

## **Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19**

### Introduction

*The following text is a re-print of the narrative response to one of two budget survey prompts. The text is not edited, except to eliminate personally identifiable information or a comment that can be traced back to an individual. The first prompt, [Describe what you value about our school system](#), is reprinted in a separate document. The second prompt, [Describe any efficiencies that you would like the Superintendent to consider](#), is reprinted below.*

### Narrative Responses

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Start times that align better with children's sleep schedules. Year round school?  
- *Operations Staff, Hansen Parent*

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Curb conference attendance and related travel and lodging expenses for all staff.  
Common bell schedules for buildings - which equates to staffing and FTE.  
Mindful bargaining with OEA i.e. reduction of stipends which equate to dollars saved for District.

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Look at MOU with local counseling agencies to bring those supports into the schools.  
- *Central Office Administrator*

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Utilize infrastructure that is already in place rather than replace it, repair and bolster it. Share between schools and districts. Don't constantly remind everyone about budget cuts and shortfalls it's depressing, especially around the little ones. They deserve a period in life where they are sheltered from these realities. My little ones don't think of us as homeless we are just between homes and we camp out a lot...  
-*Madison Parent, Madison Parent, Olympia Parent*

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"IB for all" at CHS prevents IB from truly serving the talented and gifted population (talented and gifted programming is now considered basic education by our state)

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Resources should be distributed based on the need of the school community, NOT based on enrollment numbers. Our district is experiencing serious inequities because of this policy.  
-*LP Brown Elementary Teacher, Centennial Parent*

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Please prioritize mental health and counseling supports.  
-*Olympia Parent*

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None at this time  
-*LP Brown Other School Staff*

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All schools should be receiving some sort of math/reading intervention help- equity of resources.  
*-Pioneer Other School Staff*

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Resources in the library for student access are necessary, but we do not need a Teacher/Librarian and a paraeducator in our library full time. It is convenient to be able to send a student to the library at any moment in the day to get help finding a resource, but this is more of a luxury rather than a necessity. We currently have two staff members in the library all day, and I think we could be successful with just one staff member.  
*-Washington Secondary Teacher*

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reducing testing currently the district has district exams and SBAC. Move to SBAC and not double up on the testing  
*-Centennial Parent*

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I think that high schools have more room to cut back than elementary schools.  
*- Elementary Teacher*

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Libraries are wonderful places in a school however a para-professional is fully capable of running the library. There is no reason for a library to be staffed with a full time certificated teacher AND a paraeducator. Most librarians do not teach students all day. They do not do conferences, write lesson plans, grading, report cards, or provide instructional support for struggling learners before/after school or during lunch. In secondary schools, they often have TA's who can shelve books and help out. That position of a full time certificated teacher could be used to reduce class sizes, provide academic support, or create another class to reach students.

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Utilize family "work days" to clean up grounds, as was done at McKenny before school started.  
*-McKenny Parent*

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There is a significant amount of money wasted on projects that are not well planned out before trying to be implemented. The camera entry systems at the schools are a great example.  
*-Centennial Parent, Other School Staff*

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Curriculum time in elementary schools should not be so entirely focused on math and reading. There are other essential content areas that we are not being allowed the time to teach because of the strong pull to a lopsided education.  
*-McLane Elementary Teacher*

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Better middle school options that are more centrally located than Reeves and Jefferson. Build a new middle and a new high school and get our high school sports playing against local districts again. Encourage all elementary schools to support 504 plans, not discourage them. It will

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benefit test scores in the long run. Continue to improve security features, music and art options, electives and foreign language options, provide meaningful interventions for hi-cap kids in elementary or stop testing for it and wasting time and money on that level and refocus the resources on middle and high school level. Encourage elementary schools to make "reading time" an option along with staying out for 10 more minutes of recess. Students that don't get read to at home still benefit from reading during WIN/reading groups at all the schools and often teachers up thru fifth grade are still reading aloud to class. Many teachers and schools are reducing the amount of elementary homework because of research. The same research supports the need for more play and activity. So offer the "read-in" time that happens at our school after recess hour as an option and let kids that like and need recess stay out 10-15 more minutes. Academic scores will go up undoubtedly! I realize so many minutes of each school day have to be instructional, but other districts nationally are adjusting school days to incorporate more recess, so we can do that too.

*-Pioneer Parent*

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Keep cuts away from classrooms. Expensive consumable curriculum is not sustainable and is super expensive - that stuff first. Teaching and Learning TOSA's and other non-essential staff next.

*-Olympia Secondary Teacher*

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being cognoscente of inequities in schools across the district, addressing mental & behavioral health needs appropriately. Considering disadvantaged students and ensuring they have the support structures to see them graduate and go onto post-secondary education (access to books and technology, FAFSA completion/College Bound, free & reduced lunches, affordable after school care and activities, counseling support etc)

*- Parent*

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Continue to pare down the number of different on-line platforms that are used. Not sure this is a monetary efficiency, but it is a parent/student efficiency as the use of multiple communication platforms leads to missed communications. I am referring to different web-based platforms that cause confusion (Skyward/Schoology/school website/teacher's own selections), not to different mediums that are truly alternative means of communication (web, email, text message).

Continue to pare down on the former, keep the latter.

*-Olympia Parent, Washington Parent*

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Some of our schools are fairly close together geographically (Hansen Elementary is right across the street from Marshall Middle, Capital High is around the corner from Jefferson Middle). I understand that certification requirements might be different for different grade levels, however, I wonder if for certain things, there could be staff overlap (i.e., have one music/PE teacher for both Hansen and Marshall).

*-Hansen Parent*

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Placing full focus back to basic education of students, rather than using tax dollars on programs and positions that don't belong nor necessary in the educational system: social workers, drug counseling, HR minority hiring position, graduation specialist, etc. Our money needs to be

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placed into our teachers and curriculum. This is why our students go to school. Back to the basics and there won't continue to be budget problems.

*-Capital Parent*

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Education is more important than athletics..Keeping quality teachers around instead of waiting to last minute and getting the bottom of the barrel of the teaching pool.

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Eliminate out-of-district meals for meetings, food service only charge cost of food. Increase pay-to-play slightly to help cover athletic costs. Have teachers "trash" their own rooms. Longer school days & fewer school days = cut bus routes 20%, cut FS staff hours. Custodial shifts over weekends for facility use = cut custodial OT.

Hire/Train/Require certificated maintenance staff to save on maintenance costs for other departments. Transportation not charge other departments for "labor hours", only parts.

*- Other, Operations Staff*

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District office staffing and administrative staffing

*-Olympia Secondary Teacher, Olympia Community Member, Pioneer Parent*

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Reduce the number of administrators, and increase resources for teachers and classified staff.

*- Parent*

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I strongly believe that adding mental health and counseling services to all schools (K-12) will benefit both students and the community at large. Kids today are under such pressure and stress, unlike any that us adults had to endure as children. Having someone in the schools that they can talk to on a regular basis will help in many ways from students being less disruptive in the classroom to lessening the rate of depression and anxiety and identifying students who pose a risk to others or themselves.

*-Olympia Parent*

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Small efficiencies are not going to get us out of this mess. We need a fix from the legislature that created this.

*- Secondary Teacher, Olympia Parent, Community Member*

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Look at impact on student learning—which programs and people have the most impact on student learning and overall growth.

*-Capital Parent, Reeves Secondary Teacher*

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Sue the State for violating McCleary.

*-Capital Parent*

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## ***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

Someway to bring more mental health, nursing staff, teaching staff, parasupport yo each school all of these are important combined together

*-McKenny Parent, Parent*

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If we can lower the percent of funds in the ending fund balance to allow for more people to stay in their schools and continue working with our students, please let us do that! It is critical that we have the best staff and caring adult per student ratio as possible—especially in light of our new and very critical student learning outcomes.

*-Reeves Secondary Teacher, Capital Parent, Reeves Other School Staff*

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You need to focus our dollars on teachers, student education, and curriculum. All extra programs and positions are taking the place of true education.

Wasting money is what I've experienced with OSD.

Don't complain about budget when the budget is being mismanaged.

*- Community Member*

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1. Central office staffing including, but not limited to, those currently on "special assignment" (subject area specialist/coaches) who could be in the classroom providing direct instruction to students; HR staff such as minority recruitment specialist; business office staffing levels.

Basically, combine positions to accomplish as much support as possible.

2. Reduce specialist staff at district level-- use only 1 social service/mental health and only 1 substance abuse specialist rather than two of each (work together with same students); eliminate special program staff unless covered by grant/federal funds (PBIS and behavior specialist).

3. Reduce or eliminate graduation specialist (work was and can be done by counselors); reduce admin. staff at OHS (additional asst. principal, dean of students (just tracks attendance issues).

4. Reduce licensed nursing staff while increasing Health Room Assistant time (full time at all buildings--see NTSD and TSD model)

5. Consider reductions in MS athletics--move to strong intramural program (more student involvement at less cost).

6. Consider reductions in HS athletics-- "C" teams and additional teams funded only at OHS. Do not eliminate an entire offering and do not expand offerings to include Lacrosse or other sports.

*-Capital Parent*

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Make cuts at the district office before all else.

*- Elementary Teacher*

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We are the professionals, we should be making the decisions based on what we know is best for kids. We do these surveys every time there is a deficit. I have never filled out a survey for my doctor, dentist, financial adviser etc. when they have to make cuts. They evaluate and make the decision based on their education and experience. These surveys are a waste of precious money!

*-Hansen Elementary Teacher*

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Assess and evaluate positions at the District office. A number of them can be combined and/or eliminated.

*-Washington Community Member, Washington Community Member, Washington Community Member*

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Increase in social workers and mental health resources

*-Olympia Secondary Teacher, Olympia Secondary Teacher*

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Keep the cuts away from the classroom as much as possible, and keep the cuts away from human beings as much as possible. For example, New Curriculum is not as important as any sort of staffing.

*-Olympia Secondary Teacher*

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I'm very puzzled by the rules about out of district kids attending Oly schools. I don't know if it's a real contributor to class sizes, but clarity would help. Also, I really don't think that organized sports are primary mission. Yes, cutting school sports increases costs for participants, but for those of us with kids who play non-school sports, we pay the full cost for the teams and figure out ways to provide scholarships for kids who would not otherwise be able to participate.

*-Olympia Parent*

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Not eliminating any one program , rather scaling back in all areas—1) Central Office (get resources into direct service to kids not duplicate or overlapping positions or over staffing in some areas like Human Resources). 2) school can assist in supporting those in need of social service but cannot do so at the cost of academic programs, 3). To much focus on student in need rather than all students

*-Olympia Parent*

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**REDUCTION OF MUSIC PROGRAMS! STUDENTS WHO HAVE INTEREST TAKE PRIVATE LESSONS**

*-McKenny Elementary Teacher, Boston Harbor Community Member, Capital Parent*

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Admin at all levels over teachers in the classroom

*-Centennial Parent, Centennial Elementary Teacher*

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Please put “stuff” like new curriculum on hold instead of laying off teachers. I don't want students to do the ALICE trainings as they are unnecessarily scary. I disagree with shooting teachers with NERF guns.

*-McLane Parent, Capital Community Member, Marshall Community Member*

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A) Sending this type of survey out before the legislature has finished its funding work is a ridiculous scare scare tactic. It sounds like you've all lost your minds and forgotten how funding

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works in this state. I'm deeply disappointed in the district for this behavior.

B) What the heck do you mean when you cite 'school security improvements'? The choices you provide here aren't well defined and there seems to be plenty of room to manipulate the feedback from this survey away from what the respondents actually meant.

C) In what realm are counselors and pyschs NOT part of school security? They are a critical part of helping emotionally vulnerable children deal with crises.

D) Stop treating art and music like an add on and consider them part of the normal teacher/student staffing ratio. STEAM not STEM. Music plays a key role in the brain's ability to learn math and to read. By ignoring this instruction, you are robbing our children of opportunities to succeed. Please broaden your horizons and look at how other districts are incorporating these activities into their budgets.

*-McKenny Parent*

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This is difficult...all of these services are a valued part of our system. I don't know where we can cut back.

*-Centennial Elementary Teacher*

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Having the older students deal with custodial things (taking out the trash, cleaning hallways and grounds, etc). Put the responsibly of keeping the class clean on the students (vacuuming, wiping down, picking up garbage, etc). Not only would these things teach students the habits they need to be successful as adults, but students would also be more aware of their mess, because they would be the ones cleaning it.

*-McLane Elementary Teacher*

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I don't know what you mean by efficiencies.

*-Capital Parent*

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More later!

*-Marshall Secondary Teacher*

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Music is vastly different from Art and should not be lumped together in the survey. Both are important and both are unique. Studies have shown that investing in art and music offerings at the elementary level improves social/emotional health, increases math and reading scores, while bringing joy to children. Even without these benefits, music and art are immensely valuable because they make us more human. Please invest in more full time K-5 music teachers and create an elementary art program, not just a visiting artist or pilot program.

*-Jefferson Parent, Capital Community Member, Elementary Teacher*

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Less district staff more on site staff.

*-Olympia Secondary Teacher*

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Cut funding to administrators and district office budgets before cutting any school services offered.

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*-McKenny Parent*

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Take a closer look at administration, none of the above questions were considering cuts to administration (assistant principal, on up.)

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Do not cut paras, biggest bang for buck.

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If you haven't already done so, eliminate grade school programs for high achieving students, these are of dubious value. Reduce athletics or have people pay more to play. Stop putting so much money into special-interest programs like Lincoln, Avanti and ORLA. Make sure you are taking care of core educational needs first.

*-Olympia Parent*

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*-Olympia Parent*

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Keep supporting elementary music. It makes sense educationally and also leads to more kids being involved in the secondary schools. This leads to larger groups/larger classes which allows music teachers to continue to have larger class sizes which helps FTE calculations

*-Olympia Parent, Washington Parent, Jefferson Secondary Teacher*

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Please consider more funds towards grounds. I am a substitute teacher in the district, and across all of the schools the grounds are covered in weeds and trash. Also more PE please. Our elementary kids get 1 25 minute session a WEEK! That is ridiculous and not enough. Finally class sizes/ teacher staffing. As a sub. I have experienced highschool down to preschool and I can tell you that some teachers are not earning their salary. Their classrooms are dirty and unorganized and expectations and preparation is low. Need a REVAMP FOR SURE. Thank you!

J (mom of 4 kids in district)

*-Centennial Student, Washington Other, Olympia Parent*

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Don't invest in "new fad, has everything including the kitchen sink" curriculum. In the future, invest in quality over quantity, and appropriate materials for each grade level. Especially when purchasing for the basics of reading, writing, and math.

*-Roosevelt Elementary Teacher*

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The teachers and staff and para educators, are everything to the children. Their nurses. Their counselors. Their teachers.

*-Madison Parent, Madison Other School Staff*

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Cuts to administrative pay instead of making us choose between "custodial services and libraries".

*-Garfield Community Member*

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We need more staffing to help out students be successful.

*-McLane Elementary Teacher, Boston Harbor Parent, Reeves Parent*

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Madison needs closer to door handicapped spots, with ramp up middle entrance area instead of one far side or the other parking in so far away individuals who have to go one side or other to get up curb area I understand this meets basic law but I have seen so many visitors and staff with handicapes struggle to find ample parking and entrance uses.

Lack of support for office staff. Especially the wonder office at Madison who is always so welcoming and helpful but only receives limited support to cover her lunch and the rest comes from nurses time. She does everything from principal support, nurse's office, dicipline items when principal and counselor are unavailable and so so much more. She is one person but puts in overtime unpaid to keep school running and parents happy.

*-Madison Other, Madison Community Member*

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Our kids need extra support is all areas. Cut the athletics, that's not vital to growing contributing members of society

*-Pioneer Parent, Pioneer Other School Staff*

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To Whom It May Concern:

Personally, I would like to see more assistance given to students who need more support. This district is what I would consider a wealthy privileged district as compared to others in the state. I feel like there is an unfair advantage given to students who come from families with higher incomes. It's time for Olympia to lead the way in providing equal access for all students. We should be standing out as an example in this realm.

With regard to extra curricular athletics, I believe schools should not be dumping lots of money into this. P.E. in school is ok, but spending lots of money on extra curricular sports is not ok. That money could be better spent elsewhere. There are plenty of options available in the community for that, why double the efforts if efficiency is the goal? Community building with sports can certainly be effective, and is, in the community. And no one is giving up or losing anything so long as P.E. is kept in the school curriculum. Can anyone imagine what that would look like? What is everyone afraid of? I think it's rediculous that schools put so much money into Athletics. It's not their job.

Science proves that brains are healthier and connections with other subjects are also healthier when learning music is incorporated in a student's school years. Why is it that those with power won't look toward scientific proof? I firmly believe music must absolutely be kept in schools. Yes, there are community resources available for this as well. However, because of the strong scientific evidence it is essential to keep it in public schools where equal access is at

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stake. That doesn't mean it should turn into a full-on extra curricular financially draining program like extra curricular athletics is. It means that it should have its rightful place in day-to-day schooling.

Like P.E., it belongs in schools, but doesn't need lots of money dumped into extra curricular activities. Why not let community building happen in a natural way as a result of schools doing the job of teaching P.E. and Music, not doubling the efforts and monetary resources of a community. Why fight and compete for resources? If Music goes and Athletics stays, I will be very disappointed in this district.

Times are tough for families. If programs that are scientifically proven to develop healthy children are not offered in public schools, this correlates directly with the type of citizens that will be produced, who will eventually be living, working, and making decisions for communities, just like you are doing now. What do you want to ultimately produce? Communities and schools seem to be doubling their efforts. Is there a way to divide the work, so it's not being duplicated or neglected in either realm?

My husband and I worked, lived, and had kids in the Olympia school district area for 10 years. We chose to move here. A little over a year ago we were forced to move, in the middle of winter, during the holidays, because a landlady, who doesn't even live in this state, wanted to sell the house we were renting. Other families were in the same situation, so we couldn't find a place in the district and are now living in Lacey. I have lost income due to this situation and am now struggling because of this. In fact, we were considering leaving the country to find better options where we feel like those who struggle matter. I'm now back in University attempting to reinvent myself in order to find a way to survive, studying for an English Language Learner Studies Degree.

A side note... I travel around to other districts to provide my services, free of charge, to needy students, and have seen first hand the very disparaging situations across schools in the greater Puget Sound region, from Kirkland all the way down to Chehalis, and everywhere in between. Schools where music programs have been cut suffer much by way of students struggling in related subject areas that otherwise are supported when correlated with music. It's a real phenomenon.

I am quite sure this situation is being played out time and time again all over the country. Families are struggling. Schools often are the ONLY source of hope for a better future. Please consider this wisely as you move forward with this very serious decision concerning what programs to either fund or cut. Imagine different scenarios and envision what each would lead to in the future. How will this better serve those in need in our community over those that already have resources? Use science, use your math skills, use community members like myself, use your power to choose wisely for the future of this community we all love.

Remember, it's not the job of schools to provide extra curricular activities, especially when financial efficiency is at stake, the job of schools is to look at scientific research, provide what is essential to develop a healthy child and ultimately a contributing member of society, and to find a way to balance the funding equally toward all essential school subjects.

I am also an educator in the private sector, and my husband is a school custodian, so I speak from experience, and challenge you to make decisions you can stand by. Make us proud.

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Please don't only consider the needs of the wealthiest members of this community, but remember to include the most needy as well.

Thank you for listening. I'm not ashamed to state who I am and will gladly contribute more on this subject that is near and dear to my heart if you wish to speak to me further. I might have useful information to add that will assist in your decision making.

Sincerely,  
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*-Olympia Community Member, Olympia Other, Olympia Parent, Avanti Parent*

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If music and the arts, athletics, library, or mental health services are taken away we would be doing a huge disservice to our children - especially if we are really trying to focus on the mental health of all these children. Music, athletics and other "extra" curriculars can create spaces for children to blossom outside of curricular work, boosting their self esteem and improving their overall mental health. We need music and the arts. We need athletics. We need libraries. My academic background is in Performance Science (the impact of music on our wellbeing) which I studied at the Royal College of Music in London. I am a former student of the Olympia School District (K-12) and I now teach music here at OSD. I've dedicated my life to giving back to the community through music education in the same way music gave to me during my formative years in the OSD. Music and the arts, athletics, and other "extras" are essential to each and every child. These teachers are in the unique position to work with the same children over the course of several years and they know these children better than almost anyone else in the district through these experiences.

*-Garfield Elementary Teacher, McKenny Elementary Teacher, McLane Elementary Teacher, Olympia Community Member, Washington Community Member, Pioneer Community Member, Garfield Community Member, Jefferson Community Member, Capital Community Member*

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The disproportionate to degree of risk \$\$ spent on security. The \$\$ spent on ILP's and children with behavioral issues. I support the concept but disagree with the method.

*-Olympia Community Member, Olympia Community Member, Community Member*

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Osd is efficient at balancing the importance of staff/students.

*-Garfield Elementary Teacher*

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Cut the surperfluous admin overhead. It is CLEAR that It not what is wanted to be put on the block in this survey ( made by admin), but the reality is that it is the most expensive and least productive and impactful for the students. The arts are obviously not an area of value the way things are staffed.

*-ORLA Parent*

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Stop spending money on iPads. Apple products are notoriously expensive and often incompatible with other systems (e.g. proprietary cables, walled ecosystem). Also, why do we

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need so many tablets. Granted, technology is important, but most kids nowadays have cell phones and other computing equipment available at home. This money could be redirected back to core functions.

Second, is there a team pursuing grant money options? I know there's at least a couple institutions that will grant money for educational purposes. For instance, the Mary P. Dolciani Halloran foundation gives money for science and technology.

Last idea, and not one I like much, but if money is short maybe there needs to be less field trips and outside-of-school events that require paying for staff, transportation, etc.

*-McKenny Parent, Washington Parent*

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Smaller class sizes with quality educators to support the realization of our lofty district goals.

*-Centennial Parent, Boston Harbor Parent, Parent*

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It is time to start cleaning house. Any staff, regardless of position, that are burned out, that are punching a clock need to move on and not be allowed to continue to be a drain on resources. Every building has those couple of people (teachers, support staff, EAs, office help, even administrators) who are no longer pulling their weight. None of us that signed up to teach entered thinking it was an 8:30-3:30 job but that's what being seen more and more. Heaven forbid you ask them to do just one more thing, attend extracurricular functions to support school spirit, etc. This doesn't address the counselors, therapists, etc who sit in their offices in the dark all day on the computer or phone, not with students. I've actually been asked if it's really an emergency when I've called asking for help or if I can't just deal myself....I don't call for the fun of it. It's heartbreaking and frustrating and not meeting the needs of the kids we are supposed to be there for.

*-McLane Elementary Teacher, Other*

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OSD was a place we moved to from across the country because of the affordable + high quality atmosphere for my children. It's the reason I continue to stay here when other opportunities for work have come along. If the quality of the educational environment decreases I would be highly likely to relocate my family. I volunteer in the classroom twice a week, my spouse is a faculty member, and I have next door neighbors on either side who are OSD faculty and employees. So as much of a difficult decision I see the district facing, the greatest pressure needs to be placed on the community and legislation to fund or further publicize why they feel OSD should not be funded. I want to know who is choosing to make these decisions at the legislative level and why because I don't feel the layers of bureaucracy should hide those accountable for making funding decisions. If it's not clear please continue to ask for help from the community--this is a highly engaged group of parents and educators who feel our school district has been unfairly funded and will work to support the district if the need is publicized.

*-Boston Harbor Parent, Olympia Other*

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The loopholes in the McCleary Decision as it is being executed by the legislature does create pressure for school boards, administration, teachers, students and patrons state wide. This survey is a form of the divisiveness that will result pitting group against group. Potential of RIF of new teachers who bring vitality to the system will demoralize a much needed new group of

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educational professionals.

I am sure you have done this Supt, but I recommend the school board hire a consultant to review staffing ratios, etc. instruction comes first and the OSD has a standard for rich instruction, not just common core instruction. Students come first - instruction and activities: music, fine arts, athletics, competitive academic teams. Cut the excess and cut admin to the bare bones. Stabilize this district.

Also, I did not want to complete the survey choosing between school services but could not submit this survey without doing so.

*-Olympia Community Member, Washington Community Member, Community Member*

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When I walk into our school, I see old portables not being used. Can they be rented out to earn capital, after background checks?

Is there an opportunity to partner with PTSO/PTAs to fund things that won't question the McCleary decision of funding education? (e.g. grounds maintenance projects, extra classroom supplies, etc.)

*-McLane Parent, Marshall Community Member*

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Reduce grounds maintenance. I don't care if the grass is knee high so long as class sizes are reasonable, and children are involved in school based activities outside of the school day. Engaging kids makes for a happy and healthy community.

*-Olympia Parent, Roosevelt Parent, Reeves Parent*

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I believe that moving district offices to the new building should be tabled until the budget allows an increase in expenses. The maintenance and operation of another building are expensive. This is not a good use of funds when teachers and programs are in danger of being cut. Moving district offices does not increase student learning.

*- Secondary Teacher*

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We do not need as many district office positions. Why did we promote people at the district office last year and create new positions that are administrative yet failed to fill teacher support positions such as reading specialists and math specialists? That was not right. Cut administrative positions that do not directly support the classroom. AND/OR require administrative positions that do not directly touch the classroom (meaning not through subordinate staff) to write grants as a part of their position to supplement classroom needs.

We can reduce custodial time by placing classroom garbage cans at the door if they need changing and not changing the bags when they're basically empty or have non-perishable garbage in them.

We can cut watering the grass in the summer. We can cut grounds maintenance year round by mowing less frequently. Weeds are not a big deal. Stop using expensive pesticides that damage our environment anyway. Encourage and support the farming program in order to save money through supplementing our food and nutrition program. I know we do this, but we can do more.

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It's not perfect, but it's less expensive to allow willing teachers to take on super FTEs rather than additional hiring at this time. This does not include taking on tasks outside of highly qualified certification areas. If we do that, we will damage our reputation for quality education. And our reputation is about all we will have left after this financial gutting.

*-Olympia Secondary Teacher*

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I would like the Superintendent to consider the importance of keeping teachers in the classroom and other support staff above all else in this time of crisis.

*-Olympia Secondary Teacher*

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N/a

*-Olympia Student, Student*

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Couldn't a CTE class or classes be added in the area of landscaping, horticulture, and the business of both. It's a lucrative area and one that possibly could be used to support grounds maintenance in our schools. Plus, professional landscapers, gardeners, business owners could be brought in as support people.

*-Olympia Other*

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Lean on the parent committees to raise more money for extracurricular activities supplies and other support. Get the school Board involved. The community will respond.

*-Jefferson Parent, Parent*

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District Office has hired a lot of new people in some departments to assist positions that in the past only required one person and customer service practices put in place have not improved the issues of buildings getting responses back in a timely matter (24 hrs). Absorbing non-related positions under departments that are vital to the buildings and not hiring well qualified people is not smart management.

Eliminate conferences for administration that involves travel.

*- Other School Staff, Parent*

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I believe we could be more efficient in our spending at the district office, in order to facilitate better music and arts programs in the elementary schools and to benefit mental health services throughout the district.

*-Washington Secondary Teacher*

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It feels like we have a lot of staff at Knox. How many assistant superintendents do we have, 2? I don't know who they are or what they do.

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

It is extremely inefficient how empty Jefferson is. I feel like we could combine WMS and MMS and save a ton of money, perhaps moving Avanti to Marshall or mothballing it or something.

It is ridiculous that we signed a contract that makes us the lowest paid teachers in the area, yet we are facing a RIF.

I am worried that we are spending a lot of time (and thus money) on district standards that cannot be reasonably measured.

*-Washington Secondary Teacher*

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There are four administrators in my building. If you are cutting teachers cut an administrator as well. We also seem to be top heavy at the district level.

*-Capital Secondary Teacher, Capital Secondary Teacher, Secondary Teacher*

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If ground maintenance or custodial services had to be limited, could it be possible to add those life skills/responsibilities in the classroom to the students? It could be a class to take instead of PE maybe?

*-Capital Other School Staff, Capital Secondary Teacher*

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We don't have much "fluff" to cut.

*-Capital School Administrator, Capital Community Member*

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We often intervene for children that need extra help, but do not provide opportunities for those that want to excel.

*-McLane Parent, McLane Other*

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I feel the biggest deficiencies lie in options that don't necessarily fit the needs of our students who live in poverty, especially at the secondary level. Many of our students aren't able to access ORLA and aren't able to access Avanti even when traditional high schools don't fit their needs. We have more students with significant mental health and socio-economic needs and we need to find a way to meet those needs as these students are also part of our community. I feel that other districts are struggling to meet these needs as well. We should do our best to access any grant or funding sources that will assist us in meeting these needs. We should also look at partnering more with our community resources as we often refer students instead of providing those services within our schools at the secondary level and retaining that student FTE. (Gravity, Youth Build, Community Youth Services).

*- Secondary Teacher*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

Change to school year. Put less emphasis on sports and more emphasis on academics, social emotional learning, and the arts. We have one of the most experienced staff in the state, we do not need to invest in new curriculum. Cut managers before teachers.

*-Capital Secondary Teacher, McLane Parent*

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Additional mental health supports for students.

*-Capital Other School Staff*

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Could district office positions be stream lined through natural attrition?

*-Capital Secondary Teacher*

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(awkward question! seems like it should be deficiencies)

Some positions could be combined to work better; especially in the administrative levels. There are some positions that I don't believe justify the titles and salaries they have.

Also, seriously, a long term goal should be to combine the districts of Tumwater, Olympia and North Thurston. Millions of dollars could be saved in salaries alone. I know that we can't do this alone.

*-Capital Secondary Teacher*

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Elementary vs. Middle school funding model for admin support. Small middle schools have a full time principal, AP and counselor while larger elementary schools, with 100+ more students, only have a full time principal, part time AP (varies at schools), limited Behavior Tech hours and part time counselor.

*- School Administrator*

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Music and art trigger different parts of your brain that relieve stress and help students focused. This is scientifically proven and the arts need to be a part of the Olympia SD. Pulling funding will not only lose teachers, it would lose one of the most successful programs in the district. Look at how many awards your choirs, bands, orchestras have won and the level of excellence our students have reached.

*-Centennial Other School Staff*

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While a lot of effort has gone into ELA curriculum adoption, I think it's worth revisiting. MS and HS both use consumable textbooks, which are an indefinitely recurring expense. The trainers from both Springboard and MyPerspectives affirmed that the pacing is so condensed, it would be infeasible to do the entire curriculum as written in one school year. More importantly, teachers were assured of latitude to use professional judgement in deciding how to implement this curriculum, including the ability to adapt/supplement it. So some teachers already use it less

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

than others, and even for those who would implement it with fidelity, 100% of the book cannot truly be used in a year due to inaccurate pacing guidelines. I feel this is wasteful, especially at the HS level (as one of the two comprehensive high schools did not want a textbook in the first place and disliked both final contenders; however, the committee was instructed that the new curriculum must take the form of a textbook). If not renewing these contracts could save money, I imagine we could pursue several less expensive alternatives, including purchasing a la carte materials (e.g. X short story collection, Y writing guide, Z vocab/grammar curriculum, etc), purchasing or finding free online resources especially as we move closer to 1:1, and/or compiling and refining curriculum we have already created. Buying materials that will last many years and/or paying teachers to do this work would likely cost less than our contracts with College Board and Pearson.

*-Capital Secondary Teacher*

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Could we integrate some of the whole child initiatives with "light" custodial or grounds work to decrease the work load of those staff members?

*-Centennial Other School Staff*

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There seems to be many redundant positions in district administration and overhead and not enough support in others.

*-Centennial Elementary Teacher, Capital Parent, Marshall Parent, Community Member*

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Some of our consumable curriculum materials could be re-evaluated.

*-Capital Secondary Teacher, Capital Parent*

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Jobs like bus duty, etc. can be filled by paraeducators.

*-Centennial Elementary Teacher, Centennial Parent*

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Is year-round school more efficient? If so, I would be in favor of that.

*-Roosevelt Community Member, Reeves Other*

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If we can shift technology money for one-to-one computers to ease budget issues it would be wise I think.

*-Capital Other School Staff*

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Special education staff and support staff.

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

*-Capital Secondary Teacher, Capital Other*

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If we got rid of the few days where we come in before the school year officially starts we should be able to save a pretty substantial amount of money. I'm guessing when you add up the costs associated with those days that they would go a long way to taking a chunk out of the deficit. Also, if we put on hold the implementation of any new curriculum, that should also help us pinch a few pennies. I'd also like to propose considering moving to the trimester system. There will be a bit of a upfront cost but in the long run we will save money by not having to offer as many credit retrieval options and interventions.

*-Capital Secondary Teacher*

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I think that the student body should work on honoring all clubs and activities i.e. robotics, Key Club, DECA, etc. I also think we should have more assemblies on bullying, because I think that despite banners and such, it is still a big problem.

*-Capital Other, Capital Other, Other*

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There has been much talk about mental health supports being something we need to start focusing on in our school systems yet there is talk about shrinking this option. As a counselor, I feel that we are under represented and overloaded. Daily I am asked if I "am busy." My frequent response is that I am overloaded, but I always have time to talk to you. We rarely have time to use the restroom or eat our lunch (which is any teacher/counselor). There are more and more requirements coming and so much clerical paperwork to keep us running. We are overwhelmed and would not be able to stay a float with a reduction of staffing.

*-Capital Other School Staff*

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Increase transportation levy to the point we don't spend a dime of other funds for that, since we DO have control over that, and can pass our levies. Also, use as much tech levy as possible to pay for anything under the umbrella of technology (i.e. online texts, computers, wifi, etc.). Again, we DO have control over asking the community for money that way. Have NOTHING come from general budget for these things.

*-Capital Secondary Teacher*

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I'd like class sizes to matter

*-Centennial Elementary Teacher, Centennial Parent*

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District administration positions. The explanation as to why it isn't part of the survey casts a shadow on offering a valid reason. If teachers are valued at the level proclaimed, then the survey should illustrate what the budget breakdown is so taxpayers can draw conclusions on

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

what to prioritize. District administration positions presumably are of a higher salary than teachers. More teachers = lower class sizes. It is really wrong to require us to answer everything when some are nowhere near as significant. More teachers should be the top priority.

*- Elementary Teacher, Parent, Community Member*

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Developing a flow chart of the district office functions that makes sense - and would be more efficient. Departments don't seem to know what the other ones are doing and it often includes them -

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A better curriculum that does not require tests almost everyday of our lives. Allowing teachers the ability to really "bend" the curriculum and the choice to not use it in their classroom as the way some teachers teach are inhibited by the curriculum which in turn causes stress on the students which can lead to many, many consequences in forms that you may not think happen.

*-Olympia Student*

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I'm especially concerned about the impact this will have on our Title 1 schools. I know my children's school \*needs\* the support we already have. That needs to be a large priority. Please

*-LP Brown Parent*

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Behavior techs have made a huge difference in dealing with implementing behavior plans and a "check in and check out" system. They also help with friendship issues that takes students from focusing.

In addition, Admin Professionals are asked to do more and more. Having office support has helped them lessen their work load and be able to split up the work that needs to be done.

Finally,

We have amazing teachers and paraeducators in our district. Let's keep them! I would rather not have art and music.....

Good luck to you all!

*-Lincoln School Administrator*

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The behavior tech has made a huge difference at our school because she has helped maintain relationships and be consistent with behavior plans and supporting children emotionally. Our Lucy Calkins curriculum is working so fabulously and students love to read so we don't need a new curriculum just a working library with a fabulous librarian!

*-Lincoln Elementary Teacher, Lincoln Parent, Community Member*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

Staff size is important. Also extra opportunities like art and music so kids get more than just the basics. I also believe our high schools are going downhill in sports and a stronger athletic program would be great!

*-Pioneer Parent*

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We don't need anything new. We need to support what we have in place. We should also look first to get rid of non-teaching positions such as TOSAs and things like the PBIS position. The classroom teacher is the one who has the greatest impact.

*-Olympia Secondary Teacher*

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More focus on including everyone and making them feel welcome.  
Making sports less about whose kids have money and more about athletics

*-Olympia Parent, Parent*

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Get lots of paras in the rooms as they are less expensive to employ.... And they can help many students per day. One per classroom!

*-Lincoln Elementary Teacher, Elementary Teacher*

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we don't need new curriculum we need qualified educators and support staff.

*-Lincoln Parent*

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I think we should consider adding lab fees to classes to offset material costs (and allow waivers for kids on free or reduced lunch). I think a 4 day school week would be a great option like has been done in some districts in Colorado. Reducing staff at the district level might also be helpful.

*- Parent, Olympia Secondary Teacher, Community Member*

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Transportation system taking kids that can walk. Walking would be healthier and have the kids ready to learn after exercise getting to school . Review bus routs and determine which routes could be eliminated.

*-Pioneer Other School Staff*

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I worry that we (as a community) are overreacting to security concerns. I want schools to have systems and procedures in place to keep students safe. I don't think we need to spend lots of funds on cameras, and I don't think kids should be run through active shooter scenarios.

*-Lincoln Elementary Teacher*

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

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When we take care of students' mental and emotional needs we can do more with less in every other area.

*-McLane Parent*

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Obviously, all things mentioned in the survey are of great importance. If in fact there is a huge budget deficit coming then I think the most important items to provide a great education in a safe environment. If it needs to be "survival mode" then any "new" curriculum and interventions should be held off. Paraeducators are important in assisting teachers in the class room where students need extra assistance so, intervention programs could possibly be on "hold" and school nurses provide safety given the amount of staggering amount of students with life-threatening conditions in attendance along with general day to day health room visits. A shortage of nurses could put the district at risk if a child with a health condition has an incident and OSPI protocol has not been met. Libraries are also space where students can get extra assistance. Arts and music enrich the general education which can be of importance in student development, should be available in some capacity. Athletics promote health and school pride so, possibly looking at the cost for not only coaching staff and uniforms but also insurance, facility rentals and transportation need to be looked at and considered in decision making.

*-Washington Other School Staff, Community Member, Parent*

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We have so much overflow of curriculum. There should be a moratorium on curriculum purchasing and staff trainings that happen by facilitators that are not district employees. We should do a good job training within our own district and between schools and sharing materials.

*-Lincoln Elementary Teacher, Lincoln Parent*

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Institutionalizing something like Restorative Justice so that we do not continue to disenfranchise students- when done right we make gains in our subgroups and close those academic achievement gaps- students willing to look to be productive members of local society.

*-Capital Secondary Teacher*

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Maintain central administration at the downtown Knox Building, because moving costs a lot of money, and the cost of electricity and heat will double once the new building is occupied by central administration. Sell Rogers. Sell The Olympian and ditch the moving plan altogether. If the choice is between teachers, paraeducators, school administrators AND custodians, reduce nighttime custodians or have them rotate from building to building, as there is a lot of downtime for them in the evening after they have cleaned. If the choice is to reduce school administrators, teachers, and paraeducators OR central administration staffing, central administration staffing needs to be cut, specifically Teaching and Learning.

*-Jefferson Secondary Teacher, Jefferson Parent*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

No need for downtown administrators. All should go other than superintendent before you fire anyone working with kids.

*-Washington Parent*

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Don't move the downtown office

*-Olympia Parent*

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Please do not get rid of robotics or band.

*-Capital Student*

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We need to be fully staffed with teachers and not end up with large class sizes.

*-Capital Secondary Teacher, Community Member*

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I highly respect our superintendent and the work he is doing for our district.

*-Lincoln Elementary Teacher*

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Cut back on further infusion of technology and building remodels, and maintain your staffing. The technology that has been implemented in the last few years can be considered "enough" in light of funding problems.

*-Olympia Parent*

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I would like you to consider not providing transportation to alternative programs. If I choose to enroll my child in a school other than my neighborhood school, I would need to provide transportation.

I would also like you to consider the value in maintaining buildings to increase their life.

I would like you to consider the value of hiring para educators. You can get a lot of para hours for a reasonable amount of money. This allows teachers and administrators to more efficiently do the difficult work that they are required to do. Using teacher time to run copies, prep art projects, correct practice work, monitor lunch rooms, etc. is not a good value for the money. Pay the teachers to plan and teach excellent lessons without bogging them down with many little tasks.

*-LP Brown Community Member, Elementary Teacher, Capital Community Member, Jefferson Community Member*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

I value the importance of teacher librarians. Our school librarian provides technology education and literacy education that is as critical as every other specialist we have.

*-Lincoln Elementary Teacher*

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I think families should understand what Para's do in the schools. They are essential employees in schools!

*-Centennial Parent, Centennial Other School Staff*

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Madison elementary needs a full time nurse, a full time counselor, and a full time librarian! I'm appalled that we don't have these folks full time. Beyond that's we need a full time Principal!

Make music, art, creative outlets a priority if you want to address social/emotional well being. Too many tests and NOT enough emphasis on the arts. That is how you reach kids and encourage well being in schools. Enrichment in the arts.

*-Madison Parent, Washington Parent*

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I would like to list proper inclusion as a major deficiency. It is imperative that society learns to accept all differences. If children with different abilities were included more, and properly (inclusion training for ALL teachers as a part of their required continued learning would help) support for teachers, extra time and materials to integrate into all classes to provide a truly diverse classroom for all children which in turn would allow our children to be more compassionate, empathetic and well adjusted for a brighter future for all of society. Providing additional methods of learning each common core standard, spending more time on that than testing would be ideal. Allowing children to explore more with their learning, having more structured social activities for children to be reminded of acceptance and to be caring.

*-Lincoln Parent, Lincoln Community Member*

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T&L staff, specifically in director positions, appear to be making no difference in the day to day of teaching and learning on the ground. With class sizes going up and teachers potentially losing jobs next year, it seems like those making the decisions for the district are not actually communicating anything that's being done at the district level and therefore I would hope cuts are being made at the top level as well.

*-Centennial Elementary Teacher*

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Our smaller middle schools may not need two full-time principals. Have you considered reducing to 1 FTE of admin or sharing an assistant principal between two sites?

Also, consider contracting out for transportation services.

*-Reeves Secondary Teacher, Community Member*

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

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Please stick to a tried and true up to date curriculum and stop changing so often. Also, please hire administrators who understand the demographic of children they serve in their respective buildings.

*-Madison Other School Staff, Olympia Parent, Reeves Parent*

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I would like to see the school district admin can be made more efficient.

*-Hansen Elementary Teacher*

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Schools don't function without the help of the Paraeducators. A lot of the in school activities or assistance wouldn't be possible without the help from paras. Spread amongst the school in classrooms that need the extra support or run stations for reeces or other school activites. Paraeducators are essential in any school setting in order to provide support to those students that need extra support.

*-Reeves Other School Staff, Other School Staff*

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If we need to make cuts they should be made from upper management rather than from those who work on the ground with children.

*-Garfield Elementary Teacher, Garfield Elementary Teacher*

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More financial control / accountability on your maintenance department personnel.

*- Community Member*

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Close Boston Harbor, sell John Rodgers, don't move into Olympian building.

*-Capital Parent, Jefferson Other School Staff*

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We need our teachers that we already have. Less teachers=larger class sizes...Which amounts to stressed out teachers (even with a para) and unfocused, misbehaved students. Look at southern states...We need our teachers!! They shouldn't have to be worried that they aren't going to get a job next year and the parents shouldn't have to worry about a large class size. They are already at the cap...

*- Parent, Community Member, Student*

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The biggest budget cuts need to come from a drastically bloated district office. How many assistant sups are truly needed? Moving into a new facility during a budget crunch? Removing resources from the buildings is a damaging choice with many long-term effects. If you wish the

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

community to continue it's amazing financial support, you must truly put the needs of the students above all else.

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The schools have so many struggling students. The intervention programs for math and reading need more support. Teachers need the support of paras both in the classroom and outside of the classroom.

*-McLane Community Member, McLane Community Member*

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I would hope that positions with less impact to kids would be evaluated first, are there too many TOSAS, IT people etc that can be cut before cutting out positions that directly impact students.

*- Other School Staff*

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Reading and math interventions are very important in schools. They help level the playing field for students who come from disadvantaged backgrounds, and they set students up for success in the rest of their education.

*-Madison Community Member*

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Mental Health considerations

*-Garfield Other School Staff, Olympia Parent*

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We do not address the needs of all students, particularly the ones who need the most help. We need support classes (study skills class?) and more class offerings for the less academically inclined. In considering where to cut, it really has to start from as far away from the classroom as possible. Throughout the years, "Special" positions have been created that are really superfluous. There are struggling students who could use some one-on-one help and yet we use staff for things like PBIS. That could easily become a part of the student government class. Large class sizes makes it even harder for teachers to help individual students and this is just another example of inequity.

*-Olympia Secondary Teacher*

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Accountability at the principal and administrative level. Principals are considered the CEO of their building and when they are over budget or employees are not working to par, they need held accountable for their staff's actions.

*- Other*

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There are very few volunteer opportunities in the middle and high schools. I believe that parents would be happy to assist with filing, copy machine, grounds cleanup, lunch monitoring, library

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

help, intervention assistance, etc.

I worked as a district art docent for two years, and it was a wonderful experience. I think that this program could be expanded. I think you could have a similar program for parents to help in other subject matters.

*-Olympia Parent, Washington Parent*

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There are no activities (other than sports and yearbook) offered at Reeves Middle School. I wish there were more options for my daughters to be involved in their community.

*-Olympia Secondary Teacher, Reeves Parent*

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need more money spent on the mental health interventions and supports of our students and training staff to know the signs to look for.

*-Boston Harbor Elementary Teacher, McKenny Parent*

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Do not move into a new district office when the district is in a budget crisis.

The admin and assistants at Knox needs to be pared down.

The district intervention specialists don't do enough for all students to justify their positions. TPEP is a failure for experienced teachers. It wastes far too much admin and teacher time. TPEP needs to be drastically pared down and used primarily for beginning teachers. Even Charlotte Danielson agrees. I urge you to read this article in Education Week: <https://www.edweek.org/ew/articles/2016/04/20/charlotte-danielson-on-rethinking-teacher-evaluation.html>

*- Secondary Teacher*

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Smaller Class Size- as in actually having fewer students in a class. Not just a formula of certificated to student ratio.

*-Garfield Elementary Teacher*

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All four snow days should have been waived!

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Invest where our students have the best prospect for a future career to elevate themselves and their families and our community. Why are we spending on theatres, dance studios and sports facilities? While these may keep some students engaged in school and be lifelong passions, VERY few of our students will find careers as professional athletes, musicians or artists. There are thousands of unfilled tech-oriented jobs in Washington and ANY student can "Go Pro" in these fields. We should be investing in computer science, technology, and engineering-oriented classes and facilities (including elementary/middle school) to equip our students for success in

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

the 21st century economy.... not just chasing the latest passion of our celebrity-worshipping culture.

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Why do some of the schools have so many extra staff members who aren't actually working with students? I'm thinking of teachers not regularly working with students for portions of their day but rather acting as crowd control and general supervision. That seems like big cost savings. How are they accountable for their time? How are they accountable for having an impact on students? Isn't that what school is all about... the students vs. ensuring full-time jobs if there isn't the enrollment to support them?

*-Olympia Parent, Other School Staff*

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When we are in a budget crisis, and our district CANNOT afford buses for elementary field trips, middle school sports games, and travel for music groups... it makes NO sense that we are sending our high school athletes on 2-hour trips to play schools that far away. Why are we not QUICKLY making changes in our leagues and keeping our high school sports teams local? There are plenty of schools within 30 miles our kids can play. I know there are WIAA rules and A LOT of politics around sports. But we need to make better decisions on behalf of our kids.

*-Reeves Secondary Teacher, Reeves Parent, Olympia Parent, Roosevelt Community Member, Madison Community Member*

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Consider prioritizing learning over athletics

*-Olympia Other School Staff, Olympia Community Member, LP Brown Community Member*

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Please reconsider 1 to 1 chrome books as a district wide policy. In my opinion the health impacts associated with an over use of technology as well as the overall cost of supplying each student with a chrome book outweighs any benefit 1 to 1 computers impart.

*-Jefferson Secondary Teacher*

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HAVING A FULL TIME SCHOOL NURSE NOT ONLY KEEPS CHILDREN AND STAFF SAFE, IT TAKES POTENTIALLY LIVE SAVING RESPONSIBILITY OUT OF THE HANDS OF UNTRAINED OFFICE STAFF.

*-Centennial Other School Staff*

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Expand services provided to highly capable students.

*-Washington Elementary Teacher, Roosevelt Parent*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

We could have saved a decent amount of money by applying for a wavier for each of those snow days, instead of just one. Too many district office positions, why are they making 2x or more what our teachers make? Moving the district office building while we are in a deficit is irresponsible.

- *Secondary Teacher, Community Member*

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The tech dept is the most inefficient dept in the district. Also, it is time to get rid of the school admin that are just dragging their schools down and making their vice principals do all their work.

- *Other, Capital Parent, Community Member*

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The teachers and staff are what make the schools great, they are the reason (along with the curriculum and programs) that make the graduates of each level so successful at the next level, to include college

-*Olympia Parent, Washington Parent, Centennial Parent*

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School starts at 8:45 please.

-*Olympia Parent*

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Why are there no budget categories for positions in the district office? In the past 5 years there has been an explosion of new asst. superintendents, directors and subdirectors of Teaching and Learning, technology, etc. We need to eliminate many of these positions at the district office. Let's invest our money in schools, teachers and students, not the administration!

-*Olympia Parent, Elementary Teacher, Community Member*

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Balanced budget

-*Olympia Parent, Washington Parent*

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Our students need smaller class sizes

-*Olympia Parent, Roosevelt Parent*

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A yearly evaluation of teachers that rates their efficiency: success of students, ability to connect with students in a meaningful way that engages and inspires and have a positive rapport with students. In high school, consistency of class and test content between teachers teaching the same classes can swing wildly. Unfortunately, we have seen a number of teachers that seems

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

bitter, belittle students and are just tired. Perhaps they should age out. We have also had a number of outstanding teachers that always come to school ready to uplift and inspire.

*- Parent*

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Look at the total budget and trim the fat. Just like anyone else, you have a budget, prioritize and put money where it will be the most effective. At OHS, I have had 2 kids complete 4 years each, you have a principal and 3 assistant principals, my kids didn't even know the 3 assistant principals, what is so important that these 3 assistants are doing that the kids in the school have never even heard of them? What ever happened to the voter approved lottery where the revenue was supposed to go to support the schools? I don't vote for levies, bonds, or tax increases because the politicians aren't giving the money where they are supposed to. Someone should insist and follow up on the lottery revenue. That would more than cover your deficit.

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Would more parent involvement help?

*-Olympia Parent, Washington Parent*

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Have high school students learn biodiesel production to make biodiesel for OSD school busses. Apply for grant funding. Solar panels on school roofs to save on electricity. Ask parents to volunteer more if they can. Yikes! I'm so sorry to hear about the proposed funding cuts.

*-Olympia Parent, Olympia Parent*

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With quality staff, foregoing some "luxury" is easier. With substandard or non-committed staff those same luxuries are a must to make up the inadequacy. Having the right people at the right place cannot really be substituted.

*-Olympia Parent, Madison Parent, Parent*

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Stop using scare tactics to get rid of teachers.

*-Olympia Parent*

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The counseling center and career counseling at this HS provides these kids a viable outlet to express themselves and learn about themselves

The student support received through paraeducators such as special ed support is vital to the success of my daughter and her learning. Without their help and support, my daughter wouldn't be thriving.

The music and art curriculum almost always gets cut but these outreach programs really make kids access to broaden and expand their minds and encourage brain development on a level you cannot effectively teach other ways

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

The school support in the office is also a vital hub for the reasons why this school is so successful. They run the wheel that keeps the hamsters moving. Without them the hamsters would die. Metaphorically of course. Kids aren't hamsters but when you think about all the services the office staff supports ....

*-Olympia Parent, Olympia Parent, Parent*

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N/a

*-Olympia Parent, Parent*

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District early release on Friday afternoon instead of Wednesday's. Longer recess and lunch time benefits kids and gives teachers more of a break for planning and preparing during the school day.

*-Boston Harbor Parent, Olympia Parent*

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Less football

*-Olympia Parent, Other School Staff*

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This survey is ridiculous. As a parent I don't even know to what extent these options mean. If I select reading and math intervention over custodial services am I selecting that the kids won't have toilet paper or clean bathrooms but will get help with reading and math? What are these interventions? I don't know what "new curriculum" even entails. My son said the entire school will be getting chrome books?? Sounds expensive to me.

*-Olympia Parent*

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Emphasize community in schools initiatives, community awareness of education system funding shortfalls and advocacy with our elected leaders to get more funding for schools. Raise taxes. Don't cut programs, especially do not cut music, art, social support and teacher/student ratios.

*-Olympia Parent*

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I think district support for adequate curriculum is generally weak. New teachers, or teachers assigned to new subjects are often required to essentially write a curriculum from scratch and on the spot without support. A textbook is not an entire curriculum. Although it is great and important for teachers to be able to write some of their own curriculum, they should never be expected to write ALL of it without compensation and on their own time. Core 24 is an emerging issue- as the credits required limit elective enrichment opportunities and are unforgiving if a student fails a class.

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

*-Olympia Secondary Teacher*

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During any budget shortfall, I support focus on the basics (math/reading interventions and staffing) and am also pleased to hear that the school start times are being re-evaluated to be later than they currently are for the middle/high schoolers. This is a tough year - thanks for all your hard work.

*-Olympia Parent, Washington Parent*

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Early retirement for teachers with higher pay

*-Olympia Parent, Centennial Parent*

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More counseling and mental health support.

*-Marshall Parent*

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In this world. There is always the fear of gun violence in our schools. I don't know the solution. I would like methods that keep teachers and kids safe.

*-Olympia Parent, Reeves Parent*

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I truly think the librarians could be just like a PE teacher and music teacher, going between buildings. Para's/teachers could check out books when the librarian isn't in the building. All buildings should be fully closed in July, even the custodians and secretaries. Elementary school secretaries should come back no earlier than 2 weeks before school starts. During conference weeks paras hours should be cut, wasted time.

*-Roosevelt Other School Staff*

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There are so many places that efficiencies could be realized before cutting any staff. The district is overly-generous with leave for employees who do not work all year compared to the private sector where one day is earned for every month worked. There is little oversight of comp time practices in the buildings, yet that time can be cashed out at \$:\$ upon retirement. AVID at the middle school level is a very large budget hit proportionately for the number of students served. Part time teachers who are paid for any meetings/activities outside their work day. Travel, in particular by district staff seems excessive. The same staff attending the same trainings multiple times in one year. Multi-day, out of state travel by more than one technology staff. Implementing train-the-trainer staff development would certainly be more cost effective. Implementing more district-level guidelines to be followed at the building level could help control outlays of dollars in some of these things.

*-Washington Community Member, Olympia Parent, Other*

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

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Bottom line kids need to receive an education in basic subjects. Athletics, music, art, tech arts, PE, are all extra - though admittedly they are what makes school fun...without the extra curricular classes school is a monotonous bore. Of the extra curricular choices, Athletics seems to add the most cost and impact. Track maybe less so - because there is no busing. I am not sure if true though, one Tech Arts teacher may cost more than a basketball season; but I would always choose athletics last over tech arts or yearbook or robotics, etc.

Also, in the last several years, restructuring in the Business Office at the District seems to have resulted in some individuals advancing to higher and higher paying positions very quickly. Are they all necessary?

The WASWUG conference is not necessary; often the same individuals go each year, but unless they are setting skyward policy or work in SIS, it does not make sense to send 5-6 people every year (usually secretaries and district business office staff). At the very least, only one person from SIS should go, get the updates, and pass it on to the Office staff at the annual summer training, or better yet, have the a person from the State Office of the Superintendent or ESD go and relay the updates to the Districts.

The office staff annual summer training does not need to be 2 days. 1 day is plenty to discuss changes. Team building exercises are not necessary.

Eliminate overnight summer retreats for Principals and Administrators.

*- Parent, Community Member, Other School Staff*

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I would love it if class sizes were not expanded to the "cap" that it could be expanded to. Students do not learn well with large student-to-teacher ratios. Students do best with more 1-1 teacher support as well as Interventionists and Counselors. Keep in mind how difficult it would be to provide the extra small group teaching when a teacher is having to manage a large class size with too many bodies in the classroom. Do what is BEST for kids! Thank you!

*-McLane Elementary Teacher*

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The district needs less administrative positions, not more. They are costly and sometimes lead to restriction in the ability of teachers/schools to do their jobs because of yet more bureaucratic oversight.

Grounds crews, custodians, school nurses, librarians, and arts specialists are already cut to a bare minimum and I would be concerned for any further cuts to those positions.

I do not think that purchasing new curricula and new textbooks will necessarily raise the quality of education.

*- Secondary Teacher*

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Paid security guards in the schools would be a very low priority for myself and my family

*-Avanti Parent, Olympia Parent*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

Maybe a rolling pay increase proposal for staff groups in order of last significant pay increase to most recent. Propose how to order it so that it is equitable to each staff group, but continues to grow and strengthen the whole. Living wages matter to a strong school staff system, and some staff groups are falling behind in the pay scales in a way that deminishes our collective strength as a whole.

No staff cuts goes without saying. :)

You can do it! You've got this.

*-Lincoln Other School Staff, Lincoln Parent*

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Mental health is important

*-Avanti Student, Student, Student*

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As a parent and former substitute teacher in the district, the schools I've seen be the most successful are those with para support in the classroom. Rather than pulling students out frequently for behavior issues or extra support, if they can be part of the group with in-class back-up, everyone wins.

*- Parent*

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As we begin to consider what we will have to cut next year, I hope that we take into consideration the value of each of our positions within the schools. Having to choose between librarians and more para support is just wrong. School nurse or more support in the office? We need ALL these things. Working in a very tiny school and seeing all the roles that we all play to make our school successful and knowing that, in reality, we need more of these people, instead of fewer, is pretty hard to swallow. We need para's, we need interventions in place, we need full time counselors, we need more support in SPED, we need a nurse every day, we need a librarian, a music teacher, a P.E. teacher. We need custodians. During this scary time, it is my hope that the Superintendent will try to keep all these things in place because together, we make a pretty amazing team. Thank you.

*-Boston Harbor Elementary Teacher, Olympia Parent, Reeves Parent*

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Please have a school psych at each school to assist with services for students who live with disabilities.

*-Olympia Community Member*

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*-Jefferson School Administrator, Capital Parent*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

Increase class sizes in higher level classes. Reduce funding to athletics teams. Reduce funding to grounds maintenance. Offer early retirement to teachers at the end of their career/top of the pay scale.

*-Lincoln Parent, Community Member*

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Be content with content with curriculum you have already purchased.

*-Centennial Parent*

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We need the secretaries, paraeducators, teachers, and the support staff to help all the students succeed.

*-Boston Harbor Elementary Teacher, Elementary Teacher*

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N/A

*-Centennial Parent*

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Focus on maintaining the staff you have and making hiring decisions that benefit students. Put other projects aside until we have a better understanding of how the budget will shake it.

*-Centennial Parent, Centennial Community Member*

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Children with special health concerns- diabetes- asthma-etc. need consistent nursing care. Don't pull a nurse after Christmas to assign her elsewhere when there is already a relationship with the students.

*-Centennial Parent*

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Start with the top paid positions before starting with the lowest. The lowest paid employees have the heart needed to work with students. Why else would they take jobs that do not pay a living wage.

*-Capital Parent, Washington Other School Staff*

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The curriculum and number of credits.

*-Olympia Student, Student*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

*-Olympia Other*

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Different ways of engaging parents beyond parent teacher conferences (eg maybe once face to face at beginning of school year but Then alternative more time efficient connections later in the school year - eg Skype.

Way less testing - just do the state tests, not the thrice annual district tests. I found teachers and administrators did not make time to use them effectively.

*-Capital Parent*

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If we had the right teachers in the staff, they would be able to reach the kids where they need to be met, maybe less emphasis on creating new things wouldn't be necessary. Focus on the kids and have teachers who actually care about the kids and their success. They need to get down to the kids level and actually teach them. If I can do it at home, a paid teacher should be able to in the school. But that's not happening. Hire teachers who actually care.

*-Madison Parent, McLane Parent*

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reduce administrative costs as much as reasonably possible at all levels in the district. do not reduce teacher to student ratios. maintain and expand paraeducator supports. maintain and build more community/local partnerships. make more noise about inadequacies around state funding for students and staff.

*-Reeves Operations Staff, Community Member*

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Get rid of the common core stuff; they indoctrinate instead of teach, and they produce snowflakes and not students! Let each student take what he or she is interested in and have a passion for, because this will allow them to find themselves and what they like and don't like. Also, we want to stress out the kids less, then why do we compete with colleges and have college level classes? Let's go back to the roots of what a "high schooler" means. We are not "pre-college" students but HIGH SCHOOLERS. We were not made for school, but school was made for us. So, school should be for our benefit. Not the other way around.

*-Olympia Student*

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Cut administrator salaries and redundant staffing in the district office ONLY. We teachers and staff in school buildings are already barely surviving.

*- Other*

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Way too much money is spent on athletics. \$500,000 for a new football field at OHS every ten years is crazy when the science classrooms don't have equipment.

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

*-Olympia Parent, Washington Parent*

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Why are we not making teachers a priority like every other profession-stop making cuts we need all of the above. Counseling, support staff, music, art, custodians, grounds maintenance, new curriculum.How about the admins, and superintendents get a pay cut for not doing their jobs. Stop cutting teachers, classes, the arts, athletics etc... find the money-do your job.

*-Capital Community Member, Pioneer Community Member*

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Please hire more teachers and keep class sizes smaller!

*-Olympia Community Member, Washington Community Member, Community Member*

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I believe the students shouldn't have to choose between recess and orchestra, I also feel like 5 minutes for breakfast is ridiculous. The kids aren't allowed in the building until 8:50 and they are expected to be lined up and ready for the Bell by 8:55 leaving most students without! Also the recess time is too short 15 mins twice a day isn't enough to get sufficient energy out, especially for those who have to give up a recess to go to music (a VERY IMPORTANT part of learning) 20 minute lunches need to be changed to 30 minutes as well! If an adult has a hard adjusting to 30 minutes allotted at work, I couldn't imagine the uproar if we decided to cut it down to 2 mins!

*-McLane Parent*

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Teacher are everything. They create schools, and without them, school wouldn't be a thing. We need more teachers that are willing to devote their time and energy into their students to excell and learn as much as they can. We need a more diverse array of teachers, but most importantly teachers that CAN teach the subjects they're trying to teach their students. Not teachers that are confusing when teaching, or teachers that are rude to their students.

*-Olympia Student, Other*

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The counselor to student ratio is insane. We need counselors who have the time to do social-emotional counseling. Perhaps hire less highly trained folks to counsel students on course selection, college planning, etc. High school counselors, with their mental health training are not being currently utilized properly.

*-Centennial Parent*

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I would like to see savings on capital programs rather than scope added to projects. Roosevelt Elementary seems to be adding outdoor features due to available funds in the remodel.

*-Roosevelt Parent*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

The music programs provide such a welcoming atmosphere for students and are such a good way to apply your talents in ways that are able to improve mental health and academic stability.

*-Olympia Student, Student*

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That special education is already doing without and has been for a long time. To take away or reduce paraeducator supports and reading/math supports for students who are already working so hard would set thousands up for failure in a system that is supposed to comply with IDEA. These are educational supports that provide FAPE to thousands of children. Removing these supports would be denying FAPE to your students.

*-Madison Parent*

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Teachers can make the most impact on student learning. Staffing qualified teachers over rides intervention ofneesding and math along with para support. If the budget is such a challenge new curriculum should be out on hold. Use the qualified teachers judgement and teaching skills to support student learning then focus on new curriculum when the funds are there.

*-Washington Parent, Parent*

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Just let the experts make these decisions. You don't really need my input.

*-Lincoln Parent*

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I have done some research about "self-checkout" libraries especially in middle schools and high schools. I know that many schools have a full time librarian and a full time para librarian. This could be a place to conserve some money. If we were to move toward a self-checkout library system managed by a para-librarian we could possible save money from having a teacher librarian.

*-Washington Parent, McKenny Parent*

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Too much is spent on athletics and security. Full time counsleors save time and money and lives. Full time counselors please.

*-Madison Parent*

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The best educations come person to person. Teacher loads and classroom sizes should be reasonable.

*-Olympia Parent, Roosevelt Other School Staff*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

Teachers are the cornerstone of education and MUST BE preserved.

*-Hansen Parent*

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None

*-Olympia Student*

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Apply for a grant for Hybrid School Buses. Some school routes are out in the country and cost the school district in fuel.

With Hybrid buses, the cost for fuel may be cut to a more acceptable amount.

- Other School Staff

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I think that we have moved away from providing the education that needs to be provided. One that matters and have added a bunch of extras that should be provided at home and/or through the community.

*-Olympia Parent*

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Restructure teaching and learning department. Don't buy expensive consumable curriculum that hasn't been properly vetted, elementary and middle school students do not need 1:1 computers. HS students need less seat time, consider an "open period" in a 6 period day (mental health)

- Parent, Secondary Teacher, Community Member

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Any budget cuts should be carefully considered NOT to further disadvantage students with marginalized identities especially race, class and disability

*-Olympia Parent, Lincoln Parent*

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I hope that preserving staff jobs without cuts to salaries and benefits will take priority during any budget deficit.

*-Lincoln Parent*

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

I don't see any director positions on this list for the chopping block. Considering the main objective of schools is to provide education to students, too many resources are going towards director/admin positions who have little impact on day-to-day interactions with students. Those funds will go a long way in the classroom/building level.

-Olympia Secondary Teacher

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I don't like that we invest in intervention programs, it works for the kids & then the district pulls the money for it. Why? If our mission is to truly "bridge the achievement gap" then we can't cut programs to help our struggling kids!!

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What about online courses when feasible? Or contracting out for custodial and ground maintenance?

-Capital Parent, Capital Parent

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I think OSD needs to take care of the basics first-custodial staff keeps the buildings safe and sanitized.

I think OSD should focus on core staffing next-which includes counselors and libraries and paras.

I think between the OSDEF, PTAs, and ASB/athletics, we in the community can help close the other gaps.

We can't fundraise for staffing. So OSD needs to prioritize that first.

However, I would like to see the tech levy cover accelerated reader at all schools.

-Pioneer Parent

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More teacher staffing and paraeducator staffing to support students, less behavior and academic "problems"

- Community Member

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The programs that have been in effect for help in reading and math.

-Pioneer Parent, Parent

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***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

The use of student time outside their classroom; library, arts, and athletics. Our kids need more time not sitting in a classroom even though the teachers are doing a great job keeping them engaged and using class space dynamically. Digital- if we fill forms online make a system for the schools to use the info so parents don't have to hand write the same information every year, again.

-Madison Parent, Madison Parent

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I'd like to see curriculum go back to the basics.  
I'd also like to see life skills taught.

-Olympia Parent, Roosevelt Parent

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Please stop spending so much money on BeccaBill  
It's a waste of resources and spends too much on administrative costs

-Capital Community Member, Reeves Community Member, Lincoln Community Member,  
Community Member

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I'm not sure what this means exactly but please have teachers that teach and not try and unnecessarily influence students with their own personal political views. That is NOT THEIR JOB!!! Be objective!! Keep personal views at home! Not what school is for! These kids are too impressionable and don't think that maybe there is more to a particular issue or that it's a bigger issue than they are being told about and then they look ignorant and stupid not to mention uninformed!! America has many views. That should be celebrated not narrowly selected because of a teachers personal views.

-Roosevelt Parent

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I believe Superintendent Murphy will consider efficiencies of our school teachers and curriculum that support our students best interest. OSD board members are our network as is the staff throughout the district.

The evaluation of our student assessments determine if the curriculum provides the student learning.

-Roosevelt Other School Staff

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I become concerned when teachers tend to be overly concerned with student growth, without looking in the mirror first. I had a teacher call a conference about my student. What was it about? I couldn't help but think the teacher wanted me involved, but that my best course of

***Describe what efficiencies you would like the Superintendent to consider: Answers submitted as of 4/5/19***

action would be to witness the classroom dynamics personally and basically take over class room instruction. I didn't do so, since I have a job....and I assumed the teacher did too. When the teacher tried to suggest my child had concentration issues, she asked ME if I talked to a doctor about it. About WHAT? I was very insulted by such an inappropriate set of questions. It made me think this teacher did not have the necessary skills to keep her students' attention. How could I help short of doing her job for her. Shortly, I may have observation visits to see for myself what happens in that classroom. I've done it before at a previous school district with good results, but I can have monitoring school classrooms as a second JOB.

-Centennial Parent, Centennial Parent, Centennial Parent

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Get rid of discovery math curriculum, it's terrible

-LP Brown Parent, Capital Parent

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A review of the budget to evaluate the highly conservative budget writer that tells us every year that there is a crisis when we magically find ourselves with a positive balance at the end of the school year.

-Lincoln Elementary Teacher, Lincoln Parent

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Opportunities for shared resources between schools (middle and high schools). Whatever the funding, distribute equitably between Oly and Capital high, as it appears Oly gets more. Keep in mind it is music, arts and sports that keep students engaged and for some out of trouble. Don't be quick to cut these programs or you will see your academic outcomes suffer. When considering "security", use a trauma informed model, not police. You may find that your mental health and security supports could be the same one resource.

-Capital Parent, Community Member

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I would like to see ALL schools receiving the Intervention Support (Reading and Math)/Resources to provide students with the help they need to be successful, life-long learners!! Without this support it is VERY difficult for teachers to provide the necessary support for every child's needs. We have the Common Core Curriculum in place now we need the resources to meet the needs of ALL students with some type of "Intervention programs" for every school!!

- Elementary Teacher