training are the biggest keys to fostering student success in my opinion. I am currently teaching a unit I've never taught nor gotten any training or time to review. My middle school science classes are too large, but smaller elementary, and access to all day kindergarten are more crucial for long term student success.

Tech support and nursing/student health support are the biggest needs in the second section. Although many times school grounds are embarrassingly unkempt.

Bell Schedule is a relevant concern, and an ongoing conversation that parents and employees alike were discussing before the most recent shift occurred, and your item selection is in direct conflict with itself. When you say, "restore bell schedules", but then also say, "all grade bands begin at the same time", this is impossible. If the old bell schedule is restored, will RMS be expected to start at 7:45? If we have determined that this is not "what's best for kids", then we need to include all kids, not just the rich ones. It seems that certain schools have silently carried the financial inconveniences of the district for the betterment of others and OSD's pocketbook, in the form of making concessions which were not best for kids. If the decisions we make are fair, they don't have to be equal. That's not what I'm saying. I understand, for example that certain schools might benefit from offering a free all day kindergarten program, while others don't have the pool to draw from to even make that option a reality. What I mean when I talk about equity is that the decision that is made makes sense for the group of people it will impact, rather than making decisions based on how much we think the impacted group will (or will not) complain about it.

Reduction of class sizes is key to improving education. Also, final tests for all classes in all grade levels (especially middle school) is needed to hold students accountable for content and prepare them for the next grade level. We cannot continue to pass students on to the next grade when they have failed all classes. Students in middle school can fail all classes for three years and then are expected to perform at the high school level with no skills. They should be required to complete on-line courses, repeat a class or grade, or take summer school to demonstrate they've learned the material and are ready to be successful at the next level.

We need to reinstate the FTE that was cut in the last few years, especially for things like Music, PE, & other electives. Many cuts were made over the past few years and then when funding is proposed to be better, we are thinking about spending money elsewhere. This is simply not fair.

Reading, Math, & Science are not the only things that make our students competitive in the real world workplace. We need to keep what makes our district stronger than many: offering our students a well rounded education. Things that teach discipline, work ethic, teamwork, creativity, goal setting, accountability. These are the skills that we also need to teach, we need to support the programs that do these things.

Less administration, more teachers. This is simply prudent.

We need to increase student accessibility to extra support and enrichment programs within our schools that do not occur during the school day, to help reduce the achievement gap-- one way to do this would be to reinstate after school activity buses.

Shift in attitude of some of the tech people at Knox would help; they are there to support us, not dictate how we should do our jobs. Putting each one of them in a classroom once a week for a year would help them to see what we do at our end.

There seems to be a disconnect between the size of a school and the number of administrators that run it. For example at Jefferson there are two administrators for about 350 students and at Marshall there are two for about 400 kids, but at our elementary school only one principal has to oversee something like 500 kids! I sometimes question how one person could possibly run a school as tightly as I think our kids deserve it run. If it's a two person job for 350 or 400 kids, why is it a one person job for 500? I have a child in each level and it sure seems like the middle school has a better handle on dividing responsibilities so that student needs are overseen and met. I wish our youngest daughter had the benefit of that, too.

I think security and student health are my top concerns. This may include ensuring there are appropriate amount of teachers as well as appropriate teacher training in discipline with higher needs kids including positive discipline, how to de-escalate situations, etc. I write this from experience from our 2nd grade year.... These times are about setting a good foundation for our kids ensuring mental health issues are addressed asap and other kids know how to appropriately help their friends. I am sure every public school parent wants more security and I must say security is a joke at our schools. In another school district in Anchorage, Alaska (a charter school actually) I was not allowed to walk down the hall without a visitor/volunteer pass and having signed in, I was stopped by staff and others if I did not have the right pass.... I think this is so important and it is absolutely not happening in the schools here....

A better public health nurse presence is extremely valuable for medical and possibly mental health issues if they have training..... they could be extremely helpful in this manner....I want to know my children will get the right meds if there is an urgency to the matter (inhaler, etc.). I would love to see more formal sensory need type assessments done in the school as well.

Last but not least.... get these jr. high and especially highschool kids volunteering much much more!! Can a junior and / or senior year be encompassing like at The Evergreen State College where they meet some of their academic needs in the field volunteering.... whether it be handing tools to a mechanic and using math to help add up the parts and how to fit them, etc., biology fieldwork with a conservation district, americorp/volunteers of America, military etc. I would love to see in depth, lengthy, volunteer work for our kids... get them into the world with other mentors to help our communities and learn how to help themselves, not just an hour here and there but more intensive work, almost like a job for 6 months or so, maybe add a stipend..... Then they move on to college work?

I graduated in 1992 and attended to highschools, one was amazing in Canby, OR but it was a party. The other in Vancouver, WA was a complete joke with teachers absent for weeks and kids drunk at school. Highschool has changed and I would really like to see us progress towards college earlier or tech type school earlier and mandatory volunteering for an intensive and lengthy period of time as I mentioned above. Maybe the kids who don't want to continue their education or have certain circumstance can benefit by volunteering at a likely job source. Our communities need this and our kids need at an earlier age a better sense of purpose and self-esteem and peers of various education/ages/etc. supporting them as we hope they will in the "real world". How do we help these kids, especially the boys, they have alot on their shoulders with all the violence being caused by the young men/boys right now. We need to address mental health in various ways by various people as early as possible and work together as a community to help them and help them know early on it is okay to get help.....

Security staff are over-worked and under-appreciated. More security staff should be hired trained, time should be reduced and pay should be increased.

Additional ParaEducator support in the classroom to be utilized with at risk students

Let's cut down on spending of tech. It may be a "digital world", but that doesn't mean tech makes learning better or smarter. Most families have their own smart phones, ipads, and computers. That doesn't mean we have to fill up schools with them.

Prioritize.

Do we need math adoption now? Save the money and wait a couple years at least. As a district, we can pull resources together to create and share math resources. I love looking at standards and making my own math plans and problems/scenarios that zero in on them. That makes me a better teacher of math.

Smaller class sizes. I like the idea but is there reliable proof that small class sizes really makes a difference in student learning and outcomes?

Schools that have the highest number of students receiving free or reduced meals should get more money and resources to serve those children than schools that have fewer students of poverty. Want to erase the achievement gap? Then, we have to invest in our students who are most at-risk.

Hey, pay teachers more please. I come in at 6:45am and regularly stay until 4:30pm. I also work in my classroom every weekend for 3-4 hours to prepare for the next week. Oh, I also assess student work at home and create math projects each evening. Not that I mind the hours I put into my job. I will do whatever it takes to advantage my students. So do so many other teachers in my building. At least give us a COLA.

Thanks for giving me the chance to chime in! Olympia School District Rocks and Rolls!

It is still obvious that the ratio of students to staff at the schools in OSD is too high. The district should prioritize expansion of the full range of professionals working in its schools to maximize efforts for improvement. The district is doing a great job of utilizing resources and is providing a high quality educational service to students. It is clear that to improve on everything that has already been established this one glaring negative aspect must be addressed. The class sizes are still too large and staff and students still need the support of the additional positions that presently don't exist due to lack of district funding. I would be very excited to see the combination of a drop in class sizes and an increase in intervention, school admin, para-pro's and specialist staff. This, I feel, would help Olympia become a more favorable and successful district. That is the direction I hope to see the district going. Thanks for all you do.

For school to restore the bell schedule to the 2011-2012 time. It is a proven fact that students do better in school with more sleep. Don't we want the students to do well in school?

Elementary art. Library staffing and books.

Smaller class sizes would benefit students and teachers.

Examine ways to hold middle school students and their families accountable for attendance and classroom achievement without asking more from teachers. (Consider some type of retention)

I would like to see more adults circulating with the kids in elementary and middle school years, at recess and during their lunchtime. I find these unstructured times give kids more time to be misguided and provide opportunities for student harassment and bullying. I am also interested in seeing lower class sizes in our elementary classrooms. We are getting a lot of students who have higher needs mentally and academically in our schools, this leads to major disruptions in the classrooms and less time for teachers to be able to teach to all students. Please find highly trained paraprofessionals and fund them within the classes... Teachers need to be able to teach.

The current bell schedule has cost our family a significant amount of money this year. We have utilized the YMCA "Y-Care" for our elementary students (2) in order for my wife and I to continue with our normal work schedules. My other child is a middle schooler. I am sure that this burden has been felt by other families who do not qualify for the reduced rates. Regardless, the bell schedule needs to be readdressed as it is one of our primary concerns. The cost for 1.5 hours per day has precluded our children from participating in other activities not supported by the school. i.e. piano, tae-kwon-do, etc.

Give OHS an additional Vice Principal!!!! Current staffing levels are grossly inadequate for the size of the high school, and successful implementation of TPEP will not be possible without additional support. [Consider a Dean/Athletic Director combination (which means only funding .6 of the current Dean's position as a "Dean") and then fully fund a 3rd VP.]

Provide ADDITIONAL CLASSIFIED SUPPORT at the high school level to help with tracking and coordination of graduation requirements (High School & Beyond Plan, Student Led Conference, Culminating Project, State-Mandated testing). This will free up School Counselors to provide additional support and intervention WITH STUDENTS. Expected result would be an improvement in graduation rates and reduction in the number of dropouts.

Increase FTE of high school's Career Counselors to 1.0 FTE (CHS and OHS). Goal would be to refine/improve High School & Beyond Plan, provide more information and/or presentations to staff re. student career interests (which could then impact instruction in the classroom!), and increase student achievement through expansion of opportunities for students to connect with potential post-high school options (ie. more guest speakers in the high schools, coordination of mentorships/internships/job shadows/volunteering, etc.).

Expand use of AVID program and/or strategies to all high and middle schools. Expected outcome would be a reduction in the opportunity gap and an increase in overall achievement for our "academic middle" students.

Expand GRuB program to include CHS. Expected outcome would be a reduction in the opportunity gap and an increase in graduation rates for some of our most at-risk students.

At least begin investigating the potential cost of providing elementary School Counselors in every elementary school. Data clearly shows a significant improvement in academic achievement from investments in early learning (ie. K-3 class size reductions, all day K, & RTI). Imagine the possible improvements for (especially) our at-risk and struggling students if they could receive targeted social/emotional support and family outreach during these incredibly important early years as well!?!?!? It would save much "cost" in the long run if we could intervene with our students early and often rather than having to teach them how to correct poor habits once they get older!!!

We need further investment in providing math alternatives for students who cannot meet the current graduation requirements (Alg. 1, Geom., & Alg. 2) AND/OR who cannot pass both the Alg. 1 and Geom. End-of-Course (EOC) exams. The high schools need more qualified certificated staff who can offer math courses that meet a 3rd year requirement but also prepare students for either completion of a Collection of Evidence AND/OR passing the EOC exams. This also ties back to the need for ADDITIONAL CLASSIFIED SUPPORT to track graduation requirements so that School Counselors are available to offer direct intervention with students instead of "pushing paper".

In these times of standardized testing, it feels important to stay focused on the relationship between teachers/staff and students. This is where the magic happens. Our teachers and administrators need time to build relationship with students, particularly at-risk students. I believe in the healing power of those personal connections. Healthy relationship has always been a key component of real change. Smaller class sizes, and more contact time without the pressure of the almighty 'score' seems reasonable to me. Unfortunately we have a legislature and a perception bulldozer that uses smoke and mirrors to up the stakes. Do our most at risk students need to pass a test in algebra or know how to get along in the world, ask th right questions, seek their own answers, offer compassion, think critically, problem solve? I know many successful, smart people who were never good at algebra and geometry. To prevent 1/5 of high school seniors in Washington State from graduating this year because they have not passed the state math tests would be a crime. I think it's a stupid defeating law but may creativity and heart save the day. We have a priority confusion which saddens me. Let them know they are loved and valuable and they will learn how to learn in the way that will support them in their lives. I know this is a 'soap box' moment and I appreciate the opportunity to offer my thoughts. You have a hard job when it comes to the budget and I am sorry our arcane laws prevent you from asking more life-enhancing education questions. Good Luck and may the pendulum swing again in the future toward a smarter more compassionate education system. All the Best

Alternative education and options outside of traditional academic instruction will assist all those students who don't fit into the box. And will keep OSD on the cutting edge of progressive education.

I don't care how tidy the school grounds are or what e-mail system is used. I care about equal opportunity, which does not include paying special attention to students who don't try.

fix the heat

Students are going to be affected in their school setting if they have other factors in their lives that are hurting them. Student's mental and physical health needs to be a priority to look after in schools. If they are not getting that help, they are not going to succeed in their academics.

I would like to see more support for at-risk students, such as counseling. It is difficult to teach students who are not ready to learn as their focus is on situations that are occurring outside of school. In order for our students to learn, non-academic barriers need to be address and the students need to feel supported. Teachers and school staff need more training about mental health and ways to support students in order to be successful. There is so much focus on the need to get better academic outcomes when really the focus should be on the students' needs so they are able to achieve better outcomes.

Early intervention services should be provided, so having full-time counselors in the elementary schools to help support the students and their families. Front-loading services in the beginning of life is a protective factor for children. This also includes full-day kindergarten. At this time, since the district has not offered this type of intervention in the past - mental health counseling support should also be available to middle and high school students. This will provide them with the support they did not receive in the past, that are necessary for their future as successful students and contributing members in our community.

Consider employing full-time school counselors in every elementary school, or at least 1:250 students. Academic achievement is very important, and data shows a significant improvement in academic achievement when emotional, safety, and basic needs are met at a young age. Smaller class sizes in primary grades, preschool and all day K are important factors that contribute to a sense of belonging/mattering and translate to greater academic success. The importance of proactive, positive social/emotional skill-building, along with consistent family support, are a great cost-savings in the long-run. Establishing strong, healthy habits in the early years makes so much more sense than trying to re-mediate in the middle and high school years.

Overloads have to stop! There needs to be a maximum class size. Period!

Priority to staffing. We need as many adults as possible to be working with students. Counselors are also needed... more intervention is needed at the elementary level. Reduce class size when we can!!

Invest in science fair. Consider making CHS a science and math magnet school.

Reduce class size.

Return of COLA increases

There is a desperate need for services for students who have mental health or behavior problems.

Reviewing elements of the CBA currently suspended for targeted benefit.

We need a true "alternative" academic setting for our students who have mental health and/or behavioral issues. This would address their particular academic needs, as well as helping regular classroom teachers be better able to serve the rest of the students in their classes. This would allow us to close that achievement gap.

Please provide better support to Special Education Teachers. Time and time again they are not compensated for documented work expected and completed. Helping teachers help special education students will help raise District achievement score.

Dedicated Intervention Specialist (as a TOSA or Dean of Students?) at each comprehensive high school. Assessing and adjusting online offerings in brick-and-mortar environments. Preserving IB and AP programs. Investigating the addition of College in the High School. All of these are critical to offering diverse educational opportunities in the 21st century.

A new turf field for capital so things will be equal between the two highschools. Will allow the public to also use the field reducing the use at Oly.

Provide a turf field at CHS

Turf field for CHS. Current grass field was poorly planned, constructed and maintained. It is a dangerous situation for any user whether it be school or community member.

As a teacher and a parent of elementary students, the priorities for me are smaller class sizes and better security. When I can scoot right by the office at my kids' school without being acknowledged on a regular basis, what does this say about safety as an OSD priority?

Better training and support for new employees.

I strongly urge the district to put back funding special events money and stipend positions for teachers at the elementary level (staff development chair, technology chair, after school sports, etc.). We took a bigger share of the cuts in this regard over the past several years. There are very few opportunities for elementary teachers to supplement their salaries compared to middle and high school teachers.

Floating VP for larger elementary schools. This will help with the new evaluation system and provided added safety for students at lunch and on the playground as well as added staff support.

Reduce class sizes.

Cost of living allowance for teachers.

Restore part-professional hours.

In light of the article in the ESD 113 Spotlight (March 2013) about the School Nurse case management study - kids learn better with School Nurse case management showing increased attendance, increased test scores - a little more time will show increased graduation rates, please consider assisting students learn and teachers teaching by increasing school nurse (BSN w/ ESA and LPN's) and health room assistant time. If nurses and social workers can work with students and families and health care providers to ensure care is provided for conditions that cause chronic absences, etc., teachers can teach and students can be excited about attending school while feeling healthy!

A parent I worked with was frustrated with her experience working with the district to schedule the use of the gym. She eventually decided to move her program to a local church. If this is a money earning venture could the district focus on improving the ease of facility rental?

I'm not a big fan of keeping up with every new technology that comes down the pike...most families, even those in poverty, have access to technology. Class size is #1 concern. We need smaller class sizes to provide the best quality education. The bell schedule is saving money on buses, so why change it back? The First Class e-mail doesn't seem to need replacing to me. Go for money spent on intervention, counseling, and help for kids at risk along with lowering class size.

Full-day kindergarten, especially for high poverty schools, would have a long-term impact on student learning.

This either or questionnaire format is hard...
Please stop funding for PATS.
Please do fully fund Cispus without parent funding.
We can use their time and resources in other ways.

Move school-wide late start to the pm...when kids are tired and have less brain power for learning. High schoolers start later, as their natural daily rhythm, at that stage of life, has them staying up late and sleeping in.

From the elementary view point, lower class size, free full-day kindergarten are the most important. I'm not sure what expanding intervention would look like. I think that with lower class size and free day kindergarten will benefit all kids. I don't have a sense of the needs the are of at middle school and high school. I don't know how much the staffing at middle and high school level has been reduced. We also need more mental health intervention for at risk student.

Thank you for doing this survey!

I would like to see all staff get free training on Brain Gym activities and how they help students learn. I'd like to see art therapy provided within mental health services.

Appears that middle school budgets have been cut so there is not much left. Would like to see more of those monies returned. Teachers and staff have been asked to do more and more with less and less. We have been asked to implement many new programs but with no resources to support them. Students and families are in need and we have few resources to help with medical and mental health support, personal needs and family needs. Grounds of schools are embarrassing.

Smaller class sizes---we need to be able to meet the needs of all kids and without some of the resources we have had taken away, larger class sizes makes it extremely difficult to meet needs.

Providing assistants in the classrooms or grade levels for students not making progress/need extra help, but do not qualify for special education. The number of students who need help in classrooms for reading and math is increasing especially those who do not qualify for special education.

in future levy's, separate levy for extra curricular activities, tax payers need to know the dollar amount of extra curricular and be able to decide if they want to fund it.

I would like to the school district to strongly consider changing the high school start time to a later time, in keeping with the overwhelming evidence that teens do significantly better with later start times that accommodate their developmental sleep patterns.

After reading esd113 Spotlight and the article "Project Shows Kids Learn Better with Case Management School Nurse Model" I believe it's important to get well educated nurses into every school.

I believe that it would be beneficial to reverse the bell schedules for the elementary, middle, and high schools. The high schools begin earlier than the others, but it would make far more sense for it to be the other way around. So instead of high schools starting, as they did the 2011-12 school year, at 8:00; middle schools at about 8:30, and elementary schools at about 9:00. It should be changed to high schools starting at 9:00, middle schools at 8:30, and elementary around 8:00. This would benefit both the parents and students. Parents of younger children would be able to drop them off at school or a bus stop before they need to leave for work. For high school children however, they are capable of traveling to their bus stop by themselves, or more often, driving themselves to school. Elementary aged children are also generally more active in the morning time, as tired in the afternoon, so the earlier scheduling would suit their attentiveness. While high school aged students typically are tired in the morning from late night studying or other activities. Starting school later would cause them to potentially be more productive in school. Many high school students have 0-hour classes, which requires them to be at the school an hour before normal time. A later schedule would make taking these classes much easier on students interested in those classes. Which are almost always only offered at that time, and often a graduation, or AP/IB requirement.

The school fields are at a point of being a liability because they are so overused and destroyed.

My second grade daughter's class size of 25 breaks my heart. On the other hand, the larger sizes at middle school have not seemed to be a problem.

The elementary school music instruction is so "boring" for my daughter who loves music (and even plays piano) that she moans on Fridays because she is sad to have it that day. One day, the teacher just showed a "boring" video on instruments....really? I can do this at home on you-tube and don't want to pay someone with music college degree to show videos. The orchestra program in the middle school is exceptional - and we loved it in elementary and can't wait for high school.

The PE at middle school is very good and informative and gets kids working out. The PE at elementary school is another issue at Pioneer as the PE teacher that services that school seems grumpy and tired and out-of-date. Both of my kids hated PE at Pioneer and the older one was surprised to learn she loved it when she arrived at middle school. Very sad to me to see someone in PE who seems burnt out and not really into kids to be quite frank.

I am an 8th grader at WMS, and I love the music programs, the advanced math program, an almost all of my teachers. Mr. Anders is an exceptional principal an has a special bond with every srudentand i am goin to miss him very much.

Ther has been rumkrs for the past two years that sports are getting cut, and I would hate to see them gone. Sports are one of my favorit things ablut middle school, an i think many kids would be less active with them gone.

Th health program at Washington is the same in both 7th and 8th grade and the teacher has no enthuisam. If she doesn't feel like teaching that day then she lets the class do whatever they want.

The fields at our school are awful, and a girl on the chool socce team spraine her ankle on one of the many mud pits. And for fire drills when we evacuate the building everyone is covered in mud when see go back inside.

One the test questions was if we would like to restaffing in the schools, and we have a court teacher teaching PE right now which isn't a good fit, and I wouldn't want anymore scenarios like that.

The last issue is 8th grade science. Students from both classes have many complaints, and they have taken the joy out of science for me.

WMS has been a great school and I always felt safe and cared for.

Instructional coaches are not necessary in a time of increased budget cuts. I have not seen the instructional coach for my area in two years. I understand they are busy, but if I haven't seen her in two years, she's likely not vital to my program.

The technology department needs to be overhauled. So many issues....hard to name them all.

Big improvements have been made in middle and high school instruction through RTI and other methods. Would like to see this funded/continued/acknowledged.

I would like to see elementary music and PE expanded to two days a week for 30 minutes. The current arrangement is woefully inadequate for students and teacher to make these meaningful, impactful experiences.

If the board expands the use of instructional coaches, please insist upon rigorous qualification expectations when choosing them referring to characteristics suggested by educational organizations like the International Reading Association. A coach should work alongside a teacher supporting them as they learn and grow, not serve as "curriculum police", chastising teachers who don't stick entirely to reading the script.

More support via Para educators in classrooms. I have worked especially in the middle school with 6th graders and noticed that they are missing essential writing, organization and study skills that could be enhanced with more help in classrooms. My job has been to help the struggling students that are not engaged in classroom participation and rather lost. Without myself or others either volunteering their or paid staff, these kids would be lost in the shuffle.

Please use the data we have to make solid decisions for students and staff not special interest groups.

Increase staffing at middle schools.

Work on standardized processes and procedures.

Use formulas for staffing that include poverty needs not just student count.

Change technology structure and delivery model. Who is in charge?

Hold district staff accountable for student growth.

Studies have shown that a nurse in school every day helps to improve the health, attendance, and educational success of the students at that school.

Paraeducators are essential to student learning. Struggling students need the extra help and support that they offer, as well as the individual attention that teachers are often too busy or stressed to provide on a daily basis. Paras are the backbone of the school, stepping up to help out in many ways: small groups in reading and math, interventions, health room, library, recess. Please maintain the jobs of these people who contribute so much to improved test scores and student well-being.

none

I would like to see a Good Manners and Right Conduct subject added to Elementary to develop good moral values. I am a believer that children with good manners and right conduct grew up with good values which leads to becoming a good student.

I would like to see money spent on extra curricular items such as speech/debate, art, chess, etc., so that those children who are not "athletic" can participate in a school activity as well. MUSIC, MUSIC, MUSIC is sooooo important!!!!

Would also like to see more support staff available for children who need extra help. Especially evident is the need for such money to support or hire staff for those students who struggle. My son is in H.S. with 504 plan and needs support during class hours, as well as after school.

2 very important suggestions:

1. DO SMART SCHEDULING of classes! I can teach an advanced class of up to 40 just fine because they are motivated learners. Classes like 8th grade math or 9th grade science and Alg though are a low-skewed group of students. Those classes must be smaller to achieve quality learning. We should not be offering advanced classes with lower average class sizes than our core classes UNLESS we just have a ton of money to WASTE!
2. Athletic opportunities that truly serve a large number of kids should be funded before things like basketball, soccer, or even soccer where only 5 or 11 kids get to play and the rest sit and watch. Fund sports/extra-curricular activities by how many get to participate, not by how many names can get included on a roster (or at least have that criteria be a significant factor)

Media technology and staffing.

Replace antiquated video and audio equipment and hire staff to teach modern digital video production to students. Video production teaches students to cooperate in a team environment, helps them in presentation skills, storytelling and problem solving. It incorporates so many disciplines already taught and propels them into the 21st century.

I have four children (the youngest being a junior) that have gone through the OSD. They have all participated in athletics and music through all levels of school. They have participated in the full honors opportunities along with remedial classes and IEP goals. I have volunteered in the elementary, middle and high schools all the years my children have participated. It is my opinion that lowering the class sizes in elementary schools, restoring quality staffing to middle and high schools and focusing on counseling/mental health is the most effective uses of the budget.

Enhancements/Investments for the 2013-2014 should include priority funding for the implementation of a well thought out plan for the TPEP work and the Common Core State Standards in Math & ELA.

This would include on-going, building based professional development, on-going training in math and reading best practices and a transparent and well-developed, transparent plan of implementation from the District Office with a shared vision for success and benchmarks or identifiers of successful implementation.

Art and Music education should be on equal footing with Math and Science and Reading. This statement is supported by the current science available on this subject, but continually rejected by this school district and this society. Children who receive a rich education in Art and Music out perform those that do not, in bot Science and Math. Please research the science on this subject.

Expand funding to JAMS and MAP (and require basic testing) to compete with NOVA. Expand funding to IB and AP programs.

Please keep the Lincoln Options bus!

Provide more intervention support for students who do not qualify for special education but still need intervention.

Instead of adopting a k-4 math curriculum to match the current 5-8 curriculum. Please adopt a decent k-8 curriculum that makes sense, allows parents to help (has a user friendly text book).

I am indifferent (or possibly unaware of the complaints) as to the current bell schedule. Several of the opposing items aren't necessarily high priority for me, but since I had to mark one, I often marked that.

I would like to see more effort in the high schools to direct kids to "other" options - tech schools, New Market, SPSCC, and even bringing these programs on site at the high school so that kids can have the best of both worlds (real world training without giving up their precious and short high school experience). For example, my niece is an exec chef and she coordinates a culinary arts program at her local high school - so that non college bound kids can graduate with some real life training to get better than minimum wage jobs. They can dabble in these classes without committing to the "full AA" experience (juggling part time at HS and SPSCC is difficult due to the qtr vs semester and the various daily schedules at our HS) Also, when kids want to do running start, they are sometimes made to feel a little bit guilty about pulling funds out of the high school. In my opinion, the schools should be celebrating and encouraging high achieving kids who want to tackle getting the double (AA and High School) degree.

I would like to see our district explore "College in the High School" programs where kids can get college credit in courses taught at HS, keeping them in that environment and possibly still involved in clubs, sports, and all the things that employers and colleges look for. Keeping kids on campus but giving them the opportunity to be highly challenged AND get guaranteed college credit for their hard work is extremely important to me and I would say one of the key ways that we can help our economy by graduating more kids with at least some college or practical technical job skills.

Personally, I am not a fan of our IB program. The students work incredibly hard and most are under great stress (which is unhealthy) for 2 years and, as I understand it, tend to average only about 2 quarters worth of credit or wavier classes at the college they end up at. I understand that IB contributes to being accepted at ivy league schools, but honestly, I would suspect that this is NOT the goal for a great majority of our kids. I say take that IB money and invest in various 'guaranteed college/tech school credit' programs as mentioned, and help families battle the unreasonable cost of higher education.

Thanks for your time.

My husband and I are both educators (I currently stay at home) so we feel strongly about the positive changes to the OSD that you are trying to decide upon. Beyond these that I chose, I would like to see phonics directly taught at the younger levels. Also, I would like to see a district wide curriculum for all subjects. I'm embarrassed to tell my sisters and friends that my school district lets each school choose their own curriculum. I feel VERY strongly that these two things need to be addressed for our school district to function cohesively as well and with a clear purpose...direct education that everyone will receive.

This is a specific school issue: The roof and siding at Boston Harbor School are in need of maintenance and repair. The sooner this work is done, the less costly it will be. It is my understanding that high school students perform better when the school start time is later. I think that rearranging the bell schedules to have high school have a later start time would be beneficial to the students.

I vote for smaller class sizes!

Maslow's hierarchy of need should always be foremost in budgetary decisions; money should flow to the areas that will have the biggest impact on our kids health, safety, and academic growth. Everything else is secondary.

Work more collaboratively - faculty, parent connection, and student organizations. Build a community that supports our students and incorporates them as citizens.

Reducing class size and having more teachers and teacher assistants in classrooms should be the absolute #1 priority in the Olympia school district. It is more important than all day kindergarten, sports, music, art, technology, additional nursing care, security, grounds and building maintenance, etc. It is tantamount to ensuring that students thrive in school, both academically and socially. Students that can get their questions answered during class time are less likely to have confusion for homework at night and class time behavior problems, and more likely to grow in self confidence, rather than have a low academic achievement self-image, and in turn, low self esteem overall. With a better Teacher/student ratio and additional teacher assistants, students can also more easily be grouped according to ability, and be challenged, whether that be in enrichment or remediation. Teacher assistants to help the teacher in science labs are also critical.

Allocation of O.T.'s, S.L.P's and P.T.'s to the same school is also critical. Continuity is key, so funding therapists in a way that allows them to stay at one school for at least an entire year is essential. It is hard enough for kids with disabilities - please don't make it harder on them by having their therapist change several times within a given school year.

Add program for "gifted/advanced" students to keep them challenged.

Something needs to be done so that school personnel pays attention to students with a low gpa in the freshman year especially children of color....

Support non-traditional education models, diversify models within system to provide wide range of options for parents within system.

More support for early intervention and preschool programs.

Ongoing funding for more GRuB-like programs for High School, including funding for summer youth stipends.

PLEASE Start the year with enough teachers to students.

Both of my children were effected by the stress of changing teachers and losing friends. All the classes had to go on hold until new teachers were hired. At that point everyone had to basically start over. It feels like no one has really ever caught up!

Also more help for high needs children. Both my children have kids in class that take so much time and attention from teachers that they are overlooked daily. The upheaval is ridiculous. These kids need extra support. It takes away from the learning to constantly have interruptions from outbursts and oppositional children. Smaller classes might help but I noticed a difference when there was more help provided.

Resources, teachers, classes to provide opportunity to qualified high school students to enter the IB program before junior year.

The priority should be to reduce class size at all levels.

Security is a priority in light of so many school shootings. I feel we need to be sure we can keep the kids safe first and foremost. I have been saddened by all of the cuts in the sports programs. Middle School and High School Sports are important for kids to learn to work together as a team towards a common goal.

Emphasis should be placed on the classroom environment. Smaller classes allow for more teacher time per student. There should be increased emphasis on pre school and kindergarten, though I don't think the pre-K is within the OSD's jurisdiction, though it should be. Focus on (especially poor) students who are behind their peers in the earliest grades (kindergarten).

I hope all teachers and administrators are required to take this survey. They know best how to better serve the students.

Ensure that schools have proper supplies to teach their programs. This is critical in learning. Simply cannot learn without the proper tools.

Recognize, encourage and invest in our student's exceptional academic performance and stop fostering and endorsing mediocrity. The future of we as an American society deeply depends on your cumulative foresight, direction and dedication.

Support in certain athletics classified as activities.

I would like to see more district-wide funding for GRuB-like programs to engage struggling high school students. This would include funding for summer stipends for students, and enhanced funding for the staff supporting efforts like this.

When the bell schedule question is answered, I am sure ALL school that do not have the 9:25 start time do not have a problem with it. I can see how the results to this question can be inaccurate. If my school started at 9:00 or before I would not have a problem with the new bell change either. I do have a problem because students in schools that have the 9:25 start time are losing critical learning time. Elementary students are tired passed 3:00. It is hard to get optimal learning in past this time. Please take this into consideration. Thank you

food quality, larger libraries, success for all (SFA), and decrees cost of cispus

More auction to help school fund so kid can have field trip and other activities. Thanks

My school functions on the latest bell schedule this year, 9:25 - 3:47. I strongly dislike it for several reasons, both academic and personal. I would like to see an earlier start and end time for my school restored next year.

Please consider to allow those school's who have already invested time and money to provide a better learning program for their students and are currently using this program. Please support their need of funds from this budget to be able to continue to provide this highly educational program that the school has found to be very successfully. For example Roosevelt's Success For All reading program. (SFA)

Our family has been a Roosevelt family for over 22 years with 7 children that have all attended K-5 with our last one still current. We were there before SFA was started and have continued to be there after the program has come together. We can tell you that this program works and we plead that you will consider allowing extra funds from this budget to help support the need for this program at Roosevelt.

Thank you
A concerned Family

Collaborate with local non-profits serving children and youth to provide alternative educational opportunities.

Why was there no consideration of expanding CTE course offerings (adding manufacturing courses, agriculture), providing an emphasis and support for student organizations such as FFA, SkillsUSA, TSA, FLBLA, DECA, FCCLA, and Sports Medicine. These types of courses encourage engaging instruction that is hands-on and applied where academics can find meaning for many students, while allowing them professional and personal growth, leadership and community involvement. Self-confidence and value while respecting diversity and learning how to function as a team. It is amazing that athletics, arts and PE, found their way onto the survey but CTE programs and CTSO's did not.

Having an elementary school start at 9:25 and go until 3:47 creates a situation where students are missing more school because they are being pulled out earlier for appointments, etc. Also, buses have been late more frequently, so obviously the new routes aren't working efficiently. For elementary kids, the optimum learning time is in the morning, so by the afternoon - close to 4:00, they are not getting the most out of the day. The earlier the better for elementary school aged children.

full day kinder is very important
so is lower class size in all the grades
remove the students that pose a physical and emotional threat to our children
they monopolize teachers time and scare the rest of the class
as a parent I'm tired of hearing about the craziness that goes on in class
obviously the mental health in schools isn't working so don't put more money into it

This test was like Chinese water torture. Sure wish there had been more choices. MANY parents in this district understand the Olympia School District could be such a more vibrant, varied, creative, educational atmosphere---by adding a school to our system which would serve middle/high schoolers, and would reflect strongly the nature of a school such as SOTA (School of the Arts) and SAMI (Science and Math Institute), both Tacoma public high schools committed to the following (straight from their website, and so true): "While much of American schooling tends to compartmentalize and overspecialize, we are committed to integration: we want students to see their learning, their world, and their lives whole. Thus we seek to help students make connections within academic disciplines, between the academics and the arts, between their lives now and their lives as they enter the larger global community in a very few years.

With this holistic vision firmly in mind, we also believe students deserve the opportunity to go deep-- to develop and pursue a particular passion at increasingly greater depth, guided by mentors in our community who can encourage excellence."

The Olympia School District seems content to focus heavily on AP and Honors and Baccalaureate type programs while NEARLY COMPLETELY missing the population which continues to drop out, tune out, and miss out on the amazing and talented individuals they could become---because we don't offer the creative, technological, non-test-oriented curriculum which we should be offering EVERY student, but we need to at least catch the ones who are falling so badly. Stimulate the mind, the spirit and the body---help kids connect the dots of themselves in a larger world---and you have a school that will not fail students. OHS is not such an environment. There are great teachers, great administrators, there are great programs in the District which offer some very cool alternatives. But put it all together and you still miss out on a large, vital, humanistic, creative and now struggling population who need something different. My 8th grade daughter, who is currently two years ahead in math, has a 4.0 grade average, is a high-level soccer player, and is highly social.....loathes the thought of going to the high school right down the street, OHS, because she knows now after watching her brother go through four years of it, that it's not the place which will stretch her imagination, allow her to think outside the box (which is extremely important to her), give her a real place to create, grow, and flower. This district needs to catch up with the 21st century and give our students something there will be waiting lists for once it comes.... Forget beautifying the school grounds! Forget putting more police officers in schools! Forget more office support at schools! Forget more coaches and Athletic Directors who do not value the whole individual but who see only height, heft and physical prowess! Give our kids something to chew on...something to become great citizens, mature them, actually ready them for the multi-dimensional world they will enter. Give them something to FEED their minds, rather than stuff them in a highly boring and soul-less classroom in order to force the memorization it will take to pass an AP test at the end of the year....missing the opportunity to have spent a year experiencing, building, creating, and connecting the dots instead. Our schools are failing because even the best ones look too much like OHS....extended teen daycare situations which do not jump start the human potential. Survey the students...find out what they say about their own schools. Are they happy, healthy, engaged, learning? The time has come for us to add an enlightened school. Side note: It would have been revealing

and important for you to have added to the "Respondant Self-identification" below:
Volunteer. And pray tell, what does "other" mean in this context? Oh dear....

Basic education comes first and should be targeted at the most needy students. Athletics and the PATS program are frills if we cannot support the mental and academic needs of our most struggling students. As a priority we equally need full day kindergarten at all elementary schools in order to meet the common core standards and full time counselors for our growing number of emotionally challenged students. The choice made above between these two priorities is not valid. We also need lower class sizes and tutoring supports for all of our children to succeed.

Continue to fund paraeducator support.

Please focus on the smallest class sizes possible for all grades. Esp. for youngest years, please consider additional paras in classrooms. Please do not pit "highly capable" programs against programs for students who are behind academically. Both sets of students can be "at risk" if their educational needs are not addressed.

Please change the bell schedule back to 9 am for elementary. I know that this is covered in the survey but I feel it is warranted to emphasize the negative effect that the later bell schedule has had on our school (Roosevelt). Kids have a longer day. Parents have difficulty with before school care. Last hour of school is unproductive because kids are frazzled/tired. Hard to find time to do after-school activities, homework, family time. It may seem like a small thing, to start school 25 mins later, but it has a big impact (especially on schools like Roosevelt with a larger %age of low income families).

Our elementary school is one of those that start at a later start time. This has placed a strain on the parents as well as the staff to take care of student supervision before school and making it possible for staff and parents to make doctors and other appointments. We are finding more parents are having to take students out of school time to make appointments because of the later time the students get out of school. Please return the elementary start time to an earlier time.

Use volunteer retired law enforcement officers to visit schools and address and instruct children/staff in safety and security topics.

I strongly encourage the school board to look into the mental health issues through the district. The current SSC model in elementary schools makes it difficult to address all of these issues - SSC's do not have enough time to do social skills or other types of groups (divorce, alcoholism, friendship, deployment) for those not in special ed. Additional school counselors would be able to perform these tasks. Being proactive is better than being reactive in these situations.

Fully fund and support special services as required by law.

Bell times should be based on current research. High School should start later. This has been shown to improve test scores. Grade school and high school should flip.

Centralize all online learning (including credit recovery). The savings from going from 4 individualized programs to one taught by the highly qualified teachers at ORLA could be used to build the online program at ORLA.

Highly Capable Student support through middle school, in the form of transportation budget for the Jefferson programs or other options. At the middle school level there are few/no options for Highly Capable students to remain engaged.

It is important to bridge the gap between those highly capable and struggling students. All students should be given the resources they need to do the best that they can. Reducing class size would also help.

1. As a parent I don't understand why I am asked to respond to questions about the email system.
2. Boston Harbor needs a full time principal. I don't understand why we have 1/2 time principals at some schools. Students, families, and teachers need a principal at the building all the time. This is a safety issue. What if there is an intruder in the building when the principal is at the district offices?

Reducing elementary class size and free all day kindergarten are TOP priorities for my family. The later start time is not good for my family. It interferes with music lessons and dance lessons. I also need to interrupt the day for dentist and doctor appointments. 3:47 is too late for elementary school children to be dismissed. I want the bell schedule returned to former schedule.

I believe that if we have smaller class sizes the teachers will be able to concentrate on each student that is in their classroom, and to some degree individualize their learning, which will make it unnecessary to have separate programs for "highly capable" students.

Please prioritize special needs, including programs for the academically talented as well as the challenged.

Provide free full-time Kindergarten but prioritize student(s)/families with highest poverty vs. school this allows to cover the greatest need across district and not just by school and area. Likely a majority goes to poverty level schools but some one got to other students in the other schools as well versus completely excluding them.

Invest in athletics and activities/Add time for coaches/Athletic Directors/C-teams and activity budgets; - investment in this should be through increase pay-to-play but free for poverty levels, not reduction. Also shift funding from district wide roles to AD etc that are on school grounds having face to face impact on student athletes.

Invest in staffing at HS and MS - Staffing should be increased based on a ratio per student census. Not based on evenly across school. Schools with larger populations should have a higher ratio of teachers/principals/etc.

Maintenance of grounds - invest through community projects, ask community to donate time to help with labor.

The survey, sensibly, in its curricular questions, singles out reading, math, science, music, and PE, and also addresses athletics and other extracurricular areas. I wonder where foreign language, visual arts, humanities, and social sciences make their claim on resources.

This was a strange survey. The vote for one "statement" then pairing it up to another "statement" and see how it fared against third "statement"to determine that it is an important expenditure. You are missing what the schools need in the suggested "items" that you have come up with as being "important" for this next budget cycle. (New email system, more technology, security, pitting getting more help with nursing duties against maintenance staff or Technology coaches/tech, the gifted program, more PE/Music staffing, non-instructional staffing, or retoring middle & high school staffing...going back to the old bell schedule) This was a no win.

The grounds/building of all "school" building have been neglected by the "hard times". Custodial staff continue to do the best they can with the limit resources along with maintenance department. Our buildings are an asset that needs to be taken care of.

Staffing formula for buildings need to be re-evaluated. The formulas (Para, Gen Ed, PE, Music, Art, Choir, Band Orchestra, Computer, Special Education Resources, Electives...) have not reflected the needs of the schools or population of the schools. When was the last time these formulas were reviewed or revised ?

Work loads have increased for all staff in the school buildings. We see additions to the district office staff, but it is the school building that have the expanding work loads . It is the schools that have the shortage of teaching staff and had to work with larger classes who have all been trying to be good team players during these past years.

School building budgets have continued to take large hits over the last 4 plus years to help balance the budget. The formula to the buildings need to be re-evaluated. Money restored back to the schools.

Smaller class sizes (at all grade levels Elem, MS and HS) is very important and the resources of support staff (Sp Ed, Ell.....) to help the children learn the skills they need to succeed is very important.

If it is determined that the revised bell/bus schedule has saved money then this bell system needs to rotate between schools.

We have small schools, medium size schools and large schools (Elem, MS and HS) in our district and they all have different needs and priorities. The classrooms, Paras, specialists, Admin/Principals, office staff, custodial, and food service workers and transportation personnel all know what is working, what needs tweaking and what needs fixing.

¿Por qué no hay un director todos los días en la escuela de mi hija? Es muy importante que hablo con el director durante los días escolares. Mi familia no tiene dinero pero deseamos una educación para nuestros niños. Gracias.

Translation: Why is there is no Director (principal) every day in my daughter's school? It is important that I talk to him during the day. My family doesn't have money but we wish for our children to have a good education. Thank you.

Please increase school counseling in the elementary!

Our family has had no issue with the revised bell schedule whatsoever.

PLEASE RETURN THE BELL SCHEDULE SO THAT ALL ELEMENTARY SCHOOLS ARE ON THE SAME SCHEDULE OR AT LEAST ROTATE THE BURDEN OF THE LATE START ELEMENTARY SCHOOLS. ASSIGNING ONLY FOUR SCHOOLS TO START LATE FOREVER IS UNFAIR!!!!

Make more counseling/social groups available for all ages groups. I would like to see this specifically target social skills to include positive peer culture, accepting of differences, empowerment, and teaching students when to seek adult help. This will cut down on bullying (and therefore office visits), make for a happier school environment, foster togetherness, and, hopefully, improve student success rates as they truly feel like they belong to the community.

My child's school does not have a full time counselor or a full time principal. With so many kids with mental health problems these days I think it is negligent of the OSD not to have full time counselors and principals at schools.

Improve communication with parents reference available programs and resources. Improve services for highly capable students

Investing in free full day kindergarten will have a huge impact on student health and interventions for at risk youth. Please consider this option at ALL Olympia schools!

New bell schedule is really hard on my elementary school son. He is wiped out by 3:47. please move him back to an earlier start time!

If it is possible to restore the bell schedule, that is a definite priority for our family.

I am good with this survey

The 9:25 late start time is too LATE to start school. Some of our best learning time is gone! The best time for elementary students to learn is first thing in the morning. At the very least you should rotate it every year so the same schools are not stuck with this horrible schedule every year!

I hope you do restore PE, music and art to the elementary schools. I think kids learn better when they have some physical activity and not just the free time of recess.

As for the K-4 math alignment with 5th grade and middle school. I REALLY HOPE this is not a continuation of the CMP curriculum chosen several year ago. THAT IS A FAILURE!! I am shocked at the number of kids in my daughter's geometry class (8th graders going up to geometry) who are having a hard time with long division. They never get enough practice with the CMP. Please do not continue with this curriculum. Many kids are FAILING!!!!

Finally, there is enough technology in the schools. Let's take a break on technology and focus on WRITING (both actual cursive writing and creative literature writing), and reading and math. Forget the lap tops, white boards and COWS for just a year or two and focus on results. See if you can invest the money on technolgy into something meaningful in results.

As for some of the forced choices, this was hard... I prefer more PE, music, more focus on reading and math, no CMP curriculum, no expanding of technology.

Whatever you can do to reduce the pay-to- play fees would be great.

And lastly, let's get rid of the IB program!! Too few kids, somewhat irrelevant--kids studying the literature of other countries (Columbia, Iran) vs. our own great literature seems ludicrous. And the kids are then at a disadvantage when joining others at college who have been studying literature's great authors. And the program is so much more limited than the AP program. It's very hard for westside parents to even consider sending kids to Oly High (friends at Capital, the distance,etc).

Funding for elementary P.E. and music is important. With double classes, the learning is limited, and the space is dangerous, as well as being stressful to those teachers (would assume burnout rate is high). In addition, the amount of time should be increased. Currently the time is 30 minutes. Not enough time to present lesson, practice skill, or to build any connections with the students. These teachers have way TOO many schools. Ideally, these teachers should be responsible for P.E/music grading, not the regular education teacher. They are certified teachers and know their own goals and standards for what THEY are teaching. Also, this should be a time without the regular educ teacher, maybe teacher planning. Look to other school districts at they have 2 days a week with 45 mins each, etc.

More EA time to help support teachers with students that need support (especially in k-2) . Smaller class size is ideal, but another way to help is to have multiple trained paras to lower class size for specific disciplines like reading and math. I now have specific time with additional paras for reading and the groups are small. My test scores/reading abilities are really increasing because of this focused time where individual needs can be met. Also, there is research on early intervention. I can guarantee that if we put support in the early grades, we as a district will have less "struggling students" if we can catch them early. My vote is for district wide "reading help" in k-2. Currently, my help is funding by my building principal, and this funding keeps getting taken away, or a choice has to be made to use it for this area and not something else. It should be standard across the district.

Consider funding more special education / 504 and psych people at the high school. Some of these positions at OHS have been a new body EVERY year. Sometimes even a regular educ teacher taking on a .2fte as 504 coordinator, with little or no training. This has caused HUGE issues (honestly legal ones), no consistency, lack of knowledge, etc. Plus OHS had an awesome 504 person (James Jones), but since no funding, he had to move to another district to keep a job, so yet another year of new person.

Really consider how the definition of "at-risk" is defined. I personally have children considered "at-risk", but that really means "struggling" in terms of getting any help. The "at-risk" category really only means "low income", so they have missed out on awesome programs that could have helped. AVID, GRubb, etc. are based on low income, yet my student was asked by counselors, etc. to apply and was denied based on this. So, what do you have for "struggling" students? Not much. Find ways to give more support to "struggling" students. OHS has a reputation with parents to do well with the smart kids, the IEP kids, but a horrible job with the lower range kids.

Although I feel PATS is lower on the list of needs, I feel it needs revamping. I am a teacher and I have parents that refuse to send their kids as the program is not integrated enough (1 day per week - and missing regular school), and actually the curriculum not challenging enough too. Communication from PATS teachers to regular educ teachers is limited. Then I have kids that want to be in the program, but have been on waiting lists? In addition, as fellow educators, we wonder why PATS teachers get "extra time" and what they are doing.

Their school does not start for weeks, and they end early, etc. What are they doing with all of their time. How is this equitable?

Consider finding ways for teachers to meet with each other and get paid for it. With the state mandates in Common Core, TPEP, etc. it is so valuable to meet with your colleagues across the district at your grade level. The District (thank you Debbi Hardy) has done a great job of getting us thinking about CCSS math, and we still have a long way for this, but we have not even started on ELA. This means years of professional development. Now is perfect timing to collaborate with our grade level colleagues. The kindergarten group has done a great job of keeping these self-directed meetings after school going, without funding or clock hours, etc. The amount of learning and the feelings of collegiality, new ideas sparked from seeing other's classrooms, are worth more than gold!

For teacher training/staff development, consider supporting and inspiring teachers to take on National Board Certification. Our district has very "limited" support if you look OSD compared to other districts. Some even "gift" # of days off in order to complete the process.

Not sure how, but find ways to keep staff morale up. With all the state mandates & huge changes, it is exhausting! Teachers are asked to continually do more with less and instead of taking things off our plates, the plates are now platters. This includes things outside our classrooms like writing legislators, getting involved in many ways outside of school as well as in our own buildings, and at district level with trainings. Then there are the normal everyday duties with our planning, students and parents/community. Acknowledgement and respect for teachers as professionals are key, (which OSD has a reputation for not doing such a good job with teachers in this manner). Thank you Mr. Cvitanich for creating a climate of respect and communication!