

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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*The following are answers to the 2020 budget survey open-ended questions. The comments have not been edited for spelling or punctuation. For publication on our website, comments that identify the respondent or OSD personnel or students, or sensitive information, and/or profanity have been removed and noted in brackets.*

**Describe what you value about our school system.**

Diversity and commitment to our mission

*- Operations Staff, Hansen Parent*

Safety, discipline and learning.

*-Jefferson Parent, Jefferson Parent, Jefferson Parent, Jefferson Parent*

Library services and support for teachers. A variety of options for students/whole person (libraries, activities, alternate education)

*- Secondary Teacher, Olympia Parent, Community Member*

Teachers first and foremost. Do not cut teachers because it increases class sizes and affects quality of education.

*-Jefferson Parent, Capital Other School Staff*

We have teachers and staff who work really hard and care deeply for our students!

*-Washington Other School Staff*

Admin, discipline, Teachers and paras assisting/teaching students, office support, nurses. then Music, custodial and Counselors then athletics and central dist last.

*-Jefferson Operations Staff*

I value how much teachers and staff members truly CARE about our kids and really give their all. It is inspiring to see. I love seeing kids engaged in learning of all kinds and am impressed that the OSD has such a wide array of learning opportunities, including special programs and music/arts.

*-Marshall Other School Staff, Community Member*

Highly trained and supported teachers and paraeducators.

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

I like the openness and outside of the box the schools provide.

*-Jefferson Community Member, Olympia Other*

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Teacher support and class sizes should come first, social emotional should be next. Everything else is “figure out-able”. If kids are not getting the attention they need nothing else will matter.

*-LP Brown Parent, Parent*

Strong schools that put students first.

*-Capital Student*

I really do value the choices made at capital high school and the theatre being built is important to use!

*-Capital Other, Capital Community Member*

I appreciate how hard our teachers and staff work to support kids.

*-McKenny Parent*

I value the commitment our district has made to providing high quality education to all students. I value the intentionality and enthusiasm of our teachers. I value the diversity of activities, arts, programs, and ideas that our district presents to students and families. I value our commitment to innovative teaching and programs that reach students who struggle in traditional settings.

*-Olympia Secondary Teacher, Parent, Community Member*

Commitment to excellent teachers and the arts.

*-ORLA Parent*

I used to value how invested the staff were in my children. Now OHS is over bandwidth. It has not enough per student funding. Which makes sense as it has CONSIDERABLY less funding per student than other OSD high schools. Getting access to counselors is exhausting. Getting a reasonable class change is exhausting and defeating. The teachers are exhausted and taking it out in the students.

*-Olympia Parent*

Keeping class sizes DOWN with support in the classroom, building, office level. Custodial staff needs to be maintained, not downsized.

Smaller classroom sizes, teacher support, para support

*-McKenny Elementary Teacher, Centennial Parent*

The people who are closest to the students.

*-Avanti Parent*

Teachers and others delivering frontline services to students.

*-Hansen Parent, Parent*

Everything in the system is connected - losing in one area will cost in another area. I appreciate the community support and passionate employees who allow our system to thrive.

*-Pioneer Parent, Other*

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The support for all the children.

*-LP Brown Parent, LP Brown Parent*

Teachers got HUGE raises and now you are talking about having to cut. Our property taxes are higher than ever! Terrible money management. What do you expect when you give into huge raises.

*-Olympia Parent*

Classroom support

*-Olympia Parent, ORLA Parent, Olympia Other School Staff*

Values inclusiveness and kindness. There are many options for kids to succeed.

*-ORLA Parent*

I value our teachers. They need to be supported and not worry every year if they will have a job!

*-Capital Parent, Other School Staff*

The teachers, paras and support staff

*-Olympia Secondary Teacher, Olympia Secondary Teacher*

Don't fund anymore into athletics

*-Olympia Other School Staff*

Flexibility, openness.

*-Avanti Other School Staff*

Small class sizes. Equal opportunity for all students to participate in extracurriculars.

*-Washington Parent, Pioneer Parent*

The academic support and the involvement from the staff.

*-Olympia Parent, McKenny Parent, Washington Parent*

The district values Education based athletics and activities and the importance those bring to the development of healthy lifestyles for students.

*-Capital Parent, Capital Community Member*

I would value money being used wisely -- spent not as it is done now, throwing millions at sports (for which OSD has produced few, if any professional athletes) and wasting so much on standardized curriculums that have "teachers" simply handing students worksheets and computer quizzes day after day. Hire more teachers who are not "coaches first" and start investing in the top 25-percent of the student achievers -- the ones who hopefully will come back to this community after going to top university programs and create an improved economic base to support what is now still a school district with priorities stuck strongly in the 1980s (teaching subjects the same ineffective way they were in the 1950s.)

*-Capital Parent*

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Great staff in some schools!  
- *Parent*

Support for teachers, teachers, social ed, social emotional support, paraeducators, good curriculum  
- *ORLA Parent, ORLA Elementary Teacher*

Music and arts programs.  
- *Centennial Elementary Teacher*

You have an excellent program for the gifted students and a top notch music program that is on track to get better especially in the high school.  
- *Jefferson Parent, Capital Parent*

It works.  
- *Hansen Parent*

basic education  
reduce the politics in school  
- *Olympia Parent*

Things that touch on the historically underserved, including and especially the arts  
- *Olympia Community Member, Olympia Parent, Washington Secondary Teacher*

Small elementary schools help build community. There is a focus on inclusion.  
- *Washington Parent, McKenny Parent*

I value that OSD understands the needs of the students and general education, and provides support and assistance to teachers and staff. I believe that the district will do its best to try and make the best decisions in regards to students.  
- *Garfield Elementary Teacher*

Teacher autonomy  
- *Community Member*

I value our school system's dedication to fact-based STEAM curricula.  
- *ORLA Parent*

Our teachers are highly qualified, passionate about education, and flexible about opportunities for growth. Our families support our schools with everything that they have.  
- *LP Brown Elementary Teacher, Parent*

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I value the options that are available to students. I am in particular support of the Freedom Farmers program as it has done absolute wonders for my [student] who barely made it through freshman year and now as a sophomore in the program has grown tremendously as a person. The fact that with the deficit facing the district that the second year of this program is facing being taken away from the students that need and value it is appalling. I know that by now fault of the school district that this is in play but I feel that whatever magic needs to be worked work it to keep the FF2 program next year and as a continuation of the schools class programs.

*-Olympia Parent, Washington Parent, Washington Parent*

Our teachers and paraeducators, music, arts and social emotional supports, nursing staff

*-Boston Harbor Parent, Reeves Parent*

Preparing the kids for future. Teachers make it happen and we should support them the fullest.

*-Washington Parent*

It should be all about the students. Services impacting the direct teacher to student interaction should be the primary concern of district funding.

*-Garfield Parent, Garfield Community Member, Other, Capital Community Member*

The options available like we have at Lincoln and Avanti.

Quality teachers and counselors

Equal treatment of students.

No bullying.

*-Roosevelt Parent*

DLC and behavior programs

*-McKenny Elementary Teacher*

Please put in MHP's for Olympia schools. I am a crisis therapist and your signs in the lawn that say "don't give up" do not replace professional MHP's

*-Olympia Community Member, Lincoln Parent, Parent*

The staff and principal I work with.

Smaller class sizes, various specialists contributing to a well rounded education, paraeducators to support students' needs

*-McLane Elementary Teacher, McKenny Parent*

A community that values its students and a staff that cares about the well/being of children.

*-McLane Teacher, Boston Harbor Parent*

Exceptional teachers and paraeducators who support students with varied needs

*-Capital Parent*

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I value a safe environment that encourages learning. I value quality, which is also measure on test results. Then I think: does my student get the support to learn and grow her knowledge? Is the classrooms engaging with respect given to students by staff and other students? If my student learns, enjoys her days in school and is not distracted by other students....things are good. Does she have text books and time to let out some steam. There should be quality learning and sufficient time to both relax, get creating, and have physical activities.

*-Centennial Parent*

Special education and Para on bus and classroom

*- Parent*

The size of the schools and the K-5 Instructional Specialists.

*- Other School Staff, Elementary Teacher, Other, Other School Staff, Other School Staff, Other School Staff*

I value the ability to provide a solid education that is well rounded in preparing all students to graduate and move onto college. Understanding that failure is ok but providing tools to learn how to overcome failure to challenge each and every student to be the best they can be and to use those failures to learn and grow.

*-Olympia Community Member*

Good academics

*-Olympia Parent, Washington Parent, Pioneer Parent*

Great para educators and admin and community. The kind support staff and the teachers.

*-Lincoln Elementary Teacher, Lincoln Parent*

We seek excellence in all endeavors. We provide quality extra curricular activities and college preparation at the high schools. We have quality teachers at every level of our system. We have a community that cares about our infrastructure passing bonds and levies to build facilities and support extra curricular programs such as athletics, music and drama.

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

like social and emotional supports, and music and art follow by teachers and staff, I would like to keep health exercising in place.

*-Hansen Parent, Hansen Parent, Parent*

Emphasis on developing the whole child

*-Roosevelt Parent, Garfield Other, Jefferson Parent*

High quality teachers with enough time to work effectively

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

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teachers, music program

Good Staff

*-Olympia Parent, Parent*

Good educators

High standards

*-Olympia Parent, Olympia Parent, Olympia Parent*

I value that our school district asks for our opinions via surveys like these and seems to be constantly engaged with the members of this school district community.

*-Roosevelt Parent*

I value the mission and I appreciate the focus on kindness.

*-ORLA Parent*

Music opportunities

*-LP Brown Parent*

AP programs, Athletics and clubs

*-Olympia Parent, Washington Parent*

Student-centered learning.

*-McKenny Parent, Community Member*

I value the teachers

*-ORLA Parent*

The desire to be a better district.

*-Capital Parent, Parent*

I value our excellence for academics mindset.

*-LP Brown Elementary Teacher*

I love that OSD works to reduce barriers to education for all students.

*-Roosevelt Parent, Roosevelt Community Member*

Whole child development and supports to teachers staff. Whole child include curriculum, social emotional, arts and athletic supports.

*-McKenny Parent, McKenny Parent*

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We love our school and principal and teachers and support staff (including maintenance and custodial) at LP Brown. We are so thankful for all of the dedicated teachers and for the variety of activities available to the kids (music, art, library, athletics!).

*-LP Brown Parent*

Lower central administration

*-Washington Parent, Pioneer Parent*

I value the students getting the support they need and deserve both academically and emotionally....I want them to have the 1:1 support that enables them to grow and learn in all ways. Getting enough para educators and teachers in the classrooms is the #1 goal. We need 2 adults in in all of the classrooms. The ratio of adult to student should not be so big.

*- Elementary Teacher*

Art, music, wood shop, robotics, advanced classes. Smaller class sizes.

*-Reeves Parent, Roosevelt Parent*

Academics,Athletics,Arts. Focus teaching those things.

*-Olympia Parent, Student*

Small class sizes, experienced teachers

*-Pioneer Parent, Pioneer Parent, Pioneer Parent, Pioneer Parent, Pioneer Parent*

The inclusion of parent feedback in the decision making process.

*-Hansen Parent*

smaller class sizes! Special education support

*-Centennial Elementary Teacher, Olympia Parent, Reeves Parent*

Oly School District invests in students. Music/art, mental and physical health and library services help youth across the board. These services make teaching easier because students are taught to value health and to find appropriate avenues for stress relief. These services support differently-abled students who are likely the most vulnerable.

*-Washington Parent, Centennial Community Member*

Responsive building communication from Teachers and Administrators

*-Washington Parent, Washington Parent, Olympia Parent*

Arts and Music

*-Olympia Parent, McKenny Parent*

The positions that impacts kids directly are of the most value. Teachers, para educators, art, music, PE, library are all of the highest value.

*- Elementary Teacher*

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Investment in social emotional support, investment in arts, sciences, music, etc.

*- Parent*

What benefits our kids most. Quality teachers supported by quality admin. Art, Music, library and pe are essential for our kids.

*-Hansen Elementary Teacher, Community Member*

Education of students

Emotional support

Depth and breadth of educational opportunities

*-Reeves Parent, Reeves Community Member, Reeves Other*

The dedication to our students.

*-Centennial Elementary Teacher*

Small class sizes, lots of specials to provide a well rounded experience, lots of classroom support.

*-Madison Elementary Teacher, ORLA Parent*

I value the importance placed on reasonable class sizes.

*-Olympia Parent, Community Member*

Diversity, quality teachers, small class sizes, and extra curricular opportunities .

*-Centennial Parent, McKenny Parent*

I value our individual schools and the support within each one to offer students of all levels the best education.

I have come to realize how absolutely necessary the para educators are.

*-Pioneer Parent, Washington Parent, Olympia Parent*

High academic rigor, dedicated and highly skilled educators. High parental involvement. Need more emphasis on social emotional supports like school counselors, social workers, etc. Keep funding 1 on 1 paras for students who are high needs, a safety risk or take away from other students' learning.

*-Centennial Parent*

OSD has a very good reputation despite the city having a poor reputation with homelessness. People still want to live here because the schools are so good.

*-Madison Parent*

I really appreciate how inclusive OSD is across the board. The community involvement and the transparency and communication within the district has been a welcome change for us. OSD seems to put students and families first.

*-Madison Parent*

I really value the goals set forth by the Board, especially the values of compassion and equality

*-Hansen Parent*

I think it is very valuable that the Olympia schools continue using the whole child perspective and doesn't base decisions on testing scores and the like.

*-ORLA Parent, ORLA Parent*

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Caring teachers.  
*-Olympia Parent*

It's a place for our children to learn about reading, art, science, history, and math.  
*-Roosevelt Parent, Roosevelt Parent, Parent*

Investment from the community and diversity it provides.  
*-LP Brown Parent*

Still very good overall.  
*-Pioneer Parent*

Na  
*- Other*

The growing choice for students for alternative ways of getting educated.  
*-Roosevelt Elementary Teacher, Olympia Parent, Reeves Parent, Roosevelt Community Member*

Love that when I walk into my elementary school, there is staff there to greet me and make me feel welcome. Safe place to learn and grow.  
*-Roosevelt Parent*

I love that all of the staff seem to genuinely care about my children. We also enjoy all of the extra activities the school puts on. I like the system for deescalation and problem solving.  
*-Olympia Parent, Garfield Parent, Parent*

I value the community of our school system and the work everyone puts in to make it the best we can.  
*-Lincoln Parent, Lincoln Parent, Parent*

Properly educating our students. Seeing the importance of the arts.  
*- Other, Other*

No matter what we do the best that we can with what we have for these kids.  
*-Hansen Other School Staff*

I value low class sizes and qualified teachers. Please continue to support students in the classroom.  
*- Community Member*

Supporting the students education needs  
*-Olympia Parent, Washington Parent, Centennial Parent*

I value my fellow teachers/administrator/custodial staff.  
*-Olympia Secondary Teacher, Parent*

Valuing our teachers and giving them all the tools to succeed with teaching our children. Our future depends on then having the support and materials they need. If that means having all support go to them.  
*-McLane Parent, McLane Parent*

The great, caring teachers throughout the schools and grade levels that look out for all students' best interests. The smaller class sizes in some lower primary schools is great for the students, academically, socially, and

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emotionally. That should definitely be continued through supporting and maintaining teacher staffing. Teacher should be the last thing to go if forced to choose from any of the investments from this survey. What is a quality school district and quality educational system without the optimal teacher staffing that provides quality school experience to all students?

- *Elementary Teacher*

Great teachers, good curriculum, art and music, and student support

- *Washington Parent*

I love to see the support for ALL students!! We need support for those students who do not qualify for Special Ed. but need intervention help at schools who are not Title 1.

- *Pioneer Elementary Teacher, Elementary Teacher*

I like that there are alternative programs at almost every level. I wish there were more alternative programs.

- *Olympia Parent, Washington Parent*

I would have chosen "new curriculum" and "emotional support" a lot more except I am afraid that the super leftist anti-science [expletive] woke indoctrination agenda is infecting these things with toxic ideology. I'm all for following truth wherever it goes, even when the conclusions are not politically correct, but Olympia doesn't seem to go for that kind of rational thinking.

- *Reeves Parent*

Enriching activities, teaching well, social emotional learning, Native education program

- *Jefferson Parent*

Enriching activities, teaching well, social emotional learning, Native education program

- *Jefferson Parent*

Social and emotional support and the arts

- *LP Brown Elementary Teacher, LP Brown Elementary Teacher, LP Brown Elementary Teacher*

Staff cares about students

- *Jefferson Parent*

Low class size

Art(half time); PE, Music full time

Reading, math intervenists

Half time nurse

Full time counselor, behavior tech

- *LP Brown Elementary Teacher, Community Member*

Teaching and learning is the purpose of our schools. Part of a meaningful school experience are athletics, activities and enrichment opportunities. Building maintenance is also important for the health and safety of students and staff. These are top priorities.

Poorly maintained facilities creates a poor perception of the schools in the community. For 90% of people, the outside is all they see.

- *Pioneer Parent, Washington Parent*

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Education both academic and the arts.  
*-Centennial Parent, Washington Parent*

That there are alternative k-5 schools.  
*-Lincoln Parent, Community Member*

Quality instruction, diverse opportunities.  
*-Pioneer Parent, Olympia Parent*

Great teachers and performing arts and music  
*-Centennial Parent, Washington Parent*

Many good teachers.  
*-McKenny Community Member*

The desire of staff for the best possible student outcomes.  
*-Pioneer Elementary Teacher, Capital Parent, Marshall Parent*

I value good teacher pay and qualified teachers.  
*-Madison Community Member*

The schools are asked to do more each year with increased demands from student needs. The teachers and support staff consistently rise up to meet those challenges.

Skilled, dedicated, super hard-working teachers.  
*-Olympia Secondary Teacher*

Feeding the hungry. It would be nice to see a move away from artificial dye and GMOs to a more whole some diet.

Great teachers that are provided small class sizes. Paraeducators that are really invested in the students.  
*-Boston Harbor Parent*

Hiring good teachers, small class sizes, and social and emotional help for teachers.  
*-Reeves Parent, Roosevelt Parent, Other*

I love that my kids feel safe at school, they have teachers/staff that they can go to when in need. Paras have always been an important part of my kids schooling, and I love that we have them, and that our teachers have those support people.  
*-Hansen Parent, Jefferson Parent*

Alternative education opportunities. High academic standards. Great athletic and extra curricular activities at the middle and high school levels. Excellent teachers.  
*-Olympia Parent*

Solid teaching of core subjects!  
*-Centennial Parent, Centennial Parent, Centennial Student*

An emphasis on intellectual rigor and social/ emotional learning.  
*-Olympia Parent, Lincoln Parent*

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I value the focus on learning and positive self regard, as well as encouragement for treating others the way you want to be treated, and helping others feel valued.

*-Hansen Parent, Marshall Parent*

Emotional support for my [special education] child.

*-Garfield Parent, Garfield Parent*

Good support system for kids with behavioral issues.

*-Pioneer Parent*

Teachers, libraries, music and art.

*-Reeves Secondary Teacher, Secondary Teacher*

So many opportunities

*-Pioneer Parent, Lincoln Parent*

Mental health support and and equal balance between support for the arts and our sports teams

*-Olympia Student*

Responsive principal and good AP course selection.

*-Olympia Parent*

I value that we have choices in our school system.

*-ORLA Parent*

Good teachers

*-Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent*

Access to enriching arts and music and enrichinn curriculum for all classes and kids no matter what gender, race or class

*-Garfield Parent*

This survey about had me in tears this evening. It forced me to consider the possibility of losing those things I hold most dear about school, education and learning. Choosing between library services and music/art?!

Choosing our wonderful custodial staff, who form relationships with students and staff, and teacher staffing?!

Good teachers, principals, staff

*-Marshall Parent*

Good quality teachers in our district.

*-Pioneer Parent, Pioneer Elementary Teacher*

Commitment to learning opportunities in class, through music, art, physical activity, and the library.

*-Garfield Parent*

I appreciate our dedicated, loving teachers.

*-Elementary Teacher, Capital Parent, Hansen Parent*

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Innovative

*-ORLA Parent*

Quality of teachers and administration staff.

*-Olympia Parent, Washington Parent*

I like the art and music program.

*-Hansen Parent, Hansen Parent, Hansen Parent, Parent*

Care for kids

*-Capital Other School Staff, Capital Parent*

Certificates teacher librarians.

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

Safety and overall feeling of acceptance and opportunity for decent to high quality academics in a public school system

*-Roosevelt Parent, Boston Harbor Parent*

Progressive and contemporary curriculum with a focus on student well being.

*-Olympia Other, Capital Parent, Parent, Community Member*

I value the support of the school system

*-Capital Other School Staff, Jefferson Other School Staff*

Teachers, activities, social emotional supports

*-Lincoln Parent, Community Member*

Sean Shaughnessy's guidance at Roosevelt

*-Roosevelt Parent, Roosevelt Community Member*

quality balanced education, teacher support, good student to teacher ratios, paraeducators, support for IEPs, music, PE, library, quality teachers, engaged administration

*-Roosevelt Parent*

Inclusiveness.

*-Lincoln Parent*

I value the teachers over the curriculum. I value opportunities for all students over very few. I value different outlets that allow students to be successful.

*-Marshall Secondary Teacher*

I like that the school district tries to find a place for everyone to find their place, to provide them a place to pursue their individual interests.

*-Olympia Parent, Washington Parent, Centennial Parent*

The many options families have to choose from to educate our children.

*-ORLA Parent, Parent*

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I value a safe learning environment with modern curriculum taught in well maintained schools. That said, nothing is free and a balance must be struck. The most vulnerable need to be supported and the rest of the student body given the best opportunity possible within the constraints.

- *Parent*

Comprehensive education across academics, arts, and emotional wellbeing

-*Pioneer Parent*

Healthy learning environment. Opportunities for kids who excel.

-*Boston Harbor Parent*

Your readiness to make the district a better place for all students.

-*LP Brown Parent, Garfield Parent*

Safety, quality of teachers and staff, the environment where children can happily play and learn.

-*Centennial Parent*

That EVERY school has a certified teacher librarian!

-*Garfield Elementary Teacher, Garfield Parent*

That you work with students that struggle and with students that excel. That you care and help all kids

-*Olympia Parent, Washington Parent*

Teachers! Teachers jobs should be the first to keep. Cut costs starting at the top.

-*ORLA Parent*

Community in smaller schools

- *Parent, Community Member, Other*

support for creative teaching practices, equity and access focus, integration of the arts, seeing the whole child, supporting teachers and paraeducators by paying them well and paying for their planning and collaboration time

-*ORLA Parent*

Programs like JAMS and REACH at Jefferson Middle School make the OSD what it is.

-*Jefferson Parent*

Maintained and clean facilities which support the learning and enrichment of the Student, Teachers, and support staff. Taxpayer dollars being used effectively for the students and student Services.

-*McKenny Parent*

We have some amazing teachers in our school district!

-*Centennial Parent*

Our schools are safe and have adequate facilities to serve students.

-*Olympia Parent, Washington Parent, Pioneer Parent*

That it is free and accessible to all

-*Olympia Parent, Olympia Parent, Olympia Parent*

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I value a clean, sanitary environment in our schools, and I value the teachers and other help in the schools that keep our schools running.

*-LP Brown Other School Staff*

The school district is rated well and this is what drew my wife and I to move to the Olympia school district and Centennial Elementary was our choice. Our [student's] teacher, Mrs Hendrix is outstanding as well as Mrs Ritter, the principal.

*-Centennial Parent, Parent*

Opportunities for student connection to school. Teacher staffing is critical.

*-Olympia Parent*

Academics, Leadership and teamwork through athletics and activities

*-Olympia Parent, Washington Parent, Centennial Parent*

Being able to provide small group instruction by using teachers and paras. Giving teachers tools and techniques to teach effectively. Provide professional development.

Small class size.

*-LP Brown Parent*

I like consistency - and caring staff. I like when children are allowed to be children, and school is not only educational but fun.

*- Parent*

I think our school is orderly and safe and I appreciate that. However, from what I've seen over the past two years, I feel that OSD students spend most of their days doing language arts and math classes with a little bit of art and science sprinkled in throughout a given week. There is also an additional (and quite meager) 30 mins of music and PE per week. I don't value or appreciate this because the OSD has chosen to ignore a state mandate regarding PE hours per week. As you know, physical exercise is so important for mental breaks and clarity and to help develop both fine and gross motor skills in children. In addition, physical exercise is highly regarded here in the PNW and we should be teaching our kids to develop good and healthy habits at young ages. I don't understand the OSD's decision making process here.

*-Centennial Parent*

They are always putting our kids first.

*-Hansen Parent, Marshall Parent*

I value the schools intention to provide every child with the best learning environment possible within the constraints of the districts imposed limitations.

*-Centennial Parent*

Skilled teachers

*-Olympia Parent*

supportive parents, my building admins are very supportive and help us to be effective professionals

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

Arts programs, theater programs, debate clubs

*-Olympia Parent*

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The few staff that care and help their students succeed

*-Capital Parent, Capital Parent, Capital Parent, Capital Parent, Capital Parent, Capital Parent, Capital Parent*

Caring teachers who support whole child learning

*-Centennial Elementary Teacher, Olympia Parent, Reeves Parent, Centennial Parent*

The mostly caring teachers and staff.

*-Garfield Parent*

I value the time and care our teachers give. I like our small classroom sizes and renovated school. I appreciate our engaged principal, Mrs. Ritter, who knows the kids, creates a positive and organized environment, and disciplines properly. I like the school musical, choir, and orchestra opportunities. It's nice to see so many parents involved at our school. I appreciate the school district's newsletter highlighting students' and staff's successes around the district. It's obvious that educators in OSD are committed professionals.

*-Centennial Parent*

All of the above.

*-Madison Parent*

Good classes available for more ambitious students with excellent teachers.

*-Capital Parent*

The school staff is the most valuable asset to our district. Teachers, paras, admin, specialists and sped service providers are the life blood of our schools.

*-Hansen Elementary Teacher*

All of the caring people working to ensure our children are in good hands. The library services, the nurse, seeing the principal walk around and care about and chat with the students, the art teachers positive presence with the kids in the hallway moments, the many activities offered/after school events. The preschool program, the integration of social/emotional curriculum. Choosing between the two choices really feels like choosing between keeping my right arm over my left arm.

*-Garfield Parent*

Value good intent school leaders seem to have for doing good things for students; hope that OSD uses this as an opportunity to get rid of some teachers that desperately need to leave the system;

*-Olympia Parent*

I value our attention to student well being. (Physical and mental health, access to the arts and athletics and nutritious breakfast/lunch options)

*-Lincoln Parent, Community Member*

Transparency

Quality

Communication

Consistency

Equity

*-Olympia Parent, Washington Community Member, McKenny Community Member, Olympia Other*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Opportunity for gifted students to excel. Opportunity for kids with learning disabilities to receive the support they need and excel.

*-Boston Harbor Parent, Capital Parent, Reeves Parent, Olympia Parent*

I value small student to teacher ratio. I think that too much money is spent on "administration." Put the money where the kids are. I also don't think school nurses (as much as I love nurses, my daughter is one!) I don't think they do much anyway at school level. If a kid goes to office for not feeling well, they'll be sent home regardless. Front office staff/support can deal with sick kiddos until parents come pick up...at a fraction of the cost.

*-Olympia Parent*

Athletics, building and grounds upkeep and aesthetics, a consistent message to students promoting kindness, inclusion, thoughtfulness, and being a good neighbor.

*- Operations Staff, McKenny Parent, Washington Parent, Community Member*

Small class sizes

*-Centennial Community Member, Centennial Elementary Teacher*

I value small class sizes with paraeducators to assist teachers, the music/band program, arts education, athletics programs, mental health support and social curriculum, clean buildings and maintained grounds for athletics.

*-Marshall Parent, Pioneer Parent*

Griffin was great, Capitol has been ok. My [student] is a 10th grader with decent grades. I appreciate that in general she enjoys school.

*-Capital Parent*

Athletics, teacher quality

*-Olympia Other School Staff, Olympia Other School Staff*

I value student centered learning that distributes the greatest amount of resources into supporting teachers, students, emotional well-being, and activities for our students. I value that our district leads with the teachers first, school building administration second, and district administration third - put the power to educate in the hands of those closest to the consumer - the student!

*-Olympia Parent*

I value the hard work of making learning accessible, fun, relatable and empowering.

*-Olympia Parent, Avanti Parent, ORLA Parent*

My children have been had good experiences this year, our first year in the district. For the most part, communication has been good from the district to home.

*-Capital Parent, Jefferson Parent*

Support for our students (paras, social/emotional and academic), after school programs (arts, athletics)

*-Capital Parent, Marshall Parent*

Small class sizes

*-LP Brown Elementary Teacher*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value staffing and class size most - it has the most direct impact on kids.

*-Capital Secondary Teacher*

I value the work to bring equity to all of our students and what makes OSD special is the smaller neighborhood schools with smaller class sizes.

*- Secondary Teacher*

The students safety physical and emotional, the teacher having support to do their jobs and building upkeep.

Small classes and communication between student teacher and parent

*-McKenny Parent*

Parent, Student, Faculty, Administration engagement! I'm honored to be part of this core in our community.

*-ORLA Parent*

I value diverse education that is enriching. I value teachers! If we focus on test scores, then we are losing so much other things that teachers do well. I feel like Olympia School District is starting to rely on test scores too much!

*-Hansen Elementary Teacher, Parent*

The teacher's are excellent, the facilities are top notch, and the programs and curriculum offered are helping my child learn effectively.

*-Centennial Parent*

The variety of opportunities offered to students, such as the music and arts programs, the athletic programs, Running Start, New Market and Avanti.

*-Capital Parent*

Olympia's schools value education and our teachers are compensated accordingly. Teacher pay here far outpaces any other state I've lived in, and this is as it should be.

I've seen first hand how our paraeducator system works, and it is a successful solution that brings deep value to our school systems. My child has benefited greatly from paraeducator support, and this is the area I want to see preserved.

*-Jefferson Parent*

The desire for students to find successes during and after high school.

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

Priority is to serve students, putting their education and needs first.

*- Community Member, Community Member*

I value the options available to my kids today. Options in classes and options outside of traditional high school. With 4 kids in district at 3 schools in OSD, as a teacher in NTSD, what I value MOST is class size. We can not expect students to improve academically and social emotional well being with class sizes where they are currently at. I believe smaller class sizes is foundational and would have a positive ripple effect on all the things we are hopeful to see improve in students lives.

*-Olympia Parent, Washington Parent, Centennial Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Teachers, office staff  
*-Olympia Parent*

Multiple school and program options.  
*- Parent, Secondary Teacher*

Administratively very competent. My kid is learning. Love the library (Shout out to Ms. McQueen!) and the social worker on site.  
*-Pioneer Parent*

Variety of options for students for academic success. Sports and extracurricular opportunities.  
*-Olympia Secondary Teacher, Olympia Community Member*

As the threat of contagions are growing at a frightening pace, we should have more custodians, not less. We don't want to make front page news, right?  
*-Capital Operations Staff*

I value the districts commitment to serving diverse populations.  
*-Hansen Elementary Teacher*

I value that decisions are based on what impacts/benefits the students the most.

Commitment to children, expansion of music and arts programs for elementary children.  
*-Garfield Elementary Teacher*

I value the new pilot program with full time Music/Art/PE. I also value having a second administrator in the building.  
*-Hansen Elementary Teacher, Community Member*

Diversity

Dedicated teachers and schools that look out for all students.  
*-ORLA Elementary Teacher*

I think Olympia School District prioritizes many things to create an environment for learning. Our district really tries to encompass a holistic approach to learning, a very integrated system, full of many opportunities for students to thrive, grow, and learn. Additionally, the same is true for staff. Staff development and learning opportunities are prioritized, which then creates a better environment for students. I'm grateful to be a part of this district.

Varied options for different kids with different needs. Art. music and PE offered for all. Hard working and dedicated staff at all levels from custodian and grounds to teachers and admin.  
*-Garfield Parent, Jefferson Parent*

Custodial staff and maintenance staff are critical for the infrastructure. Then the teachers and paraeducators. Good staffing is critical, as is the built environment. Everything else is extra.  
*-Centennial Parent, Olympia Parent*

teachers

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Music and art programs  
Attempt to create an inclusive culture  
*-Olympia Parent*

Nothing lately, both my kids went through OSD and both were treated horribly . Moved them out as soon as I could. Olympia High School is declining in every way and parents are talking.

Many schools, so if one doesn't work for a student, there is opportunity in another  
*-Olympia Parent, Capital Parent*

a willingness to work collaboratively, among all staff groups, to solve problems facing individual students/support individual students.  
*-Washington Other School Staff*

Great teachers. We have had bad and we have had good teachers. They make the world of difference in our children's desire to learn, attend school, and passion (or not) for academia.  
*-Boston Harbor Parent*

Well paid, caring and trained staff.  
*- Other School Staff*

The schools seem to function pretty well on their own. There is very little or no leadership that comes from any level of administration. The teachers in the schools are excellent. Families are strong. Kids in certain schools carry the test scores, which makes the school district look good. Olympia is a good place for kids to go to school. Olympia is a great place to raise kids.  
*-Pioneer Community Member*

I value our community support and connections to our greater community. I appreciate the support of my building administrators and colleagues. I value the positive atmosphere that can be felt when you walk into my building (all staff are friendly, working together, and know each other).  
*-Olympia Secondary Teacher*

Having a full time job with medical and retirement.  
*- Other School Staff*

I value the choices students have to graduate, the choices Teachers have to Teach.

Like the smaller classroom sizes  
*-Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent*

Right now I'm really not sure  
*-Capital Operations Staff, Operations Staff*

I think we do a strong job recognizing each student as an individual who has personal potential and value.  
*-Capital Secondary Teacher*

Low classes sizes and teaching staff should be priority!  
*-McLane Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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the availability of higher level course offerings such as Calculus BC and the music programs

*-Olympia Parent*

Teachers that teach and pay attention to the STUDENT MAJORITY. That is, the students that are "in the middle", and need attention/encouragement to improve.

*-Jefferson Parent, Capital Parent*

The creativeness of teachers to find special projects and activities for the kids on a limited budget.

*-Centennial Parent*

I value low class sizes. I value para support.

*-Pioneer Elementary Teacher*

The recent emphasis on the social and emotional needs of students and how that needs to be in place for them to be functional and successful in school and in life.

*-Centennial Other School Staff*

Well rounded curriculum. Music, theater, arts and athletics.

*-Jefferson Parent, Olympia Parent*

The people

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

Everyone is so nice and works well to support my child.

*-Roosevelt Parent*

I value the teachers that I work with and the support personel that work directly with teachers.

*-Avanti Secondary Teacher*

Do not RIF. Super hard on people. Find a way to make it work with attrition. You are going to RIF people of color that we have worked so hard to find and hire. DON'T RIFF PLEASE!

*-Washington Secondary Teacher*

I would like all kids involved with some activity (sports/music/service club). The more connect a teach can make on the student the better. Also I like the idea of social and emotional support but I think this can happen through a close relationship with a teach or activity leader.

*-Boston Harbor Parent*

First we need to consider direct impact to student learning (Teachers, Social/Emotional Support, and Health). Then all the supports to allow the teachers do to their best work.

*-Capital Secondary Teacher, Capital Parent*

Preparing students for a future with an emphasis on scholarship and work readiness.

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

That my children are able to learn in a safe environment

*-Olympia Parent, Pioneer Parent*

The communication from OSD. I also value the intent to have smaller class sizes.

*-McLane Parent, Marshall Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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The high standards that we set for students.

*-Pioneer Other School Staff*

I value the academic challenging classes at the high school level. I also appreciate the large variety of opportunities (clubs and sports) available to our kids.

*-Olympia Parent*

Olympia schools support music education, and see the lifelong value it has on students. Please keep adequately funding music in our schools.

*-Olympia Parent, Pioneer Parent*

Love the new direction in terms of social/emotional growth and educating the whole child. Data is useful, but not the end-all-be-all.

*-Lincoln Elementary Teacher, Marshall Parent*

A school district that values equity and diversity of learners. The Freedom Farmer program is valuable asset to many students and hope that it will be continued to be adequately funded and supported by OSD.

*-Olympia Parent*

Our teachers, our counselors, our principals, small class sizes, all of our hardworking staff! I also appreciate that in addition to the teaching of required math/reading/writing etc. content, we value the teaching of kindness/compassion/empathy and social emotional skills. What is also tremendously important to me that we are missing is ART in our schools. It's shocking to me that the Olympia school district doesn't have art teachers in the elementary schools. I also really appreciate that we still have Librarians. Students need access not just to books, but also to trained, full time library professionals that can help them learn to utilize this tremendously important resource.

*-Roosevelt Parent*

That we value getting students ready to be adults

*-Washington Secondary Teacher*

Safe place for kids. Sports and activities to keep kids active.

High quality staff at all departments. Diversity of programs for students.

*-ORLA Secondary Teacher, ORLA Elementary Teacher*

I like the options available, I appreciate the smaller class sizes where available. I value the engagement and positive school climate at the schools my child has attended.

*-Reeves Parent, Madison Parent*

I value the staff at our school. They are amazing. They make coming to work worthwhile. The staff here has to hardest job given the behavior issues we face daily at our school, and the fact that the staff shows up to face these issues daily, is truly commendable. I have worked in many schools over my [X] year career, and this is truly the hardest school I have ever worked at given the behavior issues we face daily. Sean is an amazing principal who deeply cares about his staff and students. We are lucky to have his leadership skills, and the fact that the staff does such a great job working together, is a tribute to those skills. I value the people I work with every day. Our students are very lucky to have such wonderful teachers caring about them daily.

*-Roosevelt Other School Staff*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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We have the highest education spending per-capita yet we have overcrowded classrooms and cut arts and sports. Don't spend another dime on central administration until you can staff your classrooms.

*-Pioneer Parent*

Engaged teachers and school staff. Efficient and clear communication from OSD. OSD values.

*-Centennial Parent*

Music, REACH, and JAMS enrichment programs; excellent school administration; qualified and caring teachers

*-Jefferson Parent*

Helping children find the best classes to fit the student's abilities and aspirations. Helping the students find their path beyond high school.

*-Capital Parent*

academic achievement as well as a balanced appreciation for music and art.

*-Washington Parent, McKenny Parent*

the Arts coming to Elementary schools covers a lot of social/emotional needs

*-Garfield Elementary Teacher*

teachers and staff are kind, focused, and helpful.

The buildings are safe and cared for.

Sports and music are amazing and helpful,

But the teachers and education come first.

*-McKenny Parent, Olympia Parent, Washington Parent*

I value a school system that supports all stakeholders. I don't see that currently.

*-Capital Secondary Teacher, Capital Secondary Teacher*

I value equality in the investments spent between all of our schools. I have a child at LP Brown elementary where we are already at a loss to newer schools in our district that have newer nicer and even equipment or teaching supplies that our school does not have.

*-LP Brown Parent*

Equity

*-McLane Parent*

The Nursing Services!

*-Olympia Parent, Garfield Other School Staff*

Teach

*-Roosevelt Parent, Roosevelt Parent, Roosevelt Parent, Roosevelt Parent, Roosevelt Parent, Parent*

I do believe my children are getting a good education.

*-Reeves Parent, Olympia Parent*

I value leaders who listen to students and staff.

*-Centennial Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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The staff can make or break a school, especially if they are working as a team.

*-Centennial Other School Staff, Washington Other School Staff, Marshall Other School Staff, Washington Parent, Olympia Parent*

I value that we prioritize teaching the whole child. I appreciate that our district outcomes don't just focus on academics, but on character and social/emotional. We want our students to be the best versions of themselves and we have amazing educators to support that work.

You live your values.

*-Olympia Community Member, Olympia Parent*

I value the effort to accept and teach all students and the dedicated teaching staff that works to achieve these goals.

*-Olympia Other School Staff, Community Member*

I value that the teachers have full support in the classroom to maintain organization. The school system understands how big of a role that paraeducators play on a daily basis.

*- Other School Staff*

Teacher ratio, office staff support and connections to our community.

*-Olympia Secondary Teacher, Washington Parent*

Our quality teachers!!

Our full time Art/PE/Music Specialists have been a wonderful & needed addition

Our reading and math specialists/interventionists are priceless and offer so much additional help to the students who need it.

The para support is invaluable

*- Other School Staff, LP Brown Parent*

Everything depends on emotional, social support. Upset, poorly socialized children's cannot learn. After that, breadth of subject matter is more important than new curriculum or well kept grounds. But it all builds on calm, behaved children who are set up to learn.

*-Roosevelt Parent, Other*

My [student's] teacher, his IEP, and the support system who comes to help him with speech therapy and physical therapy, occupational therapy, etc.

*- [school name removed] Parent*

School counselors providing Social/Emotional Support

*-Olympia Other School Staff, Olympia Community Member*

Teachers work together well.

*-Capital Secondary Teacher*

I value a safe, clean learning environment free from other student's major misbehavior (throwing desks, attacking other students, throwing books, meltdowns). First priority is supporting teachers so they are actually able to teach the students that are trying to learn. To do this they need additional supports in the classroom to address student's whose behaviors need some direct attention. Second priority would be the supports that are needed to keep the school safe for students (nurse and maintenance) and third would be enrichment courses

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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in athletics and music/art (which I believe is SUPER valuable for students). After that - support for the schools to manage the administrative tasks and last would be the central administration.

*-Madison Parent*

It has a lot to offer to kids on either end of the spectrum - those who need extra help, and those who excel academically.

*-Olympia Parent*

I value putting student needs and interest before anything - I hope this remains the focus.

*- Secondary Teacher*

Great teachers in some classrooms in some schools. Retaining them.

*- Parent*

I value public schools because it brings together students from all backgrounds and teaches children (and adults) how to act and get along with other human beings even though they may have more/less money; lighter/darker skin; same/different interests

*-Centennial Parent*

Staff is cooperative and they care for each other and the students.

*-Olympia Secondary Teacher*

I value the academics and social-emotional support that we provide the future grown-ups of Olympia.

*- Elementary Teacher*

the quality of professionals working in this district, the community support

I appreciate how welcoming our schools are to all learners and how dedicated our teachers and support staff are to providing a positive learning environment for all.

*-Boston Harbor Elementary Teacher, Boston Harbor Parent*

I value everything our school system offers and provides our students and our community. I'm heartbroken that we have to make choices among equally vital and valuable services and resources. I feel strongly that school nursing services, school office support, social and/or emotional support, and library services are critical, but underfunded and limited, especially at Boston Harbor. With a half time librarian and a nurse one day a week, Boston Harbor may have the least access to these vital and valuable services in the district and this has a direct and adverse impact school staff and students.

*-Boston Harbor Parent*

I love the emphasis on art and music, and how the district is trying to be creative about how to help a wide variety of students from different backgrounds and learning abilities to succeed.

*-Olympia Parent, Washington Parent*

Teacher staffing and support first and foremost. The systems that will support the largest amount of students, particularly those who are more disenfranchised and have less support at home.

*-Capital Secondary Teacher, Garfield Parent, Capital Community Member*

See above

*-Boston Harbor Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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The support staff.

*-Jefferson Other School Staff*

I value the positive character enforcement; early release which promotes family time; the fact that classrooms are not overcrowded, making sure each child learns

*-Washington Parent, Washington Parent, Washington Parent*

Encouraging rational thought, the ability to find information independently, the encouraging of creative mindset, and recognition of each student's unique value.

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

Quality instructors, community support & involvement, strong academic programs

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

Buildings are responsive to neighborhood needs/interests.

*-Garfield School Administrator*

The students and the hard working school staff.

The strong support for the Arts and the shared value of high expectations for students.

*-Marshall Secondary Teacher, Hansen Elementary Teacher, LP Brown Elementary Teacher, McLane Elementary Teacher*

I value greatly about the Quality of teachers and curriculums, And high schools need more teachers.

Very little. Horrible school district

*-Capital Parent, Jefferson Parent*

The caring staff.

*-Centennial Parent, Parent*

I deeply value the needs that students have with connecting with adults who are available to care for them. I see many students who are only with us because they have a nurse, a paraeducator, an office staff, a librarian, a restorative center teacher, etc. who can attend to their emotional needs. I also value our maintenance staff who help keep the school clean and operating this helps our students value the spaces they are in.

*-Capital Secondary Teacher, Garfield Parent*

I value the 5 outcomes that we've adopted as a school district, especially Outcome 4 - Our students will have the skills, knowledge, and courage to identify and confront personal, systemic and societal bias. This is a huge issue in our district that even staff need to focus on (having the skills, knowledge, and courage to identify and confront personal, systemic and societal bias).

*-Centennial Elementary Teacher*

OSD has always had strong support from the community for their teachers as well as their music and arts programs. These are sacred in Olympia and need to continue.

Teachers with experience and education, Small class size, school safety, academic success, community involvement.

*-Capital Parent, Capital Community Member, Other*

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I value the supports my son has received as a special needs student. And the support of the administration of special education.

*-[school name removed] Parent*

Community support.

Programs surrounding arts and culture

*-Washington Parent*

OHS teachers and staff care for each and every student.

For the most part, my [student] (tested extremely highly capable and choosing to not join running start, feels supported in need for more challenging work.

*-Olympia Parent*

Programs like REACH at Jefferson MS and JAMS at Jefferson MS, also debate at CHS

*-Jefferson Parent, Capital Parent*

I like that the my child's school appears to always be looking for ways to improve. As a result, I feel that it has a much better developmental environment than the schools I attended.

*-Roosevelt Parent*

Small schools, Lincoln options and other alternative options for our students.

*-Lincoln Parent, Lincoln Parent, Parent*

I value our teaching staff, our arts programs, our paraeducators, and our building administrators.

*-Olympia Secondary Teacher*

Second steps. Teachers. Small class sizes. Library services. Para educators. Principals and their assistants. As many recesses as possible. Long enough lunch time. Science. Love care and nurturing of our Children.

*-Boston Harbor Parent*

Teachers and community involvement.

*-Olympia Parent, Lincoln Parent*

As a district we work very hard to provide a variety of opportunities for our students at all levels.

*-Reeves Parent*

My district has many important alternative programs.

*-Lincoln Parent*

There are SOME great teachers and staff.

I appreciate the focus on improving graduation rates (and options) for all students. Social and emotional support priorities for mental health

*- Operations Staff*

The staff at our schools are amazing.

*- Operations Staff*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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The support with give a diverse population.  
The compassionate teaching/support staff we have.  
*-Capital Secondary Teacher*

I value that there are options like Avanti, CSI, and farm based programs that provide a safe, supportive education for children that may not thrive in a traditional school model. I believe these programs should be expanded.  
*-Avanti Parent, Lincoln Parent*

Not much currently. Capital High School has lost my confidence. It has gotten progressively worse since [employee] has been there.  
*-Capital Parent*

That there is an alternative high school. Avanti is literally the best thing for my child.  
*-Avanti Parent, Washington Parent*

Equitable access, promoting diversity, options for alternative programs, dedicated staff  
*- Parent*

Options. Alternatives. Lincoln and Avanti. That we can have Art and academics not one or the other. Teachers . Libraries with books and Librarians. Clean schools without clogged up sinks.  
*-Avanti Parent*

Options. Alternatives. Lincoln and Avanti. That we can have Art and academics not one or the other. Teachers . Libraries with books and Librarians. Clean schools without clogged up sinks.  
*-Avanti Parent*

Avanti is the best run school that I have seen. The staff have a perfect balance in their relationships with the kids and the environment is great. We love the unique classes offered as well.  
*-Avanti Parent*

I value all the extra supports for the students: arts/music, reading/math support, paras, extra-curricular activities. But most of all, SMALL CLASSES (we need more teachers!).  
*-Garfield Parent, Garfield Community Member*

Supporting kids that are struggling academically, socially, emotionally...  
*-Olympia Parent, Avanti Parent*

I value the paraeducators reducing the teacher to student ratio. I value music & arts, physical ed, library. I value the Montessori program.  
*-ORLA Parent*

My kids have gone to Lincoln, MAP, Avanti, and the Grub program with short stints at OHS, Capital, and Roosevelt. The alternative programs in Olympia were where they came alive and thrived. Their years of what we jokingly call "mainstream curious" was where they had the worst school experiences and I felt the most disconnected as a parent. The personal connections they have had with teachers and school staff in our alternative programs have been priceless. Let's be real, Brenda from Avanti and Wendy from Lincoln are like the best school secretaries that every lived. My experiences with front desk staff at other schools has been cold and unpleasant. Brett Cook from MAP was a literal wizard of middle schoolers. Those kids respected and loved him and he was able to push them to do their best and also feel connected to the learning community.

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When my oldest came home from [their] first day at [high school], the first words out of [their] mouth were, "The don't care about me as a person." [They] would have definitely been a high school drop out if [they] didn't have Avanti. There is no question about that. The honest support [they] received there plus the fifth year were crucial for [them]. Avanti is an absolute gem in our school district and I am so proud that my kids have been able to go there and be seen and be taught and valued for who they are. The staff there are amazing. Please continue to invest in our alternative programs, they are the most human thing we have.

*-Avanti Parent*

I value our variety of pathways for students. However, with staffing shrinking, these need to be trimmed. (HAP, JAMS, CSI, ect)

*-School Administrator, Parent*

As a senior at Avanti High School, I value the unwavering support that is received from teachers and staff included. Coming from a nontraditional education background, Avanti is the environment that I needed to not only focus on academics, but learn about myself and prepare academically and emotionally for college. Having a school such as Avanti should be more valued than it is. Every school gets a reputation about it, all from different sources, but it comes down to the students and the opportunities that are provided to each individuals' learning style. Avanti has allowed me to be academically focused, to work at a quick pace that was acceptable, to be a full time Running Start student, to be a long time volunteer in the community, as well as offering opportunities within the school to be involved in my own education and other peers around me. To appreciate and value things within our school system, students need education models like Avanti that accept their personal learning style. In the end, it highly benefits the student.

*-Avanti Student*

Nothing its all a waste of time

*- Student*

I value our commitment to student outcomes that support the mental, emotional, and physical wellbeing of the child, not just academic achievement. I value our commitment to adopting restorative practices and supporting restorative programs with adequate staff and training. I value our commitment to smaller class sizes, supported by adequate certificated and classified staff.

*-Marshall Other School Staff*

i dont know im not sure, honestly i cant think of any, im not joking.

*- Student, Student*

YA LIKE JAZZ

*- Other, Other, Other, Other, Other*

Its commitment to students as well as teachers and not being afraid to try new things, approaches, ideas, etc.

*-Olympia Parent, Washington Parent*

The focus on kindness.

*-Madison Parent, Reeves Parent*

Holistic education that puts the student first. This means enough teachers and para-educators to meet the needs of all students and to not let any of them 'fall through the cracks.' It also means placing high value on a wide range of disciplines that allow students to pursue and excel in their passions and strengths such as art and music. In order to make this happen, we need a strong school community of office and administrative

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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support as well as custodial support and maintenance for the physical structure itself. Although some central administration is necessary, I value the OSD's lack of administrative 'bloat.' Many teachers have non-school district PD that they pursue (regardless of state requirements) because they are life-long professional learners -- meaning they don't need to be handed new curriculum to do their jobs well and they don't need district-offered PD to pursue growth. Young people have access to a plethora of afterschool athletics and activities outside of the school system and so if necessary, I feel these programs could be reduced. We are lucky to be in a community that values these enrichment opportunities and I know they would help to provide opportunities if the school's were no longer able to do so.

*-Avanti Secondary Teacher*

Everyone is allowed and given an education.

*-Elementary Teacher*

OSD (Avanti) values putting students first-always. Students need to feel safe and loved before true learning can happen. We can prove to our students that they matter and are a priority through smaller class sizes, providing them with opportunities for a well rounded education, and giving them the social/emotional support they need to succeed (caring staff/counselors/para support).

*-Avanti Other School Staff, Avanti Other School Staff*

Having enough support for teachers and para educators, as well as social/emotional resources.

*-Boston Harbor Elementary Teacher*

Innovative curriculum, extracurricular activities of all kinds, technology instruction

*-Avanti Parent*

Avanti, I love everything about Avanti.

*-Avanti Student*

I value the teachers and office staff that are dealing with children who have emotional and physical issues that constantly interrupt classrooms.

*-LP Brown Parent, LP Brown Parent*

Library Services

*-McKenny Elementary Teacher, Capital Parent*

The individual value for each student.

*-Avanti Parent, Parent, Avanti Parent, Avanti Parent*

I value the options that are available to the community.

Teaching and para educators staff

Building administration

The reading intervention programs at our Title One elementary schools make a huge difference in the education of our students. These extra supports help our youngest students start their educational careers on an upward trajectory.

*-Madison Elementary Teacher*

Supporting great staff that do amazing work at every level.

*-Capital Other School Staff, Capital Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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The teamwork is unbelievable.

- *Other School Staff, Parent*

Students are valued and supported

- *Community Member*

I value small class sizes and plenty of social-emotional support in our schools (not centrally located and only occasionally visiting our schools, but embedded in our school staff). Teachers can only do our jobs if our students are emotionally regulated, and we often need support to help them become regulated so that we can accomplish our academic goals.

-*[Elementary] Teacher, Centennial Parent*

Great teachers

- *Other School Staff*

Different opportunities for all of our students.

-*Olympia Other, Other*

Our teachers and building administrators

-*Olympia Parent, Washington Parent*

We have an excellent system at the school level. There should be more decisions made at the building level.

-*Olympia Parent*

My kids are fortunate to have had caring and talented teachers, paraeducators and counselors at the elementary, middle and high school levels.

-*Avanti Parent, Jefferson Parent*

It is available for my kids to benefit and learn from.

-*McKenny Parent, Other*

I value that our district puts students needs first. I find this survey difficult to decide between many of these "support" services because most, if not all, seem to be more "essential" rather than support.

-*Centennial Elementary Teacher*

I value the idea that students come first. Giving the teachers the support to reach every child.

- *Elementary Teacher*

We are fortunate that we ( teachers) have the training and support to evolve and teach to the child we have now, not the child that we had.

-*Olympia Secondary Teacher*

Paraeducators.

-*Jefferson Other School Staff, Jefferson Other School Staff, Jefferson Other School Staff, Jefferson Community Member*

Supporting struggling children and families. Offering more than standardized math & reading; such as art, library, music, athletics, activities.

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value our low class sizes, and wide array of specialists that the children get to experience.

*-LP Brown Elementary Teacher*

I love the way we support students and work to ensure they are ready for life after high school.

*-Olympia Secondary Teacher*

I value the commitment from all staff to the growth and development of students.

*-LP Brown Elementary Teacher*

I love the feel of community.

*-Marshall Parent, McLane Other School Staff, Capital Parent*

I value the teaching staff that works so hard to bring the best education possible to the kids and families of this school district.

*- Parent*

Our sense of community and commitment to respecting individuals.

*-McLane Elementary Teacher*

I value the connection we are able to give our students. I have found that supporting our students emotionally has a huge impact on our success and graduation rates.

*-Capital Secondary Teacher*

As a new teacher to this district, I have valued the immense support and help I have received from so many in our school district. From my department colleagues, fellow teachers, building administration, and the people at Knox. In the end what I value the most are the things that make us the most effective educators for our students' benefit.

*-Olympia Secondary Teacher*

The opportunity to take quality art and music classes. The IB program at CHS.

*-Capital Parent*

Small class sizes.

Lots more, but that is what is most relevant here.

*-Capital Secondary Teacher, Olympia Parent, Community Member, Lincoln Other*

#### Personnel

As a teacher, I value my fellow teachers--in every scenario I believe we need to protect teachers over other investments. This survey was obviously very challenging because I don't believe we can function without any of the listed positions/services.

Larger class sizes, less teachers, less support staff, less options for students will inevitably and definitely lead to less quality in education, less opportunities for our students, and less supports for students that directly align with the district strategic plan.

*-Olympia Secondary Teacher*

Teachers are the ones that interact directly with the students every day, and are the ones responsible for their learning. This becomes more difficult as you increase the class sizes. We overstaff on counselors, but we probably need even more, as mental health issues stand in the way of so many students' learning. I don't know how you can take away from either of those two services without looking at everything else first. Curriculum

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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adoption rates are important, but it seems odd that some groups have had multiple adoptions in the time that others have had none.

- *Secondary Teacher*

That they work with my [student's] therapists.

-*Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent*

I value the vision for moving forward as a school and as a community. I value the push for social justice and the awareness of our community both local and global. I support the district in moving forward with a critical race lens and diversifying and training staff to best support our students. I value the opportunity that I have had at [school name] High School to teach [course name] and the support that I have been given. I worry that we are compromising on our values to deal with this budget crisis. This is a short term solution and not one focused on the long term. Incidents like these drive young and well trained professional teachers from coming to and staying at [school name]. As a teacher of color here I worry about the transparency that the district has not shown in this process and there are many questions that I still have that I don't feel have been answered. I'm worried that we aren't coming together to tackle this issue as a district and instead are delaying information to keep panic at a minimum. Instead of forcing us to make split decisions and create a hierarchy within district we should work together to push for money.

-*[school name] Secondary Teacher*

The ability for all students to find their "niche" Allowing a diverse amount of experiences for our students.

-*LP Brown Elementary Teacher, Parent*

Our teaching staff, our para-educators, our librarians, and our music teachers.

I value curriculum designed to touch on diverse subjects. I value the teachers, the support, the para educators and the classes my kids get to attend.

-*Roosevelt Parent*

positive upbeat place to work

-*Olympia Community Member, Centennial Other School Staff*

I value the ratio of teachers to students and the emphasis on educating the whole child.

-*Washington Secondary Teacher*

I love how friendly everyone seems to be. Like they really enjoy their jobs.

-*McLane Parent, Marshall Parent*

I value how our school teachers work together so the children can progress. I value the timely manner in which the special education teachers complete evaluations, get the children the services they need, and work with teachers to help them succeed. I am thankful the paraeducators want what is best for kids, and try to do their best. I value our administrators in the building. They are great, and our secretaries are amazing.

- *Other School Staff*

More than anything I value having small student to teacher ratios so the teachers are able to truly connect and spend individual time teaching our kids.

-*Hansen Parent, Capital Parent, Marshall Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value the teachers and the staff that help run the school themselves. Because of them, these schools have had success and students have flourished in life. I value the countless hours that the staff at the individuals' schools put to help our students find a path they can follow and become an important change in our society.

*-Capital Secondary Teacher, McLane Parent*

I value the variety of opportunities our students get to experience. The wide number of clubs, sports, and courses offered is the most important thing to keep.

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

I value a learning environment that puts the staff and child's interests ahead of bureaucracy.

I highly value the support given to our teachers. I would like to see more supports and professional development opportunities for paraprofessionals.

*-Roosevelt Elementary Teacher, Reeves Parent*

No cuts to special education, one on ones or life skills, medically fragile students.

*-Capital Other*

The value placed on teaching the whole child.

*-LP Brown Elementary Teacher*

A high level of expectation for all in the school district and a commitment to providing opportunities for many different pathways.

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

as a family we are very supportive of the alternative programs. currently our son is at Avanti and is having a great year and getting good support there.

*-Avanti Parent*

The teacher support we receive. I would include library services with teacher supports, as well. Libraries are vital to student learning and growth.

*-Olympia Parent, Marshall Secondary Teacher*

Dedicated teachers, neighborhood schools,

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

The wide variety of opportunities in clubs and classes for students with very different interests.

The wonderful and supportive paraeducators who make students feel so cared about and supported.

*-Olympia Parent, Washington Parent*

The nursing staff

*-Roosevelt Other, Roosevelt Parent, Roosevelt Parent, Other*

The music and drama program and counselors. The graduation and career staff. The office staff. The curriculum itself is fine and does offer some variety.

*-Olympia Parent, Olympia Parent*

Quality teachers, lots of arts/music available

*-ORLA Other*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value the buildings that have admin who allow teachers to be the professionals they are, and NOT micromanage what they do in the classroom

*-Roosevelt Elementary Teacher, Reeves Parent, Olympia Parent*

We highly value having an alternative public high school, Avanti, where kids who don't fit into the mainstream learning style AKA "box," can find their way. Avanti has an excellent Principal and Staff who all care for their students successes.

*-Avanti Parent*

The culture of community that Lincoln school provides for children and parents and extended family. The small classes at Avanti and the alternative it provides. Also the neighborhood aspect of the elementary schools.

*-Madison Community Member*

We all work together as a team

*-Hansen Other School Staff*

Good Teaching

Good Teachers

Great Building Leadership

Great Parent Support for all the kids and teachers

*-Capital Secondary Teacher, Community Member*

We have started focusing on overall health and wellness in addition to academics. This includes offering emotional support to our students as best we can. None of these things can be accomplished with overly large class sizes, especially in our Title One Schools.

*-Garfield Elementary Teacher*

Class size, providing adequate paraeducators, art, music, physical education, athletics will help with the social-emotional well being of our children. In addition, when children are in a classroom with a teacher who is supported by an amazing administration and has the resources to provide a great classroom the children will thrive in their community.

*-ORLA Elementary Teacher, McKenny Parent, Reeves Parent*

Music programs and having excellent teachers!

*-Olympia Secondary Teacher*

I value the quality of my children's education. I know that the teacher's really care about the kids as students and people.

*-Washington Parent*

I value everyone on the front lines busting their butts everyday keeping the schools safe and running.

*-Pioneer Other*

At Avanti, I value the close relationships that I get to make with my peers and teachers.

*-Avanti Student*

There are some opportunities for specialized educational settings such as ORLA, Avanti, Dee House, etc. They are the programs that are allowing children to feel engaged and capable so that they can become productive adults.

*-Avanti Community Member, LP Brown Parent, Madison Other*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Rich, diverse materials available for students to work with in their inquiries. Teachers who have embraced the shift from a top-down, teacher-centered approach to teaching to a student-centered, project-based approach that fosters different choices and pathways for kids. Many clubs and activities, not all or even mostly sports-related that celebrate all array of passions our kids have.

*-Capital Secondary Teacher*

Diversity of programs

Strong site-based management that allows our school to quickly adapt to the needs of the students

*-Avanti Secondary Teacher*

The staff in the schools that work directly with students are amazing!!!

*-Washington Secondary Teacher*

I like that I have the option to go to a smaller school, with the size and chaos of Olympia High school I am so grateful to be here.

*-Avanti Student*

I highly value individual support for students and alternative education! Every student is different and having the help they need for how they learn is vital. Not only will they be more successful but they will know that their education matters and they will feel driven to succeed.

*-Avanti Student, Avanti Student*

What I see as the strength of the Olympia school district is both our experienced and new teachers that are high quality learners. The educators I have come across are creative in their approaches to education, think outside of the box, and care deeply about the outcome of their students. Our systems and para support are set up to help kids achieve their potential.

*-Elementary Teacher*

Our caring, hardworking teachers & paraeducators

*-Pioneer Elementary Teacher, Pioneer Parent*

Clean schools, teaching staff, Para staff and Library and Music and Art

Educating out kids

*-Olympia Community Member*

I value the ability to learn in a way that works for me and all the supportive paras and teachers.

*-Avanti Student, Avanti Community Member*

Teachers are the cornerstone of our schools. Support them.

*-Olympia Other School Staff*

i value the ability to be unique and express yourself in creative ways. i value the good teachers and the good staff that make school easier to deal with because of personal mental health issues. i value the good adults that believe in us as students.

*-Avanti Student*

I really value the diversity that I get to experience having an alternative option.

*-Avanti Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Inclusiveness and well rounded broad based educational options

*-Olympia Other School Staff*

I value the different skills that ORLA provides for the home schooling community.

*-ORLA Parent*

There is hopeful staff, teachers, and supporters who never gives up on a student.

*-Avanti Student*

I love that our students LOVE to come to school and learn. I love that as teachers, we are invested in our students and will do anything to help them be successful. As a parent, I love that my kids enjoy going to school, that they are learning, feel safe and are becoming kind, successful people.

*-Boston Harbor Elementary Teacher, Reeves Parent*

All staff members are involved in the teaching and care of all students. Staff members support each other.

*-LP Brown Elementary Teacher*

The culture of inventiveness and best practices that supports our student's wide variety of needs and interests. That we put kids first and are able to be creative to make opportunities happen for kids even if it's not traditional in how it's being done.

*-ORLA Secondary Teacher, Jefferson Parent, Lincoln Parent*

I value the loving teachers and staff at the schools.

*-Avanti Student, Avanti Student, Avanti Student, Student*

Alternative learning models! Avanti High School has been a lifesaver for my kid, and many others.

*-Avanti Parent, Parent*

I value how

*-Avanti Student, Student*

I deeply value the support I receive from the staff at Avanti. I also value the independence I have.

*-Avanti Student*

I go to avanti and i really value the community in our school, the teachers are able to help far more than any of the support that i got at OHS, they're expanding and getting so much more than we do. we don't even get actual lunches here. the spirit really helps to create a safe environment for learning. so many kids at the larger schools are homophobic and transphobic and it's hard to even exist there if you're not part of a certain group.

*-Avanti Student, Community Member*

I value being able to learn and graduate with qualified, caring teachers and para-educators. I am disgusted by these budget cuts.

*-Avanti Student, Student*

Personally, I love my highschool, but the school system could try harder to improve and support those in alternative learning programs.

*-Avanti Student*

Avanti high school is a welcoming highschool that makes me feel safe and makes me feel accepted.

*-Avanti Student, Avanti Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value our teachers and their constant efforts to help us graduate while we struggle with not having a lot of district support.

*-Avanti Student, Avanti Student*

the budget seems to reflect a lot of caring for the infrastructure of the schools

*-Avanti Student, Student*

Our support, our focus on student wants and needs, and our ability to be innovative and flexible.

*-Capital Secondary Teacher*

Caring staff (staff meaning all levels of educators, administration, staff, etc)

*-Olympia Parent*

Not the crazy school board

*-Washington Parent, Olympia Parent*

I value having teachers that help me learn on a personal/individual level. Avanti is a very special place with teachers who care about your well being. Teachers work hard to help you understand the content that they are teaching and help you make a plan for post-highschool. I value the community that avanti has created. the para educators are very helpful and necessary.

*-Avanti Student, Avanti Community Member*

The reading interventionist role in our building is very important to me.

Adequate para educator and teacher staffing for safety in schools. Lower class sizes are essential for student safety and learning. Quality paraeducators help support teachers that are essential. My [student] has been a highly capable student, and [their] favorite part of school is REACH at Jefferson Middle School. This art program, as well as the KJAG program, has been so amazing and I would love to see how we could ensure this continues.

*-McLane Elementary Teacher, Jefferson Parent*

avanti highschool.

*-Avanti Student*

I value the positive character enforcement; early release which promotes family time; the fact that classrooms are not overcrowded, making sure each child learns

*-Washington Parent, Washington Parent, Washington Parent*

chaotic and hard to deal with

*-Olympia Student*

I value, more than anything, support towards the expansion of Avanti to all of the three floors, and support for the staff and paraeducators of Avanti.

*-Olympia Student, Avanti Student*

There are many many things that I value about the schools in the Olympia School District. I think that Avanti highschool specifically, In the short time that I have attended school has made an incredible impact on me as a person and is really a gem in our school district. The quality of education here is so so valuable. Every single staff member plays a role in the system that happens here and helps the well oiled machine of Avanti highschool work as well as it does for the students that go here. Having the other two floors, and being able to

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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increase the amount of amazing staff members in order to be able to expand this program to the 250 students max. could lead to incredible things for members of our Olympia community. The adolescents that don't do well in traditional highschool settings and do do well at Avanti do well here because the staff members care, and the space feels safe, and its a place where we want to be every day. And the more funding that goes towards our school the more opportunity for kids in our evergrowing community ere in Olympia.

*-Avanti Student*

I love the way things are here and how the classes are set up.

*-Avanti Student*

N/A

*-Avanti Student*

i really love the option for an alternative school like avanti, it really helps a lot of kids graduate & find a place where they don't feel accepted.

*-Avanti Student, Student*

Not many frequent and/or big changes

*-Olympia Student*

YEs

*-Olympia Student*

The people who put their time in actually working with/teaching/mentoring students.

*-Olympia Student*

What I value about our school system is how it sets up a foundation for students and gives them the guidance and advice they need.

*-Avanti Student*

Curriculum

*-Olympia Student*

I value having a system that cares about students and not just grades. I feel like I would be in such a worse place if this school didn't exist. I don't want to ever go back to OLY, and I wish that Avanti had even half of the things that OLY has.

*-Avanti Student*

The art, music, and athletic programs, along with the quality teacher staff.

*-Olympia Student, Student*

I am a student at Avanti High school, I value how our school works and our staff are the best of the best. We need our teachers to stay. We need our building. We keep getting promises of great things happening to our building but then we keep getting things like this that threatens us from keeping our wonderful school. We are a family. We work together, and we have wonderful teachers and staff. We even lost our lunch program; which might I add is illegal. It is time for the osd to open their eyes and see the wonderful things Avanti is doing for their students.

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student, Avanti Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Its alright sometimes

music, athletics and paraeducators,  
*-Olympia Student*

I value our teachers at Avanti, and our Paraeducators!  
*-Avanti Student*

I value classrooms where teachers feel supported and have a classroom size that is reasonable. That they have a paraeducators to help students that need more than can be gained in a large class. I value having a nurse at the school and would love to see that more than 1.5 days of the week. I appreciate the janitors that keep the school clean, particularly now when it is of extra importance. I wish my student had more art, music, and PE time but realize that with current budgets other things have to come first. We, however, are fortunate enough to be able to enroll our girls in sports, choir, and art classes outside of school.  
*-Madison Parent*

Para-educators are very useful for helping out students, one teacher can only help one student at a time so they are very helpful.  
*-Avanti Student, Avanti Student*

I really value Avanti High School as a whole. I think it is a great program overall and for many of my fellow students it's given them a place where they feel comfortable as well as more able to accomplish the huge feat of graduating high school. Even though we are a small school, I would ask that we are not forgotten. This program has been life changing, more so than I think any of the other high schools could say. We're innovating and on the cutting edge of education, I'd like to think. It'd frankly suck if we no longer had the resources to keep doing what we're doing and growing. I can't imagine what it would have been like if I had instead decided to attend Olympia High; I don't know if I would have made it this far. Thank you for your consideration.  
*-Avanti Student*

I value that our school has so much support from teachers and para-educators, as well as office support. I value all the opportunities that our school has for music, art, and activities to engage our community. I value the emotional support staff who help students looking for any sort of support to get it.  
*-Avanti Student, Avanti Student*

There's a lot I love about our school system but funding towards the right places isn't one. The school system should be funding things that will genuinely help it in the future. Building a new theater for Capital High isn't going to help our school system or make anything more progressive. Avanti High has funding that's been promised for over a year and now all that money is getting revoked and budget cut. That money is going to Capital and Olympia High who already have over three times as much funding.

Smaller class sizes and course offerings  
*-Capital Secondary Teacher*

That you're bothering to ask us what is more important and what needs funding.  
*-Avanti Student*

I value the school systems attempts to make every student feel seen and appreciated.  
*-Avanti Student, Avanti Student, Avanti Student, Avanti Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Quality teachers and support staff who want the best for our students.

*- School Administrator*

The OSD puts emphasis and focus on all parts of schools, not any one area in particular.

*-Avanti Student*

The leaders and teachers at my child's school.

*-Washington Community Member, McKenny Parent*

Diversity of programs, adopted values of the OSD.

As an Avanti teacher, I am concerned about our ability to expand our program during this shadow of budget short fall. Cutting staff here equates to cutting a department at a comprehensive program.

*-Avanti Secondary Teacher*

The community is very involved and supports our school district as a whole. We have many people that work very hard to find gaps and inefficiencies and find ways and/or resources to try and close them.

Arts, music, sports, paraeducators, lots of teachers, Avanti.

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student, Avanti Student, Avanti Student*

I value keeping the innocence of our children intact. I value keeping mental illness masked as social justice out of schools in place of being politically correct. I value common sense and critical thinking. I wish my school and my state valued those same things.

*-Roosevelt Parent*

Avanti is one of the best Alternative Programs I have ever witnessed in action. I am so impressed with the staff support of all the students.

*-Avanti Community Member, Avanti Community Member, Avanti Student, Avanti Student*

I appreciate that we were able to select Avanti as a school of choice for our student who would have struggled as a traditional student.

*-Avanti Parent*

The support and team that the classified and certs give to our students. My student has thrived in the special ed department with consistent support that the spec ed paras have shown over the years. He has a special bond with a para he had in elem school and 2 from middle school.

*-Olympia Parent*

Teacher to student ratio.

Teacher staffing.

Custodial staffing

*-McKenny Parent*

The ability of the school system to support the learning minds and encourage development.

*-Avanti Parent*

I value the Avanti school system and approach to education, small class sizes, am or pm schedules, four day schedule, and Friday assistance. The principle and staff are engaged and know the students by name. I see this school as a great value and resource, having a student that was a eighth grade transfer from a private school, the Avanti atmosphere was welcoming and a smooth transition.

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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*-Avanti Parent*

smaller class sizes.  
*-Washington Parent*

I value the opportunity to learn about music, art, athletics and have resources available for teachers and staff. I don't care about updated wireless technologies, building design, solar investments or more time on the computer. I think person to person or teacher to student contact is far more necessary than remote learning through online testing and curriculum.  
*-Roosevelt Parent, Reeves Parent*

The people who are directly supporting the child  
*-Jefferson Parent, Jefferson Parent*

I value art being available to ALL student. If art is lost you will surely see an increase in depression and mental health. Students will hate schools even more than they already do.  
*-Avanti Student, Avanti Student, Student*

Our teachers earn a fair wage.  
*-Reeves Community Member*

I value how our school district works to keep options programs running. I feel that the Board has worked to show their support for these programs and understands how important they are. I also like how many arts options there are and how involved our community is - both in levy situations and how often parents/community members volunteer.  
*-Avanti Other*

Communication via the Communication Dept. It's nice to always know what's going on in our community and when urgent news comes up.  
*-Reeves Secondary Teacher*

Avanti  
*- Student, Student*

I value a community that enables students to discover. So much of personal development is about exploration, and students should have the space to do that exploring. Without funding for programs like the arts, music, agriculture, or library support, students would be limited to certain interests and areas of study. For example, I took a sustainable agriculture class in my freshman year that changed the way I think about the natural world. Without that class, I wouldn't have discovered my passion and deep respect for our environment and the delicate systems that preserve life on earth. I can't imagine how different I, or all of my peers, would be as if we weren't given the opportunity to explore our passions and interests.  
*-Avanti Student, Avanti Community Member*

The chance for kids to make choices about their education and take responsibility for their own learning with opt-in classes for homeschoolers, and at Avanti.  
*-Avanti Parent*

Hi-Cap Programs Like REACH  
*-Jefferson Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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That it invites us to comment.

*-ORLA Parent*

I value the teacher's who are constantly being undercut and economically stratified by apathetic austerity measures like this.

*-Olympia Other, Avanti Community Member*

They've utilized community resources to provide extras for the children where they have received equal funding to do similar events schools in a other part of town have.

*-LP Brown Parent*

Diversity of Options to suit many learning styles.

*-ORLA Operations Staff, Olympia Parent*

I highly value the Avanti

school system, it has been great for 3 of my children who struggled in the more conventional system at Olympia high school. Having the option of choosing between the two is paramount.

*-Avanti Parent, Olympia Parent*

1. I value our school system because of its emphasis on educating the "Whole Student"(Academic/Social-Emotional/Artistic/Athletic) via the Six Outcomes.
2. I value our school system because of District Leadership's intentional inclusionary practices with stakeholders via engaging partnerships when it comes to making decisions.
3. I value our school system because it prioritizes funds that put students in the best possible position to succeed when they graduate, as well as, provide transformational experiences by: hiring talented staff, provide a variety extracurricular activities, pathway options, top notch facilities, etc.) .
4. I value our school system because of its intentional equitable practices.

*-Olympia School Administrator*

Good teachers, safe and clean schools.

*-Jefferson Parent, Avanti Parent*

We have a great school and a very supportive community. Now to get the funds correctly allocated by the state...ugh...I feel that we need to have adult bodies present to keep the kids doing what they need to be doing and getting education. The building has to be maintained and that is what most people would cut. Athletics and activities can be paid for outside of school (on their own time...), music and art more important for creativity and not as easily accessible outside of school. Thanks for all your help!

The teachers at Avanti are so helpful and actually help me learn, which is something that an ordinary public school couldn't do. The para educators are also very helpful considering that avanti is trying to grow but with the budget cut would make that impossible. Avanti doesn't get enough credit, this school is doing something that an ordinary school couldn't have done for most of these kids. I personally think that we should be helping the school grow rather than making some awesome teachers have the idea that they might lose their job that they all love very much.

*-Avanti Student*

our music and art programs

*-Olympia Secondary Teacher*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value schools where students are made to feel a part of a broader community, where we all depend on one another to best educate and support our students.

*-Jefferson Parent, Capital Parent*

I value the support for teachers, staff, students, and everyone that come to the school. I also value custodians because I have a lot of family that work in that industry. Other after school programs that help students and is an alternative for those who struggle with public schools, this is very important to not only me but many other students. These things are what helps student stay alive and keep pushing and wanting a future.

*-Olympia Student*

whoa, that survey was a headache! What if you just had us list our priorities in order. Just a simple number rank list?

What I value about Olympia school system is that the schools seem to value the social/emotional aspect of the child, and offer help to kids that are getting behind

*-Lincoln Parent, Marshall Parent*

Smaller class sizes and para support make the most difference in meeting my students' needs.

*-Garfield Elementary Teacher*

Time and time again, I see the work of our early-career educators go above and beyond the rest. Student Outcomes? Some of these topics make some of our more experienced staff uncomfortable, or even resistant. This is unfortunate, not to mention, it is not what's best for our students.

Our early-career teachers come to us in Olympia ready. Ready to engage in work to make Olympia a more equitable and inclusive environment for all students. It's a shame that the Olympia School district doesn't value all that they bring to our community and schools. Year after year, we "don't have money" and the first thing threatened to go is... our early-career teachers. Olympia will never catch up with the rest unless it puts its money where its mouth is... We can't say we value diversity and fresh ideas and social justice and in the next breath, threaten to RIF the educators most prepared to lead this cause. This makes Olympia an unsafe place to work. How can we attract and retain new teachers, especially educators of color, if every year, their jobs are on the line? Something has to change.

*- Secondary Teacher*

The people

Social and emotional supports, paraeducator supports, and library, art, and music in the schools.

The teachers. They are the heart of our schools.

*-Madison Elementary Teacher, Madison Parent*

Variety of options, support for children with learning challenges.

*-Garfield Parent, Capital Parent*

Teachers need to be kept because what happens inside the classroom is the most important aspect of the school. I believe your categories made it hard because you grouped things together that I might not find as much value with. For instance, counselors are really important but I think we could do without the graduation specialist and if cuts are necessary in this area, I would cut restorative and career counselors. I would cut drug and alcohol counselors and social workers over school counselors. Again, I would cut maintenance and

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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grounds before custodians in the building. I would cut the budget for the library but not the librarian. I would cut buying almost anything over staff.

I value the respect that is shown to most students in daily life, as well as being able to communicate with teachers.

*-Avanti Student*

Love Avanti opt out. Saved our child.

*-Avanti Parent*

Avanti. I value teachers that care about our education and well being. I value the arts and a community.

*-Avanti Student, Student*

The care shown to students and their needs. The balanced education, going beyond the 3Rs and encompassing music and art education as well.

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

The compassion and values we have in goals.

*-Capital Student*

Low class sizes. Best in the area!

*-Avanti Parent*

Fantastic Board of Directors. They are compassionate.

*-Capital School Administrator*

Music and Arts programs are strong :)

*-Olympia Secondary Teacher*

Love the focus on emotional intelligence resources into speakers like Candice bollinger and nutritional health.

*-LP Brown Parent, Parent*

Teacher student ratios. Curriculum and testing

I value a wide variety of genuine teachers and para-educators to help make school more enjoyable and fulfilling.

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student, Olympia Student*

Small class sizes, SEL supports, paras, librarians, music, art

*-LP Brown Elementary Teacher, Garfield Parent*

I've only been at avanti for a semester and a half and I value each and every staff member greatly. It would be awful to lose even one of them because they each serve a very important purpose in the community of the school.

*-Avanti Student*

Teachers and other adults in the school who enjoy their jobs and are happy and treat every student with kindness and compassion.

*-Olympia Student, Olympia Student, Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Focus on learning  
*-Olympia Parent*

Demographics, academic results, and college preparedness  
*-Washington Parent*

The wide variety of programs the district offers including music, theater, choir, sports. Developing the whole child is just as important as teaching them Science. Having competent teachers and staff that wants to stay in the OSD is important. If we become a revolving door, we loose quality teachers and decrease our ability.  
*-Pioneer Parent, Olympia Parent*

My family values the options we have, especially the Avanti High School option and the wonderful education and support it provides for students.  
*-Avanti Parent*

My children attend Centennial--a school that is welcoming and developmentally appropriate. The administration sets lovely expectations, boundaries, and consequences. (It's hard to find the right balance, but Mrs. Ritter and staff are neither too permissive nor excessively punitive!) The curriculum is rigorous, but never implemented at the expense of kids' sense of wonder, creativity, and/or delight. Thank you for traditions like Tom the Turkey or leprechauns in the kindergarten classroom. Thank you also for targeted instruction to improve core academic abilities. Yes, I want my kids to pass the SBA and grow as readers and mathematicians. But I also want them to LOVE learning and look back on their K-12 education fondly. Centennial is doing a fantastic job on both fronts.  
*-Centennial Parent*

Smaller class sizes and social, emotional support  
*-Pioneer Parent, Pioneer Parent*

I love many of the staff of OSD but not sure how much I like about the district overall. I have worked in a few other districts and found them to be more transparent in their decisions and more student centered. Upper Elem class size are too large and specialist time is spread super thin. My students have had to have special classes with almost 45 kids at a time in Music and PE due to lack of funding in this area. This has happened the last 4 years. We say we care about social emotional health but kids do not get counseling services and lots of needs go unaddressed. School psychs do paperwork and testing and are not given time to develop relationships with students in need. Elem principals that I have worked with are often "nice guys" but will not have critical conversations with staff that are needed nor do they act as gatekeepers when parents are being totally unreasonable. I have not experienced this in other districts.  
*- Elementary Teacher, Olympia Parent*

My hope is that you can look at the whole system and see where we need to bolster. Are there some parts of the infrastructure that are not well supported that are slowly declining? I don't know from where I am, but if I had a sense of which parts haven't received funding in a long time, those are the parts I would select. We need a whole system that can work together, but if parts are understaffed then none of it works as well. That includes maintenance and grounds, kitchen staff, office staff, etc... at some points our values don't matter as much as where the holes in the roof are.  
*-Washington Parent*

I value the intentionality of the district in providing the best for kids.

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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That we've always provided the best education for our students.

*-Reeves Secondary Teacher*

The support I get for special needs students, especially special education services.

*-Centennial Elementary Teacher*

Focus on social/emotional development, small, autonomous schools.

*-Pioneer Parent*

The art, music, and PE classes at the school I teach.

*-LP Brown Elementary Teacher*

Small class size and social/emotional/behavioral supports in place for the many affected students who come to school unprepared with the necessary skills for learning.

*- Elementary Teacher*

I value that OSD has small classroom sizes and resources to help students and teachers.

*-Garfield Elementary Teacher, Garfield Parent*

Do not cut teachers, do not increase class sizes. Cut admin instead. When I hear how many people you have working downtown it seems ridiculous to people like us who see and believe in our local school.

*-Olympia Parent, Washington Parent*

Lower class sizes at highest poverty schools

Reading and math interventionists to support struggling learners

Para educator support for both supervision and instruction

Full time music/P.E. and half time art-very valuable and enjoyed by students and families, also created a more efficient teacher planning time system

*-LP Brown Elementary Teacher, Pioneer Parent*

I think that this district does a great job focusing on the whole child. There are focus on strengths and weaknesses in each child, but not just academically. I like that there are opportunities for a lot of activities for students elementary through high school in the district as well.

*- Elementary Teacher*

OSD values the individual needs of students. For instance, reading intervention teachers at the elementary level provide additional small group instruction which helps our students become successful readers before a cycle of frustration and failure can even get started.

*- Community Member, Community Member*

strong family support of their kids; not necessarily family involvement and influence on how we teach

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

Emphasis on social/emotional development and multiple pathways to graduation

*-Pioneer Parent*

A focus on supporting the "whole" student. I would like to see more specialist offerings, including art, science, foreign language, and writing. I'm extremely disappointed with science at the elementary level.

*-Pioneer Parent, Washington Parent, Other*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value the staff who make this school system successful and keep in running. Shout out to the teachers, custodians, office staff, and principals that are always doing their best to make OSD a welcoming place and making sure students are getting what they need to learn and grow.

I value getting to know students.  
*-Washington Secondary Teacher*

High quality staff. However this budget deficit pans out, teachers should continue to be employed. Classrooms are already at a high capacity with little to no additional support available for students with higher learning needs. Cutting staff would be detrimental to student learning. Class sizes cannot continue to increase if our district wants to continue to deliver a high quality education.

*-Olympia Secondary Teacher*

It saved me.

Quality of staff at all levels.  
*-Capital Secondary Teacher, Centennial Elementary Teacher*

The community, classes, and good area for schools are things that I appreciate about our school system.  
*-Avanti Student*

Outcomes which focus on the whole-child  
*-Madison Parent, LP Brown Other School Staff*

Choice given to students.  
*-Avanti Parent*

I value the small student to teacher ratios in my child's school. I also value the access to enrichment (arts, music, pe) inclusive of all kids in classrooms. I value the maintenance and custodial staff that work incredibly hard. I also value the teachers and the strong art department in the school district.  
*- Parent, Secondary Teacher*

A diverse offering of activities & curriculum; dedicated & motivated teachers, groundskeepers, bus drivers, food service workers, administrators, & paraeducators.  
*- Parent*

What I do value is the diversity of people and the opportunities for students to explore multiple avenues and define what success means to them.  
*-Capital Other School Staff, Capital Other School Staff, Other School Staff*

Like that lottery & transfers have moved to district office.  
*- Central Office Administrator*

Not much at all. I do appreciate the orchestra opportunities.  
*-Capital Parent*

That even though the school board doesn't make education/curriculum (as clearly indicated in the new strategic plan) the priority, our school on an individual level still does.  
*-Washington Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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nothing  
*-Avanti Student*

I mean about my school especially everyone seems to feel very included and cared for by everyone around them. Every teacher has their own unique teaching style and they all get to every student in a different, fun way. If we were to lose a teacher it would be awful. We already lost out lunch program, it would be awful to lose our teachers to.  
*-Avanti Student*

-overall competency of admin; teachers; and staff.  
-quality of our school and its educators despite a challenging population  
-perceived quality of the other schools in the district; I can't speak to those first hand  
*-LP Brown Parent*

The ability for my children to progress in learning without hesitation to learn more.  
*-Olympia Parent, Parent*

Strong school communities. The many options students have in high school.  
*-Madison Community Member*

dedicated educators, excellent libraries  
*-Olympia Secondary Teacher, Pioneer Parent, Washington Parent*

Small schools. I like the new outcomes.  
*- Parent*

I value the freedom to choose things like classes and programs. I also value the individual support given to students.  
*-Avanti Student*

Teachers that have the ability to focus on teaching, working as a team with fellow & expanding our students minds without constant pressure about testing, meetings & looming administrative pressure.  
*-Hansen Parent, Marshall Parent*

Good communication, excellent academics, positive social atmosphere.  
*-Olympia Parent*

I value the quality education and extracurricular activities that the district offers. We need to serve not just with good teachers but with a variety of necessary services like safety, health, mental and social emotional health, art, music, athletics, debate, nutrition, social services. We do a very good job of this now. We can keep it all with the budget... its been done before.  
*- Other School Staff*

innovative programming such as CSI/JAMS, increased arts/music, library & soemo supports. a return to Honors/AP curricula in middle schools. teacher supports and staffing are also crucial.  
*-Hansen Parent*

I value the Reading Specialist's support. I have a son who was a good student, had a large vocabulary but couldn't get what was in his head written down on his paper. The school did testing and was stumped. Only the Reading Specialist was able to help him! Now he is older and doing great. I firmly believe that children who can

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read to their highest potential have a greater chance in succeeding socially and in the work force. Fund our Reading Specialists!!!!

*-Madison Other, Madison Community Member*

Small schools. Accessible/approachable staff. Admin are always available to help and answer questions.

*-Garfield Parent*

The Counselors/social emotional supports.

*- Parent*

Teachers and administrators

*-Garfield Parent, Garfield Parent, Garfield Parent, Garfield Parent, Garfield Parent, Parent*

the teachers

*-Capital Other*

being able to leave

*-Olympia Student*

Teachers!!!

*-Centennial Parent*

Quality extra curricular activities and sports. Excellent teachers, campus presentation

*-Washington Parent*

Orla

*-ORLA Parent, ORLA Parent*

I feel like my child is valued. I feel like my school is doing the best it can with the resources it has (which is not enough). It's sad to rank items that should all be part of a school district and it's hard to rank them when they are all connected and all play an important role in children's education!

*-McLane Parent, Parent*

Good curriculum, experienced teachers, positive atmosphere in the school, small class sizes

*-Centennial Parent*

The variety of programs - art, music, pe- that supplement regular class work.

*-Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent*

Our new student outcomes and the effort I observe in defining and measuring them.

Teacher/staff commitment to students.

*-Lincoln Other School Staff, Olympia Parent*

*-Washington Community Member, Lincoln Community Member, Washington Parent, Lincoln Parent, Garfield Parent, Garfield Parent, Washington Parent, Washington Other, Lincoln Other*

The teachers, I feel with all 4 of my kids we have been mostly lucky to have amazing/outstanding teachers! great teachers = success

*-Capital Parent, Jefferson Parent*

## **Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I value a sense of community and inclusivity for all students. Meeting students where they are at and supporting their academic and emotional growth. I value setting kids on a path for a successful future and showing them that there are many different paths post-high school.

*-Olympia Parent, Washington Parent*

Quality teachers and staff. Really care about our students. Strong family support.

*- Parent, Operations Staff*

I trust our board and administration to make good decisions for our students.

*-Capital Parent*

I understand the necessity of this exercise, but it feels miserable and agonizing. We value the entire educational community at Roosevelt, and we know that everyone who shows up to work there each day plays a role in creating the safe, healthy learning environment that our kids enjoy.

*-Roosevelt Parent*

The skilled and experienced teachers, principals and staff. The strong support for levies among parents and the community. The focus on worthy learnings and outcomes.

*-Roosevelt Parent*

I value the diverse options of schooling between large and small sized schools, gifted, and independent learning alternatives. I appreciate that there are a growing number of hands on school opportunities. I appreciate that teachers are being supported to devise relevant material/methods to engage students across different backgrounds and learning styles. I appreciate the current focus on outcomes for equitable education and increasing engagement of parents, students and community to co-create it.

I appreciate that high schoolers have a choice of learning environments, from college prep to Running Start, to ORLA, Avanti and Freedom Farmers. I also am excited at teachers taking the initiative to ask to and make changes more quickly as the student demographics shift. I value the music, art, sports, and experiential activities present for many students.

*-Avanti Parent, Olympia Other*

I most value all school employees (teachers, paraeducators, custodians, food service workers, nurses ect) having job security, a living wage, and good working conditions. Good working conditions means smaller class sizes (more teachers) and plenty of paraeducators to support our students most in need. If the staff are well taken care of, they will be in a much better position to support students.

The new expected outcomes for students in the OSD. I think it is a worthy mission to which all staff can contribute.

*-Olympia Secondary Teacher, Olympia Community Member, Olympia Other*

## **Describe any efficiencies that you would like the Superintendent to consider.**

Replace computers when broken or obsolete (slow on benchmarks or security updates no longer available), rather than when they come of age.

Accept reduction of hours as a possibility to keep more people around

*- Operations Staff, Hansen Parent*

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Are middle school sports necessary? Are all high school sports necessary? Is it necessary to have two full-time athletic directors at each high school? What are the costs associated with two full-time athletic directors? Do we even get funding for athletics?

- *Other*

Improve teacher-parent communication. Skyward homework status is an adequate.

-*Jefferson Parent, Jefferson Parent, Jefferson Parent, Jefferson Parent*

We must maintain our buildings and properties as investments

- *Secondary Teacher, Olympia Parent, Community Member*

Don't cut custodial because cleanliness is very important. I feel there are too many paraeducators and excess central admin.

-*Jefferson Parent, Capital Other School Staff*

Central Office new hires, no one answers the phone do a help ticket is their answer! You have all that support down town, and schools get less help! Cut back on staffing in departments!

-*Washington Other School Staff*

Keep discipline and Admin with office support. Teacher and Para and are a must. Nurses too!

-*Jefferson Operations Staff*

Certain schools seem to receive much more resources than others, due to their size/demographic makeup. I feel like some of the smaller/lower-income schools are sometimes lost in the shuffle. I'd like to see more even distribution of staffing and resources.

-*Marshall Other School Staff, Community Member*

Admin, athletics, extracurricular activities

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

Overstaffing, importance of key roles, and removing waste.

-*Jefferson Community Member, Olympia Other*

The district can pour some time And effort into the PTOs. PTOs can help fill in holes in resources.

-*LP Brown Parent, Parent*

None

-*Capital Other, Capital Community Member*

Cut an administrator before a teacher.

-*ORLA Parent*

Equity. Equal funding per student at OHS as at CHS. The current budget is a complete inequity.

-*Olympia Parent*

Sports budget... it is a small population over the whole. I would prefer every school has a nurse than running two high school football programs.

Where you can eliminate do so as far away from our students. Don't pit employee groups against one another.

-*Avanti Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I feel curriculums (honors classes, AP vs IB, science pathways) should be standardized between CHS and OHS. As a parent (aka outsider), it appears this would provide some efficiencies, ability to share lesson plans and teaching recommendations to a larger number of people. It's also frustrating to see honors classes cut at CHS.

*-Capital Parent*

The district needs a clear vision with leaders who are willing to act that serves as the centralizing component for any investments.

*-Pioneer Parent, Other*

Implementing basic life skills into curriculum.

*-LP Brown Parent, LP Brown Parent*

Teachers got HUGE raises and now you are talking about having to cut. Our property taxes are higher than ever! Terrible money management. What do you expect when you give into huge raises.

*-Olympia Parent*

Too much paper waste in the district

*-Olympia Parent, ORLA Parent, Olympia Other School Staff*

Seems like our district office has a lot of employees who make a lot of money, the schools are where kids are served and that's where the money should be spent.

*-Capital Parent, Other School Staff*

Get a new [employee] for budgeting [employee] is clueless.

*-Olympia Secondary Teacher, Olympia Secondary Teacher*

Do not take away mental health services from the students who are already having a hard enough time in school. It may be easy to take that money away for YOU, but to the students it is imperative to surviving at school.

*-Olympia Other School Staff*

Consider a fee in the beginning of the school year to bulk order supplemental school supplies instead of a list.

*-Washington Parent, Pioneer Parent*

I think it is interesting that there are no pools at either H.S. and that there is limited support to lacrosse and other programs that could get more children into activities and away from video games

*-Olympia Parent, McKenny Parent, Washington Parent*

Please don't forget the the District should be about what's best for the kids.

*-Capital Parent, Capital Community Member*

Instead of combining time-wasting students with higher-achieving students in IB classes, place coaches-who-teach and hire more junior "fidelity to the curriculum" (meaning fill-in-the-blank quiz) teachers to teach lose with little interest in learning, while those students who are actually looking at Ivy League-level college prospects are taught by the types of faculty teaching employed by prep schools in Seattle. Spend less on ego (a new theater for Capital H.S.? What is spent on athletics to produce less athletic scholarship return and nearly no professional athletes in decades?) and more on core mission: education.

*-Capital Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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The new sex Ed curriculum that's being talked about in legislature right now... let's not prioritize that over other equally important educational offerings.

- *Parent*

We need our teachers and their support.

-*ORLA Parent, ORLA Elementary Teacher*

There are too many administrator positions at the district office. This is where the first cuts should be.

-*Olympia Parent*

Getting curriculum for music teachers.

-*Centennial Elementary Teacher*

Too many admin positions with too few support positions. Teachers and programs need as much support as possible so that children have an opportunity to thrive. No new curriculum needed, unless it goes back to old school where left is left and two plus two equals four.

-*McKenny Parent*

I strongly dislike the constant barrage of lectures regarding limiting screen time for the students when the school district itself promotes and pushes without option the declining the use of chromebooks. This was money that could have been spent in a better way. Furthermore the shifting of certain schools to magnet schools (ie: Capital is to become an IB focused curriculum) needs to be stated for what it is rather than posturing about how it isn't "as yet". If the school district really wants to excel and have the students be engaged and excelling they need to stop attempting to force the "round peg/square hole" ideology on the students who don't fit in the standard test mold. Use standardized tests that TEST THE STUDENT'S KNOWLEDGE not line the pockets of the politicians and lobby corps.

-*Jefferson Parent, Capital Parent*

Don't know.

-*Hansen Parent*

stop fancy construction the district has enough buildings

-*Olympia Parent*

Remind the district staff that their job is support the schools. Any actions taken should be drive by the question, "is this a decision being made for the central office, or for the buildings?"

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

Figuring out how to partner with outside agencies and non-profits to ensure students and staff are supported.

-*Washington Parent, McKenny Parent*

Any policies produced going forward must be created with our most vulnerable students in the forefront of their mind. Ignoring BIPOC and LGBTQ+ folx harms all of us, but can have life or death consequences.

-*ORLA Parent*

Is it possible to form more partnerships with higher education (Evergreen, SPSCC, Saint Martin) and non-profit groups (AmeriCorps, United Way) to support our schools?

-*LP Brown Elementary Teacher, Parent*

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Monies should be only directed to student teaching. It is wasted when spent on social workers and drug services. Our students are sent to school for an education, not counseling. That should be reserved for the private sector. More teachers can be providing education with smaller classes if the money is better managed.

*- Parent, Parent*

I am unsure of how the funding of the district is regulated. I know that the state places stipulations on where and how certain funds have to be spend and to me this is completely outside of their realm and should be a law that is abolished. I also understand that our district houses not only the wealthy but the poor as well so getting rid of busses for extra curricular activities would place a strain on those that rely on them the most. I feel that we are all in a tight spot when it comes to this deficit. I am a strong advocate that education is no longer what it was in the mid to late 1900s with the advancement of technology and the way in which children actually learn there needs to be all around reform to the classrooms. Education is supposed to be what prepares our children or the next generation to be citizens of the world and sadly doing things the same way as was done in the 1800 and 1900s is not that any longer. I have watched as my three children have moved through the Olympia School District with successes and with failures. As my [student] moved into High School last year as a freshman in Olympia High I watched [them] fail due to the large class sizes, the stiff teachers who just shove curriculum down children's throats, and have increased anxiety leading to panic attacks. This year as a sophomore and being able to be a Freedom Farmer and have hands on curriculum, a purpose for learning, and knowing that what [they] and [their] fellow farmers do to help real people I have watched [them] be nothing but successful and grow more as a person and human that ever before. The idea that the second year of this program is in jeopardy is possibly the most terrible thing that could happen not only for my child but all the others who have seen their potential to succeed. Whatever needs to be done to save it needs to be done. Whatever help needs to be put into it I am willing and I know so many others are as well.

*-Olympia Parent, Washington Parent, Washington Parent*

Superintendent can take a pay cut. Put your money back into the kids instead of your pocket. Also, if your facing cuts - WHY WOULD YOU LOOK AT NEW CURRICULUM?? Also, charge more for athletics - both to play and for admission (both middle school and high school). Central Admin, School Admin need to NOT have pay increases, and look there to make cuts before making cuts to any other area first.

*-Boston Harbor Parent, Reeves Parent*

Progression of Kids from middle school to high school should be identified on their abilities. Then appropriately placed in high school. Right now I feel that lowest common denominator if the focus. Meaning how kids can graduate high school.

*-Washington Parent*

Streamline bureaucratic processes. Remove unnecessary expense related to redundant and irrelevant paperwork.

*-Garfield Parent, Garfield Community Member, Other, Capital Community Member*

Quit making up job titles like "paraeducator" and "teacher support". These are a waste of my tax money, and the reason I'm hesitant to support levies. Teach the kids as we long have, stop using mental gymnastics and metrics to support your utopian fantasies. I attended the poorest district in our state, watching you frit away tax money during the good years, and panicking in the tough ones, shows me you have all the funding you need. You grade kids on "ecology" and wonder why no one takes you folks seriously...

*-Boston Harbor Parent*

See above.

*-Olympia Community Member, Lincoln Parent, Parent*

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Support special education

Due to a huge lack of para support, teachers and para educators alike, are over-worked and stressed, while students are unable to receive the education they deserve.

*-McLane Elementary Teacher, Boston Harbor Parent*

Need all monitors on bus and para in classrooms

*- Parent*

Creating positions for athletic coaches to be on campus with students. Athletics is a vital for growth to challenge kids to grow, learn, overcome challenges, build relationships and can bring a community together.

*-Olympia Community Member*

Ingersoll stadium needs better community involvement and operations i.e music for games, more PA announcing and much better concessions. Offer burgers and pizza at least.

*-Olympia Parent, Washington Parent, Pioneer Parent*

24 kids in kindergarten without a para educator in the room is too much as a parent and teacher I really hope this does not continue. We need office staff and nurses and custodian and para educators too. The social emotional support needs to be huge right now this is a time of great anxiety!

*-Lincoln Elementary Teacher, Lincoln Parent*

The middle school extra curricular system such as sports, music, etc is underachieving as a means to prepare the students for High School. Most families are having to spend resources on outside teaching opportunities, club sports, and specialists to meet the rigors of HS. The MS facilities are not well maintained. As a system if not improved then time to consider trimming them all together and let the community groups take over the development of the younger kids.

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

need new school counselor.

*-Hansen Parent, Hansen Parent, Parent*

Work within the budget, fully funded by Congress, and stop saying you have a shortfall when you really got a levy windfall.

*-Marshall Parent, Marshall Parent*

Cut central administration salaries, cut central administration staff (why do we need so many people far removed from students), cut special education, too many 1on1 support.

More Staff Less Sports

*-Olympia Parent, Parent*

I would like to see more support services at alternative schools like ORLA. My student is a 60-80% FTE; thus, he should, at a minimum, be qualified to receive at least that much in services.

I also feel that teachers and administrators should be supported with continued professional development, particularly in equity vs equality for both teaching and assessment.

*-ORLA Parent*

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More guidelines in place when there are circumstances affecting children physically and emotionally.

*-LP Brown Parent*

Basic health and safety are hallmark, or course. Academic achievement is critical for our children's futures. Involving community support may help, such as helping students more easily find access to outside mental health, social work, and ensure they know their confidential rights to these services.

*-Hansen Parent, Community Member*

Put all TOSA back in the classroom. That includes special education..

Put technology under teaching and learning. One director.

Out of district students are using our resources and not paying equitably. They should be charged tuition cover the deficits or do not allow out of district enrollment.

*-Olympia Parent, Washington Parent*

Parent work groups for grounds maintenance. Let children do custodial work as part of their day (like they do in Japan).

*-McKenny Parent, Community Member*

I would like to see less money spent on admin and more on supporting teachers

*-ORLA Parent*

This question is confusing and socioeconomically biased.

*-Capital Parent, Parent*

None to list- I am put off that there is not a spot for inefficiencies to be listed for consideration here, only efficiencies? Or for any input other than giving you the positive? What about the people who are hopeful for change. I would like to add I chose school administration budget as a priority not to pay 1 principal more but to add a dean of students or a vice principal for help.

*-LP Brown Elementary Teacher*

More teacher supports will offer further supports in athletics, music, library, and social emotional development.

*-McKenny Parent, McKenny Parent*

It would be great if something could be done about the serious behavioral issues kids are bringing to school. It's scary for classmates and parents too. It would also be great if better effort could be placed in meeting kids where they are. Lots of effort is spent getting them to the same place. But what about kids who are excelling or those who need that extra help?

*-LP Brown Parent*

Make central administration more efficient with less staff there. Return staff to schools

*-Washington Parent, Pioneer Parent*

Para educators are such an amazing cost effective asset to the children we serve.

*-Elementary Teacher*

Focus on funding activities/arts/music/electives, smaller class sizes. Teacher and class support.

*-Reeves Parent, Roosevelt Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Reduce bus routes and minimize route stop locations.  
Renegotiate or Terminate Union custodial contract. It is not cost effective.  
*-Olympia Parent, Student*

At Pioneer elementary, the students go to lunch and then they are brought into the library for SSR. I think the students should go to lunch then recess before they go to the library for SSR.  
I also think the DLC program can be run better.  
*-Pioneer Parent, Pioneer Parent, Pioneer Parent, Pioneer Parent, Pioneer Parent*

(1) Communication and cooperation among grade-level teachers in the same school regarding things like small groups for kids who need differentiation (so instead of having two teachers each having a small group, they could combine the groups and take turns leading the activities). (2) Not sure if this is already in place, but would like to see district-wide elementary school teachers and staff gather to share best practices regarding special need, hicap, and twice exceptional students who are in the gen ed classrooms.  
*-Hansen Parent*

Students in middle and high school should be able to carry a small quantity of ibuprofen/Tylenol for pain relief. This would greatly reduce the amount of class students miss, especially ones with chronic conditions. Would also reduce strain on nursing staff.  
*-Washington Parent, Centennial Community Member*

My property taxes have gone up substantially each year for the last several years and OSD receives 40% of those taxes. Revenues are up, OSD needs to live within its means so that we don't have to keep issuing levies and raising tax rates.  
*-Olympia Parent, Olympia Parent*

There has been a spike in Central Office since this superintendent was hired. Keep support at the most basic level... serving students.  
*-Washington Parent, Washington Parent, Olympia Parent*

A pay decrease  
*-Olympia Parent, McKenny Parent*

We feel very admin heavy at the district office. The only valuable tosa support has been in tech. The others are never in the school or offering quality support.  
*- Elementary Teacher*

District to reconsider spending on MAPs testing at the district level. Just adopt SBAC and do a single test.  
*- Parent*

Full time Specialists (art music pe) to create common planning time for grade level teachers. Also because they are essential to early education for a well rounded citizen.  
*-Hansen Elementary Teacher, Community Member*

A district wide k-12 SEL curriculum is needed at OSD.  
*-Olympia Parent, Community Member*

Teacher work load, value the arts, and special education needs.  
*-Centennial Parent, McKenny Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I want to see students that need extra help (not spec ed, just needing extra help) get the extra help without having to beg for years for it.

*-Pioneer Parent, Washington Parent, Olympia Parent*

I was under the impression that our classroom sizes should be at a certain number, and yet they seem overfull. Please consider getting teachers support in the classroom, or helping the student to teacher ratio be more appropriate.

*-Madison Parent*

I would like to advocate strongly for services for our students with Dyslexia, Dysgraphia and SLD. There are specific methods of teaching that help these students that the special education department is not trained in. I would love to see OSD implement specialized training so that no child is falling behind grade level or struggling to read and write because of a difference in how their brains process information. There are several programs that can be adopted into the district, I know that schools up in Seattle Public use a program called Wired for Reading. Barton is also recommended as is Orton-Gillingham.

*-Madison Parent*

Budget shortfalls are always difficult to contend with. I know this process is probably your least favorite part of your job. I wonder if there are possibly out of the box solutions that could be looked at to reduce costs. 4 day a week school could help, but that would put an unfair burden on families with low socioeconomic status unless there was a free childcare option for the fifth day. Honestly, it seems like it would be really valuable to reduce actual physical class sizes vs “reducing” them through how many support staff are in a building. The additional one on one attention students would receive throughout the day could prevent the need for as many support staff in the first place. Maybe redrawing the lines for the different school areas could help to better balance the number of students at each school. Universal screening for high cap and special ed services upon entry into Kinder, though it may seem like it would add a cost, could actually reduce costs in the long run by providing early identification and streamlining the process of connecting students with needed services. Also, when there are specific needs at schools, reaching out to the community to fund something specific may generate more support then asking for money for the district as a whole (sometimes it’s easier to get people behind specific needs vs general ones). Just some random thoughts at the moment. Maybe have a community brainstorming session to look at ways to reduce expenditures in the least harmful way possible. Good luck!

*-Hansen Parent*

Teacher staffing and class size are what I think impacts student outcome the most, so I would encourage any efficiencies to be outside of those.

*-ORLA Parent, ORLA Parent*

Please cut out the top half of the pyramid, and spend school money on the students, not administrators.

*-Olympia Parent*

Spend less time and resources on non educational activities such as walk and roll, diversity committees, and other activities that are outside of the school’s primary mission.

*-Roosevelt Parent, Roosevelt Parent, Parent*

Please do not cut anything from title 1 schools. Staff there work under more increased pressure and workloads than our non title one schools.

*-LP Brown Parent*

How about year long schools. Would like to see review of teachers from parent and student perspective

*-Pioneer Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Close and sell Knox. Moves students to ORLA.

- *Other*

5th grade band and orchestra could easily go away since many middle schoolers have the choice to take them as electives.

Student athletes could be asked to help with the custodial work for their venues of practice and competition - giving back to the larger community and saving custodial time.

Going to a longer day four days a week could save the district lots and lots of money, less energy is used for heat and lights, less meals to prepare, less days that custodians have to clean, less days for buses to be put out on their routes.

-*Roosevelt Elementary Teacher, Olympia Parent, Reeves Parent, Roosevelt Community Member*

I truly believe that the librarian can be a traveling teacher and not one per building, for elementary schools. Just like the music teacher and pe teacher, they can go from building to building. Teachers and para educators can check out and shelve books. The librarian doesn't need "to teach a class".

-*Roosevelt Parent*

Placing children with behavioral issues in class with children who behave/interact well has shown it interferes with with the latters learning. I would like to request to split these children away for they cause more harm and distraction for the rest of the students. There are usually para educators already assigned to each child with issues. I have been told the children are integrated because past results have shown it improves the problem child's behavior. What about all of the children who have no issues? They now have to be subjected to the other childrens behavior and it is scary for my child. As well as all of the other children are being held back from learning due to attention and many resources being focused on these children who are very very disruptive. It has been a program flaw for quite some time in OSD.

-*Olympia Parent, Garfield Parent, Parent*

Teachers have the biggest role and they need to be supported. Librarian access is great, but we can access books and libraries easily in our community, so supporting teachers and children's physically and emotionally is most important in our schools.

-*Lincoln Parent, Lincoln Parent, Parent*

We need to have equity in funding. It is wrong to give so much money to administration and sports, and then cut funding to student education. There should be equal funding between sports and arts. Not all students are jocks. We need to serve ALL students equally. The money needs to go to students, not administration.

- *Other, Other*

Mandatory trainings to adapt to new challenges

-*Hansen Other School Staff*

Priorities, Academics over athletics!

- *Elementary Teacher, Garfield Parent*

Music and art allow students to speak a common language which is not measured by testing. Given the high stress of constant testing and assessment in today's climate, I believe a stronger investment in these areas would eliminate many problems that are created because of stress. Similarly students need more down time, recess, breaks etc during the day. Thanks for considering.

-*Washington Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Student and teacher staffing and support above all else.

Reduce central office staff.

Consider eliminating k-8 after school activities/athletics.

Make sure teachers are giving science instruction. This is severely lacking in resources and time.

- *Community Member*

Best for the students

-*Olympia Parent, Washington Parent, Centennial Parent*

The teachers are over worked and not paid nearly what they are owed. They need all the support we can offer.

-*McLane Parent, McLane Parent*

Student to teacher ratio throughout grade levels. Lower class sizes the past few years in K-2 has been very beneficial to the students in many ways, they receive more one on one instruction which is benefitting all students academically. We are having a more successful time with learning and practicing social skills

- *Elementary Teacher*

Education administration is getting ridiculously expensive. Put more money into the schools and teachers and less into administrative costs

-*Washington Parent*

ELA and Math Intervention Programs K-5 at ALL elementary schools even if they are not a Title 1 school.

-*Pioneer Elementary Teacher, Elementary Teacher*

Give seasoned employees a retirement package and hire young employees to save money. CUT THE FAT inside the whole district.

-*Capital Parent, Other School Staff*

Athletics should be lowest on the list. We need more student supports. More qualified paras in the classes helping all day.

-*Pioneer Parent, Washington Other, Olympia Other School Staff*

Get rid of top heavy administrators

-*Jefferson Parent*

Get rid of top heavy administrators

-*Jefferson Parent*

May you end Common Core? Comparing Olympia schools with prior school system, there are limited electives, and limited sports compared to other school systems. Disappointed that a sport like lacrosse, which is huge in other parts of the country is not even a club sport. Because there are both boy and girl teams, this would allow opportunities for kids to stay active, to include in college.

-*Jefferson Parent*

Partnerships with outside organizations. Timberland Library, Providence Health Care, Intercity Transit, City of Olympia Parks & Rec.

-*Pioneer Parent, Washington Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Actual teacher evaluations, and eliminating unprofessional teachers. Force principals out who are not stepping up and ensuring appropriate academics are being taught.

Centennial Principal does a good job.  
*-Centennial Parent, Washington Parent*

Not all student bodies are created equal. A high percentage of free and reduced lunch students, IEP students and/or homeless students in a school requires more help than a school without those populations.  
*-Capital Parent, Community Member, Other School Staff*

Training and equipping students to learn career skills and put them to use to support their peers - such as supplementing library and office support positions with career minded students and "work based learning credits". This saves the district money and teaches kids valuable skills and community involvement.  
*-Centennial Parent, Washington Parent*

Fire anyone involved in the contract negotiation which drove the budget shortfall. It was a well known fact that the district could not afford the contract. If this was a business people would be fired.

Rely on central administration, and reduce administrative positions at all schools ie: standard policies across all schools of the same level, centrally administered attendance lines. Set a standard where teachers are each responsible to monitor 1 recess per day to allow a reduction in para-educators. [Portion of comment referred to OSD Human Resources] Implement onsite time clocks for all positions requiring a contractual number of hours.  
*-McKenny Community Member*

I would like less middle management.  
*-Madison Community Member*

The District Office is BLOATED. That's where the biggest and deepest cuts should happen. If the public truly understood how much money was funneled into the DO you may never pass another levy again.

Do away with the jobs that are far removed from the classroom. Reduce the amount of bureaucracy by a LOT and let the focus be more about the classroom again. Do away with TOSA positions. Have these people go back to the classroom where they are most needed.  
*-Olympia Secondary Teacher*

Consider cutting central office staff and salaries before cutting those in direct contact with students  
*-Pioneer Parent*

N/a

Have students, teachers and parents help with maintaining classrooms and grounds.  
*-Reeves Parent, Roosevelt Parent, Other*

Cuts at the District office before cuts to schools.  
*-Boston Harbor Parent, Reeves Parent*

Sports, Music and Library.  
*-Centennial Parent, Centennial Parent, Centennial Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I think many efficiencies could be created through the removal, or at least curtailment, of Athletics and Activities. Sports are available outside of school. The dollars saved could fund more teachers. This would also create an opportunity for school bussing to flex for the possibility of changed school hours (ES earlier & HS later).

*-Reeves Parent, Olympia Community Member*

Paying the people who work directly with students daily is the best use of funds.

*-Reeves Secondary Teacher, Secondary Teacher*

Social emotional is really SO important!

Both my [students] struggle, have IEPs for social emotional but resources are tight enough. We need help! Not to be dismissed. Thank you

*-Pioneer Parent, Lincoln Parent*

Equally funding sports and the arts. It's not fair that sports gets new equipment but we as the arts have to buy most of our own supplies

*-Olympia Student*

College counseling is non existent. More thought and programming needed for MLK day, discussing diversity, and supporting students of color.

*-Olympia Parent*

I would like my children's actual school work - the actual pages, to come home. Almost no work comes home during the school year. As a parent of a child with ADHD and learning issues, it is very hard to know how to help without seeing my [student's] actual work. I don't even see grades until [their] report card is sent home. Then it is obviously too late to help. This has been an issue for all six years [they] ha[ve] been at OSD. I am now experiencing the same problem with my 4th grade [student]. Parents need access to kids' work. Teachers can record the grades and send the work home so parents can work with kids to strengthen their weak areas. Otherwise I just have to buy age appropriate workbooks, work through the whole thing over the course of a year and try to find the weaknesses on my own. Even their math pretests don't come home until after the post test has been taken - which is not helpful at all. Empower parents to help their kids - don't make it close to impossible.

Also, OSD should really take on bullying. My [student] has been bullied every single year [they] ha[ve] been at OSD and it has taken direct intervention by a counselor to stop it every time. Teachers do little to stop bullying. I think you should start a district wide anti-bullying campaign. Australia has a great program called, "You can sit with me!" It operates throughout the entire country. Certainly we could implement something similar throughout OSD. Implement a district wide program that promotes kindness and leaves no room for bullying. In Australia they distribute 5 "You can sit with me" bracelets to 5 kids in each classroom or homeroom. The kids who wear the bracelets are open to sitting with new kids at lunch, talking to them, or playing with them at recess so all kids are supported. New friendships are made, loneliness and isolation occur less often. Also, put up posters and signs promoting kindness, support, and positivity. Kids in my [student's] middle school have told [them] they want to die, which I passed on to the counselors. These kids need support! Supporting kindness leads to social connections that prevent isolation, loneliness, and suicide. Show kids how to make these connections! Help them make these connections frequently and easily!

*-Washington Parent, Centennial Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I would not like to have to choose between the quality of education and basic health needs at school. Education is under-funded at all levels, this is for sure. I still don't think families should have to choose between more nurses and quality education. There are districts funding curriculum, social emotional curriculum, more nurses, libraries and the arts. I would also love it if my child's school had a library that she could check books out and take home.

*-ORLA Parent*

More "play" for kids

*-Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent, Centennial Parent*

Reducing superintendent salary instead of cutting other budgets. Cutting central administration in lieu of cutting building resources and teachers

*-Garfield Parent*

Libraries, music and art are the soul. The rest is just content stuffed into our brains. What makes humans more than machines and animals is our creativity, expression and ability to do more than just regurgitate algorithms.

Cut sports and activities and central administration before cutting important classroom learning opportunities and supports please.

*-Pioneer Parent*

Useless spending and hiring for positions at the district level that are redundant.

*-Pioneer Parent, Pioneer Elementary Teacher*

Rotating school nurses so each elementary school has nursing support 2-3 days a week, plus access to a "tele-nurse" on the days the nurse isn't on site.

Rotating librarians so each school has library support 3 days a week and then building a volunteer program so kids can use the library on the days the librarian is not on site

*-Garfield Parent*

It is sad to see L.P. Brown, one of the poorest schools in the district falling apart. The building is dirty and dark. The equipment (copier, document cameras, projectors) and furniture are often hand me downs from more affluent schools. We hear so much about equity, but it is clear just based on facilities who the haves and the have nots are. The students deserve nice things and a bright school to come to everyday. Also, the staff does not receive adequate help or recognition for the impossibly hard students who need so much support.

I wish the district would consider Stepping Stones for math. It is way easier to navigate for both teachers and students. It teaches all standards in a way that students actually understand. Bridges is cumbersome and so difficult to navigate. The lessons do not connect to assessments. Teachers spend a lot of time finding supplemental materials.

*-Elementary Teacher, Capital Parent, Hansen Parent*

Not sure what you are asking.

*-ORLA Parent*

Safety lights at the cross walk for OHS before a student gets hit by a car.

*-Olympia Parent, Washington Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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We need a more qualified and permanent nurse at the school.

Teachers should be supported in supplementing to the curriculum. Homework should never be 4 pages a week. Material for Black History Month should be a part of the school curriculum. Teachers that specialize in administration should not be given teaching positions based on teaching credentials.

*-Hansen Parent, Hansen Parent, Hansen Parent, Parent*

Not sure if the teacher supports are effective.

*-Capital Other School Staff, Capital Parent*

Music education is lacking and faltering. Reinvestment in a solid music program starting at the elementary school level would be beneficial and contribute towards OSD's goal of creating citizens of the future. Lessons learned through music cannot all be learned otherwise.

*-Roosevelt Parent, Boston Harbor Parent*

Paraeducator-to-Teacher career track streamlining.

*-Olympia Other, Capital Parent, Parent, Community Member*

Para educator pay is an unlivable wage. It doesn't compare to the cost of living in Olympia. All paras are forced to have second jobs

*-Capital Other School Staff, Jefferson Other School Staff*

Too much Central administration; new curriculum seems like an obvious cut

*-Lincoln Parent, Community Member*

How to get teachers across the district to engage with the STI and Black Lives Matter curriculum in the classrooms (that has been approved and in some places states that it is "required").

*-Roosevelt Parent, Roosevelt Community Member*

Unrelated to the survey, I'd like the length of lunch problem to be figured out. Kids purchasing hot lunch often do not have time to eat lunch. It can't possibly fit within legal obligations to supply hot lunch but not allow time to eat it. The length of lunch should be based on 20 minutes after the last kid receives their lunch. So, if it takes an average of 10 minutes to get lunch, all lunch periods should be 30 minutes.

*-Lincoln Parent*

Do not worry about curriculum. Worry about having enough teachers to make class sizes manageable so they can do a great job with the curriculum they already have.

*-Marshall Secondary Teacher*

There needs to be more efforts to provide exposure to varying trades in middle and high schools; mechanics, electrical, dental, sports medicine, video, data mgmt, etc..

*-Olympia Parent, Washington Parent, Centennial Parent*

Look for opportunities to reduce administrative staffing at district and school levels. Identify opportunities to leverage retired professionals to fill unpaid positions. Evaluate opportunities to forge inter-district business relationships to share administrative overhead resources (IT, accounting/finance, maintenance) Evaluate outsourcing business functions to third party (off-shoring). Identify opportunities to leverage running start to fill in holes in the curriculum and use savings elsewhere.

*- Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Smaller class sizes

*-Pioneer Parent*

2020-2021 may still be dealing with covid19. Thus custodian services to assure frequent adequate cleaning, school nurse & office staff & social & emotional support for students may be more important next year than in other years.

*-Boston Harbor Parent*

N/A

*-LP Brown Parent, Garfield Parent*

Every school is different, what's fair is not what is always equal. Some schools have higher needs than others and this is NOT based on numbers but based on skyward data and socioeconomic diversity.

*-Garfield Elementary Teacher, Garfield Parent*

You have teachers and helpers for all levels of students from struggling to high cap. Getting rid of any level in between would hurt. But also making students feel cared about and welcome in all types of clubs is huge! Not all kids fit the mold of "sports" or "art" the variety is key!

*-Olympia Parent, Washington Parent*

Cutting costs like SBAC testing. How much does that cost the district ?

*-ORLA Parent*

Get rid of underperforming, jaded teachers.

*- Parent, Community Member, Other*

Reduce new curriculum adoption, reduce workbooks and other disposable materials, transfer forms online.

*-Jefferson Parent*

Please consider reducing or cutting administration or management positions at district office before reducing or taking resources away from actual schools and school staffing.

*-McKenny Parent*

Cutting Para Support hurts the emotional, social, and academic well being of the students, especially on the elementary level. Cutting Music, Art, PE and Library also hurts the students well- being, because in the schools may be the only opportunity for those children to experience those things.

*-Centennial Parent*

There are many inequities among OSD schools. My kids at WMS have many more options and experiences than our friends at RMS. Programs should be somewhat universal for all students.

A student experience at OHS is drastically dependent on what teacher they have. Teaching, workload, and housework is not uniform from biology class to biology class or math class to math class.

If equity is a focus these issues need to be remedied.

*-Olympia Parent, Washington Parent, Pioneer Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I personally feel the Custodial, Grounds, and Maintenance group need more staffing/support to ensure all of our schools are kept up to standard so that everyone working and students learning in them in them can come into a safe, clean, and sanitary environment inside and outside of the schools.

*-LP Brown Other School Staff*

You have a lot of choices to make. I choose teacher, administration and building and custodial related as the main priority areas. To cut back on those items, I would recommend ensuring utilities are maintained to a set back during non occupied hours. Water the new lawn on the play field only 1x a week. Ensure building is clean, and trash is picked up inside and outside, but maybe not mow grounds as often. Have more construction oversight to ensure renovations are on time and on budget. Scale back construction projects to essential to building operations and safety. Leave astetic ones to where funding is more robust.

Seek volunteers for areas which may not rank as high as others in this survey. Seek advise from other sucessful school districts. Obtain help in future budget forcasts.

*-Centennial Parent, Parent*

Regional cost aspect of district funding was implemented without adequate vetting. Consider suing the state.

*-Lincoln Community Member, Marshall Community Member*

Less paraeducator, nursing and building administration support and more teachwra to reduce class sizes. More accountability and willingness to remove disruption non performing students.

*-Olympia Parent, Washington Parent, Centennial Parent*

School bus rides( how long children are on the bus)

Making sure all schools in the district are equitable in recess times, academics and music and art and lunch times.

Having certified teachers instruct students during teacher prep time, rather than paras.

Increase writing instruction. Use a writers workshop format.

*-LP Brown Parent*

I would like the superintendent to consider training all staff- especially paraeducators - on how to treat all children with love and kindness. All too often I see and hear adults talking to our children in a manner that they wouldn't accept themselves.

*- Parent*

I would like the superintendent to implement 100 PE minutes per week for each student from Grades 1 thru 8, as mandated in Washington State Legislation. I'm honestly quite shocked and angered by the fact that I had to dig through WACs and RCWs to find legislation that the Olympia School District should have been following for quite some time now. North Thurston schools follow the mandate but the OSD does not. I'm not impressed with this situation, especially since levies are passed in Olympia every year. I'd also like the OSD to remove the WA state legislation reference regarding 100 PE minutes per week from the OSD website because it's not valid because the OSD is not following the mandate it has referenced.

*-Centennial Parent*

I don't understand why so much is budgeted to building remodels and adding a performing arts center at Capital High. We need more teachers, smaller classes, more music and sports programs to involve kids.

*-Jefferson Parent, Capital Parent, LP Brown Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I would like the 100 min/week PE state mandated requirement to be reviewed and a plan for implementation made for the upcoming school year for OSD schools.

*-Centennial Parent*

There is no value in prioritizing school nursing over custodial. While valuable, the majority of the health room assistants are not nursing professionals, able to be filled by others with less credential.

However, imagine what kind of germs and infection could spread without proper janitorial and custodial work being done. Prevention before intervention!

*-McLane Parent*

There are too many high level administrators with huge salaries. There is waste at the top.

*-Olympia Parent*

invest more in music to lead to larger class sizes in the secondary schools to help with FTE allotment.

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

Art and music have been a major part of the school system since the start. It's just as important as sports and sometimes can be more rewarding to the students at school.

*-Capital Parent, Capital Parent, Capital Parent, Capital Parent, Capital Parent, Capital Parent, Capital Parent*

For the superintendent to take healthy pay cut.

Rid the district of unhelpful employees.

*-Garfield Parent*

If budget cuts are necessary, busing could be reduced. We live more than a mile away from Centennial when considering the road routes, but there are paths through our neighborhood to the school that make it a 5-minute walk. We don't need Centennial buses in the Wilderness neighborhood.

Centennial has a lot of parent volunteers, so maybe they don't need so many paraeducators?

Perhaps the ALPS class could be eliminated in favor of a pull-out highly capable program if that is less expensive. My kids are highly-capable designated, but there are not much differentiation for them in their gen ed classes. Their teachers try to give them extensions, but they have all said the district doesn't offer any support to them. We tried the highly capable class at Roosevelt last year, [remainder of sentence referred to OSD Elementary Education Office]. Also, the ALPS teacher promised to teach the kids in-depth and do lots of art projects, but the kids did very little art and learned at a faster pace rather than more in-depth. I understand that most support should help students who are behind, but students who are advanced also deserve to be challenged and taught where they're at. We really liked the pull-out hicap program in our previous school district.

I also hope no funding has to go to comprehensive sex ed if SB 5395 passes. I completely oppose the CSE that OSPI is trying to mandate. I think it's imperative that parents teach their kids sex ed at home with their values, and I see so many ways CSE could go wrong at school. If I were a teacher, I would be very uncomfortable teaching some of it. Some of the curriculum is false and very biased. I worry about the school culture even if I do opt my kids out, and I do not want to home school, so I'm not sure what we'll do if that passes. I have emailed my legislators and OSPI asking them to protect children and teachers by voting no on the bill. I support basic sex ed at school, but not CSE. I've spoken with my kids about it, and they want to organize a walk-out with their friends if the bill passes. I hope that if the bill does pass, OSD will provide the most bare-bones version possible, not anything extreme like FLASH or The 3 Rs.

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Thank you for all you do for our students! I wish you the best as you make budget decisions for the next school year.

*-Centennial Parent*

This survey is ridiculous. It takes forever, and is mind-numbingly repetitive. Why couldn't you just ask people to rank priorities numerically? I found this very tedious to complete. Also, the "investments" are relatively vague categories, and if I knew more specifics about what they entail, my responses might have been different.

*-Madison Parent*

Follow up classes for JAMS kids

*-Capital Parent*

Get rid of the teacher tosas. The tech tosa is the only one that has made a difference in classroom teaching.

*-Hansen Elementary Teacher*

Utilizing students to learn skills needed once out of school

Social/media support for students is very important, partner with community providers to donate time, resources in exchange for referrals, increasing awareness of these providers

Why don't you expand the online school? Don't they have higher student to teacher ratios? then students could also have more flexibility in the schedule.

Need more centralized support. Every school we have been at does their own thing and it's a waste of time and money for the secretary, teachers, and principals. More should be done at the district office instead of farming it out to every individual school where it may or may not get done consistently... School lotteries, transfers, volunteer "requirements", management of highly capable program.

*-Olympia Parent*

I hope the district will slow down the astronomical pay increases. I admire teachers and appreciate what they do, but year-over-year 5 and 10 percent increases are irresponsible when the district is constantly talking about not having enough money. Also, I would hope you keep the programs make our kids human (the arts, music, theater, world language) and look at larger class sizes instead.

*-Lincoln Parent, Community Member*

This is an efficiency for the students rather than the budget but let high schoolers start later so they can get sleep.

*-Olympia Parent*

See my comments in above statement. I would just love for "administration" to be cut down. Look at how much this group as a whole make. Me, for example, could do administrative work at a fraction of the pay of what they are paid. Superintendent included in that. I think the cost should really be looked at. I'd really liked to know what he does that warrants the pay. (Sorry, I just know I'm not the only parent that wonders this.) Money needs to go towards the kids. Hearing about kids lunch being removed from their hands when it's realized their account is -\$2.35 cause mom forgot to put money in? Yeah...I know this from experience. Never ok! It hurts my heart to think about the kids who don't get lunch on a consistent basis. Maybe parents don't fill out the free/reduced lunch application. I've seen it, I know it happens. And most times the lunch staff don't have hearts. Or they know they have to answer to the bottom line which is money. KIDS SHOULD NEVER GO WITHOUT! Especially when prisoners get 3 meals a day. Yes don't even get me started on this. As you can see, I've got a few opinions. None of which will ever be listened to because "administration" are the ones who

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see this and of course their jobs are all so very important. What I want to know is, if you take a few administrators out, how much would that free up to go to the kids?

*-Olympia Parent*

"efficiencies" ??

Communication between departments, both within schools and within the district.

*- Operations Staff, McKenny Parent, Washington Parent, Community Member*

Reduction in teacher support

*-Centennial Community Member, Centennial Elementary Teacher*

It seems like school nurses' hands are often tied when a student goes into the office with pain or sickness, as they have to call parents and cannot administer medications without consent. Maybe just have an office assistant perform this job (of calling parents to pick up sick or injured students) and route any monies to other non-administrative areas of need (arts/music, library, athletics, teacher or paraeducator staffing, custodial/building and grounds maintenance).

*-Marshall Parent, Pioneer Parent*

I think parents should be allowed to excuse a kid from school no questions asked. I do not appreciate my daughter being marketed absent for participating in an event at the Capitol after I called and was told I cannot give permission. This policy should be reviewed.

*-Capital Parent*

Athletic programs should empower and include students in the school expo. Many teams practice off campus when it could be brought back to the schools and invest in equipment and not pay to use some outside source. Students will have the same experience ones support as such teams as boys basketball, it's not equal.

*-Olympia Other School Staff, Olympia Other School Staff*

I think your job is hard enough without me, a layman at best, telling you, a professional, what the best course of action for finding efficiencies is. You know your school. Trust your teachers, trust your Leadership and keep the ship on course. You'll know the best path when you see it.

*-Olympia Parent, Avanti Parent, ORLA Parent*

School Nursing Services can provide much of the social emotional support you are seeking from other programs. Nursing can keep kids in school, address health issues and get kids ready to learn & graduate.

*-Olympia Parent, Reeves Parent, Roosevelt Parent*

More district-led MTSS/PBIS supports district-wide, allocating staffing and resources across schools as needed. Change the identification of students with learning disabilities from discrepancy model to MTSS/RtI Model, which will free up school psychs to support more data led teaming and social-emotional supports for students. Using MTSS as framework for social-emotional supports will create more systematic implementation, freeing resources from other places (e.g. SEL lessons embedded in classroom lessons, taught by teacher - allowing counselors and others to focus on higher level needs). Rather than focusing on new curriculum, ensure staff are able to implement with fidelity; put the resources into implementation, coaching, data use.

*-Capital Parent, Jefferson Parent*

Digitize more processes- more online forms and less paper submissions like to New Course Revision form, the Visitation Request form, bring back True Time, online time slips. Start memo communications instead of relying on telling a small group and expecting them to get the word out. Hold more web based meetings and cut down

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on travel time. Update all staff at the LID/Inservice days regarding all policy & procedure changes so everyone hears the same message at the same time.

Athletics can be filled in with out of school clubs and sports within the community. The top Administrative salaries can be cut to further support the workers on the front lines. Teachers are resourceful and can develop very enriching units without new overly priced text books.

With Para/Teacher Supports students can be more helpful with grounds and possibly older students can learn maintenance as part of a new trade/class. Older students could learn mentorship skills to work as social and emotional supports for one another.

*-ORLA Parent*

My previous district eliminated bussing except for special needs students. People were upset at first, and car traffic was heavy, but people started car pooling and it was fine. You could consider reducing the number of bus riders. For example, there are students who live on Carlyon that are bussed to Pioneer which is on Carlyon.

*-Pioneer Elementary Teacher*

I don't like our principal this year has been effective. Give teachers a lot of support, autonomy, and a rich curriculum.

*-Hansen Elementary Teacher, Parent*

I don't find TOSAs all that useful to me. Also, a 30% increase in salaries last year for district administration seems a bit excessive.

*-Olympia Secondary Teacher*

It seems like there could be less administration at the central district office. There seem to be some unnecessary positions there. Maybe Boston Harbor should join Roosevelt too because it's such a tiny school and that costs the district a lot more.

*-Hansen Elementary Teacher, Capital Parent*

Olympia's paraeducator system is something unique and has been a catalyst for my child's education. Her education has been greatly improved because of the paraeducators at her school.

As far as I am concerned, the first thing that should be cut from our budget is Athletic programs. When I see my child's elementary and middle school going without electives like art, but still over-funding extracurricular athletic programs, I am concerned that a significant portion of the budget is being misused to benefit a small portion of students.

*-Jefferson Parent*

Time spent on "Green" initiatives that are not physically executed in the school or directly impacting students on a one to one basis is a misdirected use of funds and time.

I am specifically referring to a program that was presented after a training/educational meeting for parent group leaders like PTO and Booster Clubs. The time, money, energy, and focus was generic and directed up and away from students rather than specific and toward them. Not to say the cause is not worthy. It is and many other groups are already on it. There are so many other needful issues like students living out of cars, no access to clean clothing, no place to shower. I'd prefer first taking care of the bottom of Maslow's pyramid.

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

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Reducing school bus services.

- *Community Member, Community Member*

These teacher support positions in schools, use that funding for a classroom teacher and lower class sizes instead. My daughters 2nd grade class is large and there is a teacher support position which is spread helping over multiple grades. Really, more teachers are needed. It's like putting a tiny band aid on a limb that is severed. I get that's not an easy fix. There aren't more classrooms, funding and with scheduling it dominoes into a multitude of things. However, I believe that's the foundational issue. Classes that are too large making it difficult for students AND challenging/exhausting for teachers. Our OSD kids are the big losers in this class size crazy. At the high school for some of the classes the student numbers hardly fit in the room. And of course misbehaviors only increase. For my own OSD high school student, she's looking at leaving to attend running start as she just doesn't like the HS environment. She experiences kids high in classes on drugs, literally laying on the ground and teachers not even acknowledging. Also, the number of students she sees vaping, IN SCHOOL, is absurd. I think all of these behaviors increase dramatically when the classes are so large the teacher can't "catch" all or doesn't see these things. Thanks for the opportunity to provide feedback.

-*Olympia Parent, Washington Parent, Centennial Parent*

Less about social and more on academics

-*Olympia Parent*

If have to choose would like to see less money spent on central office and have it spent in schools instead. Smaller class size, para support and social / emotional health resources so important.

- *Parent, Secondary Teacher*

Please stop paying teachers for extra hours for being teachers. Please stop the wasted overtime payments for teamsters. Stop creating new high paying positions. Please see to that the business office sets the budget for each department and see to them sticking to it. Eliminate having multiple administrators in some schools, and paying for substitutes when there are other administrators in the same building. Restrict or ban all traveling. Thank you for your consideration.

- *Operations Staff*

Central office administration is paid way too much and does way too little.

-*Olympia Secondary Teacher, Olympia Community Member*

As the threat of contagions are growing at a frightening pace, we should have more custodians, not less. We don't want to make front page news, right?

-*Capital Operations Staff*

Quit building new buildings/construction without budgeting staffing for buildings/sites for full time custodial staffing.

The district can not keep adding additional sites (or additional buildings to current sites ) without the means to keep them clean and functional.

Tax payers would not be so generous if they new there investments were not being taken care of responsibly.

- *Community Member*

As a voter, I supported the tech levy. I am disappointed that the district went back on its word to have one-to-one tech for 4 and 5th grades. I have heard that it has to do with a "line item" mistake. It feels like a "bait and switch" tactic.

-*Hansen Elementary Teacher*

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Libraries can be run by a para-educator and does not have to be filled with a certificated teacher. They do not do grading or conferences.

N/A

*-Garfield Elementary Teacher*

efficiencies from top down

n/a

*-ORLA Elementary Teacher*

You could certainly increase classroom sizes and consolidate some other positions to free up resources, as salaries make up approximately 80% of our budget. While I dislike the idea of people being displaced, I think it might be a good idea in order to continue allowing students to participate in things like extracurricular activities or library resources. Perhaps another idea is to consolidate resources into a centralized location; for example, all elementary library resources are located at one school or the district office for use. The school nurse could rotate through the schools and is only at certain schools certain days of the week. The same could be the model for custodial, maintenance, grounds - they rotate through the schools. Administrative support could be moved under the umbrella of Central Administration, so one principal could oversee multiple schools. Central Administration could also provide other centralized support, which could free up monies. These are simply suggestions or "food for thought", if you will. Thank you for your time and consideration.

Put teachers and para supports first. Cut as much as possible at Central Admin level.

*-Garfield Parent, Jefferson Parent*

Send your staff to teach in underresourced but "can do" schools in third world countries and see what amazing teaching can take place with minimal resources. E.g. introduce recycled waste art classes, which a) reduces the costs of materials and b) challenges the creative thought processes.

*-Centennial Parent, Olympia Parent*

The use of librarians

At the High School level sports are not available to all. I would support charging WAY MORE to high school players. Particularly if money is being taken from academics, music and/or counselling services to support sports.

*-Olympia Parent*

I think there is a middle level management at the district level that can be considered in a cut especially in Finance and K12 departments.

Get more employees in the schools that want to work instead of just brushing issues aside. Get management that holds employees accountable for their actions instead of hiding behind an ineffective HR department, HR director, and School Administrators.

Teachers have received a fair living wage. Many with a 6 figure income for working a 180 day year. Stop using tax payer dollars to come up with new ways for teachers to receive additional pay on top of their annual salary. Make them accountable for the hours worked for their Tech Stipend, Experience Stipend, etc...

Ask for volunteers to help keep the grounds looking good.

*-Washington Parent, Centennial Parent*

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First, class size is still too big for our K-2. Secondly, Boston Harbor Elementary is busting at the seams. I would appreciate a cost/benefit analysis done for potentially constructing a mini-building on the BHES school campus. We feel Olympia School District ignores the school's needs while assuming our engaged parent population can (and will) shoulder the burden of making up the deficits.

Third, we need to re-evaluate the bus route system. No child should be on the bus for longer than an hour, especially elementary aged students.

*-Boston Harbor Parent*

Technology. I realize it's a moving target but often the technology available is less helpful and efficient than it is portrayed.

*- Other School Staff*

The schools seem to function pretty well on their own. There is very little or no leadership that comes from any level of administration. On the budget issues, the school board and administration point the finger at the state, publicly. No one challenges you on that issue, but should. The community gets no specific information about where the money is going and how the district spends it. Communications from the district about the budget problems points the finger at the state. They are part of the problem. How efficiently the district spends or does not spend the money is the other part of the problem.

*-Pioneer Community Member*

I feel like since I have been working in the district the number of district office positions have increased (in particular the Teaching and Learning staff). As a classroom teacher I have not seen the tangible impacts of those added positions (and those positions as high paid in comparison to more paraeducators, school nurses, counselors, teachers, etc). I am also concerned with how much money we are spending on the district office remodel, especially when we are in a budget crunch. There are many expenses that seem a little frivolous, like all new furniture when we are hurting as a district (and have a fully outfitted building that we can move old office furniture over to continue to use). We also have not had a second math TOSA this school year and I don't feel like that position has been missed. I think more time to collaborate with other teachers in building in more valuable than an outside TOSA coming in once in a while.

*-Olympia Secondary Teacher*

More building that are built at high schools and grade schools that don't enough staffing.

*- Other School Staff*

Paraeducators are underpaid and the lowest paid amongst the Lacey and Tumwater area.

*- Other School Staff*

I would like the Superintendent to consider removing the top heavy admin at central administration that happened in the last few years and their overly high salaries, we should be ashamed at the automatic raises they receive while other need to negotiate for even a COLA. Support actual workers that keep your schools running and efficient.

Consider social and emotional support not only for our students but the Teachers, the front office personnel and all supporters of our building staff, Knox included.

Fix your never ending "budget deficits"

*-Capital Operations Staff, Operations Staff*

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*-McLane Parent*

smaller class sizes in the higher level classes. My son's Calculus BC class has 49 kids in it this year. That is appalling.

*-Olympia Parent*

Allow teachers to focus on teaching kids that are there to learn, by removing disruptive kids rather than rewarding their misbehavior.

*-Jefferson Parent, Capital Parent*

I personally don't see putting a value on any of these since they are all EQUALLY important. I am disappointed in our school district for trying to put a value on these "investments" as you would call it...these are people jobs! Therefore I will NOT be putting a value on these. Why don't "you" whoever sent out this survey look at some of the salaries that are given out and start there

Seems that when in a situation such as budget deficit it could not hurt to have an external audit. Often money is there and hiding in the numbers.

More recess and PE, as well as longer lunches would take the burden off teachers and staff, and allow children to learn non-academic lessons, such as problem-solving and social skills. Currently, talking is restricted/discouraged at lunchtime, and lunch is only 30 minutes. It takes kids 10 minutes to wait in line for those getting hot lunch, and all kids are told to clean up 10 minutes prior to the end, providing 10 minutes of total eating time. This is incredibly stressful to not only eat a full meal in that time, but not talk and try to focus on eating while trying to decompress from the demanding and tight schedule of a busy school day. Recesses are short or conflict with other activities such as music. Physical activity in children has been drastically reduced over the last 20 years, with only 30 minutes of PE in schools per week. Research has shown that when kids get more exercise, they are better able to focus and retain information. Not all families can afford to put their children in organized sports after school, and again, unstructured play is where children learn important life skills. There are efficiencies that can be gained by increasing time for recess, PE, and lunch, and citing the research on these topics would substantiate the need for change.

*-Centennial Parent*

I think if there is a budget crunch we should have less TOSA's and put them back into the classroom. If we can temporarily reduce the overhead cost at Central office with staff then we can maybe save our small class sizes. Also we should not sacrifice low class sizes for after school activities.

*-Pioneer Elementary Teacher*

Support the staff, they know what they need on a daily basis

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

I think that there could be some consolidation at the district office, and possibly a consolidation of miscellaneous duties that Principals perform at each school such as the safety plan, teacher evaluations.

*-Avanti Secondary Teacher*

Don't change the start time for elementary schools.

*-Pioneer Parent*

Ask for volunteers willing to take a temporary pay/schedule decrease.

*- Central Office Administrator*

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Curriculum costs can be minimized with the use of online resources and utilizing and compensating the teachers for their time developing meaningful curriculum.

*-Capital Secondary Teacher, Capital Parent*

I do not think we should be provide any service that is not the prevue of the family or community. We are best suited to provide student with an education. We should not be attempting to do anything else.

By trying to be everything to everyone we marginalize our ability to provide the highest quality instruction. We also deprive our community of the opportunity to grow in these service areas.

No sports, no free lunches, no free clothing, we are a school. We are trained educators not a welfare supplier. Allow our community to meet the needs of our families. I am not saying that these areas are not important, our community should support our families in need. These service should not be done through the schools.

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

Can PTSO or PTA's fund library staffers, or even volunteer to staff it?

*-McLane Parent, Marshall Parent*

More support and funding for classrooms. Higher wages for all employees that instruct and work with students.

*-Pioneer Other School Staff*

I think programs like HAP, CSI, Lincoln & the Montessori component of ORLA serve a very narrow band of "lucky" students (eg. their parents are involved enough to get the kids enrolled in the lottery and then their name gets drawn), yet these programs use a large amount of resources. I think that resources could be better and more fairly allocated across the district.

*-Olympia Parent*

Some of these questions/categories were misleading. "New Curriculum" is far too vague to be able to compare it to any of the other categories, so it was almost always impossible to choose it, which isn't quite fair. If the new curriculum was art teaching staff for the elementary schools I would choose it over many of the other options. Also, of COURSE I appreciate my school administrators, we have a wonderful principal at Roosevelt and had a terrific vice principal last year. But also, of course you aren't going to get rid of a principal! (Though it would have been nice to keep our vice principal). So how do I compare/answer that question? I would rather have librarians in all of our schools, art and music, school counselors, a nurse, and enough teaching staff before I saw any raises going to administration. Does that make sense? I also really appreciate our custodial services, and suspect that they are probably not appreciated enough in a form like this as well. It's an imperfect system, I know, and I do appreciate you reaching out to the community for our feedback. Thank you.

*-Roosevelt Parent*

Equity in STEM CTE supports for all schools.

*-ORLA Secondary Teacher, ORLA Elementary Teacher*

We need to cut down on the amount of paper and laminating that the teachers use in the schools. There is so much waste in these two areas. Teachers do not need to laminate everything and the amount of copies that are run and left in the machine that no one picks up, is unbelievable. Paper costs are sky high and the teachers are not policed enough on cutting these expenses. I also believe that our district should focus a bit more on the grounds of the schools and more money should be allocated to this area. I live in North Thurston and the schools look so much cleaner and nicer than our schools. Although the inside of the school now looks pleasing to parents, more time should be spent in keeping up the grounds and planters at the sites. When the

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outside continues to get run down and full of weeds, it seems like it was a waste of money to remodel. The school is a whole package and we should try to keep both the outside and inside looking beautiful for our families to be proud of.

*-Roosevelt Other School Staff*

Cut spending on administration, invest in headcount and arts/sports.

*-Pioneer Parent*

From my view point everything seems to be running at high efficiency already

*-Centennial Parent*

Clean, healthy, beautiful buildings; good social & emotional supports; and a strong teacher core will do wonders for a students environment.

Keep "screen" time out of the k-8 environment. No need to spend money on technology in these areas when it is unhealthy in the first place.

*-Capital Parent*

slimming down admin at district office

*-Garfield Elementary Teacher*

Listen to teachers regarding their suggestions for efficiencies. Instead of making top-down decisions, allow teachers to have input. This is not a good way to illicit input.

*-Capital Secondary Teacher, Capital Secondary Teacher*

I would like the superintendent to consider looking at the derelict house adjacent to LP Brown elementary and consider ways to purchase it, demolish it and add to the much needed parking. There will be a child injured due to the current set up for parking and child pickup. I would also like the superintendent to consider how current district lines are drawn to insure that there is a equal distribution of families with and without wealth. I would like the superintendent to consider options where children that are considered unruly or potentially dangerous to their class and classmates be removed rather than the whole class evacuating the room for one child, thus disrupting much needed study time for the remaining class. I would also like the superintendent to make it to a school board meeting at LP Brown.

*-LP Brown Parent*

Assistant principals at the elementary level

*-McLane Parent*

Putting more nurses in the buildings more days

*-Olympia Parent, Garfield Other School Staff*

Home economics, physical education, art & music. For the teachers to teach and quit complaining about the kids.

*-Roosevelt Parent, Roosevelt Parent, Roosevelt Parent, Roosevelt Parent, Roosevelt Parent, Parent*

Please be mindful of the whole child - producing well rounded citizens.

*-Reeves Parent, Olympia Parent*

OSD could save a ton of money if the elementary school, really all schools, would quit sending home gigantic photocopied packets. My daughter is in 1st grade at Centennial, and she gets so many photocopies every week, and we just throw it all away.

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*-Centennial Parent*

Build more teamwork among staff.

*-Centennial Other School Staff, Washington Other School Staff, Marshall Other School Staff, Washington Parent, Olympia Parent*

I think the central admin office could be way more efficient. There's a lot that seems to fall through the cracks there, and I think it makes things a lot harder for everyone else in the district to function at their best. I'd like to see some cuts made at the top before ever considering reducing teaching staff or supports for teachers and schools.

This was a difficult survey as I would hate to see ANY of these valuable services affected by a budget deficit. Schools should ALWAYS be first in the eyes of our legislators and our communities who vote. I hope for the best possible outcome, for the sake of our kids and for the sake of the staff that invest their careers and their lives to provide our children with the skills and experiences that have a direct impact on who they become! Thank you for inviting our input. Keep doing the great and important work you all do.

*-Capital Parent*

The biggest efficiency that I would like the superintendent to consider is that there are not nearly enough paraeducator support at the elementary school level; or in the younger population is general. I feel as if, if there is as much support in the lower grade levels as there are in the high schools, there would be a little less chaos. I feel as if a lot of behavioral/emotional support for students can be maintained at the younger ages before there's a need at the high school level. Sometimes the whole "taking data" thing is a little too late. Some chaos can be maintained if there is more support in the elementary schools.

*- Other School Staff*

Reconfiguration of central office staff (leadership?) role/responsibilities and salaries. I feel a lot of the programs & events are put on without district knowledge to support or provide a pre-approved budget to work with. It makes my role very difficult.

*-Olympia Secondary Teacher, Washington Parent*

How about the complete and utter inequity between our West side schools and East side schools? Why are there behavior techs at every elementary school?? I find it extremely hard to believe that certain schools on the East side even \*need\* a behavior tech! Talk about spending money in the wrong place.

How about KNOX take our concerns on the West side seriously and not to just "deal with it"?? I have talked with staff at other West side schools who feel the same. We feel ignored over here, both at the elementary and secondary levels. We have high poverty rates, some in extreme poverty, resulting in (as expected) behaviors that we are not equipped to handle. Notwithstanding the lower academic performance also associated with poverty. I would love to see some equity with how the district spends their resources!

*- Other School Staff, LP Brown Parent*

The restorative center at Roosevelt is amazing. It has helped our [student] and others so much. Each school should be modeling after Roosevelt's emphasis on simple, proactive child oriented problem solving. Everything gets easier after that.

*-Roosevelt Parent, Other*

Keep funding that helps families with children with special needs. Typically-developing kids will likely be fine when some life enrichment stuff is cut back. My two [students] with Muscular Dystrophy will not.

*-[Elementary] Parent*

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It is not an efficiency, but I have always thought that the students should be more responsible for cleaning up their areas.

*-ORLA Parent*

I would prefer you foremost focus on our children's success as students in the classroom and their physical/mental/emotional health. That includes prioritizing teachers, teacher supports, paraeducator, and nurses.

*-Roosevelt Parent*

You have too many "assistant superintendent" types. We are too top heavy. We need more custodial support.

*-Capital Secondary Teacher*

I'd love to see the district invest in solar to free up future funds for schools to work with (but since that's an investment that isn't directly helpful during a deficit I don't see that as feasible).

*-Madison Parent*

I don't want the the school schedules to change.

The comprehensive sex Ed curriculum in the news right now for our state is somewhat concerning. Please slow the roll on this and spend money and resources meeing other gen ed priorities.

*- Parent*

More emphasis on physical activity. More scheduled recess and PE. If the school district can not budget to provide more athletics and activity for more students and more often, then it is imperative that the district take a look at its restrictive facilities use requirements and make changes to ease the burden and cost for local youth groups who want to use public school facilities for sports and other activities that encourage physical fitness in the future leaders of our community!

*-Centennial Parent*

People at the district office need to be more responsive and more timely in their responses to school needs. People at the district office need to collaborate with one another and be more helpful with problem solving when multiple departments are involved. Right now it feels like hot potato. Everyone throws it and says, "Not my department."

*-Olympia Secondary Teacher*

more opportunities for teacher help time with kids outside of class

smaller class size, no bigger than 25

*-Olympia Parent, Washington Parent, Lincoln Parent*

More resources for teachers who teach highly capable students.

*-Boston Harbor Elementary Teacher, Boston Harbor Parent*

Job shares, where two equally qualified people share a position, are common in schools in Canada and elsewhere. Positions like teacher-librarians are particularly well suited to being shared and can result in greater job function and efficiency as well as cost savings as benefits are reduced. If there job sharing does not violate union rules, it may be cost effective measure to consider.

*-Boston Harbor Parent*

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ORLA is a disaster

- *Parent*

The size of Olympia High School, in particular, makes it hard for students to feel like they are getting a more personalized education...it becomes all about how you did on a test or assessment, and less about improvement and finding out how individual students learn.

-*Olympia Parent, Washington Parent*

None

-*Boston Harbor Parent*

The superintendent to take a pay cut and cut out all the extra money they are making instead of cutting staff.

-*Jefferson Other School Staff*

Emphasis on reading

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

Perhaps the community (students, staff, families, and the Olympia community) could work together to contribute to facility, custodial, and grounds maintenance, such as in the Japanese model. It builds pride of ownership and a sense of belonging, as well as preserving funds for teaching and specialists.

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

Too many Administrators. Pare that number down so class room size is reduced everywhere.

-*Marshall Secondary Teacher, Hansen Elementary Teacher, LP Brown Elementary Teacher, McLane Elementary Teacher*

Reduce immigration. It is hurting test scores and costing too much tax payer money due to various needs they come with

-*Capital Parent, Jefferson Parent*

We are doing well connecting with students and providing efficient and quality feedback because our classes are in the low 30's.

-*Capital Secondary Teacher, Garfield Parent*

Our school district needs to prioritize Outcome 4 for staff. Staff need to have the skills, knowledge, and courage to identify and confront personal, systemic and societal bias. Staff also need to be aware of their privilege and own personal bias against students of color, students impacted by poverty, and students with disabilities.

-*Centennial Elementary Teacher*

I feel that OSD is top heavy. WAY too many administrators in the district office. Way too much waste in the district office. The district office and superintendent need to listen to their teachers and get out in classrooms to see what they are dealing with directly. Olympia's paraprofessionals, nurses, custodians and maintenance need support and their jobs. Administration is paid way too much money and there are too many management positions!

Long term funding plan for technology in the classrooms for instructional purposes as well as maintenance of hardware/software (Grant writers)

-*Capital Parent, Capital Community Member, Other*

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Superintendent Murphy keeps openly discussing how much the "legislative" and "funding" have impacted our districts financial outlook. Why did our Human Resources Department bargain such strong pay increases across the board? Where does the responsibility fall on the HR Department to be mindful of financial impacts during bargaining? Seems like a weak team without much experience in negotiating!

I don't have efficiencies but want to point out that Olympia has always passed levies, etc. I know with changes in educational funding that may not be an answer but don't take revenue off the table.

*-McKenny Parent*

You authorized double-digit pay raises for Central Office Admins and Cabinet members; June 10th Board Consent Agenda. Why did Cabinet members and Admins need increases in pay?!? Could have spent these increases on teacher salaries.

Honestly, if we need to cut athletics in order to focus on academics and art/music and emotional/social well-being, I would choose to cut athletics.

*-Olympia Parent*

Need to do better for our hi-cap students. Differentiation in classroom is not a "program" for them. Having a full time principal also coordinate hi cap programming is ineffective. Hi-cap isn't the same as high achieving yet the district's programming acts like it is.

*-Lincoln Parent, Lincoln Parent, Parent*

Consider one Friday off a month for teacher planning instead of every Wednesday as a short day. Pay Jen Brotherton a full time wage because she is a full time principal. Keep class sizes small. Go to later start times for all schools in the district. Thanks for your consideration.

*-Boston Harbor Parent*

Administrative roles seem heavy at the district level, but slim in the schools, especially at our more challenging elementary schools. Teachers and principals should not be held responsible for poor parenting. We need to bring in more staff at the school level to compensate for the behavior issues we are seeing.

*-Reeves Parent*

Better management of the district's fiscal situation. Rather than save for a "rainy day" the district chose to spend a significant amount of money on increases to teachers, admin, central office, etc. salaries this year. There could have been a happy medium rather than giving everyone (not just teachers) LARGE salary increases (15-20%!!!), including the superintendent. Now that everyone has their salary gifts, you want to take it back from the students - which is really what all of these cuts are about. I am very disappointed with the leadership of the district in crying wolf last year in all these budget cuts and then getting additional funding from the legislature yet spending it rather than saving it in case there was another budget need - which has happened this year.

I suggest finding new ways to utilize the current curriculum to save funds. Reduce expenditures on food and expenses for meetings. Seek more grant opportunities (playground equipment, food service program, etc.)

*- Operations Staff*

I cant figure out how we keep building more schools. Finding ourselves in a budget deficit every year.

*- Operations Staff*

Too top heavy. Too many administrators.

We seriously need to consider merging with TSD (and NTSD or SSD) to cut large amount of dollars in

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administrative staff dollars; including transportation, payroll, curriculum dollars, etc.  
Lobby to get rid of TPEP so administrators can get back to the jobs they should be doing.  
*-Capital Secondary Teacher*

Avanti needs more space and moderized facilities to provide it's unique model for more students. I would like to see this program supported and expanded.  
*-Avanti Parent, Lincoln Parent*

The number one priority of any school district should be to provide quality education and that starts in the classroom with qualified teachers. My daughter has two teachers this year teaching outside of their subject area and one brand new teacher who is not receiving enough supports. Good education starts with good teaching.  
*-Capital Parent*

Avanti High School needs to have the construction budget given back. It serves the kids who fall through the cracks at other schools.  
*-Avanti Parent, Washington Parent*

4 day week? For high school?  
*-Avanti Parent*

4 day week? For high school?  
*-Avanti Parent*

I think Avanti needs more room to grow and more funding. Maintenance is very important but I see no reason why the kids cant take on some of that responsibility.  
*-Avanti Parent*

On some level I think this question is ridiculous because investing the young people in our community is probably the most important thing we can do. Alas, we live in a country where the people in charge know that keeping people undereducated maintains the status of the rich so here we are pitting school nurses against music and art and custodians against paraeducators. One thing I can think of is not worrying about some of the flashy exterior stuff at buildings. I noticed that Garfield has some fancy signage and that arch and I feel like that's a waste of money. I'd rather see school gardens, community art, or playground equipment if you're trying to make the outside of a building look better. I think that brings more people up through valuable experiences. I also thought a lot about new curriculum in the first part of the survey and thinking about of the giant, expensive, text books in the world and thinking how I've never looked back on any class I've had in my entire education and thought, "wow, that class used a really great text book." I wonder if diverting that money to cheaper more engaging resources would be cheaper.  
*-Avanti Parent*

I would recommend hiring a consultant to audit our expenditures / revenue. I feel as if we are often guessing. We've had time to figure this out as we predicted being here a year ago. Let's figure out EXACTLY what (how much) we need to cut. From there, decisions can be made. We need more transparencies. "Small schools".. At some point, unpopular decisions need to be made.  
*-Capital School Administrator, Capital Parent*

Please consider the expansion of Avanti. I can list off every upgrade to the schools around us that has been made, but I will not because you already know. The students at Avanti truly THRIVE when they are given an education model that works for their learning style. Whether they are an auditory learner, visual learner,

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kinesthetic learner, or all three, the teachers within Avanti accept that and work with students to succeed. As someone who has attended Avanti for almost four years, I highly support the expansion/remodel of Avanti High School.

*-Avanti Student*

Why you gotta be like that

*- Student*

fire [employee] and [employee], and promote [employee]

*- Student, Student*

YA LIKE JAZZ

*- Other, other, other, other, other*

Remove all classroom appliances (coffee pots, microwaves, mini fridges) that are not OSD equipment. Look at utilizing Zero Fare IT buses for some of the bus routes. This was a mode of transportation of students in the late 80s and 90s.

*-Olympia School Administrator*

Requird PD for teachers regarding evidence based instruction for dyslexic children.

*-Madison Parent, Reeves Parent*

Infrastructure: large-item purchases that are more efficient (such as boilers, windows, etc.) are initially expensive but save a great deal of money in the long-term. I do also think that 'throwing money' at programs via large budgets does not necessarily make them stronger; in some cases, I think that this limits innovation since and growth. I also think that teachers have a great deal of external requirements on them from local, state, and federal levels. I think a large reason for this is administrative bloat, lack of need for market competition, and self-perpetuating systems (once an administrative role is created, it will likely find ways to continue even if the initial job is complete).

*-Avanti Secondary Teacher*

Disparities amongst schools in the district.

*- Elementary Teacher*

Small class sizes are a must. Students feel the strain knowing there is just not enough time and staffing to support each and every one of them properly. Working in a school with small class sizes, I know our students feel the difference. All students benefit from being seen and cared for-this starts with providing enough teachers for the students served.

Thank you for your time.

I also strongly believe proving students with adequate social/emotional and para support makes a world of difference in the success and mental health of our students. Teacher/para/counselor staffing is vital and should be our number one priority.

*-Avanti Other School Staff, Avanti Other School Staff*

Give more to the Arts, instead of building a new stuff for sports.

*-Avanti Student*

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Do something to help teachers manage kids who are interrupting learning repeatedly. It seems like a paper work nightmare while the kids who are their to learn suffer.

*-LP Brown Parent, LP Brown Parent*

Travel Budgets and Retreats

*-McKenny Elementary Teacher, Capital Parent*

We would very much appreciate Avanti High School being given the same economic value as all other schools in the Olympia School District. We could give clear examples if necessary.

*-Avanti Parent, Parent, Avanti Parent, Avanti Parent*

TOSA positions should not be renewed due to the deficit

Providing extra supports to help struggling readers in grades K-3 makes a huge difference in the lives of children. Studies show that students who do not learn to read by the end of grade 3 continue to struggle in school, which can have a huge impact on OSD's graduation rates as well as on the social and emotional well being of our students. I believe that Olympia School District should provide full-time reading intervention teachers at all elementary schools. This money spent at the start of children's school careers will save money and help all students in the long term.

*-Madison Elementary Teacher*

It seems to me expenditures on new curriculum would be more of a strain on teachers, I would be less supportive of that.

*-Capital Other School Staff, Capital Parent*

Please consider bringing Accelerated Reader (Renaissance Learning software) back to our schools.

Custodial, grounds and maintenance have been understaffed and neglected for a long time and it is showing in our buildings and grounds

*- Community Member*

In light of the coronavirus it is clear we need additional custodial support.

*- Other School Staff*

Caseload, particularly within the counseling center. On average we have close to or over 400 students on our caseload and without mental health counseling on site, we are spending much of our time providing mental health services with a high risk group and unable to connect with the majority of our students. We are not building the connections that we need with the masses of our students.

*-Olympia Other, Other*

Get rid of canned curriculum

*-Reeves Secondary Teacher*

Why does it seem there is always money to hire personnel at the district office level, but we ALWAYS must reduce staff in the buildings? We have done without TOSA positions this year, and there has been no negative impact in the buildings/classrooms. How much money is spent on Central Office positions that serve only the Central Office? Why is Teaching and Learning expanding (adding a director below Laurie? Seriously.) in a time of budget cuts?

*-Olympia Parent*

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Paraeducators are critical to helping students keep up and ensuring every student has the support they need to succeed. They need to be prioritized into the budget, as do school counselors. I've made this point in previous surveys: we need MORE counselors in our schools. In particular, we need more than one counselor for an entire middle school--seriously! Efficiencies (I recommend reluctantly) fewer field trips, fewer changes in curriculum, fewer textbooks, fewer professional development opportunities, fewer hours spent on groundskeeping/school exteriors.

*-Avanti Parent, Jefferson Parent*

I do not know of any efficiencies that the Superintendent should consider. Hopefully there are many efficiencies in our school district, that they may continue to thrive as such.

*-McKenny Parent, Other*

I do believe that positions like [employee] as a reading coach full-time is no longer needed as the reading curriculum has been in the classrooms for a couple of years. Are there other funded positions still out there that are similar.

*- Elementary Teacher*

As a teacher that has been through heavy cuts, I have concerns about the cost of cutting custodial and grounds. It might seem as if this is low impact cut but it has been my experience that the lack of maintenance can create larger costs in the future.

*-Olympia Secondary Teacher*

Rethink bussing in town. Organize walking, biking, carpool ideas, ect. Use group peddle busses like they have in scandinavian countries.

Please consider laying off teachers...

*-LP Brown Elementary Teacher*

Not sure

*-Olympia Secondary Teacher*

We need less oversight, and more resources given to those actually in the classroom.

*-LP Brown Elementary Teacher*

Teaching and the classroom is where the ALL of the work of the school district should be focused on. It seems that the vision around what's important to focus on and support has become lost.

It hasn't always been this way. A former superintendent used to say - "the classroom is where the rubber hits the road." Support the work of the teacher and look at supporting teacher/teacher leaders to bring their great ideas forward. The district office is so out of touch with the happenings in the building its sad.

*- Parent*

Keep our Counselors and Graduation Coaches. This department gets little recognition, but makes a huge impact. They work MORE that required hours and are constantly moving. They have to switch their brains so frequently in a day that is exhausting. The graduation specialist is able to support the counselors and other staff in our building and it has made a huge impact on supporting our students.

*-Capital Secondary Teacher*

In cases where it effects the level of education to our students we need to be very careful about making budget cuts that will reduce the effectiveness of our teaching staff.

*-Olympia Secondary Teacher*

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We purchase new curriculum and then fail to consistently train teachers to use it. Training is usually optional or non-existent as is using the curriculum. Let's stop wasting money on new curricula if people aren't going to be trained to use it or required to use it.

*-Capital Parent*

paraeducators take scheduling load off counselors so they can do more mental health work restorative justice and grad specialists could be combined -- both have a LOT of free time.

*-Capital Secondary Teacher, Olympia Parent, Community Member, Lincoln Other*

In regards to cuts, keep them as far away from the classroom as possible. In regards to other efficiencies, the vagueness and uncertainty around the budget is frustrating. It feels as if we have known about this issue since the earlier staff meetings this year regarding the levy, when the superintendent came to speak about the levy. Our staff deserves more transparency--they give up so much to be amazing teachers for our students. To preserve their integrity and honor their time and dedication, May 15th is too far away to know if they can expect some form of job security in the district in which they have given so much of themselves. We have known the budget was going to be bad, and we need to be better for our students and for our teachers.

*-Olympia Secondary Teacher*

I cannot imagine that TOSAs contribute a full teacher salary of value to student learning. Substitute teacher availability is a huge problem this year. Paying subs more seems like it would save us money, as paying teachers to cover classes has to be more expensive than subs are. If you are planning on reducing staffing, I hope you are looking to do so proportionally downtown. Middle School sports are stripped to the bone. I think it would be sad to see them go, but I don't think you can take any more away from other than just changing them all to intramural.

*- Secondary Teacher*

The principal is very amazing and I am grateful we have him.

*-Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent, Hansen Parent*

We should cut from central office staff and those further away from serving students. I would also ask for more clarity at an earlier time. Based off of last year, I have known that the budget was going to be bad and I'm confused to why this conversation is happening so late in the year.

*-Olympia Secondary Teacher*

See if there is any way through retirements and not filling open positions.

*-LP Brown Elementary Teacher, Parent*

It would be more efficient to put two adults in every classroom. There would be far less behavior problems and less student who would need special education services.

Staffing is everything. In order to provide quality education, you need well staffed teachers, para educators, librarians, and support staff. If these are ignored, the OSD will be just like any other district struggling to educate their students.

*-Roosevelt Parent*

looking at the incomes higher up and the needs lower down

more adult student ratio

*-Olympia Community Member, Centennial Other School Staff*

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There needs to be more attention given to employees that work with children versus employees that work at administrative levels. Children come first there for we need more people working with the children.

*-Centennial Other School Staff, Other School Staff*

I would like the Superintendent to consider trimming his own salary as well as other inefficiencies at the central office. I believe now is not the time to invest in new curriculum. I also believe we should trim down free athletics and activities before we cut into curricular instruction.

*-Washington Secondary Teacher*

Getting help in classrooms. I was told my son could not get one on one help because there is only one teacher and no one to help her. It forced us to hire a tutor. Our son has lost confidence in himself and his teacher seems to be very overwhelmed.

*-McLane Parent, Marshall Parent*

Reduce the number of bus routes so buses run full.

*-Jefferson Secondary Teacher*

I would very much like to see the district stop with all of the low income subsidies for everything from lunches, to sports, plays, and even field trip fees. It's upsetting to scrimp and save to pay for my children to be able to do all of these things while other families prioritize different things and end up not paying for them. Just make a price and that's it, people will prioritize paying and the district will save money that can be repurposed in a million ways that will better help our kids.

*-Hansen Parent, Capital Parent, Marshall Parent*

None at this time.

*-Capital Secondary Teacher, McLane Parent*

Allow schools more direct control over their courses, activities, and students to remove inefficiencies in the District Office bureaucracy.

Also consider having less bus stops - students are capable of walking a block away from their homes. Buses do not need to stop at every intersection.

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

Reduction in district office/superintendent's office staffing. When reductions occur, it is surprising that we always look at reducing the staffing that actually works closely with our students rather than at the departments that remotely work directly with the students. Teachers, Paras, office staff, nurses and school principals are the actual people who have a direct impact on a child's quality of learning.

We need to work on having better bussing services. As a preschool teacher I have 3 busses that arrive at my school to drop off students. One bus brings 2 students and some older students; another bus brings 1 student and some older students; the last bus brings only two students. I feel we should better streamline the limited bus drivers yet still making sure the students are not on the bus for too long.

Also- could there be any way to reconsider spring break and parent-conference schedule??? The week of parent conferences is 1/2 day schedule for 4 days which means not much teaching is achieved and then we follow that week with spring break. When we come back from spring break it's a real hard 'hit' for some of the kids to begin after nearly almost 2 weeks off of formal school. If we switched and had spring break and then parent conferences the students would be able to 'ease back' into school after spring break.

*-Roosevelt Elementary Teacher, Reeves Parent*

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More cuts in upper administration. No new curriculum.  
*-Capital Other*

We have adopted the inclusion model, but haven't been given the support to make that happen without negatively impacting the learning of the group as a whole. If there are a couple high-needs students, there should be a para to work with them so that those students aren't taking learning opportunities away from the rest of the class. I know that is a budget nightmare, but adding classroom support, even if only during core academics, would be the most effective way to implement change.  
*-LP Brown Elementary Teacher*

There appears to be a lot of overlap in roles at the Central Administration Level, I am not sure if these fall under Teacher Support or Central Administration. It is also unclear who is making decisions, setting guidelines, and ultimately responsible in a number of academic related roles. There appears to be redundancy and a lack of a clear and communicated job description which makes both of these areas hard to prioritize over others.  
*-Garfield Other School Staff*

Last year, the Superintendent said that the first priority for funding would be for the classrooms. I am not confident that the district has followed through on this statement with significant funding (30% raises for personnel at Knox) going to expenses that have been used for administrative positions that are far removed from the classroom. The optics of this decision have gone a long way toward deteriorating my faith, as an educator and a tax payer in the Olympia School District, regarding the proper disbursement of funding for the benefit of the student.  
*-Olympia Secondary Teacher, Olympia Parent, Olympia Community Member*

look for efficiencies in your administration. schools will never and should never be efficient.  
*-Avanti Parent*

This survey just divides people, pitting them against one another, and ignores the fact that all are crucial members of one team, a team that needs investment in every aspect of it or the whole will fail. It already is failing in many ways, and needs way more investment in every sector.

It would be nice for students to be able to take just a half semester of an elective so they can try a wider variety of classes.  
*-Olympia Parent, Washington Parent*

We do NOT need to spend money on new curriculum! We need to allow teachers the freedom to be creative with the curriculum we already have  
*-Roosevelt Elementary Teacher, Reeves Parent, Olympia Parent*

I would like the Superintendent to consider giving Avanti what they need to remodel so that teachers have the areas they need to be able to teach and students have an area that they can continue to learn. It's time we stop treating these kids and teachers like second class citizens because they learn differently or don't fit into the "mold."  
*-Avanti Parent*

I think you are doing a good job. Art, Music and Athletics are part of social and emotional support, so keep up the activities.  
*-Madison Community Member*

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Teachers need help and the support of para educators.

*-Hansen Other School Staff*

The music program seems to have the best track record across the district. The Graduating seniors are well prepared. 9th grade kids are well prepared for high school.

*-Capital Secondary Teacher, Community Member*

Please consider that when teachers, paraeducators, and adults are supported in their workplace they will provide classrooms that children feel supported and will thrive in their environments. This looks like not overloading classrooms with students and workloads so that teachers can invest in their students' lives in a deeper way, helping students to develop healthy work habits and fall in love with learning, not just forcing curriculum on children for better test scores. Children will become amazing individuals with supportive and invested teachers that have the time and space to invest in their students.

*-ORLA Elementary Teacher, McKenny Parent, Reeves Parent*

Please don't cut teachers!

*-Olympia Secondary Teacher*

By reducing pay for building admin you can save para jobs. Better to give someone a pay cut and keep giving them a pay check, rather than just fire someone.

*-Pioneer Other*

I believe that we, as a community, should put more focus onto the arts/theatre

*-Avanti Student*

Central to any improvement is the understanding that equality is not equity. Schools who are severely impacted such as Brown, Madison and Jefferson must have smaller class sizes to meet the needs of their more challenged populations. Given the overcrowding, especially at Brown, what thought us being given to redistributing?

Avanti is a life saver, both in reality and figuratively. They need to maintain their autonomy and not be crowded out, but be allowed to grow to their potential. Avanti is saving the students who have been totally demoralized by the limitations on child centered education as opposed to curriculum and test focused schools.

*-Avanti Community Member, LP Brown Parent, Madison Other*

Allowing parents to organize and take care of grounds.

*-Madison Parent, Madison Parent*

The fact that OSD does not provide art instruction for elementary students is a significant deficit for our kids!

Please bring art to our schools!

*-Roosevelt Parent, Reeves Parent*

Downsizing the Central Administration. Too much money is being spent on administrator salaries for us to even have to be considering cutting teaching positions and limiting class supports to our students. Education isn't about Administration, it is about the day to day interactions with students.

*- Secondary Teacher, Community Member*

I am not sure, but I do wonder to what extent a complete overhaul of how we structure the high school classroom and school day could add flexibility to staffing and scheduling. Like for instance--could I teach some hybrid classes where some of the learning happened online and then class meetings happened for specific seminars and/or presentations. This may be totally outside of the realm of what you are asking, but this is the

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sort of thing I am interested in. How can we shake up the structure of the school day to prepare these kids for the reality they live in?

*-Capital Secondary Teacher*

Please protect the small schools! They are the best structure for social and emotional support and we all know that building relationships is a precursor to learning.

Please keep in mind that a reduction in staffing in small schools means the possible elimination of a whole program. While a proportional reduction in staffing may seem logical it is not equitable.

*-Avanti Secondary Teacher*

My school lack funding with teachers and just general needs students have, we had to fight to get a hot lunch for our students and I feel we deserve more funds then we get.

*-Avanti Student*

I think that often times sports get more funding than other things that are just as important, if not more.

*-Avanti Student, Avanti Student*

While all of the positions within our education system are valuable, in a budget deficit some positions are more expendable then others. Considering that we are an education system, I believe teachers and paraeducators should be preserved first. I think Library services could be done by a teacher bringing their own class or by a trained para. I also think their are positions at central office that are not being utilized to their full potential, thus I think it would be ok at this point to cut those positions. I also think that while sports is important and a great outlet for students, that should be one of the first areas that should be looked at. Since we are here to primarily educate students, sports should not be a top priority.

*- Elementary Teacher*

At the High School level we don't need three Vice-Principals and a Dean of Students

One less assistant superintendent and other administrative cuts are in order before the staff that teaches our kids

*-Olympia Community Member*

let's face it, high school sucks and many kids struggle to get through it with the budget we have. By cutting the budget further we are making it harder and harder for the young people to succeed and that's not fair.

*-Avanti Student, Avanti Community Member*

i love my school and i don't want anything to change let alone the amount of art supplies we get. a lot of students use art as a coping skill including myself.

*-Avanti Student*

We, as a small school (Avanti) need to keep all of our staff. It isn't fair to apply the same budget cuts as the larger schools to ours. We don't have room to cut people out. We need everyone. We need this school.

*-Avanti Student*

Expanding the full use of volunteers in school, chaperones, coaches with full responsibility for supervision of students on their own without direct oversight by paid employee

*-Olympia Other School Staff*

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Having more support, education, activities, opportunities, and staff that will improve not only a student's career but emotional health.

*-Avanti Student*

As always, I'd love to see full time specialists for ALL elementary students in every school, despite numbers. I'd love more support for our SPED kids, our office staff and our para educators. I'd love to have our principal in our building FULL TIME with no other job. We have an amazing staff and with a bit more resource, we would be out of this world.

*-Boston Harbor Elementary Teacher, Reeves Parent*

When purchasing new curriculum opt to not purchase textbooks that will be out of date before they hit the shelves, but instead something with online access from a company/organization that responds quickly to needed updates.

Allow some of our grounds to take on a more "natural look" i.e. longer grass, bushier plants, etc. except for where there are concerns for safety or invasive species.

Have children take ownership of their space, like in Japan, and help with some of the cleaning that doesn't put them at risk of disease. Wiping up own lunch tables, sweeping floors, etc.

Have time dedicated (perhaps during PLC) where teachers can collaborate across grades/content etc. outside their normal PLC time to find more efficiencies and ways to bring in amazing experiences without or with only a low cost.

*-ORLA Secondary Teacher, Jefferson Parent, Lincoln Parent*

I think that Avanti should have a film class.

*-Avanti Student, Avanti Student, Avanti Student, Student*

Alternative learning models! The standard model doesn't work for many kids, including a lot of Gifted and talented kids, who become disaffected buy a system that does not recognize their needs.

*-Avanti Parent, Parent*

Give Avanti a greater chance. We, as students, have found a home here. Bring back OUR lunch program, expand our space, etc. Listen to us.

*-Avanti Student*

Instead of giving Olympia High School a new building, let Avanti High School exist. I and many others would not have been able to get through school without Avanti, my school is important. Fund us.

*-Avanti Student, Student*

The superintendent should focus more on those who are in schools that need more support or funding. The school I am going to is on the verge of not existing because of the lack of support and money that is being put into other schools that are well off.

*-Avanti Student*

We need more staffing and paraeducators, we dont even have hot lunch anymore, we a have a vending machine.

*-Avanti Student, Avanti Student*

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Teacher and paraeducator funding as well as lunch and a nurse.

*-Avanti Student, Avanti Student*

stop funding school athletics with district money. if the longstanding justification that they bring money in for the school still holds water, then they should be funded with funds that are produced by them. their establishment adds to the status quo within the schools and they suck up so many resources.

*-Avanti Student, Student*

Instead of a 5 day week with 6 1/2ish hours per day, has a 4 day week with 8ish hours per day been considered. This would reduce transportation, building, and general overhead costs.

*-Capital Secondary Teacher*

more focus on effective teaching and less on plans, programs, structures, process, and department heads, new rules, revamped standards, etc.

*-Olympia Parent*

Merging with NTSD and Tumwater

*-Washington Parent, Olympia Parent*

Avanti is a very accepting, supportive, critical school and I am so grateful for it. Students deserve the choice to attend a school that offers extra support, kindness, and a real community with every person that steps foot into this school. All of the teachers are critical (including the paraeducators), students cannot feel supported educationally and mentally without all the staff that we have right now. I think the graduation rate would go down significantly if any staff left avanti. This school needs more staff and more room to expand in this school and allow other students to come into avanti and have a more supportive, kind, and thorough education.

*-Avanti Student, Avanti Community Member*

Removing the requirement for 24 credits. Yes, I am aware that this is about the funding but I have nowhere else to voice this opinion because nobody seems to care. It is crippling our student body with unnecessary stress and anxiety. Just because we are required to get better grades and take more classes does not make our state or country smarter. It's how we care for our students, not for what we make them do. If you could pass this message onto someone who could try and do something, please do. I just want everyone to know that this new credit requirement is going to drive our school system into the ground.

*-Olympia Student, Olympia Community Member, Olympia Other*

I used to Value olympia school district until I have witnessed time and time again, pushing away alternative schools and using funding that we deserve, and have been promised, for schools that already have so much more support than we do. Avanti and Orla are ignored schools that the district gives fake hope to with EMPTY promises. I am a student and have had my hopes up for the expansion of avanti that we have been promised and already GIVEN a budget for. Just to find out it has been taken away once again. Our school budget is already insanely small compared to the bigger schools who have 10s of thousands more. Cut some of their money, they will be okay without it I promise. My school however, we don't even have a lunch lady, we barely have funding for field trips. We have to raise all of our money ourselves, which is fine because it makes our community closer however it is very obvious that OSD does not care about us. We also finally got a language teacher only to find out that she will be cut again. Small schools are so important for kids who can't possibly thrive in big school environments. This school is home to kids with many learning disabilities who didnt get the attention they needed at bigger schools because of the student to teacher ratio. Even if people in the school district don't understand Avanti and Orla it doesn't mean that they are not the two best highschools in the school district. We don't have school sports, we don't have competitive music classes, and we aren't asking for that. We are simply asking for the funding that we DESERVE.

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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*-Avanti Student*

-Keep funding for Avanti have all three floors of our building

-Keep teachers and paraeducators and office staff

*-Avanti Student*

We are already are so short staffed and we had to get rid of our lunch problem and now we have a vending machine instead of a person,

*-Avanti Student*

Bring back lunch at Avanti High School

*-Avanti Student*

avanti doesn't even have a lunch lady we have to use a vending machine that more than 50% of the time doesn't even vend your LUNCH & it just gets stuck.

*-Avanti Student, Student*

Perhaps start times, the number of days in a school week, and homework loads (projects, tests, presentations, etc.)

*-Olympia Student*

YEs

*-Olympia Student*

Cut central administration and let each school govern more for itself while providing more funding at the same time. we don't have enough teachers or para-educators, all of which are severely underpaid. Our curriculum is also extremely out of date and sometimes confusing, especially the online learning options such as edgenuity. A very good way make use of money put towards curriculum would be to renew the districts lease of Apex learning, while cutting edgenuity in order to minimize costs.

*-Olympia Student*

I don't have any

*-Olympia Student*

Working more with schools, asking them what they want, making more surveys to see the general idea of what most people would like.

*-Avanti Student*

I would like the Superintendent to consider that these are people, we are not numbers. The staff of Avanti high school values their students and fellow staff members. We all must stick together and fight to keep what little we have.

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student, Avanti Student*

letting kids put different stickers on computers

I think something that most of the Avanti community can say is that we need para-educators to be available for all our class periods.

*-Avanti Student, Avanti Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Prioritize the staff and resources that impact our students directly

*-Capital Secondary Teacher*

Avanti High School really needs more support.

*-Avanti Student*

Not taking back what you promised

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student*

Cutting all stipends district wide and use more volunteer coaches for athletics & activities. Cut athletic teams to Varsity/JV only. Close some small schools over time. Specialized programs should be reviewed and evaluated.

*- School Administrator*

More funding for Avanti. It is disgustingly unfair that OHS gets new additions to their building every few years but Avanti can't even move up into a building that it already occupies. We don't have the resources to provide things that a lot of Avanti students need, like lunches or world languages. Avanti deserves a fair budget because Avanti students care more about their education than anyone, which is why we all chose an alternative school.

*-Avanti Student*

K-2 elementary and 3-5 elementary schools.

*-Washington Community Member, McKenny Parent*

4 day week programs

*-Avanti Secondary Teacher*

Avanti staffing and renovation to be a higher priority if possible

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student, Avanti Student, Avanti Student*

I would like them to consider my values and keep my children's future bright.

*-Roosevelt Parent*

Consider adding enough facilities to Avanti in order for more students to take advantage of such a wonderful program.

*-Avanti Community Member, Avanti Community Member, Avanti Student, Avanti Student*

Budget cuts to Avanti will not help their program at all. I understand that they are small, but why even have the school as a choice if it cannot be supported properly?

*-Avanti Parent*

Less bureaucracy and paperwork and more common sense! Trust those in the classroom and not spreadsheets and studies. The teachers/paras have invaluable input to share about what really works. Spend less on administration and more on reducing class size!!!

*-Olympia Parent*

Consider eliminating the alternative programs. They are highly staffed, expensive and not effective at meeting state learning objectives.

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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More paraeducator support is needed already as the teachers have their hands full with disruptive behavior which in turns steals attention away from the education of others. Their help is essential to safe play during recess and transportation. Their services are no longer an "extra" component to schools but a requirement.

*-McKenny Parent*

Class size and supports to teachers that would encourage positive learning Music and arts in conjunction with science technology engineering and mathematics.

*-Avanti Parent*

I would like to see better support for Avanti to include return of a true cafeteria/lunch program, full support for capital updates/upgrades, and increased staff/teachers offering additional educational classes. I believe there are other parents like myself that prefer school to be about quality education and preparedness for college/life - boosting Avanti instead of building sports fields and football stadiums should be a top priority. Bring back school - reading, writing, and arithmetic.

*-Avanti Parent*

The goal should be to have a learning environment where students can thrive: this means smaller class sizes, opportunities for physical fitness, exploration of the arts, safe and adequate facilities and equipment; student and staff support. It is very difficult to put a dollar amount on this.

*-Washington Parent*

I am excited to see potential central administration budget cuts

*-Jefferson Parent, Jefferson Parent*

Are any of our programs being mismanaged to the extent that they could hurt our financial outlook even more?

In 2014, Centralia SD mismanaged their Medicaid Administrative Match program. Some district administrators submitted false information to generate revenue for the district. How are we combating honesty and integrity, when every penny matters here in Olympia. Where can the community look to see how our programs are being managed?

<https://shiftwa.org/centralia-school-district-commits-fraud-faces-no-real-consequences/>

*-Reeves Community Member*

I really urge you to keep funding for options programs. Schools like Avanti are extremely vital to the OSD's graduation rates, retention rates, and overall wellbeing. Avanti needs a hot lunch program because students who may already be going through hardship do not deserve to have to get food from a vending machine. Please give AHS proper funding.

*-Avanti Other*

Hiring practices. Are we getting the most qualified staff in our buildings? Or, are we getting the most experienced staff? Are we hiring quality administrators? Or are we hiring administrators with "connections".

How did a board member become an Executive Director? How do we continue to hire with a poor financial outlook?

*-Reeves Secondary Teacher*

Keep paraeducators, increase funding for avanti it's desperately needed.

*- Student, Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Specifically at Avanti High School, teacher staffing is incredibly important. Because the staff at Avanti is so small, if any cuts were made to teacher staffing it would mean that we'd lose an entire department. Alternative education allows students who would not succeed at a traditional high school to thrive in a different environment. Many of my classmates were considering dropping out of high school before they came to Avanti, and are now on track to graduate! However, without adequate teaching staff, these students wouldn't have been able to achieve academic success.

*-Avanti Student, Avanti Community Member*

1) Better OSD calendar. I have suggested numerous improvements and it's still incredibly difficult to decode. Simple things like clarifying whether or not it's an actual school day/holiday would be helpful. The calendar is entirely impossible to decipher, and friends who are ELL or have limited English find it confusing and unhelpful. 2) Provide more transparency on concerns about bullying and violence in the schools and how the district is addressing these concerns, and how they're measuring progress. 3) Improved diversity in staffing, and genuine efforts to value diversity and inclusion. It appears entirely absent from OSD mission & vision.

*-ORLA Parent*

I would like you to consider giving more funding to some of the more diverse school's in the district. Avanti is facing the heaviest weight of these budget cuts and I STRONGLY urge you to provide equal opportunity an privilege for all and halt this neoliberal injustice.

*-Olympia Other, Avanti Community Member*

Using data to drive decision making when distributing resources. Things to take into consideration that when funding is distributed; population of homeless students, number of disciplinary issues per school, number higher need students within the school. These items make the school more complicated and should be factored into financial decisions.

*-LP Brown Parent*

The Avanti building needs remodeling.

*-Avanti Parent, Olympia Parent*

Being this is my first year in the OSD, I will default this section to the experience of my other building administrator colleagues.

*-Olympia School Administrator*

More support for alternative education/Avanti.

*-Jefferson Parent, Avanti Parent*

Avanti already has a low amount of teachers and staff and para tutors. Making there be less teachers would just be making it harder for this school to stay around and keep accepting kids into it. We should be helping Avanti grow rather than taking away from the small amount it already has.

*-Avanti Student*

IDK

*-Olympia Secondary Teacher*

Programs like Freedom Farmers, Athletics, Art and music programs, and reconsider the staff that would be let off instead of seniority.

*-Olympia Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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We have excellent teachers and paras. Hopefully materials can wait until budgets improve so we don't lose our excellent staff. Staff make the most difference to students.

*-Garfield Elementary Teacher*

It doesn't seem very efficient that we have to choose between social and emotional supports for students, but that when it comes to district security "the appropriate investments will be made." Seems more than a little backward in priority.

*- Secondary Teacher*

Classroom teachers need more support in the classroom with disruptive behaviors, which seem to be at an all time high.

I would really like to see you finally address the inequities among the different elementary schools. This is an on-going issue that is always been given the excuse about "funding". If "funding" is the issue, fix it.

*-Madison Elementary Teacher, Madison Parent*

There is to be significant support in helping high behavior students. Due to the principles of PBIS, several classrooms are becoming extremely unsafe environments for it's students and teachers. Better systems need to be put in place to help these kids when PBIS isn't working.

*-Madison Elementary Teacher, Madison Elementary Teacher*

We had huge cuts at the HS last year. I am not sure how we could cut a lot more and be effective.

Staff to student ratio is among the most important. Drop out rates increase with lack of one on one support and allowing a more even ratio would increase the overall success of the education system.

*-Avanti Student*

Money should not go toward central administration; there is too much of that already. Teacher staffing is by far the most important. [ I am not a teacher. ]

*-Boston Harbor Parent*

More support for Avanti in terms of accommodating growing numbers. Thank you!

*-Avanti Parent*

It is disappointing that OSD was forgotten by our legislature and we have to fight battle over and over. As a parent I value the well-rounded and balanced education our children receive. We cannot lose essential classes, including music and the arts. I am sure you know the statistics regarding music and how it improves cognitive memory and also serves as an emotional support, often becoming a refuge for individuals who may not otherwise have a happy spot in their lives.

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

Why is staffing at the district office in the SpEd and Communication Department so high? Look at any of our neighboring districts and they have fewer staff in said areas.

Are we not able to operate more efficiently with fewer staff? More efficient departments could save the district staffing costs! More efficient leadership is needed in these areas!

*-Olympia Secondary Teacher*

Athletics. Do we need to spend so much money on sports?

*-Capital Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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It feels like with financial outlooks of this nature that movement has to be made way in advance. Planning can't just happen after a survey goes out. Why drag the community through a survey, when decisions have/are already being made. Why collect my input if it serves no purpose?

*-[secondary] School Administrator*

Sports. Are they necessary? Why do we have AD's making more than most teachers? Source: KitsapSun

*-Olympia Secondary Teacher*

Lp brown looks so old and run down compared to the newer schools in the district and sad to see that the school doesn't have a great space for assemblies. It would be nice to have more shared space and feeling of shared successful curriculum across schools but so much of that is teacher dependent.

*-LP Brown Parent, Parent*

[Employee] is disliked by teachers and parents - I would rather take a[n employee] with no experience and less pay to ensure quality education for the children.

The staff make a school feel comfortable/safe for students. With a lack of/constant change of staff, it makes it harder for a student grow and engage with school.

*-Avanti Student, Avanti Student, Avanti Student, Avanti Student, Olympia Student*

Lowest priority - new curriculum, central admin, building admin, athletics

*-LP Brown Elementary Teacher, Garfield Parent*

Reviewing complaints that students file against teachers. [Remainder of comment referred to OSD Human Resources]

*-Olympia Student, Olympia Student, Student*

Distance learning.

*-Washington Parent*

Combining jobs if possible, thinking outside of the box when it comes to Administration and teacher support. Are there alternatives that other states or districts are using. I don't like the concept that because we have always done it that way we need to continue to do it that way. Can we work with the city of Olympia to help with grounds maintenance can we switch to electronic books to save on the cost of materials? Can we change back to playing schools in our county so we don't have to spend as much on transportation costs to send OHS kids to Pierce and Kitsap Co. for sports.

*-Pioneer Parent, Olympia Parent*

Take a voluntary pay cut. Administrator pay is out of whack with what teachers and other support staff earn. It's like CEOs vs front line employees - the 1 percent and the 99 percent. Schools have too many administrators and top level positions and not enough paraeducators and teachers. Do not cut music and art. Do not cut the Avanti High School program - it is a GEM and helps make the district unique in the options it offers. Not all students fit the cookie cutter model of the "typical" high school experience.

*-Avanti Parent*

We need to employ art specialists at the elementary level. It may be an additional expenditure, but it's an investment in our children we shouldn't bypass.

*-Centennial Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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I was hesitant about choosing 'teacher staffing' during the survey, because 'teacher staffing' feels like something what I have read an email from Olympia High School administration when the school was going through budget crisis last year: cutting budget for other things while trying best to keep teachers' salaries. I think schools should do more teachers' performance reviews, because I am sure there are some teachers who don't deserve the pay they currently get by working numerous years at school.

*-Olympia Student*

When boosting PE, Art, Music (elementary) in the district, hire many part time teachers and have most of them work in the afternoons. Teachers focus on core subjects in the morning and it is always a nightmare trying to schedule specialists around core subjects and morning recess. Having more staff hired part time and having them work afternoons would be much more efficient and allow for better schedules for students. Band in elementary schools is done in a horrible way in which students miss 40 minutes of class 3 times a week. Times are arbitrarily assigned to elem. schools. It is very disruptive for the students and teachers to have them pulled so much. Possibly offer a zero hour elementary music program or do it afterschool. Right now it is a mess.

*- Elementary Teacher, Olympia Parent*

Do we have an adequate amount of teachers to pull off the district's outcomes?

Close down alternative schools - ORLA and Avanti

*-Centennial Elementary Teacher*

Close smaller schools and eliminate alternative programs to consolidate resources in our district.

*-Pioneer Parent*

Close one school and move the students and staff to multiple other elementary buildings.

Close Madison or Boston Harbor or LP Brown. I write this after much thought because I am a teacher at LP Brown and it would affect me the most, but if you need to find millions of dollars then close one or more schools.

*-LP Brown Elementary Teacher*

To increase the supports for small (reduced) class size and the staffing for students with social/emotional/behavioral needs in order to be successful learners.

*- Elementary Teacher*

Just brainstorming - there are two very small elementary schools (Madison and Boston Harbor), could something happen consolidation? Would that save money? I know it will affect their communities greatly but in this day and age, we can't ignore that one track schools (only one class per grade) are not very cost-efficient.

*-Garfield Elementary Teacher, Garfield Parent*

Curriculum administrators? Really? You are paying people full salaries to somehow oversee the district's English curriculums and Math curriculums? --Seems a waste.

*-Olympia Parent, Washington Parent*

I think that he should consider what is best for all students. Having enough teaching and support staff to provide learning and support is what makes the most impact for students. Making sure that valuable and competent individuals are in the district is important. Looking at the district office and really focusing on if there needs to be that many people on staff doing the certain job they are tasked with.

*- Elementary Teacher*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Full time reading intervention teachers at elementary schools provide the help that students need to learn to read. This financial investment when students are young will save money over the course of our students' educational careers.

- *Community Member, Community Member*

We need to increase specialist offerings at elementary level in order eliminate the need for DEAR time or extended recesses to cover teacher planning.

-*Pioneer Parent*

We cannot keep hiding behind the legislations decisions with these budget cuts. How are we in an expensive state of constant construction yet we now are discussing yet again cutting jobs to people in our community that rely on their income.

Help Avanti Highschool out, give them more funding they are an amazing school.

It would be nice if parents had a way to learn how to interact with the students' classes/grades, and talk with teachers easier.

-*Avanti Student*

I am partial to Avanti because I have seen how valuable it is for students that may not fit well in a traditional school setting. I support continuing to grow and support the program.

-*Avanti Parent*

I would like to understand what all the jobs are at the district level, what the pay scale is there, and what they all do.

- *Parent, Secondary Teacher*

Trimming central administration staff, trimming the salaries of senior administrators, and keeping the school Board focused on actual educational matters and operational issues rather than politically motivated initiatives.

- *Parent*

Interdisciplinary curriculum, teacher collaboration, and social/emotional supports to foster the next generation of leaders with the self-awareness to see where they themselves fit in an accelerated changing landscape of people and ideas.

-*Capital Other School Staff, Capital Other School Staff, Other School Staff*

I don't understand what is meant by "Teacher Supports". Is that professional development? If so, my answers would have been different and I would have rated that higher, above School Administration & New Curriculum & Paraeducator Support.

Move ineffective administrators out of their positions asap. There are lots of candidates out there ready to make a difference for students.

More centralized procedures & programs handled by the district office rather than at each building would reduce school office staff workload, teacher workload, & principal workload.

- *Central Office Administrator*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Get back to the basics. Teach reading, writing, and Mathematics. Coordinate curriculum's and quit changing them. This is only confusing students and making them less successful. Also, quit trying to raise my children. I am fully capable of doing so. Stick to educating them and leave the social agendas out of it.

*-Capital Parent*

I am a college educated 45 year old that works in a highly technical job for the State and English is my first language. I have no idea what this question is asking. Presumably this survey is meant to engage all families of our school district, use clear language please. This is very disappointing, please do better.

*-Washington Parent*

giving avanti the second floor

*-Avanti Student*

It would be amazing if we could have more floors. My reasons for that being that we would gain a larger student basis and start being considered like an actual school rather than just some building with students in it. Every person I've talked to from other schools talk badly about Avanti, but I feel like if we had a larger student basis and more floors we could be considered more of a school and treated less badly. Our school is awesome, and it would be a shame for such an amazing place to be gone.

*-Avanti Student*

-the district needs to consider better ways to identify HiCap kids and if kids are not ID'd as such and who are high achieving, there needs to be better ways to services those kids.

-as a corollary, the district needs to offer another middle school program similar to JAMS and probably needs to locate it in the Olympia HS service area. There are scores of kids who get left out of this program and it should be available to anyone who can handle the work. A lottery system under-serves deserving kids.

*-LP Brown Parent*

Keeping extra curricular activities is important for brain matter.

*-Olympia Parent, Parent*

Head Custodians who don't do their jobs.

*-[Elementary] Community Member*

transportation, para supports

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

Competency of HR staff and leadership in the department that has lead to our financial outlook. Poor bargaining and hiring practices.

*- Operations Staff*

Sport and extracurricular activity costs.

Transportation efficiencies. Can we save money with better designed routes and schedules?

Paraeducator librarians instead of teacher librarians

*- Parent*

It is easier for larger schools with more students to generate their own revenue streams (e.g. fundraisers), so they will need less funding from the central administration than smaller schools with fewer students.

*-Avanti Student*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Keeping students & teachers the number one priority.

*-Hansen Parent, Marshall Parent*

I want to see the high school start times be changed to later in the morning. Our high school kids need the extra sleep, and research supports this as a great long-term investment.

*-Olympia Parent*

Mr. Murphy, take a voluntary pay cut. The rest of the central administration staff as well. Those of us who have been here for a while see the pattern of those at the top securing larger and larger salaries such that the pay gap between the lowest paid and highest has increased dramatically. Also, the central administration as a whole are woefully inefficient. If you all were in private business you would be all sacked by now. Seriously! The pattern of shuffling employees who don't cut it working with students or other staff into central admin is not a solution. We demand professional support from the central admin but instead we get unqualified people who do not have any oversight. In the old days we called this dead wood.

*- Other School Staff*

Human Resources Department; leadership and decision making. How did we get here with all of the poor decisions?

*- Parent*

HR

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

I do not believe that there should be any teacher who is on the sexual offender list, has a restraining order against them, or has been convicted of a crime. [The remainder of this comment has been referred to OSD Human Resources.]

*-[elementary school] Parent*

No busing. Children can walk to school. Replace librarians with lower paid paraeducators. Teachers provide PE to their own class that way no need for PE teachers.

*-Garfield Parent*

More Counselors!

*- Parent*

Pay teachers more money

*-Garfield Parent, Garfield Parent, Garfield Parent, Garfield Parent, Garfield Parent, Parent*

class sizes are much too large in some primary classrooms...anything over 15-17 in a room is too many kids

*-Capital Other*

cut math teachers

*-Olympia Student*

Using all taxpayer funds efficiently

*-Olympia Parent, Parent*

Reduce cross town rivalry.. merge more opportunities between capital schools and Oly schools

*-Washington Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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much of the work of the teachers and paras revolves around disruptive behavior by students. Have better strategies to handle such so the learning environment is maximized for the non disruptive students and teachers

*-ORLA Parent, ORLA Parent*

There needs to be an improvement in the IEP programs.

*-Pioneer Parent*

It is important to maintain the nurses and councilors at each school. Health and safety must come first. Please keep class sizes small.

*-Centennial Parent*

There are too many students in some of the classes, and a several of them have behavioral problems that disrupt the whole class. There are not enough help in the class, and all the students are suffering from it.

*-McKenny Parent*

*-Washington Community Member, Lincoln Community Member, Washington Parent, Lincoln Parent, Garfield Parent, Garfield Parent, Washington Parent, Washington Other, Lincoln Other*

How much longer are our board members going to turn the blind eye to our Superintendent's poor leadership? Everything costs money. Why are we continuing to enhance programs? Why are we continuing to give teacher pay raises? Why are we continuing to focus on items such as new bell/start times? Wake up, it's time to look at the financial impact of all of the Boards decisions! We will not have a good financial outlook, if we don't begin to address our root issues. Poor leadership!

*- Other School Staff*

I feel that most if not all the schools and the district office have TOO many administrative people. That needs to be cut and the funds need to do to teachers, para-educations, transportation & even food service. It needs to have a direct impact on our students. I am sorry but not never admin person needs an assistant.

*-Capital Parent, Jefferson Parent*

I think the district should make a stronger effort for volunteers to be welcomed and recruited. Middle and high schools do not make parents feel welcome or invited to help with teacher and office support.

*-Olympia Parent, Washington Parent*

Would like to see later start for high schools. It's best for our high school students in many regards: improved academics, better health, less anxiety, fewer absences. Let's put the priority on what's best for our students.

*- Parent, Operations Staff*

How much longer are we going to continue the rhetoric that "there's money" or "the district is hiding money"??? When you continue to bargain double-digit salary increases for teachers and Admin, what do you expect the financial outlook to be? Why do we continue to guarantee huge chunks of money in salary raises? Is HR competent in their bargaining tactics?

I don't know if/how it would run afoul of WAC or accreditation or collective bargaining, but I wonder if there are any opportunities for "work study"-like arrangements where students and/or parents could provide some subset of services if openings arise that weren't immediately backfilled...?

*-Roosevelt Parent*

**Describe what you value about our school system (beginning page 1) and describe any efficiencies that you would like the Superintendent to consider (beginning page 52).**

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Get school start times in better alignment with research about sleep needs of various ages. Continue to leverage the high number of parent volunteers to help teachers and schools get stuff done.

*-Roosevelt Parent*

Expand creative and necessary supports for teachers to meet shifting demographics and needs of student population. Expand and improve Avanti's facilities so more students can attend the school (using the whole building) and add more staffing for their interdisciplinary curricula offerings and activities.

Fund Freedom Farmers staffing and grow the 2nd year into 3rd and 4th year integrated programs. Many students see improved grades/Graduation rates, ownership of their education and post secondary pathways from these two programs in particular; engaged and/or disengaged students alike. (Some counselors, teachers and students still describe Avanti as a place where learning doesn't occur at a level of main high schools.) Improve paraeducator access for students who need it and grow available numbers for of paras. Institute ongoing mentorship, teacher peer support and trainings for all teachers around the 4 R's (relevance, responsibility, relationship and rigor) and ways to dynamically apply this to the classroom. Teachers need help shifting to a new paradigm in education--hands on, thinking on our feet as we all learn. Prioritize social justice based curricula and training as well as balanced skill based/academic learning (head, heart, hands) for all students to be supported in the classroom and beyond, removing the stigma of apprentice, trade/vocational, CTE learning options.

Grow counselor and emotional/social support staff learning in the above areas so they value students ownership of educational choices and pathways to college, college prep, work and trades. Keep them abreast different options to assess need, culture, invisible barriers, gifted students etc.

Keep up the good work and the pace! Thank you!

*-Avanti Parent, Olympia Other*

I believe that extracurricular activities help to achieve the 6 expected outcomes adopted by the OSD more so than anything that can be done in the classroom, and while I certainly value the rigor and preparation that is provided by the classroom experience, I don't think it is possible to learn many of the most important lessons purely through academics.

*-Olympia Secondary Teacher, Olympia Community Member, Olympia Other*

Efficiencies in the HR Department. Quality of the staff and leadership making these poor decisions that impact our staff.

*- Other*

Administration at the district office; Executive team.

Skyward. It never seems to be working properly. How much do we spend on software of this nature? What other options are there? Qmlative?

*- Elementary Teacher*