

**(Submitted via Google Form Jan. 24, 2022 - Feb. 25, 2022)**

<b>As we consider the budget for the 2022-23 school year, are there alternate priorities or needs that surpass these investments or adjustments that should be considered?</b>		
1.	4-Day Weeks	As an administrator, I have done much research on having 4 day weeks. I have learned that 4 day weeks are more productive and student learn better.
2.	4-Day Weeks	I think that 4 day weeks are better for students mental health.
3.	ABAR	Adjustments to consider: REQUIRED PD on Equity-related issues: Trauma Informed Practice in the Classroom, Restorative Practices, Inclusive Teaching (skills for teaching ELs, SPED students), ABAR training, etc.; LOWER Class sizes across the district not only in high poverty schools; INCREASE/RESTORE funding for Para Educators & SPED Educators
4.	Absences/Tuancy	At middle and high school we have students who either don't attend school or only attend a little school. There seem to be no resources to work with the students. Tuancy also does not appear to be enforced and some families would be motivated by this potential consequence
5.	Academic Excellence	academic excellence
6.	Academic Improvements	more academics
7.	Academic Improvements	More core subject teachers. Focus on true academics.
8.	Academic Opportunities	Additional academic opportunities are especially important for students in higher poverty schools- having alternatives for success, including credit recovery, tutoring, and after-school enrichment.
9.	Academic Opportunities	Additional academic opportunities are especially important for students in higher poverty schools- having alternatives for success, including credit recovery, tutoring, and after-school enrichment.
10.	Additional Instruction Time	More days of in-person instruction and more classroom time

11.	Additional Instruction Time	We need to meet the students where they are at socially and emotionally. They need continued supports to help them comeback from CDL
12.	Additional Instruction Time	Keeping the schools open and kids in the classroom.
13.	Additional Instruction Time	Fewer no-school days during the school year
14.	Additional Instruction Time	More hours in school -more education. Our kids go less than any kids I know in other states late arrival in 11th grade plus study hall, PE and other non-college prep classes. To me - the state has dumbed down the education so badly that it is all but criminal.
15.	Additional Instruction Time	More school days and summer plan for students
16.	Additional Support Staffing	MORE SUPPORT STAFF!! MORE TEACHERS. SMALLER CLASS SIZES. MORE INTERVENTION. MORE COUNSELORS AND SOCIAL EMOTIONAL TEACHERS. US CLASSROOM TEACHERS CANNOT DO IT ALL, WE ARE BEGGING YOU FOR HELP!!
17.	Additional Support Staffing	More economical ways to provide support staff to teachers other than calling on substitutes that provides a better education overall.
18.	Additional Support Staffing	Need to hire more cleaning personnel so that the bathrooms are ACTUALLY cleaned and restocked regularly
19.	Additional Support Staffing	1:1 support in the classroom for eligible students, including those in the autism spectrum
20.	Additional Support Staffing	More support and lower caseloads for special education staff like OT, ST. Children can not make gains in these areas with larger groups and minimal contact time or consultation only.
21.	Additional Support Staffing	Additional funding for IAs in primary grades at high poverty schools. There are a greater number of striving readers at high poverty schools. The best gains are made when the students are able to read to an adult daily and receive immediate feedback.
22.	Additional Support Staffing	More staffing to help kids who are behind to get caught up.
23.	Additional Support Staffing	additional classified staff to relieve burden on site admin; their leadership is being weakened by hours of meetings,

		duties, covid tracing, etc.
24.	Additional Support Staffing	As a high school biology teacher of 25+ years at Beaverton High School, the addition of more ELD aides and grad mentors has made a huge difference to my students. In a classroom with multiple levels of need, it has been amazing to have multiple staff available to reach all students in a timely, caring, and engaging manner.
25.	Additional Support Staffing	more staffing for behavior support and intervention
26.	Advanced Placement	More differentiated learning opportunities for high achieving students.
27.	Advanced Placement	AP Classes, and the Engineering pathways.
28.	Advanced Placement/TAG	Consider the needs of all your students (including TAG students). While we understand that some kids may need more help. it should not be done at the expense of all the other kids.
29.	Advanced Placement/TAG	TAG programs
30.	Advanced Placement/TAG	Support for TAG kids
31.	Advanced Placement/TAG	Please develop meaningful support for TAG students. I appreciate the efforts to achieve equity and help lower-achieving kids, but kids who need to be challenged are being ignored. The "differentiation provided by classroom teachers" has been virtually non-existent for our kids. Fortunately Summa is an option for us, but many bright kids are languishing in regular classrooms, and that's not right. These kids have the same right to an appropriate education as anyone else, and they are really not being served by the district. Please consider expanding summa or developing other offerings for students that need to be challenged. Expecting teachers to provide sufficient differentiation in the classroom is not working.
32.	Advanced Placement/TAG	Please make sure that TAG students are receiving proper academic instruction. Many of these students are significantly abreast of their peers. Also, make sure that your reading instruction is research based. Ditch Lucy Caulkins and replace it with evidence based curriculum that will teach ALL students to read. Finally, provide direct instruction for students with dyslexia or at risk to be struggling readers.
33.	Advanced Placement/TAG	Please increase the budget for IB programmes.

34.	After-School Programs	I guess after school clubs
35.	After-School Programs	Nothing that isn't already necessary as a result of the COVID-19 pandemic. Before/After school programs are increasingly relevant as a result of work/schedule difficulties.
36.	After-School Programs	For people that might need afterschool programs and academic intervention the window for success is likely already passed for many of them, thus preventing them from getting to the point where they would need such an intervention is far more important. An important part of ensuring that these, likely poor, students get the education they need is free classroom supplies, thus an equity based distribution of these supplies is important.
37.	After-School Programs	Providing an adequate budget towards after-school artistic programs like theatre, band, and choir is just as important as funding towards counseling- both are ways for people, especially teenagers, to freely express themselves, yet artistic extracurriculars have the additional and crucial ability for inspired students to create a strong community bond.
38.	After-School Programs	More funding for after school extracurriculars such as sports, track and field
39.	After-School Programs	Kids clubs after school with parent volunteers
40.	After-School Programs	Our families need access to after-school programs to extend learning for their students beyond the school day, it would be fantastic to be able to bring back programs similar to the SHINE programs that used to be in many schools. It also seems like we have a larger than normal reserve right now - how can that be used to help alleviate some of the stresses on the system that our schools are now experiencing? Thinking mostly about staffing.
41.	Arts in Schools	More funding for the performing arts
42.	Arts in Schools	Art teachers do not have enough money for supplies
43.	Arts in Schools	Programs that will assist kids- arts, music, sports. Keeping them learning hands on and active.
44.	Arts in Schools	support for the arts
45.	Arts in Schools	Priorities school art activities and sports events for kids of all level in school.

46.	Arts in Schools	Investment in arts, language, and music. Ensure proper counseling and support staff ratios. Please do not hyper-focus on "increasing standardized test scores". Kids need to be well-rounded and not test machines. Teachers and other staff members need to be able to build relationships with students and really KNOW their students, not just their scores. Genuine inquiry opportunities and chances for creativity are essential for learning.
47.	Arts in Schools	Please continue to support the arts in every way as they help to engage many different students
48.	Arts in Schools	Fund arts programs.
49.	Arts in Schools	I feel that having money for the arts programs is extremely important as the arts stimulate and help students excel in other core academic areas. The arts foster self-esteem and an enriched social environment. The programs are often cut and students don't have access to musical and visual arts.
50.	Arts in Schools	More funding for performing arts in general
51.	Arts in Schools	More funding for music and the arts as part of well-rounded education. SSA and Title IV part A funds for well-rounded education should support our music and arts classes.
52.	Arts in Schools	Sports teams are consistently prioritized over all forms of performing arts groups (choir, marching band, colorguard, theatre, etc.). I believe it is extremely important for the district to support these forms of art at an equivalent level to sports, and urge the district to consider shifting some amount of funding into these arts in schools across the district.
53.	Arts in Schools	I would like to see BSD allocate funds reserved for "well-round education" to support our visual and performing arts programs. This last year the middle schedule was changed and programs added with no additional FTE for these programs. The district then cut our school 6 teachers with only 80 less students. The funding from the Student Success Act (SSA) and Title IV part could be used for A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
54.	Arts in Schools	I think it is important that an appropriate amount of money is being allocated to funding the arts correctly. The money the arts are receiving is inadequate and should be adjusted to meet the needs of these groups that are essential for a well rounded education.
55.	Arts in Schools	The is currently not an adequate funding provided to the ARTS in the schools in order to mee the "well-rounded" education for all students. Funding needs to increased to make sure there is the staffing at all schools (elementary, middle and high schools) to provide the well-rounded education and meet the well-rounded education

		goal for the district. This inadequacy of funding is quite frankly discouraging.. Please consider placing the funds where the goals have been dictated by the district, rather than jerry-rigging the staffing to do the bare minimum.
56.	Arts in Schools	I would like to see BSD allocate funds reserved for "well-round education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
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58.	Arts in Schools	Equity for arts and electives in the secondary level - making sure that middle and high schools have equitable access to all electives when making a decision, and are not railroaded into an unwanted elective or not getting electives entirely because they need remedial classes. Middle schools and high schools are finally getting close to staffing the arts effectively, and we need to keep that staffing so that the programs can grow and best serve the students who need them.
59.	Arts in Schools	I believe students need a well rounded education. This includes the arts, PE, and music programs.
60.	Arts in Schools	Funding for arts for all students.
61.	Arts in Schools	Supporting the arts even if budget cuts
62.	Arts in Schools	Extracurriculars must be supported to the greatest degree. Without extracurricular many students would not be in school. Support fine arts and upgrade the auditoriums that have not been upgraded. The new bond ignores the needs of a few schools.
63.	Athletics/Activities	I was thinking we could do a sports club such as soccer, baseball, basketball, and softball.
64.	Athletics/Activities	Middle School sports. Kids need those outlets as well. When kids get to middle school a portion of them stop doing sports and we need kids involved in those activities.
65.	Athletics/Activities	Fund sports and arts, band, etc.

66.	Athletics/Activities	After school non-academic programs such as sports and the arts.
67.	Athletics/Activities	school sports
68.	Athletics/Activities	athletics and activities staffing and programs
69.	Athletics/Activities	Extracurricular activities and other beyond-the-classroom strategies for engaging students need to get more attention.
70.	Athletics/Activities	Bring back interscholastic sports for middle school students... NOT clubs, which are fee-based, and do not equitably provide all students the opportunity to participate. For many of our underrepresented minority students, athletics is their reason to pursue their education. They are given the discipline of the sport (team or individual), the support and encouragement of coach(es), and experience of being part of something bigger than themselves (team/school). This is a boost, not only to their SEL, but is that encouragement to stay connected to their academic success (to be academically eligible to participate). It would be money greatly well spent to support the well-rounded success of all our middle school students.
71.	Athletics/Activities	Sports need to be better funded, we are pricing kids out of being multiple sport athletes
72.	Attendance	I'm not exactly sure but we need more help for getting kids to want to go to class to get a higher grade. Because that is slowly increasing the amount of students with bad grades.
73.	Attendance	<p>From your survey, you are clearly out of touch with the needs of the students. Please focus on the core education of each of our students. Attendance and academic improvement of all students is your responsibility. Please regain the ground lost since before the COVID-19 pandemic. Demonstrate this through improved test results and achievement statistics.</p> <p>Accelerate the core education of our students with the new methods and tools we developed during COVID-19. Our graduation rates should be nearly 100% All students should be then bound for higher education or vocational education. Beaverton School district is not achieving these basic objectives.</p> <p>Your focus on equity-based student-teacher ratios, before/after academic programs, etc. indicates that you are focused on child care and social engineering rather than education. Please correct that.</p>
74.	Avoid CDL	Anything to never do remote learning again.
75.	Basic Academics	If I could answer 4 to all of those, I would have but it forces me to rank them. You are missing the boat if our kids

		can't get back to normal (and hopefully better) on the fundamentals of reading, writing, and arithmetic. You should be fulling staffing and supporting the fundamentals and letting some of these ancillary initiatives go. Parents would be much happier with the school system if they knew their kids were getting the learning and testing well in those fundamentals which they are not.
76.	Basic Academics	Let's get back to teaching our kids and preparing them for their next steps. Let's put the masks away and begin treating each other with respect.
77.	Basic Academics	Good education
78.	Basic Academics	Math, reading, and writing proficiency levels returned to prepandemic levels.
79.	Basic Academics	Teach basic academics and stop wasting money on anything else. This shouldn't be an "alternate priority". It should be THE priority. You are a school district, not a support system to supplement dysfunctional social service systems. Stay in your lane.
80.	Basic Academics	Fix the education system there is a reason that Oregon is one of the lowest ranking states educationally.
81.	Basic Academics	focusing on student development and giving them the best education they could possibly receive
82.	Basic Academics	Focus on teaching academic skills and none else
83.	Basic Academics	Make sure there are basic supports for ALL schools, but I totally support more support for school in more need.
84.	Basic Academics	Spend the budget on academics. Stop indoctrinating children, present both sides, teach critical thinking. Teach academics not personal values. Create a safe space for EVERY child not just the ones that agree with the teacher/district's OPINIONS.
85.	Basic Academics	Focus on getting back to the basics. Math, Science, Reading, Writing. Get the political movements out of schools.
86.	Basic Academics	NO CRT or WOKE education prioritize reading writing and arithmetic, educate for Americanism. "Equity" is destroying excellence and the value of meritorious hard work.
87.	Basic Academics	Good education



88.	Basic Academics	Students need to come first. We need good teachers that are all in and want to make sure all students are successful. I am tired of seeing bonds for schools building improvements when our students are not getting the education they deserve. All of the above options are very important and making me rank them 1-4 is a ridiculous and unfair request.
89.	Bi-Weekly Payroll	I'm a certified substitute so I can sub in K-12 levels, but I chose secondary as that is where I choose to sub most often. I believe that the district needs to implement a bi-weekly payroll system for all staff and substitutes. This system values the employee's efforts with more frequent paychecks. I understand it's harder for accountants, but it's important to make educators and school staff feel valued so we can feel supported by administration and can translate that into supporting the needs of our students. Thank you.
90.	Bond	As a parent and licensed employee of bsd, it is ridiculous that you are asking the community for more \$\$ during a global pandemic due to individuals' financial restraints at this time. Furthermore you haven't given staff a raise in 3 years nor have you settled our contract. Shameful.
91.	Bond	Stop going out for bonds my pocket is empty
92.	Bond	Not every school needs to be a modernistic work of art. These bond measures are bloated and could be spent much more equitably....think about it... You want ANOTHER 3/4 of a BILLION dollars from taxpayers. This isn't Beverly Hills nor do the homeowners make what people Beverly Hills draw in annual salary. Cool it with the wild spending.
93.	Bond	Finishing projects, as promised, that didn't get completed from the last bond, should be #1! I feel like BSD is counting chickens before they hatch.
94.	Boundaries	We desperately need to look at the boundaries for elementary schools.
95.	Budget	If there are resources or monies being reserved, why isn't being used?
96.	Budget	Support the schools with the \$\$ \$\$\$\$\$\$ that we have in reserves.
97.	Budget Information	Has the BSD considered Zero Based Budgeting?
98.	Budget Information	Title schools need more funds to balance the money raised by more affluent PTO communities. I have worked at title schools and non title schools in Beaverton - there is NO equity.

99.	Budget Information	Stop spending so much money on chrome books and fix the school food
100.	Budget Information	With enrollment decreasing your expenses should go down even with inflation. Cut unnecessary spending. Your budget is full of items that should be cut.
101.	Budget Information	BSD needs to budget better so there is no need for so many Bonds.....
102.	Budget Information	Stop spending money on consultants.
103.	Budget Information	If the main points that BSD seeks community feedback on were presented in a more user-friendly, concise and clear way, using layman's terms (say, an 8 page slideshow with easy to understand infographics) it would be much easier to engage with the questions at hand. The video format is long, boring due to excessive detail and tough to stay engaged with for anyone not already well-versed in the terminology and processes at play. I find it ironic, in considering an 'equity lens', that this information is presented in an exclusionary manner as it assumes a level of familiarity with the process that is not common knowledge. Please do better.
104.	Budget Information	You don't need money. You need to manage money better. Stop forcing us to give you clowns money.
105.	Budget Information	stop blowing all the schools money on parties nobody cares about.
106.	Budget Information	I have colleagues currently struggling with budgets in their elective classroom, but that might be a building=specific budgetary concern rather than district-wide. They need to do more research and compare budgets with other sites to see if our building is an outlier or not.
107.	Budget Information	Actually using the money on important items of interest. All of that cash and still nothing. I don't blame you.
108.	Budget Information	The most important thing is that we want district to perform spending control without giving out lavish checks. Look at Mountainside High school and how much you put in. You should've balanced the lavish spending with other older schools. It's getting out of control from tax payer's view
109.	Budget Information	Please invest in all children. Our tax dollars should not be spent on pet programs.
110.	Budget Information	The budget should not be spent any more on free lunches for students, and instead invested in another area. Instead of giving out free, low-quality pizza and nearly expired milk, please help other areas where the budget is

		clearly deficient.
111.	Budget Information	yes the budget and the input are important
112.	Budget Information	Funding our classrooms. My state budget has been 0\$ for the last few years. Without the PTC I would not have had funding for my art students. This is a huge problem. I assume my school has gotten money but they keep telling me it is not enough and we teachers get nothing. Principals should not have control over building budget or at least if they do there should be some minimums in place for teachers and programs. Please ask yourself how you can have an art program with no funding?
113.	Budget Information	Loosen your purse strings- you have a surplus in excess of 25%!
114.	Budget Information	Please spend the money you have in reserves NOW-- our students are in critical need of resources and the district is not a bank. \$97 million in reserves is unheard of-- that money needs to be spent on our students now
115.	Budget Information	Open up the reserves and spend some money now!!
116.	Budget Information	<p>1. Share graphs / charts / data that don't manipulate the audience into thinking the budget is worse than it already is.</p> <p>2. Kids and teachers NOW are in crisis. We have the funds - and the need. Use those reserve funds now - especially because it's really needed.</p>
117.	Budget Information	<p>First, I was under the impression that you are not allowed to stockpile the budget and that what has been allocated is for this school year should be used for us now. Second, we have a workforce in crisis. The early release times, although are welcome, why not do it in conjunction with BEA. We have been asking for help and it should have been a team effort to find ways to relieve some of the strain. That being said, why would we have kids and staff come back on June 21 for 5 hours? That is silly. Next, use some of the nearly 100 million in reserves to do what is right and settle this contract! Who made the rule that teachers must scrape by, that we have to live paycheck to paycheck, despite our education, workload, lack of resources, etc.? Then, the Speech Path and Sped Team are so overwhelmed in my building right now, that I have kids not receiving services, that should be.</p> <p>It's sporadic at best. This is illegal! Support our support staff please. Hire more! Last, with Flex kids coming back, you need to staff the school hit hardest, like Springville, with more resources and teachers! Come on! What are you waiting for? I don't work there, but it's crazy that this wasn't in the plan. We, as teachers, knew this was a possibility. Why didn't our District? I don't pretend to understand how difficult it is to run a District, but like I teach my kindergarteners, do what is right. Be an example please.</p>

118.	Budget Information	Please use budget funds wisely
119.	Bus Schedules	Later bus pickup times
120.	Bus Schedules	More funding for buses for off campus field trips. The last time I chaperoned one, the school had to wait for a bus due to bus routes which literally caused the children to have to choose between going to the bathroom & eating lunch. Also, better hot lunches with less plastic waste.
121.	Class Size	We need to prioritize both class size and intervention support. They are both equally important to student support as we are still working to elevate students after distance learning.
122.	Class Size	I think we should be focusing on lower the class sizes at all school, not just Title 1 schools.
123.	Class Size	Flat lower class size across all elementary schools.
124.	Class Size	Lower class sizes across all schools. At this time intervention staff only serve k-2 they need to be serving the entire school. The intervention specialist and student success coaches need to be spending more time with students and less time in meetings.
125.	Class Size	Keeping class sizes down at all schools.
126.	Class Size	Not MANTAIN (class sizes are 30+) but LOWER class sizes so teachers can teach. Thank you.
127.	Class Size	You should do all these cause their necessary
128.	Class Size	Keeping class sizes as low as possible
129.	Class Size	EVERY classroom across the district deserves lower class size. Our students of poverty in high SES schools, deserve just as much as anyone else. When decisions are suggested to only support single populations we run into massive equity issues.
130.	Class Size	Lower class sizes in ALL schools, not just ones with higher poverty. 30+ kids in a room is a complete disservice to our youth.

131.	Class Size	Lower class sizes all around!
132.	Class Size	Lower class sizes for ALL schools. Reducing a grade teacher, to pack 3 teachers with 30 students each, during a pandemic, no less, is unacceptable.
133.	Class Size	Prevent class sizes of 47 students!!!
134.	Class Size	Smaller class size is very important in student success. Younger Elementary grades (Pre-K / K - 2) should also have an assistant teacher. One on one attention matters and makes a huge difference for younger kids.
135.	Class Size	I'm concerned that lower class size isn't an option across the district, my child's kinder classes are 28 across the board in her building. That is not okay for any 5 year old.
136.	Class Size	<p>I'd love to see class size lowered district-wide. While we manage with 30 kids in the upper grades, it's discouraging to know you can't meet the kids' needs in the same way you could with classes of 22. Priority should definitely be in high-poverty schools--I want those buildings flooded with competent staff and support (especially in the early grades), but even schools with lower levels of poverty have kids that get lost because of high class size.</p> <p>We also are approaching a staffing crisis because teachers are burning out trying (and often failing) to reach all of their too many kids. We make do. We survive to fight another year. Test scores may remain okay. But big classes are not sustainable long-term.</p>
137.	Class Size	Yes, lower class sizes for ALL. This is a greater priority than a new district headquarters for staff removed from the important job of working with actual children.
138.	Class Size	Maintain lower class sizes in every school
139.	Class Size	As a student, the amount of kids in one class is annoying. Its harder to learn.
140.	Class Size	The priority should be lower class sizes in ALL schools. Just because there are schools with higher poverty does not mean that the at risk students at the other schools should be looked over. Also, the mental health needs in higher SES schools are overwhelmed with severe mental health challenges that we are unable to support adequately because those schools are left with less priority! How do you tell a student/family that sorry, because of the boundary you are left with less at this school because we are a "rich" school. What does that say to the community as a whole?

141.	Class Size	You should focus on maintaining small class sizes in ALL schools. The class sizes at Sunset High School were ridiculous this year.
142.	Class Size	Lower class sizes in ALL schools. Hiring more licensed staff.
143.	Class Size	Capping all class sizes at 25. Staff cannot provide individual attention in classes of 30-50 students. It is the single biggest way to improve student outcomes and reduce the record level burnout reported by students and staff.
144.	Class Size	Small class size has been proven numerous times to be the largest factor in student success. Why is this not ALWAYS top priority? We need as many classroom teachers as possible, in every school and at every grade level.
145.	Class Size	Our priority should be on providing smaller class sizes and support for struggling students across the district. Due to the pandemic, there are struggling students in all schools and students struggling with trauma who do not happen to attend a high-poverty school so the district should be looking to help all students who are in need rather than simply the students in need at high-poverty schools.
146.	Class Size	"Maintain lower class sizes in higher poverty schools using an equity-based ratio" but how is this equitable to students of color in other schools who are also struggling? This would have been higher on my list if it was throughout the district versus just higher poverty schools, who have more funding, due to Title 1. All BSD schools should have the opportunity to maintain lower class sizes. In addition many specials of higher quality in Title 1 schools versus surrounding Elementary Schools who have basic music and pe options. There are no increased specialized options for other marginalized students to have opportunity in their average level performing Elementary Schools.
147.	Class Size	We need smaller class sizes in order to have the best education moving forward. A lot of children would do better that way
148.	Class Size	Beaverton schools are rated pretty low on the national scale. Lower class needs to be a priority for " All" schools for "All" kids. Revamped high quality academic programs, teacher staffing are next. \$\$ spent on technology for iPads is mismanaged tax payer money. One can do the same with much cheaper tablets in the industry with equally strong security credentials.
149.	Class Size	Smaller class sizes in Middle and High School.

150.	Class Size	Reducing class size in all BSD schools. Classes are way too high to support strong student outcomes
151.	Class Size	The priority should be lower class sizes for all across the board.
152.	Class Size	Maintain lower class sizes for all middle schools. Middle school 8 period class schedule needs to be updated.
153.	Class Size	If students have smaller classroom sizes than the other support shouldn't be as needed because their needs would be met within a smaller classroom. Support from the start is important, which will cost more in the beginning, but less in the end. Lets show our students how important they are to us.
154.	Class Size	Just more normal teachers so normal classes aren't so big.
155.	Class Size	Covid has shown that our public school system is barely functioning and class sizes are the biggest problem. We should have a goal of 18 kids per teacher maximum. Smaller class sizes, better-paid teachers, and a system that rewards great teachers are what kids need to thrive. Smaller class sizes and hvac upgrades are less disruptive ways to tackle covid becoming endemic as well. I'm grateful that BSD has functioned better than PPS through this pandemic but teachers leaving the workforce left and right due to covid risk compounding already stretched thin and underpaid staff is a real problem. Teachers are doing some of the most important work in society, school is integral to a functioning society. We need to make sure budget is focused on keeping kids in school.
156.	Class Size	Please lower class sizes in all schools, not just higher poverty schools. There are class sizes with 28-30+ at the elementary level and that is criminal, especially when BSD has over a 25% surplus.
157.	Class Size	Use of the phrase "maintain lower class size" is quite a stretch given that I have 30 kids in all but one of my classes. We need smaller class sizes, ideally in the 22-26 student range, in order to provide support, differentiation, and to stay on top of student feedback and parent communication.  Also, staff pay (from custodians to bus drivers to teachers) needs to keep up with the rate of inflation.
158.	Class Size	Lower class sizes across the board.
159.	Class Size	Using an equity based model....will I still have 29 third graders at a non title school? In that case this is absolutely unfair. I am drowning every day...and have started not wanting to come to work....and there is nothing we can do? The district needs to look at individual numbers at individual schools and even individual buildings because this is in NO way equitable.

160.	Class Size	Low class sizes and a wide variety of academic offerings.
161.	Class Size	Lower class sizes
162.	Class Size	Low class sizes in ALL schools.
163.	Class Size	Smaller class sizes for all classrooms. We cannot do our jobs properly with overcrowded classrooms. Cap it at 24.
164.	Class Size	Priority should be to lower class sizes at all schools and among all students, not just those with higher poverty. More investments in training teachers to increase academic rigor. Too much money has been spent on other priorities and the kids' education is suffering. Expectations are too low for students.
165.	Class Size	Lower class sizes in all schools.
166.	Class Size	We need to have lower class sizes at ALL schools.
167.	Class Size	Lower class ratios for everyone, not just higher poverty schools.
168.	Class Size	My first priority is lower class sizes, period, not only higher poverty schools....
169.	Class Size	We need to maintain lower class sizes and caseloads for all schools not just those who qualify as "higher poverty". No student can learn in a class of 54; no counselor can manage a load far above the recommendation of 250. Reasonable class sizes in ALL our schools ought to be a priority of the budget process.
170.	Class Size	Smaller class size for all schools
171.	Class Size	Staffing at all schools to have lower class size is extremely important. With the last 2 years in such turmoil, the behaviors that are in all classrooms are at a point that small classes are crucial. The students need more attention than they can receive by someone who is spread so thin.
172.	Class Size	I would like to have a smaller class sizes and be able to pick the lunch groups we're in
173.	Class Size	I'd prefer to lower class sizing so we can maintain a healthy life at school, we should also get more teachers for helping but we need to pay teachers more for what they are doing at this time.



174.	Class Size	We need to have smaller class sizes in all classes. 37 students in one class is not what is best for our students.
175.	Class Size	Reducing class size in all schools; play structure and field improvements, including rain covers over play structures and improved field irrigation to allow safe play during wet weather
176.	Class Size	All schools should be receiving funding for lower class sizes. If a black student goes to a school there class sizes should be the same no matter what school They go to. So, dollars are needed at all schools as class sizes in Beaverton school district are way too high !!
177.	Class Size	Please listen to the staff as we say we need to have smaller class sizes and appropriate emotional/mental/physical health supports.
178.	Class Size	Middle School Class Sizes
179.	Class Size	Lower. Lassoed needs to include all k-1 classrooms across the district
180.	Class Size	Consider lower class sizes in all schools
181.	Class Size	Right size teacher to student ratios throughout all schools. Investments in technology education mostly in the high schools including more trades related programs.
182.	Class Size	Lower class sizes in all schools
183.	Class Size	Yes. Please invest in the most qualified teachers, smaller class sizes for all students, and higher expectations and accountability for academic achievement for all students. It would have been nice to have a much more expansive list of possibilities to prioritize in the question above. The very limited set of options you provided was very limiting and frustrating. What if someone thinks another 20 things should be prioritized higher than the 4 you gave us to put in order?
184.	Class Size	Lower class size in ALL schools. Get rid of positions of middle management and get more bodies into the classroom to teach academics and fill academic holes.
185.	Class Size	Smaller class sizes in every school not just poverty schools. They already have many many more supports. Get back to teaching academics and putting qualified adults throughout the building. The academic gaps are incredibly huge. We don't need new curriculum or more TOSAS. We need more people in the classrooms and lower

		adult:child ratio.
186.	Class Size	Class sizes for all schools. I am an academic coach at an elementary school, and teachers are having to adjust lessons (always had to differentiate) more than ever for the different needs in their classroom. With smaller class sizes, this allows more time to meet in small groups based on needs and also time to meet with individual students to connect and give feedback. Teachers with smaller classes tend to have time to connect with families through email and phone calls. As you can see, this can help with social/ emotional and academic needs.
187.	Class Size	Class sizes should be considered at all schools, not just higher poverty schools. All students deserve access to teacher support. Other states have class size caps of 18 for K-2. Or teachers are paid more per student after they reach a cap of 25. Even within the same school the teacher workload can vary greatly if one teacher at 3rd grade has 31 kids, but a 4th grade teacher has 25. This compounds when you think of assignments to grade (per subject), extra conferences, extra report cards to complete, more students per academic group within the classroom, or smaller group sizes but seen less often, more parents to keep in contact with, etc.
188.	Class Size	I think that reducing class sizes should be the most important goal when possible.
189.	Class Size	<p>Yes. At the middle school where I teach, our class sizes (in general education classes) are anywhere from about 33 to 45 or so, and sometimes larger. That is outrageous and needs to be addressed. No middle school, regardless of income level, should have classes that large. I believe that is true for high school as well. Having PE and elective classes in the 40s is downright unsafe. It becomes crowd control, not true education. I understand the equity piece with high-poverty vs. low-poverty schools, but I simply cannot meet my students' needs adequately when there is that many of them.</p> <p>We need more staff (perhaps paras?) who can help with lunch duty, bus duty and general supervision. Our academic coach and school support specialist spend a lot of time at lunch duty rather than providing academic/SEL support to teachers and students...and this is not their fault. Our student-to-adult ratio is too high. I believe that having more adults in the building would curb some of the unsafe behaviors we are seeing, such as physical fights among students.</p> <p>Having more custodial staff would be helpful as well.</p>
190.	Class Size	Smaller Class sizes everywhere not just based on equity ratios. Also high schools need more counselors. It's ridiculous that we can't get a response or help with college applications and scheduling in a timely manner or without emailing repeatedly.

191.	Class Size	Lower class sizes in all schools, not just higher poverty schools, although they should get priority.
192.	Class Size	Staff all schools appropriately! Classes of 47 and 48 at Sunset HS are unfair to students!
193.	Class Size	Lower class sizes in general for elementary students
194.	Class Size	Class sizes, more investment in outreach and engagement
195.	Class Size	Smaller class sizes for ALL schools. More staff/support for ALL schools.
196.	Class Size	Class sizes across the board need to be lowered
197.	Class Size	Class sizes reduced in ALL schools- not just Title schools. Curriculum that supports the needs of students consistently.
198.	Class Size	Smaller class size and more staff to support the students and their needs.
199.	Class Size	If you cant reduce class sizes by adding more teachers, then Teacher aids for ANY elementary class over 23 students. The class sizes are ABSURD and not conducive to learning.
200.	Class Size	Class size across the board, not only in high poverty schools
201.	Class Size	This should not be a discussion of keeping class sizes lower higher poverty students. High class sizes affect every student, no matter their SES. Priorities should be given to lower class sizes across the board. This is one way to benefit all children in your district.
202.	Class Size	Lower class sizes for all schools. A floating aid for K and 1st (each). Kindergarten should be let out at 1pm.
203.	Class Size	We need to lower class sizes ACROSS THE BOARD. Class sizes are absurd even in relatively high SES schools. I have 36 freshman in one of my core English classes and I swear they siphon away my energy and use it for their own nefarious purposes, leaving me a shriveled husk at the end of the period. We've been begging for lower class sizes for years, but with no measurable changes. As a result, teachers are impaired when it comes to implementing rigorous and engaging activities, such as Socratic seminars, due to massive class sizes. How can I ensure each student gets an opportunity to meaningfully engage in discussion when giving them each just two

		minutes would take the entire class period? How can I give specific, meaningful feedback on writing assignments in a timely manner to 160 students? "Maintaining" lower class sizes in higher-poverty schools is important, obviously, but it is not nearly enough; it's the bare minimum. This is not exclusively an issue of student achievement—teacher workload is immense, no matter the income of the area. The district cannot simply see class sizes in the upper 30s and lower 40s and continue to do nothing about it.
204.	Class Size	Lower all class sizes, not just in the higher poverty schools. 38 students in a 7th grade science class is too many.
205.	Class Size	I believe smaller class sizes for all. My school has classes that have so many kids that teachers do not even know all of the kids in their class yet and we're 1/2 way through the school year.
206.	Class Size	Staff EVERY CLASSROOM appropriately. CTE classrooms are exceeding 45+ students across the district. Interesting that the district loves to talk about their CTE programs but gives the programs little support. I love seeing the CTE highlights in the Staff Talks emails....makes me laugh every time. You highlight these programs that you won't give a single penny too. My favorite line 'kids love the classes so that means big class sizes'. We get punished for having fun, engaging courses. Staff classrooms appropriately so that teachers can get to know students individually. I challenge you to look at the RAW DATA with class sizes and ask yourselves how in the world can you have a productive classroom with 47 students in it? How?!? You wonder why teachers are leaving this profession and specifically this district....take a look at your own practices. It's no secret that the district office is being gutted as employees find opportunities elsewhere where they are respected and valued. The next 6 months will undoubtedly show an exodus of teachers to other careers and/or districts that value them.
207.	Class Size	Class size using equity-based ratio was too much this year. As a result, we have large classes for freshman at high school. We cannot help freshman become high school students very well in large classes. Freshman year is important for every student's success in high school. I hope the ratio will be corrected in next year.
208.	Class Size	Please put highly trained teachers in modern/safe/healthy classrooms with a small number of students. Use an equity lense to make sure all students have access to physical education plus two electives. If you want strong music/drama/sports/leadership programs at BSD then you must have programs from elementary school forward. Grow your students—give them access to a wide variety of programs. Watch them bloom.
209.	Class Size	Lowering class sizes throughout the district. Having class sizes over 50 is not setting students up for success. I have classes over 50, at what point is there a cap on class size? During remote learning I had classes of 60-70+. How are teachers expected to connect with students in this type of setting?
210.	Class Size	I appreciate the social workers in the school, but I do feel it is extremely important to keep class size down which means we should not lose teachers. This past year, I had classes of 38 where there was little room to move and in

		the middle of a pandemic. This leaves me little room to work with students individually, especially my non-sheltered ELD students and my students with IEPs and 504 plans.
211.	Class Size	The funding of class size is a major issue that MUST be addressed. Class sizes are the most impactful issue- with large class sizes all the other needs magnify in a synergistic way. Sustained low class sizes over a decade long model will make the greatest impact in post-pandemic students at all levels. The district needs to readdress and visit the SAM model... some high schools are experiencing a very different realist in terms of student/staff ratios. This creates even more problems in a pandemic, even more emotional stress on kids and parents.
212.	Class Size	Please consider capping classroom sizes. Many intervention supports would not be needed as much if class sizes were smaller.
213.	Class Size	Please put a cap on higher class sizes, then not as much extra help is needed.
214.	Class Size	Smaller class sizes at EVERY school
215.	Class Size	All class sizes in k-1 should be kept small, not just low poverty schools.
216.	Class Size	Lower class size in ALL schools not just higher poverty schools. Having 30 kids in a third grade class is not doable, especially in current times. Burnout is real and high class size contributes to this burnout. Coming from Canada where class size in elementary does not exceed 23, I have never understood the class size language in Beaverton School District.
217.	Class Size	Low class size is essential!
218.	Class Size	Lower class sizes! Teachers are burning out!
219.	Class Size	Lower class sizes for all schools, not just those that are low SES. Supports for Special education curriculum.
220.	Class Size	Keeping classroom sizes small in all elementary schools is a huge priority. Thank you.
221.	Class Size	Lower class sizes across the board, because this increases the likelihood of each child in each class being seen and appreciated for the unique human being they are. (We belong to each other.)
222.	Class Size	Class sizes are too large for the level of impact our students are coming in with. Wages, benefits, and bonuses

		<p>should be on track with the rest of the state.</p> <p>We need substitutes that have some inkling of what they are doing.</p>
223.	Class Size	<p>Maintaining lower class sizes across ALL schools/classes, not just low-income areas. Regardless of your SES, 30+ first graders in a class is not what's best for any kids.</p>
224.	Class Size	<p>ALL class sizes need to be smaller. Our staffing allocation model is now punishing when it was meant to equalize.</p>
225.	Class Size	<p>Class sizes need to be small enough that teachers can address students' behavior and emotional support regularly. This will lessen the need for more behavioral and social emotional support staffing, lessen the need for recovery programs, and lessen the teacher shortage.</p> <p>I fail to see how ranking four items in order of importance with so much missing is taking into account our voices.</p>
226.	Class Size	<p>Class size should be for ALL schools, not just high poverty schools. Also, teacher pay needs to be addressed and it is insulting that we are not in February without a contract.</p>
227.	Class Size	<p>ALL CLASS SIZES</p>
228.	Class Size	<p>I think lower class size across the district in all schools should be a priority.</p>
229.	Class Size	<p>Class size caps for all schools and classrooms.</p>
230.	Class Size	<p>Lower class sizes for all schools in the district due to needs of students throughout the district not just higher poverty schools.</p>
231.	Class Size	<p>Please...small class size in primary at Title 1 schools. That is more valuable than extra intervention staff or social workers. There are too many adults without a class in a building!</p>
232.	Class Size	<p>All of these things are important! All of our kids need to have a relationship with their teachers and large class size makes that impossible! How do you choose between mental health support or academic support? Our kids need and deserve both!</p> <p>Maybe look at other expenses --TWIG Science for example. How much was spent on this horrible program?! Fosnot Math --another horrible program that is not helping kids to learn math.</p>
233.	Class Size	<p>Class sizes and case loads are too big. They are too big in our title schools. They are too big in our high SES schools. They are too big in elementary school. They are too big in middle school. They are too big in high</p>

		school. We need social workers, nurses, intervention teachers, behavioral support staff too. These are not choices. This is like choosing between buying food or buying necessary medications. This is NOT okay.
234.	Class Size	The funding of class size is a major issue that MUST be addressed. Class sizes are the most impactful issue- with large class sizes all the other needs magnify in a synergistic way. Sustained low class sizes over a decade long model will make the greatest impact in post-pandemic students at all levels. The district needs to readdress and visit the SAM model... some high schools are experiencing a very different realist in terms of student/staff ratios. This creates even more problems in a pandemic, even more emotional stress on kids and parents.
235.	Class Size	All class sizes at all schools need to be smaller. Nothing is more important.
236.	Class Size	Please keep ALL class sizes small. Thank you.
237.	Class Size	Lower class sizes need to be maintained across the district at ALL schools and ALL grade levels. No classes should have more than 30 students.
238.	Class Size	lower class sizes across the board not just high poverty and additional staffing of paras for specialized programs also limiting lower class sizes
239.	Class Size	Reducing class sizes in the high schools. The SAM model is penalizing staff and students in non-poverty areas. The 1.5 should be changed to 1.25 to be in alignment with other districts in our area.
240.	Class Size	Lower Class Sizes Across the Board! Elementary should NEVER have Classes over 30, and even that is too many! Middle and High school should NEVER have classes over 40! This idea that teachers can meet the needs of all their students, create strong and meaningful relationships, and teach to the ever growing gap between their learners with these huge class sizes clearly shows how out of touch the district office is with the actual schools and classrooms they claim to support. Doing a walk through, peaking a head in the door is not support. Come spend a day in these classrooms, experience what our teachers and students experience and maybe then you will truly have our backs!
241.	Class Size	Class sizes need to lower throughout the district. Not just in lower SES areas. Students are more successful in smaller class sizes. Please hire more teachers.
242.	Class Size	You should be spending this on lowering the class sizes in ALL schools. The average class size at Sunset High School is ridiculously high, largely because of the equity-based ratio.

243.	Class Size	Class size should be reduced at all levels and even more so in high poverty schools; Keeping your success teams as they are truly helping everyone be successful (intervention, success coaches; psych, counselor, social worker)
244.	Class Size	Smaller classes for everyone, please!! Smaller class sizes will solve SOOOOO many issues! I cannot serve 48 students in a class and do my job well.
245.	Class Size	Smaller class sizes for ALL -- Please make this a priority. We need more TEACHERS! Sooooo many issues can be solved with SMALL CLASSES!!
246.	Class Size	Classroom teachers that allow for MUCH smaller class sizes in all grades at ALL schools!!!!!! More IAs!!! Each kindergarten teacher needs a full time IA or at the very least, one for the team.
247.	Class Size	Class size in ALL schools should be looked at not just poverty areas.
248.	Class Size	Class sizes and case loads that align with research and professional organization recommendations.
249.	Class Size	No! Small class sizes is the ONLY thing that we should be focused on!!
250.	Class Size	Reducing class sizes across the board should be a priority for all schools. All students experienced adversity through the pandemic and need more, not less, of their teacher's time. Elementary class sizes in the 30's at any school are unconscionable this year. Why would I vote to increase my taxes with the upcoming bond request when the students at the school where I teach are not treated fairly? Just because we don't qualify for title funds should not mean we don't have a significant population of students who do live in poverty, or students who live in higher income households who still need more of our time, support and attention.
251.	Class Size	Class size reduction should be the priority across the board. Reduce overhead at district office, put more teachers in the classroom. The class sizes where my children attend school are high and rising. I will not be voting for any bond measures until this is addressed.
252.	Class Size	Class sizes matter in all schools. In addition, academic coaches are vital for each elementary school. They collaborate with teachers, train colleagues, model lessons, and work with our most striving readers. They also manage curricular supplies, gather resources for teachers and students, and support school-wide literacy efforts. They are a valuable resource.
253.	Class Size	Maintain lower class size in Stoller Middle School.



254.	Class Size	Lower class sizes for ALL levels, schools, and programs. Lower case loads for counselors and number of overall students teachers teach at secondary (current numbers 160-200+ are absurd)
255.	Class Size	Class sizes need to be lower across the district. We don't need more central office administration, we need more teachers and support staff.
256.	Class Size	The fact that you only list class sizes in high poverty schools is absurd. EVERY child deserves to be in a class with reasonable numbers. Students with higher SES still have emotional, physical, and mental health needs that other students in lower poverty also have. It is not ok to assume that just because a students family has money, they don't have the same needs as children with less. All students should feel like their teachers have time to help them, get to know them, and support them.
257.	Class Size	Smaller class size should be a right that all BSD students have. We know that children do best when teachers can give them their time and attention. We should never have an elementary class over 25, and middle and high school should not have class over 30. Regardless of a students financial situation they ALL have the same emotional, physical, and mental health needs- they may be slightly different, but still there and should not be discounted.
258.	Class Size	Maintain lower class sizes in ALL SCHOOLS.
259.	Class Size	Lower classes across the board is the most important issue. All students and staff benefit from lower class sizes. The lower poverty schools also need lower class sizes as they are overcrowded already.
260.	Class Size	LOWER CLASS SIZES!!!!
261.	Class Size	Low class sizes (20-23) in all grade levels at all elementary schools!
262.	Class Size	Lowering class sizes at all levels needs to be a priority. Students learn best with a teacher and community that knows them and can support them on an individual level. With current class size and teacher case loads this isn't possible. This is what all students in our district need and deserve.
263.	Class Size	Lower class sizes across the district should also be prioritized, with the most focus going towards higher poverty schools.

264.	Class Size	We really need to put a cap on class sizes, especially at the primary level. It is such an injustice to students to invest resources into primary grades and allow class sizes to be higher than 20. You can add all the PD, inquiry based materials, books, etc., to a classroom but if the class sizes are so large and the behaviors are so extreme, it doesn't matter. Please listen to us. You are going to lose great educators if this continues.
265.	Class Size	more focused on class size
266.	Class Size	Equity amongst BSD schools. At Flex I have 60 6th graders in one section of social studies and 50 high schoolers in one section of psychology. This is not equitable. How can I help students achieve their academic goals and provide academic support to this many students per class?
267.	Class Size	ALL schools should get lower class sizes, not just Title I schools. Also, FLEX Online school should be staffed at the same SAM as all other schools.
268.	Class Size	Lowering class size at ALL schools, not just higher poverty schools.
269.	Class Size	Lowered class sizes throughout the district
270.	Class Size	No classes should be larger than 30- even at the high school level. Elementary classes should be significantly smaller than they are. A kindergarten class in the high 20's is an embarrassment and if it was happening at high SES schools the parents would be publicly calling out the district. Focus on class size and SEL support.
271.	Class Size	Lower class sizes across the board, because this increases the likelihood of each child in each class being seen and appreciated for the unique human being they are. (We belong to each other.)
272.	Class Size	We need to limit class sizes. It is incredibly difficult to build relationships and support students when there are 45 students jammed into a classroom.
273.	Class Size	lower class size across all schools, all grades!
274.	Class Size	Lower class sizes for everyone!
275.	Class Size	Since the implementation of the common middle school schedule, elective teachers student loads are through the roof. It is currently unsustainable to continue with class sizes often nearing 50 for these teachers. Investment in FTE for middle school elective classes needs to be prioritized.

276.	Class Size	Maintaining lower class sizes in ALL classes.
277.	Class Size	How about maintain lower class sizes for ALL schools, not just high-poverty. We all have too many kids on our caseloads.
278.	Class Size	I believe that ALL class sizes should be looked at. Yes, schools of poverty need lower class sizes, but there are other issues in other schools.... severe behaviors, students at all different levels/abilities, students who don't speak English, etc.
279.	Class Size	class size
280.	Class Size	I think that all K-2 classrooms should have lower class sizes.
281.	Class Size	Class sizes should be capped, especially for lower elementary students. Teachers should get raises. Paras should get raises and better training for reading intervention.
282.	Class Size	Lower class size across all elementary schools.
283.	Class Size	Overall class sizes
284.	Class Size	Smaller class sizes should be a priority in all classes and schools not only in the higher poverty schools.
285.	Class Size	Many of our class sizes especially at the lower primary grades are too high. We need to cut classroom sizes down not only in our high poverty schools but all schools. Kids are struggling to learn and teachers are spread thin. Let's get back on track with more attention to our students learning needs.
286.	Class Size	Caps on class sizes; hire more regular ed. teachers
287.	Class Size	Lower class size in ALL schools.
288.	Class Size	Class sizes need to be a significant consideration in ALL schools. The workload is places on teachers is unsustainable and the behavior problems it creates are not manageable! All schools need more support staff including IA's and Intervention support. SPED also needs to be prioritized, the workloads and behaviors that they are managing will cause many to leave the students who benefit so much from their efforts. Also - I find the way

		that the data was presented in the budget video to be intentionally misleading.
289.	Class Size	Smaller class sizes for encore classes. 40+ middle schoolers in any room in any level of poverty school is absurd.
290.	Class Size	We need lower class sizes EVERYWHERE and more people as resources. The kids are getting harder, the parents are getting harder, our jobs are getting harder, and we need relief so we can actually do our assigned jobs. Also, those graphs are incredibly misleading. It looks like whoever made those was trying to create budget graphs that were also scare tactics.
291.	Class Size	Lower class sizes district wide
292.	Class Size	Consider adequate class size/staffing in all classrooms, K-12, providing core instruction and required coursework and electives, to support teacher mental health, attract high quality teachers, and reduce turnover. We can't intervention our problems away. We need to strengthen our core by reducing the number of students IN CLASSROOMS.
293.	Class Size	Class size, class size, class size!
294.	Class Size	ALL student need support. Yes the lower SES schools need more support, that is a given. However, having a class size above 25 just means that you negate the ability of a teacher to be able to effectively teach and manage their class there for perpetuating a cycle of extra support needed throughout their education. More staff at all levels regardless of what fits the staffing allocation model that someone somewhere came up with means more support for our kids which means we graduate students who have a higher capability of supporting our community. MORE SPECIAL EDUCATION STAFF. I have watched our resource room teacher climbing an avalanche this year because she has had to take over the duty of a missing SLP. Historically staffing in special education has been made based of this horrible model that all we have to do is add up your service minutes and divide it by work week minutes to say you are all good. How is that equitable and providing service to kids to just lump everyone together based on categorized minutes?
295.	Class Size	Class size limits for all schools.
296.	Class Size	Lower class sizes and case loads in ALL schools. Cap class sizes in Pre-k through 2nd grade. Retention bonuses for teachers who have kept working in the current hiring crisis. Utilize the 90+ million to ease the burden for teachers today so we prevent even more teachers from leaving the field do to burnout and high case load.

297.	Class Size	We need lower class sizes for all schools! If you want educators to meet the academic & social emotional needs of all students, then you need to lower class size! Anything over 25 students at the elementary level and 30 students at the secondary level is not acceptable, especially with the growing needs of our students.
298.	Class Size	Lower class sizes across the entire district, all students need smaller class sizes. While higher poverty schools absolutely need extra resources, they do not have a monopoly on students who have a hard time learning in an overcrowded classroom.
299.	Class Size	The equity based ratio as it is now, is making all of our students at SHS suffocate in our overcrowded classrooms with teachers and support staff that are so overloaded by our caseloads that we can't possibly serve all of their needs. That is a funny definition of equity.
300.	Class Size	lower class sizes across all schools
301.	Class Size	Lower class sizes at all big high schools... my high school down the road has huge class sizes, they don't have enough teachers. How are the teachers supposed to watch over nearly 175 students in their day? Or my elementary school? Too many kids in a room takes all their time. If 90 minutes a class, with 40 students that's about 2 min each. Really? How long has it been done rall teachers could do the mate risk
302.	Class Size	Lower class size needs to be a priority for the whole school district. ALL students need smaller class sizes so that they can all get the attention they need and so teachers can effectively meet the needs of all students. Teachers need a COLA raise larger than the proposed 2.5%. Inflation is at 7.5% currently. If a teacher makes \$80,000 a year, a 2.5% raise barely gives them \$2,000 before taxes and other fees are taken out. \$2,000 spread out over 12 months is barely \$167 per month BEFORE taxes and fees are taken out. 2.5% just isn't enough to help teachers make ends meet nor does it reflect the value the district says it places on teachers per the emails we have received thanking us for the tremendous job we are doing and have continued to do during the pandemic. The Social Security Administration recently adjusted to a COLA of 5.9%. The district should at least reflect that. Give teachers a COLA that will actually reflect and keep up with inflation while showing the respect and value the district places on its teachers.
303.	Class Size	I want lower class sizes
304.	Class Size	There should be time built in for BOTH students and Staff for students to check in and have support outside of class. Access at ACMA has not happened to date and it was shared it will not be able to return third quarter due to staffing limitations. This has a negative impact for both students and staff and should never have been taken away!

		<p>Please consider lowering class sizes and providing additional, reliable support to K-1 classrooms (instructional assistant) that is not impacted by duty schedules, being pulled for multiple groups. Band-aids are not solutions to systematic problems. Building structures that allow teachers to provide the support needed for the complex classrooms they are asked to support need to be throughout the day. While intervention, social-emotional supports, ELD are helpful...they are not consistent and do not allow teachers to build structures, routines that are needed. We continue to allow students to develop negative behaviors by not providing structures and routines that are needed in all classrooms, across the district!</p> <p>Please consider allowing teachers and students to have smaller class sizes, access to teachers outside of class time for smaller group check ins and give them time to build trust, relationships, confidence! Pre K-HS students will all benefit from smaller class sizes. 29+ Kindergarten/1st Grade students in a class is unacceptable!</p>
305.	Class Size	I believe a reduction in class sizes will allow teachers to provide students with the time needed to support them with academics as well as social emotional and behavior supports. This will decrease the need for intervention support staff.
306.	Class Size	Smaller class sizes for all.
307.	Class Size	Lower class sizes, especially at K/1 should be considered at all schools. Upper 20's for Kinder is never okay.
308.	Class Size	the ratio of staff to student needs to be higher. there is too much bloat at the district level...funnel that money towards staffing
309.	Class Size	Lower class sizes.
310.	Class Size	<p>None of the above choices work for me, and yet I am forced to use just those choices.....I don't agree with them at all...so I randomly picked. Where is the relief for teachers who have 29 students THIS year? Equity based ratio? Because I am not working my butt off in a higher income school? Coming off a pandemic where ALL OF MY STUDENTS have BIG GAPS in their knowledge?? Also why are your graphs skewed to make the situation look worse? I am a highly qualified, veteran teacher who has almost lost all faith that "the district" really cares about it's teachers. All we get is lip service and band-aids after throwing our hearts and souls into making last year and this year work....an early release of 2 hrs once a month is to make up for the fact that I am working 10/12 hrs every day? The district knows teachers will 'do the right thing' and keep trudging along.....until we don't...we are nearing the breaking point.</p>

311.	Class Size	please support smaller classes at ALL schools as students at ALL schools have been impacted. Small schools that are not Title1 get missed.
312.	Class Size	Lower class sizes -more IA's or higher pay for IA's and support staff
313.	Class Size	Lower class sizes in ALL schools/grades
314.	Class Size	LOWER ALL CLASS SIZES IN CORE CLASSES AT THE HIGH SCHOOL LEVEL.
315.	Class Size	The focus should be maintaining lower class sizes EVERYWHERE - in EVERY SPACE. Every child has been impacted by the pandemic. We need just more educators and support in the buildings so that teachers can work with students in small groups in order to effectively differentiate as the span of needs within one grade level is an insurmountable task for teachers to be able to effectively meet. Please don't push more curriculum, more programs, more PD's, more TOSA's, more admin... just get more bodies in the buildings to differentiate for the academic needs... and not just based on poverty... ALL the schools.
316.	Class Size	Reducing class sizes across the district and not just in high poverty schools.
317.	Class Size	As a parent in a middle class neighbor, I feel strongly that it is important for all students to have access to lower class sizes. A stressed out, overworked teacher is less effective and all students have the right to benefit from a reasonable sized classroom environment.
318.	Class Size	Priorities should be to have ALL classes with lower class sizes.
319.	Class Size	Class sizes and case loads at all schools, not just those are higher poverty
320.	Class Size	Hire more classroom teachers to decrease class sizes. Limit money for TOSAS and special teacher assignments overall. We need help in the regular classrooms. More money is needed for a majority of our students not more money for extra assistance to small percentages of students.
321.	Class Size	Current M.S. Language Arts, Social Studies, Encore and P.E. classes, are 34-50 students per class.
322.	Class Size	We need to limit class sizes. It is incredibly difficult to build relationships and support students when there are 45 students jammed into a classroom.

323.	Class Size	Maintain lower class sizes in ALL schools as a proactive measure to reduce need for academic programs outside of school day/year.
324.	Class Size	Class sizes in every school need to be addressed. I am teaching more students than I have ever taught in 16 years, due to the middle school schedule. This is not sustainable and is not best practice.
325.	Class Size	Support in classrooms and reducing class size should be the priorities
326.	Class Size	Lower class sizes for all middle schools.
327.	Class Size	Keep class sizes small in all areas and grades to help make up for lost learning due to CDL and COVID.
328.	Class Size	lower class sizes in all schools
329.	Class Size	Smaller class sizes are key to supporting students needs (not just academic)!
330.	Class Size	Reduce class sizes across the board; fix the insane middle school schedule
331.	Class Size	Class size limitations in general middle school classes shouldn't be over 30
332.	Class Size	Maintaining lower class sizes in ALL schools. Schools that are not Title 1 have some HIGH and SERIOUS needs too. Just because our school is in an higher SES neighborhood does not mean we have all the means to support these students or the teachers with 29+ students in each class.
333.	Class Size	Your priorities need to focus on all classrooms and reducing class size. That should be your one and only priority. This means that across the district, no matter what type of school it is, high poverty or high SES, you are prioritizing reducing class sizes.
334.	Class Size	lower class size across the board, teacher salary percentage increase that matches inflation
335.	Class Size	Class size is the issue. Schedule should also be looked at. The flat line approach to schools is not appropriate and impacts both teacher readiness and student support.
336.	Class Size	Lower class sizes for all.



337.	Class Size	LOWER CLASS SIZE!!!!
338.	Class Size	Class sizes, especially for electives are much too large. At the middle school level there are 43 students in one PE class. At the middle school level we also teach health so 43 students in ONE classroom is near impossible. It is too much to handle and it does not help anyone, especially students learning. Class sizes need to be considered.
339.	Class Size	Lower class sizes for all schools
340.	Class Size	All class sizes need to drop- this means at ALL schools and ALL grade levels. Doing this would allow teachers to do more academic interventions/supports in the classroom and would be a better use of staffing than hiring academic intervention teachers. This is the best way to support students academically coming out of the pandemic.
341.	Class Size	<p>We need to maintain lower class sizes in ALL schools, not just poverty schools. While title schools would get much needed relief, I worry that it would just pull staff from non-title schools to implement that relief. I've been in the district since 1995 and have seen such shifts in my time in Beaverton. Behaviors have increased district-wide (I've been in 3 schools in the last 4 years -- Cooper Mt., Springville, and Bonny Slope -- all non-title schools with explosive behaviors).</p> <p>Support staff is great, but smaller class sizes allows us to maintain better communication and control without needing as much support.</p> <p>We need to address extreme behaviors more effectively. When you have 3-4 grown ups managing the behavior needs of one child that is unacceptable. We have classes missing lessons with counselors because of the extreme nature of the students imploding. I recall one kindergarten student a couple years ago who had the principal, vice principal, student success coach, and counselor all working with this individual child. Honestly, that's not feasible for running a school.</p>
342.	Class Size	Lowering class sizes across the district should be a huge priority. Last year I had 28 second graders online, this year I have 29 second graders in class. With all the impacts of the pandemic, it is truly unfair to these kids that they are in such a large group when they have never had a "normal" and complete year of school in person. These kids have such varied and diverse needs and strengths, and as one teacher with very little additional support, I cannot possibly meet all their individual needs within the time and workload constraints of the day. I know that secondary teachers are also experiencing high class sizes and caseloads, in addition to the new middle school schedule creating more barriers to effective teaching. Please consider what is actually best for students, not just what is best for the "numbers". Teachers are working excessive hours with overwhelming stress to try our best to meet the needs of students, and it is not sustainable and feels impossible.

343.	Class Size	Class size should be a priority moreso than support staff. It would make the biggest difference for teachers who are directly serving these students.
344.	Class Size	Class sizes all over the district.
345.	Class Size	Lower class size for ALL classrooms not just low economic classrooms. Also more alternative classroom situations for behavior impacted students
346.	Class Size	Lower class sizes or numbers caps in classrooms and more staffing!
347.	Class Size	Lower class sizes should be universal, not only for lower income schools. Teachers also need additional classroom support for all students.
348.	Class Size	Due to the pandemic, I think it is super important that we lower lass sizes and have more SEL support for our kids. Smaller class sizes will allow teachers to meet the needs of all of our students.
349.	Class Size	Maintain lower class sizes in ALL SCHOOLS using an equity-based ratio, not just high poverty schools.
350.	Class Size	Lower class sizes should be a priority in ALL schools, not just high poverty ones; it should be across the district. Increase of funding for more certified teachers; in addition to a pay increase for certified teachers.
351.	Class Size	Lowering class size at all schools is the most important thing we should be doing to meet not only the academic needs of our students but also the social and emotional needs of students.
352.	Class Size	CLASS SIZE
353.	Class Size	CLASS SIZE!!!!
354.	Class Size	Reduce class sizes
355.	Class Size	Lower class sizes at the secondary level at EVERY school would be the biggest priority. MAX student number should be 30! Higher than that teachers cannot teach and help each individual student as effectively.
356.	Class Size	Class sizes are ridiculously high. We really need attention given to this in order to prioritize our students needs.

357.	Class Size	Class sizes in all classes at all schools also need to be considered.
358.	Class Size	Our class sizes need to be LOWERED NOT MAINTAINED!! Drastically. Small class sizes are the best way to increase student achievement, engagement. and mental health (for students and teachers!).
359.	Class Size	Lower class sizes for all students!
360.	Class Size	Class sizes need to be lowered for all schools, not just high poverty schools. Class sizes impact all learners, no matter demographic.
361.	Class Size	Make sure class sizes are lowered at the middle school level as well.
362.	Class Size	Lower class sizes and provide more building level support staff. The fact that BSD is sitting on 94 million and not using it to directly support students is shameful.
363.	Class Size	Class size should be a priority across the school district and looked at carefully, despite the SAM model. In addition, retaining teachers through appropriate benefits and salary packages through a contract that reflects that work being done in schools.
364.	Class Size	Class sizes need to be the priority for ALL grade levels not just k-2. This is an issue K-12. Prioritizing teacher retention and benefits needs to be at the top as well. Showing appreciation for how hard these years have been.
365.	Class Size	Class size is THE equity issue. Teachers cannot do the trauma informed equity work in all BSD schools with class sizes that are unmanageable.
366.	Class Size	Yes, Class Size should be a priority for ALL ! Having 30 children in one class is not acceptable. The priority should be to hire qualified teachers to reduce class size, and treat teachers with respect so we retain them. Also, more support for teacher's with students with severe behavioral and learning issues. Teachers and other students should feel safe in their classrooms.
367.	Class Size	Maintain lower class sizes in all elementary schools. Covid has impacted student learning and behavior.
368.	Class Size	Class sizes overall should be lower. It is clear as a teacher that our classrooms are too full to have functioned well pre-pandemic, but post-pandemic it is critical that our teachers, paras, specialists, admin and support staff need to focus on relationships and SEL work. The first priority needs to be overall reduction of class sizes.

369.	Class Size	Our class sizes need to be LOWERED NOT MAINTAINED!! Drastically. Small class sizes are the best way to increase student achievement, engagement. and mental health (for students and teachers!).
370.	Class Size	Lowering class size should always be top priority.
371.	Class Size	Reduce class sizes
372.	Class Size	lower encore class sizes in the middle school
373.	Class Size	Maintaining lower class sizes in every school should be a priority and ensuring teachers have a manageable caseload of students.
374.	Class Size	Lower class sizes in schools that do not fall into the higher poverty category!
375.	Class Size	Across the district, elementary class sizes need to be significantly smaller. Teachers get too spread thin, underperforming and gifted students both suffer. Teachers then struggle because they simply can't do it all. Our teachers are great, and our kids deserve more attention and the only way to achieve this is smaller ratios at every school. I honestly don't think classrooms should have more than 20 kids in them.
376.	Class Size	Maintaining lower class sizes in ALL schools.
377.	Class Size	Lower class sizes are imperative. With smaller class sizes, teachers can better meet the needs of the kids and have a reduced need for additional programs and expenses. Oh, and please be respectful when you set the salary schedule. Would YOU do the job we are doing for that wage?
378.	Class Size	Please reduce the huge number of TOSAs and get more teachers in the classroom to reduce class size.
379.	Classroom Supplies	Teachers need more money for supplies.
380.	Classroom Supplies	Having supplies needed for a classroom to function properly.
381.	Classroom Supplies	Having access to school supplies (pencils, notebooks, paper, etc), PPE, and COVID tests is the highest priority to me

382.	Classroom Supplies	School Supplies
383.	Classroom Supplies	Budget for teacher supplies for individual classroom needs and replacements.
384.	Classroom Support	Making sure that classroom needs are met and that teachers aren't having to provide for students out of their own pocket. Classroom aides, whatever teachers need to do their best job.
385.	Classroom Support	An adult helper in each class.
386.	Climate Change	Please embrace climate change more
387.	College Readiness	Pipeline support for high school : college : teacher prep programs
388.	Contract Completion	are we working on the contract?
389.	Contract Completion	Yes, a settled contract that give employees a chance to keep up with inflation through COLAs
390.	Contract Completion	Yes... it would be nice to have a teacher contract!!
391.	Contract Completion	LISTEN TO WHAT THE TEACHERS NEED! Listen to BEA!
392.	Contract Completion	settling the teacher contract with small class sizes and competitive salaries.
393.	Contract Completion	LISTEN TO EDUCATORS and use the current excess reserve funding for students and teachers now.
394.	Contract Completion	<p>Working with BEA to come up with a working contract. Perhaps pay your staff members what they deserve to be paid. Maybe begin talking to those of us in the trenches so you can actually get a sense of what the rest of us are feeling. Once y'all go to central office y'all lose perspective - D.O. folks should be rotated out of C.O. every couple of years.</p> <p>We need more counselors, we need intervention teachers, we need additional supports, such as position using ersa money to continue for the long haul. MAYBE IF BSD BUDGETED BETTER WE WOULD BE ABLE TO KEEP STAFFING CONSISTENT FROM ONE YEAR TO THE NEXT. MAYBE, JUST MAYBE, Y'ALL COULD STOP ADDING MORE AND MORE ON PEOPLE'S PLATES.</p>

		<p>TALK TO US IN PERSON. COME OVER AND SPEND THE DAY TO SEE WHAT IT'S ACTUALLY LIKE. UNTIL YOU LEAVE YOUR COMFY CHAIRS ACROSS TOWN, AND EMBED YOURSELVES IN SCHOOLS, YOU WON'T BE RESPECTED AND WE WON'T BE HEARD.</p> <p>PARENT/EMPLOYEE/COMMUNITY MEMBER</p>
395.	Contract Completion	I am concerned that we do not have a contract in place for our teaching staff. How can we make accurate predictions and projections without fair and equitable contract?
396.	Contract Completion	How about a contract for teachers and a retention bonuses?
397.	Contract Completion	It would be nice to have a contract for teachers- one that pays teachers a livable wage.
398.	Contract Completion	Teachers are still working without a contract and have been for several months DURING A PANDEMIC- under severe stress and anxiety..... Please fix this
399.	Contract Completion	Settle a contract that honors your veteran teachers so that we can serve our students with manageable workload.
400.	Contract Completion	Honor the hard work of teachers-especially the veterans-by settling a contract in order to retain strong educators in BSD.
401.	Contract Completion	In addition to these needs, it is essential to negotiate a contract which both addresses the increase in workload due to expectations for online posting and a fair cost of living increase in salaries.
402.	Credit Recovery	Absolutely need support for credit and grade recovery. As a Teachers Assistant, I know countless students who have C's and D's. Counselors and teachers need to work more with students because many of them are close to improving their grades but have no guidance from administration.
403.	Credit Recovery	We really need support in terms of credit recovery and generally many students are struggling to catch back up with their old pandemic work and classes. Many of the prior concepts and skills such as for math or even general study were lost from the pandemic. Redeveloping these skills with lots of guidance and support is something that should be more prioritized compared to getting through class work.
404.	Credit Recovery	True options for struggling students in high school

405.	CTE	Please consider funding Career & Technical Student Organizations as the law allows "payment of student fees, costs, and instructors of those programs." These co-curricular opportunities provide students the opportunity to gain hands on experience and develop leadership skills within their future career path. They are particularly important to CTE programs, but participation is disproportionate in the BSD due to costs for both students and teachers.
406.	CTE	When I read the legislation it appears to allow for more funding to CTSO programs. My student is a member of DECA and we have found this to be a valuable experience. It is my understanding that currently CTSO's in the BSD are unfunded. I would hope that the district would see the value in these programs and in CTE and use some of the funding to further support these areas.
407.	CTE	CTE placement at all high schools (i.e. auto, culinary, etc.)
408.	CTE	I believe funding more CTE classes should be a priority. The current education model is very ineffective in preparing students for life after high school or keeping them engaged in high school.
409.	CTE	More emphasis on making CTE programs accessible including more electives choices for non-college bound students. We have lots of students who would love home economics, autoshop, and more creative art options.
410.	CTE	Improving and extending our alternative pathway programs for high school graduation especially our CTE program!
411.	CTE	expand cte
412.	Curriculum	Curriculum discussion and adjustments
413.	Curriculum	Less new curriculum and training so we have time to be with our students.
414.	Curriculum	School curriculum should be overturned and rewritten to be more engaging and fun.
415.	Curriculum	Overhaul the curriculum to remove any traces of social Maoist indoctrination
416.	Curriculum	Books. Sometimes kids just need a book. Trying to pull together materials for science and social studies from 30 random articles is not effective. Most teachers do not provide slides so tell me how are they supposed to study for a broad topics like cell function or colonial America. I get that we want students to think and not memorize but they

		need baseline knowledge. With no books and these tiny screens, I honestly don't know how kids function. Teachers and administration are great! Thank you all for everything you are doing!!
417.	Curriculum	TIME for staff to work on curriculum development and incorporation of SEL into their classrooms.
418.	Curriculum	Co-Curricular. Students involved in a variety of activities to gain SEL and more
419.	Curriculum	Teacher quality. Get the best textbooks, internationally recognized methodologies and teachers in the country! And we will get high achieving students and not needed an emotional support for students failed by bad public school programs and public school teachers.
420.	Curriculum	Stop spending money on new curriculum for a while until we get kids straightened out. Just let us focus on the learning targets
421.	Curriculum	Using textbooks needs to be re-evaluated. Ask teachers what they need/use. The way teachers teach is changing, focus on what they truly need. Also- maybe the money could be used for helping with social emotional needs
422.	Disability Accommodations	Accommodations for students with disabilities, and adding gender neutral bathrooms to schools.
423.	Diverse Staff	Increase the number of BIPOC teachers, decrease disciplinary disparities with respect to race, annual report dedicated to educational equity issues with objective data on academic progress, course offerings at Title I schools within BSD, after-school offerings at Title I schools, disciplinary statistics, BIPOC teacher and administrative recruitment
424.	Diverse Staff	Some schools would benefit by having more diversity in there staffing looking at the demographics.
425.	Drop Off/Pick Up Traffic	Improve traffic patterns for vehicles/bus to transport during high traffic times by evaluating what works well at each school in order that pickup is streamlined with an extra helper or traffic signals.
426.	Dyslexia Support	We need to do something to get some funds and resources in for Dyslexia and Mental Health. Dyslexia is a terrible thing that impacts a students learning and can be overcome with the right people and resources. This Pandemic has really added to Mental Health and emotional problems with our youth, as we know with the suicide rates of kids going up during isolation, which will effect their academics. We need to Suicide Prevention taught in classes, students are our ears and are future, we should not just struggle to piece together a "suicide support when in Crisis"



427.	Dyslexia Support	Open at least one school for dyslexic learners
428.	Dyslexia Support	K-3 Literacy PD (Dyslexia and assessments); Dyslexia Materials
429.	Dyslexia Support	Dyslexia support!!! Our schools lack this, and parents have to pay out of pocket. Some parents don't have the money and support to help their kids.
430.	Dyslexia Support	Literacy focus in elementary schools to help kids with dyslexia. Also support for kids struggling in math instead of pushing them into the next level when they are not ready- especially at option schools.
431.	Dyslexia Support	Dyslexia training and applying those principles for phonetic learning to ALL students so as to reach students who may not be identified as having dyslexia yet. My son got identified in grade 4 and started tutoring mid-way through 5th grade. Luckily we have \$ to pay privately but many don't. 20% of the population have dyslexia. Public education is missing a chunk of their demographic to teach reading and spelling. Please consider this as a priority in the budget.
432.	Dyslexia Support	Prioritize curriculum and training for teachers geared towards dyslexia!!!! Students with dyslexia are not getting the help they need!!!!
433.	Dyslexia Support	Dyslexia-specific ELA curriculum and teacher training
434.	Dyslexia Support	Given the number of students in your district with dyslexia that are not being helped beyond grade 2, I would like to see more resources go to help the nearly 20% of students in the district that aren't being taught how they need to learn.
435.	Dyslexia Support	Dyslexia awareness and support. Beaverton is far behind Hillsboro is identifying and supporting dyslexia
436.	Dyslexia Support	Additionally training and support for dyslexia.
437.	Dyslexia Support	A focus on dyslexia trained teachers as well as a focus on structured literacy. Other school districts have implemented training of teachers in the LETRS program.
438.	Early Learning	Early Learning

439.	Early Learning	Free Pre-K, continue free meals and include more fresh foods.
440.	ELD Services	There is a lot of talk about equity, but ESL and other programs for traditionally underserved populations should be given priority.
441.	ELD Services	The district conducted a research study and concluded that a co-teaching model was the most effective in terms of ELD services. However, at that time we had a grant which enabled schools to have more ELD teachers. This meant that more collaboration could happen. My school had 5 ELD teachers at that time. We now have 3. That means that we're supposed to co-teach with 8 classroom teachers. The study recommended a maximum of 4 teachers. Please consider adding ELD FTE to schools. At the very least, please do not continue to reduce ELD staff. Thank you for your consideration.
442.	Electives	<p>We need more programs for these children. PE, art, music. I am not sure why School has change so much at the elementary level in the last three decades but it seems that there is more money for school resources yet less learning.</p> <p>I'm not sure why it costs so much to maintain the schools and staff. Etc when the schools have been around for decades half a century.</p> <p>These kids need to be bringing home books or some type of worksheets not just doing everything on a computer they are not robots.</p> <p>Concerned parent!</p>
443.	Electives	There needs to be equitable access to funds for elective classes across the district. I was hired as an additional art teacher at my school, which doubled the enrollment of students taking art class. However, the budget was the same as it was the prior year with 1 art teacher and half the students enrolled. And the classroom I was given had 0 supplies in it. I have spent countless hours scavenging materials, asking for donations, applying for grants and spending my own money, just so my students can have basic access art supplies. Our current art budget gives me and the other art teacher less than \$1 per student, for the entire school year. This creates massive inequity in the district as some teachers get better budgets than others. Our art programs are grossly underfunded and I have had to rely on seeking donations and grants to fill in this enormous gap. We really need to re-think our commitment to a comprehensive education with PROPER funding. The lack of funding limits the complexity and variety I can offer my students.
444.	Electives	more electives

445.	Encore Programs	Fully fund Encore programs/teachers for equitable class sizes! Continue to fund Focused equity work across the district.
446.	Enrichment Programs	Ensuring talented students get the challenges as well. We should be providing opportunities to all students with an emphasis on supporting those lacking some support at home. But the slant toward outsize efforts in this area is concerning to see. Is similar to the budget dollars spent on special needs students - way in excess of average dollars spent on others.
447.	Enrichment Programs	Enrichment programs for high poverty schools (more field trips opportunities to different places or having guests to expose kids to other learning opportunities that they don't get on a regular basis such going to the Zoo, a play, museum, etc.
448.	Enrichment Programs	Protect alternative programs for students who learn differently. Maintain or increase access to enrichment programs for students at Title 1 schools (after school or summer)
449.	Enrollment	Please watch for enrollment increases in our newcomer and EL programs as these will impact schools (in a positive way) so we will need to dedicate more resources to support the students and families.
450.	Equity	Please start using the equity lense when dispersing general funds. There are schools who have higher populations of families who live in poverty vs other schools. Those students typically need mired educational supports AND Social Emotional support compared to their peers who are not expecting poverty. Please include people in the decision making process who understand this and not just talk about it. Our students need us to do better.
451.	Equity	<p>I would like to see equity-based funding to the following groups, who, historically, have been disadvantaged by greater societal systems, as well as local school systems, thus resulting in poorer educational outcomes on the whole:</p> <ol style="list-style-type: none"> <li>1) BIPOC children (Black, Indigenous, Persons of Color - including Biracial children)</li> <li>2) children in poverty</li> <li>3) children in Special Education</li> </ol> <p>There is often some overlap between these 3 groups, so I believe funding interventions would intersect nicely. It would be fantastic to see these 3 populations well supported in our district. I've heard other parents lament that their High School student doesn't have 5 Language courses to choose from. It is my belief that we should not 'cushion' these more affluent schools while we have such disparate experiences in others. Thank you for your work.</p>
452.	Equity	Please reconsider your "equity" model. Yes, higher-poverty schools need smaller classes...but so so lower-

		<p>poverty sites! If we have the money, why can't we reduce case loads and class sizes across the board! The overcrowded classrooms at many of our schools (especially middle schools) have gotten ridiculous. PLEASE REDUCE THE PRESSURE.</p> <p>We are meant to build relationships with students, communicate with families and build a general sense of community. With around 200 students per teacher at the secondary level (and let's not forget about specialists!), this is a Herculean task. Students are people, not numbers. They deserve better treatment.</p>
453.	Equity	As far as a the equity lens, high poverty students and BIPOC students need access to more academic supports during the school day. but also access to the arts. There should also be no fees that students should have to pay to take art classes.
454.	Equity	You need to take a good long look at your equity-based ratios. Any teacher will tell you that addressing the needs of the neediest students in the room can consume half of their time/attention. If class size is the only way you can move the equity needle, you need to move it radically.
455.	Equity	Investment in projects/trainings/collaboration related to equity and anti-racist action.
456.	Equity	<p>An open and honest discussion about priorities for ALL children. The current survey limits priorities to a pre-determined set.</p> <p>BSD should consider not having huge class sizes in ALL schools. There is no reason to have classes with 40+ kids at any school.</p>
457.	Equity	Equity
458.	ESL Outreach	Specific outreach to our Hispanic students.
459.	Expand Alternative Education/Options	Alternative educational opportunities, such as FLEX
460.	Expand Alternative Education/Options	Expand capacity at BASE. 950 applicants for 165 spots illustrates a clear need for alternative education. You spend so much money on support programs for struggling students while ignoring the academic and emotional needs of those who appear to be "successful". Establish programs that support and train the FAMILIES of needy students so they can help their kids succeed.
461.	Facility/Building Maintenance	get new bleachers for the upper gym at cedar park

462.	Facility/Building Maintenance	REVISIT ARCHITECTURE OF OPTION SCHOOL FACILITIES.
463.	Facility/Building Maintenance	Get better classes and equipment. Stop spending money in parties or other academic events.
464.	Facility/Building Maintenance	I believe that building safety to plan for fires, earthquakes, etc should be a top priority.
465.	Facility/Building Maintenance	Wiggle stools in mr yoder's classroom, Better food in the cafeteria, cheaper snacks in the lair.
466.	Facility/Building Maintenance	Upgrades to old buildings that have not been updated.
467.	Facility/Building Maintenance	The bathrooms at Westview are not good
468.	Facility/Building Maintenance	The maintenance of the restroom stall locks and plumbing should be considered. There are constantly stalls out of order/that don't close without propping one's backpack against it and toilets that spray water everywhere after being flushed, forming puddles on floors. Some faucets also do not turn off well, which wastes a lot of water.
469.	Facility/Building Maintenance	As a student of ISB, I believe an additional school building for ISB with more classrooms would be beneficial because being outside in portables really interferes with learning, as changes in temperature during the summer/winter significantly affect the concentration of the students at school. Additionally, ISB would like more teachers/counselors so that each teacher has less work on their plate and focus on getting things done (grading, research, answering emails, lesson-planning) in a timely manner.
470.	Facility/Building Maintenance	Improvements to buildings/furniture such as Mt. View, Whitford, Cedar Park, and Meadow Park. Our schools are falling apart. The furniture is old, wobbly, and doesn't fit the students or the needs of teachers. Why are schools that are newer getting repairs and new items and the older schools being totally left behind? They are all lower SES schools and the district does not do anything about it.
471.	Facility/Building Maintenance	The girls bathroom is being held together by tape
472.	Facility/Building Maintenance	conestoga middle schools bathrooms are being held together by scotch tape. the sink is falling. and the stalls dont even shut
473.	Facility/Building Maintenance	this school is being held together by tape

474.	Facility/Building Maintenance	revitalize bathrooms
475.	Facility/Building Maintenance	Cedar Mill Elementary school infrastructure is a disaster and extremely overcrowded.
476.	Facility/Building Maintenance	Cleaning would be good because a lot of bathrooms and classrooms are always dirty and it makes feeling good at school less tangible.
477.	Facility/Building Maintenance	Adequate facilities for all schools.
478.	Facility/Building Maintenance	Upgrade in older buildings of air quality control measures should be prioritized with virus spread seemingly here to stay.
479.	Facility/Building Maintenance	Facilities. The district's top school, ISB, is taught in portables where teachers have to use a space heater to heat their rooms because the heat doesn't work. We need an actual building.
480.	Facility/Building Maintenance	Maintenance and safety of our schools gets about a 5 out of 10. This includes mostly support buildings and equipment. Allen transportation shop was built in the early 50's and is a COMPLETE HEALTH HAZARD.
481.	Facility/Building Maintenance	Rebuilding the Allen Shop for transportation/ building is old, lifts are condemned
482.	Facility/Building Maintenance	new shop Allen Blvd.
483.	Facility/Building Maintenance	You should build better schools.
484.	Facility/Building Maintenance	Building maintenance : Improving HVAC, Plumbing and asbestos removal at the Capital Center.
485.	Facility/Building Maintenance	The Allen Bus Shop Needs to be replaced .
486.	Facility/Building Maintenance	FIX MY CLASSROOM HEATING (BHS MD). It's Difficult to learn when I am preoccupied trying not to freeze to death. Please. Every other week my classroom is 58 degrees.
487.	Facility/Building Maintenance	equitable locker rooms.
488.	Facility/Building Maintenance	Facilities - Maintenance and Improvements; Equipment to support classroom learning and teams; Additional

		support staff in athletics
489.	Facility/Building Maintenance	HVAC systems, walls in classrooms that are still unfinished and cannot effectively use spaces, appropriate and well fitted masks for staff and student.
490.	Facility/Building Maintenance	Building updates: Updated HVAC systems, lead pipes, etc.
491.	Facility/Building Maintenance	Permanent solutions to temporary school buildings/classrooms, which are, perhaps not shockingly, more prevalent in our low income and most diverse neighborhoods. Windows don't open (clearly a safety concern) and walks to the nearest bathroom can be upwards of two city blocks away at some of these elementary schools! This needs to be addressed.
492.	Facility/Building Maintenance	Updated materials, furniture, learning spaces, storage options, etc. that support diverse learning styles and needs. Some buildings have more storage than others - as Early Learning alignment begins, classroom teachers will need more room to store and offer experiences.
493.	Facility/Building Maintenance	Updating older schools in kitchens
494.	Facility/Building Maintenance	I think that if there is a budget to build a new building where the International School of Beaverton can be relocated it should be a priority. The current building is so old and simply does not accommodate high school students well. There is one small gym to be shared amongst 3 PE classes at a time. The choir class is held in the cafeteria. The band room is in a tiny classroom with terrible acoustics. We have too many portables and all in all it's time to give a school that time and time again ranks in the top 20 in the country AND in the top 3 schools in our state....often times ranking number one, respect!!!
495.	Facility/Building Maintenance	Building repairs
496.	Facility/Building Maintenance	A plan for the schools that are overflowing and don't have enough classrooms for students. Especially if the goal is to lower class size.
497.	Facility/Building Maintenance	Maintaining workable school conditions even in smaller schools non title schools. These children are also affected by heaters and HVAC systems that do not work properly where one classroom will be unusable at 80+ degree and another has cold air blow and is unusable at 40 or lower.
498.	Facility/Building Maintenance	Some schools need better facilities so all teachers are able to teach well. ISB needs a bigger gym. So does Barnes. Some schools have too many portables. They've become permanent fixtures that do not provide the

		safety our students need. Sunset needs new bleachers or a new gym. Aloha's bleachers are in need of replacement. These are just a few of the needs I'm aware of. I'm sure there are many others.
499.	Facility/Building Maintenance	Making schools more green
500.	Facility/Building Maintenance	It is important that high poverty schools have enough classrooms in order for smaller classrooms to be sustainable. Also, equity in regards to dual language programs and bilingual staff needs to be addressed. Bilingual teachers use many skills and spend extra time with translations. Money is saved when bilingual staff can communicate with families instead of paying an outside translator. Bilingual staff should be paid extra!!!
501.	Facility/Building Maintenance	Maintenance and repair of current facilities, and resupply of non-functioning/older equipment.
502.	Facility/Building Maintenance	Southridge High School is the only school in the Metro League with no tennis courts. It is an equity issue for us, and we should prioritize construction of tennis courts on campus.
503.	Facility/Building Maintenance	please fix the heating and cooling at BASE, thank you.
504.	Facility/Building Maintenance	ISB doesn't need small fixes to the current building, but rather a new building. As the best high school in Oregon, students and staff deserve an updated, safe, and larger space to learn and work.
505.	Facility/Building Maintenance	ISB
506.	Facility/Building Maintenance	idk, but i think there should be more items in the student store and maybe a all gender bathroom,
507.	Family Support	Funding to support parent engagement and developing partnerships with community organizations is as important as student learning opportunities beyond the school day and year. There also needs to be more time for professional development but not at the expense of instructional time.
508.	Fees	Eliminating or keeping fees associated with sports, activities, classroom fees to a minimum.
509.	Field Trips/Outdoor School	GOOD FIELD TRIPS, I havnt been on a field trip in 3 years and this year outdoor school is CANCELLED. I want the next field trip TO BE AMAZING CAUSE WE HAVNT BEEN ANYWHERE IN SO LONGGGGGG!!!!
510.	Field Trips/Outdoor School	We r in 6th grade and we havnt had a field trip FOR 3 YEARS and outdoor school got canceled for us. PLZ add outdoor school to 7th grade so we can next year



511.	Field Trips/Outdoor School	PLZ OUTDOOR SCHOOOOOOOOOOOOOOOOOOOL!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! and really good field trips to 🚌 thanks 😊
512.	Financial Reserves	How can the paperwork/observations/meetings timeline be streamlined to help students get into the specials programs that they need to be in to be successful AND let other students have access to the education they deserve. The same education the same grade level kids are getting in the next room, for example.  I would like to see BSD allocate funds reserved for "well-round education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
513.	FLEX Online	Yes, bilingual support for FLEX Online. There is currently no Spanish-speaking support for families and it is hugely unequitable.
514.	FLEX Online	Looking at FLEX Online School and making sure they get equitable funding and teacher allocation
515.	Foreign Languages	Teachers need to be hired and available for dual Language schools and programs.
516.	Foreign Languages	Textbook adaptation for World Language is a long waited issue at our district. Other districts are using updated and newer textbooks and we had our testbook in 2006 and had never renewed them.
517.	Foreign Languages	Bring back ISB and languages at elementary levels and beyond. This is important for growth and community. Of course it may not be higher priority than counselors or reduced class size but that's just lowering the bar so far that parents can't ask for an well-rounded education. Lower class size and counselors should be standard and not even a question. Please bring back quality education. Hire more teachers/staff.
518.	Foreign Languages	Teachers dual languages are the ones that needs support as we work exhaustedly with students in need for dual language. We should be awarded for speaking and teaching in 2 languages
519.	Foreign Languages	Language speakers HAVE TO GET MORE help with the language!!! on class every second day is NOT ENOUGH!!!
520.	Foreign Languages	We need to prioritize the classroom. We can spend another couple hundred thousand on DEI training for our

		overwhelmingly progressive and pro-diversity staff. We can spend another couple hundred thousand dollars on consultants who will then generate PD that doesn't really relate to our challenges, or we could spend that money on support for the students who are suddenly showing up in our classrooms without any English language at all. How in the world am I supposed to teach a kid who only speaks Dari (which google does not translate. Best I can give her is Farsi.), while also teaching 33 kids who speak English and 2 who only speak Spanish? Get real. I hope this is anonymous, but if it isn't, this is a good hill to die on.
521.	Foreign Languages	possibility of preserving more World language classes and native language teachers for those classes.
522.	Foreign Languages	Spanish language supports (staffing, curriculum, support staff)
523.	Foreign Languages	if 3.3% won't keep up with your costs of funding, why are you offering this (or less) to teachers? - things that must be sustained - bilingual facilitators / social workers / BH&W / nursing support / ESL & Intervention teachers - realistic expectations & class sizes for teachers
524.	Foreign Languages	Any school with a Dual Language program should get a 0.5 FTE program coordinator as well as a budget like any other program (e.g. AVID). Also, pay a stipend to all DL teachers to compensate their time, extra work and skill set, just like every other state in the country.
525.	Foreign Languages	- Inclusive education for all students: access to more world language programs; - Support for Dual Language programs: professional development for dual language teachers in advance courses to support all dual language students; - Professional development for teachers to understand the new opportunities for teaching and learning with technology and COMPASSION;
526.	Free Meals	Continuing free lunch programs for all students.
527.	Free Meals	The free lunch for everyone should not be there. This makes the food nearly inedible and does not allow those who need the food to actually have half-decent meals to eat. People are taking advantage of this and not feeding their children, and since there is only a certain amount that students can have, they often go hungry and hate it. It should be for people that need it because they cannot access it otherwise and for people that are willing to pay to buy it.
528.	Free Meals	Continue free school lunch for all, Make sure the performing arts are as well funded, staffed, and prioritized for school space use as sports are!

529.	Free Meals	Continue providing free school lunches to all kids
530.	Free Meals	Finding a way to continue free meals for all students
531.	Fundraising	More fundraisers can help
532.	Future Education	Allocate resources to help determine where we have to grow to be in synch with the future of Education: what will we need to be on track in 10 years? Do we honestly think online education will go away? Should it? Can we not think outside many of the boxes we find ourselves in? We need a think tank or imagineering team!
533.	Grad Mentors	Grad mentors are a huge waste of money. Please focus on class size rather than support staff
534.	Grad Mentors	Grad mentors are a huge waste of money. Please stop wasting money on them. The real impact is having lower class sizes and giving teachers and chance to work with students. All the research everywhere says this, please start doing it. It's ridiculous that class sizes are as high as they are this year. You set teachers up to fail.
535.	Graduation	Making sure high schoolers graduate. They have been greatly affected by the pandemic.
536.	Health & Safety	Health and safety improvements and HVAC systems
537.	Health & Safety	Focusing on the health and well being of our students while maintaining top education
538.	Health and Safety	covid safety needs
539.	Health and Safety	Adjustments that surly need to be considered is not telling ppl to take that crappy vaccine. Barely helps fight against covid. Only thing that will help is by eating a healthy diet and to stay active. That's what y'all should be telling students, improve their immune systems. Masks also barely helps. We have to move on and adapt from this virus at some point. It's not even a big deal just a little cold that's all. Don't make such a big deal about it. Let ppl have the option to not wear masks because it real is unhealthy to breathe your own oxygen.
540.	Health/PE Programs	Please allow schools to maintain and improve PE/health programs, they are critical for overall student health and skill development. Stoller MS currently has one gym. It needs a gym or larger indoor or covered area for PE classes throughout the year for the 1000 students.(Parent, community member and teacher)

541.	Homeless Students	More funding and resources for our homeless student population.
542.	IB Programs	IB high schools should be eliminated. If you want an IB diploma go to ISB. Such waste for IB programs in high schools with only 40ish kids per year graduating with full diploma. Other kids have no option to take AP or H classes. Eliminate AGS math curriculum.
543.	In Person School	I hope one of your main priorities is keeping kids in school despite what the virus does. Also, educate teachers to only teach the facts in regards to history and current events. It's their job to educate not influence or coerce. Allow students to form their views organically.
544.	Increase Instruction Days	Spend more time actually teaching our children: more teacher contract days per school year, longer school year.
545.	Increase Instruction Days	Please increase the number of instructional days to at least 180 per year, and reduce the length of the summer break to no more than 8 weeks
546.	In-Person School	Yes! You should do everything that you can to keep kids in school and not on remote learning. Maybe you should consider not paying the teachers that fail to show up to work time and time again. My daughter's 4th grade teacher would take every Thursday off. the kids had a better relationship with their regular sub. Then she went to Arizona in the middle of the school year for a vacation - and post pictures of herself poolside on Facebook. Maybe it is time to hire the teachers that want to show up and do their job. If you have to spend more to make that happen, I would be okay with that.
547.	Internships/Scholarships	Maybe more opportunities for kids to venture out their comfort zone like increased access to available internships or scholarships around the area.
548.	Intervention	Intervention, intervention, intervention. The district has totally abandoned students in the middle to low skill level range. So many resources for TAG and Summa, but kids struggling. Class size should be across the board NOT just high poverty.
549.	Intervention	early intervention for children with learning disabilities
550.	Intervention	Intervention services needs are going to skyrocket, we need to continue emphasizing these positions.
551.	Intervention	I would have voted higher for academic intervention staff, but these teachers are being used as counselors, social workers and as behavioral and social emotional supports which is interrupting all the time they should be providing

		academic support, but they can't. So, they may as well take all their good training and return to the classroom OR be used as additional social workers, but don't call them Intervention Staff unless their actual daily time becomes more protected to actually be working with students.
552.	Intervention	The intervention support as well as SEL are tied for me. Both are really important.
553.	Intervention	Math intervention in addition to reading/writing intervention teacher for each school would help our students and teachers, keep social workers, give teacher cost of living raises
554.	Intervention	Given the craziness of the pandemic and academic gaps in students understanding, invention classes would help lessen the gap between students. This gap between students is getting larger and this is a major equity concern.
555.	Kindergarten	The youngest grades need smaller class sizes across the school district. Their skills could be caught up to pre-pandemic levels by allowing teachers to work more directly with them. Kindergarten classes of 26 are unmanageable when children come in with low skills as well as behavioral challenges. Please consider investing in our younger students now, so that they can be successful in upper grades in the years to come.
556.	Lunch Breaks	lunch
557.	Lunch Breaks	I would definitely say make lunch a bit longer. I've seen a lot of students struggle to finish eating their lunch on time, resulting with them being sluggish in class.
558.	Masks	Stop traumatizing our students with BS mandates(masks) & teachings(CRT). Get back to prepping them for college not treating the primary grades as college. Our kids are ours! The parents...not yours, the supposed educators.
559.	Masks	No mask mandates.
560.	Masks	We need to find a way to unmask our students & staff
561.	Math Curriculum	The AGS math curriculum causes a great deal of stress to kids and families because it has very little guidance in the books. I'd like to see the school board review a different math curriculum, one that is more direct and teaches the math step by step, in order to engage more of our struggling math students. It's not right that kids fail it once in middle school before many of them don't pass again in high school. I have had parents return to my middle school and tell us that is the class that prevented a regular diploma for their son or daughter on an IEP. Higher level math

		is great but only if it is taught step by step with clear directions.
562.	Middle School Adjustments	Please, please, please get rid of the Common Middle School Experience. It causes staffing issues that impact our budget.
563.	Middle School Adjustments	we need more middle schools
564.	Middle School Adjustments	Using broader, less focused, and anonymous methods of obtaining parent, student, and teacher feedback. When we aren't prompted with anything else it automatically dilutes our feedback on other issues. The current middle school schedule is particularly worrying, and currently untenable. Had it been more fully staffed to allow for 1)fewer preps, 2)actual access for all students to all elective options, and 3)openings in the schedule so that classes could truly be for all learning levels and needs instead of having certain students funneled together through all of their classes based on the only possibilities that were open, this might have been a viable schedule. However, between the issues caused by not being fully staffed, the drastic and difficult change that sixth graders have to experience coming from elementary school to an 8 period day, classes that last less than 45 minutes, and the large number of transitions that students are experiencing between their classes, this schedule is not working.
565.	Middle School Adjustments	Yes! We need to rethink the tragic schedule change that was made in middle school this year. The loss of teams create by this new schedule has been hurtful to students. In the past. Students were connected to s specific four person team, who saw them daily and who had rooms next to each other. Now, teachers teach multiple grades and students have to travel all over the building. Kids are falling through the cracks because teachers see so many students. I see 238 student daily. On Advisory days, I see 262. I don't have the time to make the connections that struggling students need.
566.	Middle School Adjustments	We really need to invest in equity in this district, more so than we already are. Put our money into training, staffing, and curriculum so that we can take action steps that move us toward being a more equitable district. We need more staffing and smaller class sizes at the middle school level. We saw a huge increase in class sizes and overall teacher case load with the new schedule this year. An increase in staffing at the middle school level would really help with the burn out we are seeing with teachers this year.
567.	Middle School Adjustments	The middle school schedule is harmful to students. It is not developmentally appropriate, disrupts learning, and makes the last two periods of the day very difficult for students to be productive. Staff are burning out at an alarming rate. The number of teachers I have spoken with in the past two weeks who are retiring early, planning on leaving the district or middle school, and who are simply overwhelmed to the point of mental crisis and harm is overwhelming and very concerning. We cannot continue like this. The district is going to lose many excellent teachers if something is not done to change this schedule.

568.	Middle School Adjustments	We have to change the middle school schedule. Students can not keep up the pace, nor can the teachers. It is not developmentally appropriate, disrupts learning, and makes the last two periods of the day very difficult for students to be productive. Staff are burning out at an alarming rate. The number of teachers I have spoken with in the past two weeks who are retiring early, planning on leaving the district or middle school, and who are simply overwhelmed to the point of mental crisis and harm is overwhelming and very concerning. We cannot continue like this. The district is going to lose many excellent teachers (at least 4 in my building alone) if something is not done to change this schedule.
569.	Middle School Adjustments	Immediate return to the middle school model instead of the current junior high model. Students especially the most vulnerable are not getting fully supported because our schedule does not accommodate collaboration. In addition, teachers have had an increased work-load with no compensation. We have to take on more preps, more students and less time for instruction. Students are so behind and our most vulnerable even more so. Our priority should be increasing the time they are in core classes instead of electives. This schedule is a disservice to our students and teachers.
570.	Middle School Adjustments	At the middle school level the schedule is untenable, the 8 period day is taxing students academically and emotionally. Academically holes are beginning to appear and will only widen for our students as this experiment continues. The disparities inherent in the middle school schedule give science and math a 1/3 more time with a 1/3 less students than language arts and social studies. We should all hope that our students will benefit from this focus away from the humanities, but it seems very unlikely.
571.	Middle School Adjustments	The middle schools need to be adequately staffed! Not just the higher poverty schools. This is a tough and critical age for students. Students need to be on teams so that we can best serve students. Middle school teachers with caseloads of 200-240 students is ridiculous when you factor in the attention that middle school students need.
572.	Middle School Adjustments	The middle school schedule. It is an embarrassment to education. Students are run ragged throughout the day changing classes. It sounds great to parents that they have more electives, but at what cost? Kids are stressed out by having seven classes. Teachers are stressed out having 180+ kids on their caseload. Don't you remember why HS went to the 4x4 model? Classes were too short and kids had to many changes and teachers in a day. It is ridiculous what we are doing to middle school aged kids, not to mention they still don't understand how they are being graded for proficiency. The majority of teachers are really doing it because it doesn't work well for all subjects. It is BS the year long learning targets and grades. They do not go together. And dropping the F grade is a joke. Changing a F to a N or an I does not make them feel better or improve their mental health because they do not see a F. Laughable.
573.	Middle School Adjustments	The middle school schedule needs to be fixed. Hire more classroom teachers to get class sizes down. A 1:35



		staffing ratio for a MS class is too much. Hire staff to help out in our buildings.
574.	Middle School Adjustments	Middle School schedule needs to change. Whatever budget effects this will make ARE NEEDED! This schedule is not supported by research/best practices for middle school students.
575.	Middle School Adjustments	Our middle schools have populations that are not equitable. How do we fix this?
576.	Middle School Adjustments	Adjust middle school schedule to allow students to be a part of a teaching Team. There is a huge hole in the wrap-around care for every student with out the opportunity for CORE teachers to meet and discuss students concerns.
577.	Middle School Adjustments	<p>The district needs to seriously reconsider its new middle school boundaries. The new boundaries have segregated the middle schools according to race and socioeconomics. Our low-income middle schools are over crowded, when they should have the smallest class sizes; meanwhile, the wealthier middle schools have empty classrooms. Class sizes in ALL schools should have a cap. Elementary schools should strive for classes of less than 20 students and never exceed 25 students, and middle schools should strive for classes of less than 30 and never exceed 35 students. Class size cannot be an average across a building; this misrepresents the student experience and teacher work loads.</p> <p>The district also needs to seriously reconsider its new middle school schedule. The new middle school schedule puts an unfair burden on Social Studies and Language Arts teachers with the number of students they teach each day. A 40-minute class period is TOO short! Electives need to be shorter than the core classes and/or every other day (possibly except for band) so that more time can be given to core classes and students hopefully won't have 8 classes every day. The solution CANNOT be to have core classes every other day. Students need consistency and can't have days in between the learning of important content ideas. This would be especially difficult for science classes (you can't start a lab and then wait a day before finishing it!). Elective classes are important for student interest and engagement, but don't necessarily need to be every day classes. Every other day electives would allow students to have more elective options, but could reduce the number of periods in a day to 7. (I recognize that this limits options for dual identified SpEd/ELD students, but it doesn't seem right to have thousands of students and hundreds of teachers suffer with work overload so that a small group of students can have more elective opportunities; if we think about this creatively, there must be a way for interventions/supports to take place during the the double math period, once/twice per week as a pull out option from electives, push in support to math/language arts, etc.</p> <p>The district needs to reconsider its push for a "common middle school experience". No matter what schedule and elective offerings schools share, there will never be a "common middle school experience" until all schools have the same buildings, resources, quality of educators, classroom and hallway behavior, expectations, consequences, class sizes, field trips, fundraiser/PTO donations, technology, diversity, socioeconomics, student behavior, background knowledge, advancement opportunities, home-life, levels of trauma, etc. It just is not possible for all middle schoolers to have the same experiences, because they are all different kids from different</p>



		backgrounds. Rather than pretending they are all the same, we need to embrace the fact that they aren't, and allot our resources and opportunities to support our varied student populations in the ways that they need; that is what equity is.
578.	Middle School Adjustments	middle school schedule adjustment to lower student stress level (block), changing the start time (later start time) of high schools to engage/encourage more student participation.
579.	Middle School Adjustments	Change the middle school schedule to something sane.
580.	Middle School Adjustments	Later start time for middle schoolers
581.	Middle School Adjustments	Middle School schedule and passing time for students to be able to socialize.
582.	Middle School Adjustments	Every year we place emphasis & funding on early intervention (Elem.) & credit recovery (HS) & ignore middle school. Yet ask any teacher & they would agree MS is the most difficult age to teach. Any MS could identify the future drop outs, but have little to offer them. My middle school hasn't had an academic intervention option in years, and only 2 counselors. Make middle school a priority!
583.	More Choices	I have to say the above 4 priorities are not diversified as we try to strive in the school district. While they are important, I didn't see any priority to help ALL student to achieve the highest potential they could have. We want to see ALL student do better than themselves and worry less about if they are doing better than others.
584.	More presence at schools from non-school site employees	A need that I see is not a dollar amount but would enhance district culture. All employees that do not work at a school site need to spend regular and consistent time in the sites to build relationships, observe what transpires on a day-to-day basis, get site staff input and use those relationships and that acquired knowledge to better serve the sites.
585.	Music	Please consider the importance of PE and Music when considering budgeting.
586.	Music	District-funded section coaches for students playing brass, woodwind, and percussion instruments for all middle and high school band programs.
587.	Nutritious Food	i really want more of those frozen blueberries at lunch
588.	Nutritious Food	better food bro. like ya'll pulled out the best chicken i've ever seen in those dry chicken sandwiches but now they

		are gone.
589.	Nutritious Food	Yes, School food budget.
590.	Nutritious Food	Yes, the budget on the school lunch needs to be changed so there is better food.
591.	Nutritious Food	More protein reach diet, more competitive course for elementary.
592.	Nutritious Food	We need better food. There are no vegetarian options, especially for late lunches. I've had to forsake lunch for the sake of my religion. Ridiculous.
593.	Nutritious Food	better lunches
594.	Nutritious Food	school lunch
595.	Nutritious Food	breakfast and lunch for every student; a hungry student is a distracted student.
596.	Nutritious Food	Putting money into better quality school food
597.	Nutritious Food	School lunches. ALL LUNCH MEAT is a KNOWN TYPE 1 CARCINOGEN!!! CHEESE is super high in salt and fat, increasing cholesterol. The school lunches in place are a recipe for diabetes and cancer in our children.
598.	Nutritious Food	Better, fresh, and health foods in cafeterias should be a priority, the fact were giving this food to those that do not have enough to supply themselves with food should not lower the quality of the food, but it school raise it so it can affect a child's life beneficially, so even if it is the only meal a gets, it alone will provide them with long lasting health support, and it taste good enough to enjoy eating.
599.	Nutritious Food	Cafeteria food
600.	Other	reinvigorate a culture of success. Value rewarding performance vs always aligning to a lowest common denominator.
601.	Other	DEI training on how not to uphold white supremacy

602.	Other	Good priorities listed here
603.	Other	Teaching students grit, perseverance, and more self-reliance.
604.	Other	The above priorities should be addressed, thank you!
605.	Other	Free up money to be made available for any of these 4 investment packages by eliminating the equity consultancy which has not shown any functional benefit elsewhere
606.	Other	These are all #1 priorities. It feels like you're asking me to rank my favorite methods of staying alive: food, water, oxygen, or shelter.
607.	Other	Provide more than one day of shadowing at future high/middle schools, as one day is not really enough to get a good grasp of the culture of that school/community.
608.	Other	All of the above are important so hard to rank.
609.	Other	Create some discipline procedures. Just yesterday I saw students swearing at, threatening, and spitting at staff, but nothing happens to the student. NOTHING.
610.	Other	Buses with drivers ( or even on site staff driven buses) for field trip and authentic real world learning opportunities.
611.	Other	opportunities for alternative paths to certification
612.	Other	I had a difficult time choosing between my top three. ALL of them make a HUGE difference in schools and all should be included. I would stress that finding an appropriate/feasible balance between these needs would be essential to providing adequate support to our schools, students, and equity missions of our buildings. It would be difficult to teach in a building that did not have one of these supports. The survey seems quite vague so I hope comments are strongly considered.
613.	Other	As a student their should be more outside activities when doing the tour it was a mislead sort of They showed us the outside the plants and all I thought wed be doing way more things outside itd make school a more enjoyable place

614.	Outreach/Engagement	Consider offering resources for parents to go to English classes; perhaps just getting information out on programs already in Beaverton...
615.	Performing Arts	I would like to see BSD allocate funds reserved for "well-rounded education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, none of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
616.	Performing Arts	I would like to see BSD allocate funds reserved for "well-rounded education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
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618.	Performing Arts	I would like to see BSD allocate funds reserved for "well-rounded education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
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620.	Performing Arts	I would like to see BSD allocate funds reserved for "well-rounded education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
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623.	Performing Arts	I would like to see BSD allocate funds reserved for "well-round education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
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625.	Performing Arts	I would like to see BSD allocate funds reserved for "well-round education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, none of these funds go towards the arts which should be a big part of providing well-rounded education for our students. Especially with the social-emotional struggles our students have experienced throughout the pandemic. Research regularly shows that the arts have a high positive impact on social-emotional and community-related learning that dramatically improves performance in other areas of school as well as many aspects of non-school life.
626.	Performing Arts	I would like to see BSD allocate funds reserved for "well-round education" to support our visual and performing arts programs. This includes funding from the Student Success Act (SSA) and Title IV part A for well-rounded edification. Currently, non of these funds go towards the arts which should be a big part of providing well-rounded education for our students.
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		the trauma of the past 2+ years.
628.	Playground Equipment	Playground improvement at Aloha Huber Park
629.	Playground Equipment	Please fund playground improvement at Aloha Huber Park, specifically for PreK since we do not have a playground to play on.
630.	Playground Equipment	Please fund playground improvement at Aloha Huber Park.
631.	Playground Equipment	The playground at Aloha-Huber Park is in need of covered structures and overall upgrades. Newer school have many options and have implemented features so recess and play can continue in our rainy environment. We have a large population of students and an upgraded playground would increase focus and reduce behavior concerns inside the classroom.
632.	Pre-School Opportunities	Increasing pre-school opportunities throughout the district
633.	Pre-School Opportunities	Head start and other pre-k programs
634.	Pre-School Opportunities	More preschool classes at more schools would be invaluable and help start our youngest students on the path to success earlier.
635.	Program Funding	I personally feel it is unfair to scale these on a 1-4 basis versus a Scale of Agree to Disagree on the importance of all 4 of those components and enrich the school experience. But if this is asking where a Bond could go to, I would say it can help support program funding and PD for all teachers and staff. I would then add placing the funding into whole food options for classes and less processed foods for students.
636.	Project Management	Manage the money better than before, remember the construction of the new high school, how money was always used to replace "mistakes" that contractors made due to poor supervision from our district leaders(project mgrs. etc)
637.	PYP	Would love to see BSD bring back PYP
638.	Reading Assistance	The district needs to invest in teacher training about the science of reading. Small changes have been made in the district including training the academic coaches with LETRS, but this is not enough when so many students in the

		district are not reading at grade level.
639.	Reading Assistance	I would like to see the reading resources for intervention updated to reflect what current research is saying is the best way to teach struggling students.
640.	Recess Equipment	More recess equipment, especially wall balls/four square balls. Since there is only one at Cedar Park and some courts are using basketballs that are not safe, because the other day me and my friends were playing four square with a soft ball but the other court was using a basketball and it came over and hit her in the head, now she has a concussion and can come to school for a week.
641.	Recess Equipment	I would love for some money to be put into our recess equipment
642.	Religion	Room for religious prayer
643.	Safety/Security	Funding for a specific coordinator that students can report sexual harassment/assault to and other gender equity issues.
644.	Safety/Security	Eliminate the SRO program NOW
645.	Safety/Security	Supervisory staff such as campus monitors in every middle/high/options school
646.	Safety/Security	Camera Security System, I.T. security
647.	Safety/Security	Please don't use taxpayers dollars for SeeChange to study whether it's a good idea to have SROs in schools; every reasonable person already knows we want our children safe. It's unfathomable that the District would even entertain paying \$80,600 to find out that SROs are necessary, let alone going in with the city to pay twice that. Embarrassing. Let's get back to teaching and leave politics out of the equation. We want safe schools for all students.
648.	Safety/Security	Student safety and anti-bullying
649.	Safety/Security	Cybersecurity
650.	Safety/Security	School Safety

651.	Safety/Security	Safety. We need more SROs, campus supervisors and crossing Guards
652.	Safety/Security	extra supervision supports for hallways, cafeterias, outside of buildings, etc. SAFETY in our schools is a huge issue right now!
653.	Safety/Security	Safety for staff in school buildings. Please come to buildings and spend some time in them. Making decisions about how to spend money in the district should involve (mostly involve) people who are in the buildings doing the work with students. Also, funding all schools the same is not equity. It is equal. Education is not the same for all and we all know that.
654.	Safety/Security	Your continued support of SRO presence has never been explained and isn't laid out in your budget proposal.  HVAC and decreased teacher to student ratios are key. Eliminate as much admin overhead as possible.
655.	Safety/Security	police officers at Sunset High School
656.	Safety/Security	Reconsider the role of School Resource Officers (SROs) - consider increasing Mental Health supports in their place; no armed officers at schools; mental health supports should prioritize cultural competent supports (that doesn't mean social workers, who are usually white women who may not come from the background that allows deeper connection with students and families)
657.	Safety/Security	Aloha HS needs a resource police officer. There are physical fights daily and my kids are scared constantly in the hallways
658.	SAM	I would ask that you reconsider how you award APU to comprehensive high schools. I am aware that for the 2021-2022 school year, numbers were adjusted based on student demographics. I am not against this model. I would only request that all high schools be fully and appropriately staffed before any model is applied to add more staff to a building.  The model used this year has negatively impacted the student/teacher ratio in my classroom. For the first time in 9 years, I have over 40 freshmen in my science classroom. This is outrageous. Data shows that the number of credits a freshman earns in their first year of high school can predict the likelihood that they will graduate on time. Knowing this trend, I am astonished that our school district is not keeping the student to teacher ratio low for freshmen classes.
659.	SAM	PLEASE change the SAM model!!!! If equity is a pillar of our system you MUST realize that the current SAM model creates incredible inequities in schools with lower levels of poverty. The change in the SAM model has been



		devastating to our school with ridiculous class sizes and overcrowding. This has to be addressed if you're really valuing equity.
660.	SAM	The staffing and allocation model (SAM) used in our district should better and closer represent other districts within our area. We are the only district using 1.5 as the ratio for staffing our schools. Schools with lower poverty and mobility are unfairly bearing the brunt of the budget constraints and class sizes are unmanageable.
661.	SAM	Please consider adjusting the equity-based staffing ratio from 1.5 to 1.25. No other district in Oregon sets the ratio as high as we do in BSD. Although I support the equity-based staffing model, our current SAM consistently results in class sizes above 40 at Sunset High School. Voters will be reluctant to ever again approve a class size levy when students continue to suffer.
662.	SAM	PLEASE reconsider SAM. Using 1.5 FTE for lower income students is a HUGE difference and has severely punished schools with high SES. I am 100% for providing more resources for lower income students but 1.5 vs 1.0 is too aggressive of a difference. And from what I can tell we are the only district in this area that has this ratio.
663.	SAM	I just want to say that as a teacher at a LOW poverty school (Sunset) I SUPPORT the SAM model. Teachers may grumble, but thank you for doing what you
664.	School Nurses	Need to really support the Nursing Staff.
665.	School Nurses	We need MORE NURSES! They should not have multiple schools. Considering the impact COVID has had on their entire job as well. They do such amazing work with families and as a part of the BH&W team but we need way more of them than they are able to provide because they have 3-5 schools.
666.	School Nurses	Uhm yes we need more nurses.
667.	School Nurses	I strongly advocate for hiring more School Nurses. We need a School Nurse in every school, just as there are Counselors and Social Workers in every school!! The National Association of School Nursing recommends one School Nurse for every 750 students. In BSD our School Nurses cover 1,500 - 4,000 students each!
668.	School Schedules	If possible, could we maybe change the school schedule so less kids are sleep-deprived? Currently, the only way to get a full 10 hours of sleep is to go to bed at 8pm, and many children go to sleep past midnight. Just sayin'.
669.	School Schedules	1. Investments that will keep schools open as scheduled 2. Lower class sizes

		3. Open more spots in options schools, like BASE
670.	School Schedules	This is not a difficult question to answer, but yet is.....I have worked for the district for 28 years and each year it feels like teachers/students/who is in the actual classrooms teaching and learning is becoming less important. Our current middle school schedule is ridiculous. Too many classes/no teams/periods are too short/chaotic feel/harder to build relationships with students and staff members....students are losing out when teachers find it hard to keep their heads above water. Everything is so rushed during the school day. Student behaviors can be awful but yet not a stable follow through...which is not admin fault. I feel like students/parents are entitled and teachers/admin have lost the ability to discipline.
671.	Science	science and art department lol
672.	SEL	we NEED more school counselors!!
673.	SEL	Just want to emphasize how badly the school counselors at schools need help. School counselors are drowning with the huge amount of mental health concerns in our kids. This is not sustainable. Counseling staff are suffering and burning out big time. Our case loads may be the same size as they use to be, but all the students have much higher needs to the point of us not being able to properly serve students. Counselors are seriously burning out and still not keeping up, even with putting in extra hours and sacrificing our own health. There is a HUGE influx of 504 and IEP requests from families because students are struggling in classes and are getting new diagnoses at alarmingly high rates. It would help tremendously to have a full time 504 coordinator at all schools who takes care of all the 504s so the school counselors can focus on the kids' the way we are meant to. We also need more school counselors in general so we can all keep up with the demands of the students on our caseloads. Our counseling team is honestly scared that because we are spread so thin and not able to get to all the kids that need us each day that something terrible could happen. We don't want a child in need to fall through the cracks. We are worried about our students and our own health as well, as we can't keep doing what we are doing right now, it's not sustainable.
674.	SEL	We need to consider the fact that we are currently in year 3 of a global pandemic and post a year and a half of CDL. The mental health needs for students and staff have increased exponentially. There is more need than availability unfortunately with waitlists averaging about three months for help outside of school. This places the burden on school supports, particularly the counselors, social workers, and student support staff. Due to the high need, counseling offices are feeling like triage crisis work. This need is compounding the other work of counselors and our SPED team. There are more SPED referrals, BH&W referrals than ever before. If that does not highlight the need for more support for schools then I don't know what does. People are overworked and there is fear that something is going to be missed.

675.	SEL	<p>We are in desperate need of mental health professionals in the building. As a result of the pandemic, mental health issues are at an all time high. Extra counselors, social workers and support staff are needed to address this extreme increase in need. Ideally, an in-house therapist in each school would be most helpful. Finding outside therapy is next to impossible.</p> <p>Additionally, again as a result of the pandemic, the increase in anxiety, depression and other mental health care issues have increased the number of 504 plans dramatically. The workload for counselors managing all the 504 plans is unsustainable. A 504 coordinator placed at each school for the purpose of report writing, meeting planning and conducting all meetings would meet the need.</p>
676.	SEL	Staff a social worker per school (vs. shared), so that they can work directly with finding resources for their individual school communities such as food resources, working with HELP Center, and the Beaverton Resource Center. Someone needs to learn and know their families in need. Relationships are crucial to progress.
677.	SEL	Prioritize mental health of students and staff.
678.	SEL	Any school with more than 900 students should consider having at least 2 social workers and 2 counselors
679.	SEL	Mental Health experts and programs for community involvement to support students in the schools. We also need to consider safety staff for schools that have seen a high uptick in violence and destructive behavior (Aloha HS)
680.	SEL	Anything that will help the teachers with these unruly kids that I continue to hear about from my own children. It's getting ridiculous and beyond out of hand!
681.	SEL	Mental and physical health of students must be addressed in order for them to achieve academic success.
682.	SEL	It is incredibly important that teachers have a place they can dismiss a child throwing a tantrum. Currently, one disobedient child throwing a fit, screaming, throwing furniture, etc. results in the disruption of an entire class for 30 minutes or more. This is not fair to the 24 other kids in the classroom, or the teacher. The District must find a way to quickly remove disruptive kids from classes, and get them to a safe place they can get the help they need, so that teachers can effectively teach their classes in their classrooms.
683.	SEL	We need to open more classrooms for students who are disruptive/violent/disrespectful to their teachers and other students. We need staffing for those classrooms. We also need to use our fully functioning online learning program to send students to at-home learning who are not able to function in the classroom due to being disruptive/violent/disrespectful. We can easily do this with students in middle and high school as they are old enough to be home alone. This would not have to be considered a suspension, as we are still offering a full-time

		education to those students. We need staffing to monitor those students' online learning and to provide the online counseling that will help those students, and their parents, modify the student's behavior so that they are able to be in a classroom without exhausting/scaring/ruining the learning environment for everyone in it. We talk a lot about equity in our school district. It is not 'equitable' to have one or two students in a classroom who wreck the learning environment for everyone else and make teachers want to quit. We have danced around, for long enough, what to do with disruptive students and our teachers, parents, and other students have really had enough. I believe that this issue needs to be addressed more than any other classroom issue. Thank you for your time.
684.	SEL	We need to divert all our money into helping kids with actual support rather than the irreverent funding on mental health slideshows to create a facade on the students. We are murdering the physical health of the students during lunch and demolishing the mental health of the students by giving them excessive stress from our bad education. We need to fix our schools and help have kids become successful by giving proper education. Our students are not gaining the proper education from schools and are getting critically stressed from the high expectations from teachers with the low quality of education. This is why there needs to be a critical focus on actually supporting the students rather than caring about these non-beneficial faculties that create a more negative impact on the students rather than positive.
685.	SEL	More conselours
686.	SEL	There should be more action taken regarding disruptive students in the classroom and school. It is incredibly difficult for students to focus on lessons and school work when a class member is consistently disrupting the class and monopolizing the teacher's attention. It is a disservice to kids who are able to behave in a cooperative way to have to try to learn and be heard in a chaotic environment.
687.	SEL	School psychologists should be included in social-emotional support staffing. School psychologists are members of Behavior Health & Wellness teams, are vital components of suicide assessments, STATs, SIRPs, and are members of the district Flight Team. We provide counseling to students in special education and work with students in general education.
688.	SEL	The district really needs to create a program for students needing outside placement instead of using NWRESA to make it happen. As a EGC middle school teacher I am routinely getting students that have such severe mental health and behavioral issues that no matter what we do in the traditional public school setting we will not meet their needs. In the process their issues are so severe that they are ruining the educational opportunities for many, if not the entire school, as well as not making students feel safe. These are my students getting suspended weekly, fighting, cussing out staff and teachers all day long, destroying property (breaking windows, furniture, hurting staff etc.) At the minimum it takes 6 months but usually 12-18 to get a student what they need. In the meantime damage is done to them, their families, and many of the students in the school they attend. This needs

		to be a priority.
689.	SEL	Mental health supports need to be prioritized as do staff to handle bullying and disruptive students. Class sizes, especially in elementary, should be the same district wide. Kids in poverty live everywhere, not just in high poverty schools. Class size should be standard, not lower due to economic status of the area.
690.	SEL	teachers to teach SEL classes at middle school level.
691.	SEL	You should add Library & Instructional Technology Teachers (LITTs) to the list of academic interventions & social emotional support teachers. They should be full time in comprehensive high schools. Teachers & students need their support.
692.	SEL	Increased counseling resources for students and staff
693.	SEL	Keep the staff and students safe and healthy, this is not just about Covid, but also about discrimination, bullying... Enhancing and completing the academic programs.
694.	SEL	Please prioritize the mental health crisis in our schools and communities. All students of all ages need full time resources so this is not an additional ask of classroom teachers.
695.	SEL	For all the public and private recognition about the drastic escalation in mental health needs of all of our students, I see very little support actually being allocated to address this major problem. At my school this year, the only gain was that our social worker position went from a .5 to a 1.0. It is imperative that ESSER funds be spent in tangible ways that actually address student mental health needs in buildings. The District needs to add more counseling staff to buildings across the board. The current ratios are woefully insufficient to meet student needs.
696.	SEL	What our family has been experiencing in the schools this year is students whose behavior is rude, disrespectful and outright defiant. Staff spend a great deal of time and energy focused on these students. If there was any way that the district could support these teachers, administrators and staff in creating school environments where students feel connected again I think that would be beneficial to everyone. I don't know what form that support would take but I personally feel so thankful for the staff who are still showing up everyday to love and support and encourage our kids. They deserve our support and need all the help we can offer at this time.
697.	SEL	Please keep mental health at the forefront when making decisions! We desperately need to keep our Social Workers, Counselors, and Student Success Coaches in the following school years. Thank you!

698.	SEL	Sufficient school counselors are needed to follow the ASCA recommended ratio of 250-1. This is important so students can receive effective support. BHS needs a social worker who can solely focus on connecting students/families with community mental health treatment and community resources. If students are suffering, their grades will suffer. Counselors focus on school needs, social workers must address home/community needs. Academic support for students has been essential! Grad mentors are amazing. I don't see the need at all for COSA/TOSA staff, that funding can be used more effectively elsewhere to provide direct service for students. As of now, it limits staff from doing their other job effectively. There is a significant delay in special education evaluations at BHS, spanning from one year to the next. Student's are suffering with mental health needs and failing in school due to the limited time social workers have, because they are managing the wellness lab which is also needed! Mental health challenges are outrageous this year and students/families need comprehensive support connecting with community (long-term) treatment.
699.	SEL	We shouldn't keep counselors, or behavior support if they are not providing that for all grades. After 3-5th at our school gets left to deal with the issues on our own. We do not get paid enough for the job that we are doing.
700.	SEL	social emotional support for students and staff
701.	SEL	Because of the pandemic and the resulting mental health challenges facing both students and staff, consideration for staff mental health should be one of the priorities. With staffing shortages this year putting additional pressure on the current staff, as well as the stress of teaching children and supporting families who may have financial and mental health challenges, the district should recognize and reward those staff who have chosen to stay in this challenging career. I have never experienced a more challenging year, and have heard many colleagues express the same feelings.
702.	SEL	Continued coaching support with Student Success Coaches, Academic Coaches, Early Learning Coaches, etc. Also, how can we build in more days for professional development and collaboration? When we think about equity, time to collaborate and improve our practice is essential!
703.	SEL	The needs are great all over the district. We continue to not have enough staff to support our primary grade students with the most needs behaviorally. Students that are disrupting classrooms due to behavior need to have designated coaches to help them and the teacher as they adjust to the classroom environment and the social demands. Teachers are not able to teach all students when they are being expected to both teach and help our most struggling students. This is unfair for all parties involved. Parents of struggling students aren't supported, teachers aren't supported, and most importantly students aren't supported. Students that are struggling behaviorally, need an experienced coach and teacher to help them feel successful, seen and heard. They need more adult guidance to help them feel safe and supported and a part of the classroom.

704.	SEL	more high school counselors who are competent (Sunset HS is sorely needing help); investments in ventilation and outdoor eating areas for all weather conditions (at Sunset HS); less investment in sports and more in the arts and wood/metal shops
705.	SEL	COVID has taken an immense mental health toll on students and their has never been a higher need for counselors . Counselors have the skillset to build long term relationships, provide mental health supports as well as providing academic and college/career counseling that's relevant to each individual students on our caseload.
706.	SEL	Staff development centered around SEL and disruptive student behaviors
707.	SEL	More support for kids mental health and teacher working conditions.
708.	SEL	At school Therapists, continue social worker, SSC, Counseling and Intervention Specialists
709.	SEL	I'm a school counselor and my case load is over 600 students which makes my job very difficult. Please consider using budget to hire more school counselors, rather than continuing to fund success coaches. School counselors are trained and educated in social-emotional learning, mental health, child development, and teaching. We are highly qualified to provide the support and social emotional learning that our students need. I did not stumble into this role because I wanted something different, I sought out this career path and spent 3 years getting my graduate degree so that I can serve students. Many success coaches have said they still do not know what exactly their role is supposed to be. We are told each building can determine what they need success coaches to do depending on the needs of their school. As a result, success coaches are being pulled to support students, respond to crisis, run small group interventions, and teach SEL lessons (which was never part of the role in the first place) because that is simply where the needs are. What our schools REALLY need are more school counselors. The term "student success coach" sounds a lot like a school counselor to me. Are we not coaching and guiding students to be successful and advocate for them? The role does not make sense and its very frustrating for counselors that the district is spending so much money to hire coaches when we could be hiring counselors. Thank you.
710.	SEL	We need to get ALL schools to the ASCA suggested 250:1 ratio of students to counselor, especially our elementary schools. Yes bringing in all of the extra supports are amazing, but we need more staff in the building as licensed counselors who can do anything and everything.
711.	SEL	MORE counselors, SSC, Social Workers, and any behavioral health support we can get!!



712.	SEL	Sufficient counseling resources! There's no way any counselor can effectively have relationships with every single one of their 300+ student caseloads.
713.	SEL	As much mental health, behavioral health, & social emotional health support staff as possible!
714.	SEL	More school counselors rather than coaches.
715.	SEL	This year there has been a noticeable increase in the need for mental health professionals in school this year. With the collective trauma students are experiencing, it is more important now than ever to support our kids using a trauma-informed lens. I am currently one of 3 mental health professionals at a large elementary school. Speaking from personal experience, the current system is not sustainable. Students are experiencing heightened anxiety and depression which can have a lasting impact on their social-emotional, academic and career success. WE need more mental health professionals in schools.
716.	SEL	More counselors
717.	SEL	Please keep in mind that often poverty plus high mobility equals trauma.. Teachers must address these needs while providing academic instruction, SEL teaming with specialists, and managing very unique and challenging behaviors. It is imperative that we lower class sizes k-12, especially in higher poverty and higher mobility settings. By doing this, we give teachers a fighting chance to effectively address the multitude of demands and needs at their door. Fewer students means more individualized and targeted instruction as well as better partnership with families.
718.	SEL	I agree with the need for trained and licensed therapists in every school. This is a must. We have social workers in our schools who get resources for our families, but it only works if families are able to follow through and access the resources. We should be able to support our students counseling and therapy needs in school for the large number of "the most-at-risk" students whose families are not able to follow through at home. I also think that along with our SSC and SEL focus we need to implement district-wide resources to help the top tier students proactively manage their emotions such as local Oregon's Yoga Calm. I think there should be a teacher from each Elementary school who goes through the training and can train teachers at their school so we can have a more proactive rather than reactive approach to helping our kids who have experienced trauma. Additionally, I think there is still a huge divide between the haves and have nots in our district. I'm glad to see that there is a priority to put funds toward the neediest schools such as a Five Oaks. Kids who do not have access to playing on sports teams need to have that opportunity before or after school with bussing provided. Finally, because research has shown that kids can become disregulated if they are spending too much time on screens, I think that there should be a district wide survey that all teachers fill out about how much time their students spend learning on a screen (TV, ipad,



		Chromebook, etc.). We need to get back to more pencil and paper to help students tap into that muscle memory as well as avoiding the pitfalls of too much screen time: inability to self-regulate, lack of emotional awareness and interpersonal communication skills, sleep problems, distractibility, and obesity. We already know that most kids get too much screen time at home, so school should not be exacerbating the issue, it should be trying to solve the problem.
719.	SEL	Our students need more support! More counselors and support staff. More funding for staff trainings around SEL, ABAR and trauma informed care.
720.	SEL	The pandemic has caused a huge surge in mental health concerns across ages and demographics. School psychologists should be considered in the social-emotional supports staffing. School psychologists provide counseling services for our most at-risk students in special education, are important members of the Behavior Health & Wellness Teams, complete suicide screenings, threat assessments, sexual incident responses, and support the Flight Team for crisis situations.
721.	SEL	Each High Poverty School should have a full time teacher who teaches a school within a school for student struggling in the regular classroom - they need a place to learn how function in a classroom and learn how to have their emotional needs met without disrupting the whole classroom for that. A place where they can learn the need skills so they can function in a classroom and get the education they need.
722.	SEL	Students need SEL help rather than 8 periods of classes for middle school. Too many transitions and too much homework each day.
723.	SEL	Invest in programs that provide quality SEL for students - especially PE teachers. Add more FTE to all schools. Quality PE programs provide opportunities to connect, build social skills, build confidence, and time to move!
724.	SEL	social emotional support for all learners
725.	SEL	There is not enough behavioral support at my elementary school. I get hit, kicked or things thrown at me almost every day (I am the SSC). This means that there are one or two days a month that I am not injured. I get no plan time during the school day. I often do not get to eat my lunch until after school; maybe I eat at school once a week but only for a couple minutes. This is the same for the principal - no planning time, no lunch, becoming injured, not able to attend to other duties on her schedule. I cannot do my actual job (SSC) due to responding to unsafe behaviors all day. There are too many kids who need one-on-one support, but we do not have enough adults to meet their needs. Some students are awaiting placement in a specialized program, and I am aware that there is a larger bubble of K-2 need due in part to COVID restricting SPED testing and placement (both at school and with outside agencies and doctors).

		We need more staff.
726.	SEL	Invest in social workers, nurses, health assistants and staff serving behavioral health needs- kids are far needier than ever!!
727.	SEL	I would suggest reorganizing who provides SEL and Behavior support for students with IEPs. Currently regular education students have access to staff with mental health qualifications. However, when that isn't enough and SDL is required, their services are provided by Learning Specialists and SLPs (for student with ASD), who do not have the professional qualifications to do this type of work. The more severe the issue - the less qualified the staff....
728.	SPED Supports	<p>Staffing for Speech-Language Pathologists (SLPs). There is a huge need in Special Education for more SLPs . Caseloads are too large and this impacts the ability to provide services and education to staff and students (This year I have been floating between 58-64 students at a time, with approximately 12/13 with ASD which requires more attention and consultation than a student with Articulation needs). SLPs have more students on their caseload than any other SpEd. service providers and are often placed in multiple buildings lessening our ability to affect change. On top of huge caseloads we also case manage more students than anyone else. This year I have case managed anywhere between 36 to 41 students which means many meetings and a plethora of paperwork. This year alone I have had 74 meetings that were directly related to students (IEPs, Evaluation Planning, IEP amendments, leagal meetings etc.) All of this cuts into planning time which SLPs are not provided. SLPs do not get subs so we rarely take sick time because of the legal minutes that we are required to provide, this means we get punished for doing our jobs well, as we will never use the sick time that has been accumulated. We have so much paperwork that often we have to work at home (much of that is unpaid) just to meet all the deadlines. Much of what we do is unseen or uncredited. Since we have so much paperwork knowledge we are frequently helping to train new SpEd employees on how to do their paperwork and that takes away time for us to finish our work. We also have a multitude of evaluations that we need to complete and some take a lot of time (e.g., ASD Evaluations). Currently I am in the process of 12 evaluations.</p> <p>The job is overwhelming and not at all conducive to a work life balance. It is already difficult to find Speech-Language Pathologists. Beaverton should have a vested interest in retaining the qualified staff they have and try to make the workload/caseload manageable. We can draw in qualified people if they know that Beaverton cares about the mental health of all there employees. currently we are being worked to the breaking point. Consider us in the budget we do much to help the emotional health of the students as do our SLPAs</p>
729.	SPED Supports	The district needs more speech-language pathologists. The SLP caseloads are big enough to be unmanageable at the current level of staffing. SLPs have the highest special education caseloads of all of the direct-service providers. Right now, the district is having difficulty maintaining the current SLP staff and are having to hire

		<p>contractors to fulfill legal service requirements of IEPs, but these contractors are expensive and cannot do all aspects of the job (paperwork).</p> <p>New SLP hires are leaving after 1 year because of the impossible workload demands. Established SLPs are leaving the district because they are burnt out and can easily find work in other school districts, private practice, or hospital settings.</p> <p>Besides case managing highly impacted students, SLPs also have to conduct evaluations and hold IEP meetings for all of the students on our caseloads. SLPs have an immense number of meetings every year, and each one requires extensive, personalized paperwork and parent/staff coordination. This translates into constant meetings before and after school (and less time to do the paperwork required for all of the meetings). As an example, below is my personal afternoon meeting count so far for this school year.</p> <p>September = 7 out of 17 before/after school filled with meetings          October = 14 out of 20 before/after school filled with meetings          November = 9 out of 15 before/after school filled with meetings          December = 6 out of 13 before/after school filled with meetings          January = 15 out of 20 before/after school filled with meetings          February = 9 out of 17 before/after school filled with meetings</p> <p>The SLPs need more money allocated to hire additional SLPs for the district. As of now, the SLP position in BSD is not sustainable. Hiring more SLPs is the district's only hope to be able to retain the highly specialized staff that is required to meet special education requirements. Caseload caps (50 at most) and being paid for students served over the cap limit would also help. A recent survey (filled out by 2/3 of staff) found that 60% of SLPs are not feeling okay about their job and assignment load. If we are committed to culturally responsive practices, then we need more people power (evaluations can take 2-3x longer for students from culturally diverse backgrounds).</p>
730.	SPED Supports	<p>(Note on description above: I am a licensed staff (SLP) working in both elementary and secondary schools. I serve 4 school sites this school year.)</p> <p>Extra funding for Speech-Language Pathologists (SLPs):</p> <ol style="list-style-type: none"> <li>1. Culturally diverse populations are often over identified in special education settings. More staffing would allow SLPs the time to do the comprehensive assessments that these students need. Meeting scheduling, IEP meetings and report writing normally take twice as long with this population.</li> <li>2. Beaverton is a district that has so much to offer students, parents and staff. Despite this, SLPs are not given adequate resources to complete minimum job requirements. SLPs regularly spending time outside contract hours to get minimal job requirements completed. This is in addition to the extra paid paperwork days that SLPs are given.</li> <li>3. Burnout is significant among SLPs. Many SLPs prefer to work in healthcare due to the high stress of working in schools and comparably lower pay. Beaverton has the ability to be a leader in the area of retention of SLPs by adding funding for staffing.</li> <li>4. Contract SLPs are significantly less effective, while at the same time are very expensive to the district.</li> </ol>

		<p>Retaining SLPs is crucial to increasing student outcomes and reducing unnecessary district spending.</p> <p>5. SLP workload is unrealistic and unsustainable for good mental health and work/life balance. SLPs who have a lower workload show higher efficiency and are able to dismiss students from speech and language services more quickly. They are able to spend time lesson planning and problem solving to adjust service delivery to meet the individual needs of so many students. Due to high numbers of students that SLPs serve, the minimal daily time that is not student contact time is spent in IEP meetings, scheduling meetings, writing IEPs, conducting evaluations, writing reports, and turning in IEPs. There is no time available for lesson planning due to such high caseloads.</p> <p>6. Due to SLPs high caseload numbers, SLPs do not have time in their day to collaborate with teachers about students. When an SLP prioritizes teacher collaboration, paperwork must be done after hours. When collaboration doesn't happen, students do not receive the quality of services they need.</p> <p>Thank you so much for your commitment to Beaverton School District and working on behalf of students, parents and staff. Thank you for working to help provide high quality educational services to the students of Beaverton!</p>
731.	SPED Supports	Getting the kids who are double identified ELD and Sped some more support and more counselors!
732.	SPED Supports	Spending money to support the Special Education program in Beaverton which appears to be very short of funding.
733.	SPED Supports	Support for IEP
734.	SPED Supports	There need to be more paras for special education classes. Putting funding into academic coaching over supporting special education students, isn't equitable.
735.	SPED Supports	additional budget and staffing for special education
736.	SPED Supports	Keep the school open, unmask the students, allow them to develop and learn without the influence of politics. They have been stunted enough by the past 2 years. PLEASE stop this and don't take anything else from these kids...especially those on IEP's. Special Ed kids have been ignored and thrown away. I am lucky mine is still alive after this.
737.	SPED Supports	Improve staffing arrangements to help keep special needs students as close as possible in their home school boundary to avoid potential for disruptive and unpredictable changes involving their placement location (which can vary on a yearly basis)
738.	SPED Supports	Special needs students, sensory rooms

739.	SPED Supports	Provide more certified staff to special education programs
740.	SPED Supports	SPECIAL EDUCATION! The kids who receive Special Education have been left in cold! They are the kids who need to MOST support, yet have received the least. These kids need recovery services to get them back to where they were after nearly 2 years of nothing.
741.	SPED Supports	Please support CTP/ACE by ensuring we have the facility space we need to educate students in a safe and equitable environment. We are not able to cover the most basic services with out having to use extraordinary measures to overcome the inequities that exist for our program. This puts a strain on all of our staff, and does not support the students in being able to create consistent, measurable, repeatable goals. Thank you!
742.	SPED Supports	Special Education Technology and resources
743.	SPED Supports	More FTE for SPED support.
744.	SPED Supports	I think more allocation/support for sped is important.
745.	SPED Supports	Expediting SPED identification
746.	SPED Supports	Special Education
747.	SPED Supports	Special Education Technology and resources
748.	SPED Supports	Special Education needs to be equitable
749.	SPED Supports	SPED is burning out! We need better SPED staffing and more SLP's.
750.	SPED Supports	special needs students. Service is not good, special need especially with social needs are being neglected. for 2 years they suffered without real effective service, and it doesn't get better now.
751.	SPED Supports	Funding for Special Education staffing.
752.	SPED Supports	Increased staffing for students who present with high level of special educational needs and services.

753.	SPED Supports	Specifically, more counselors
754.	SPED Supports	<p>Not listed here is the option to increase our special education budget, specifically for speech-language pathologists and learning specialists. We provide support to some of our most underserved populations and are not currently able to deliver effective services based on current staffing. So much time is spent on required paperwork, evaluations, meetings, and case management that there is virtually no time for lesson planning. Additionally, many of our staff are not evaluating or providing specially designed instruction culturally linguistically diverse students in an ethical manner due to lack of time. We are barely getting by and it is not fair to our students, many of whom are not able to advocate for themselves. We have full time social workers, counselors, and student success coaches in each building, yet our SLPs are often split between two, three, or four buildings all while case managing students with Autism, Hearing Impairment, Speech Sound Disorders, Receptive/Expressive Language Disorders, Fluency Disorders, Voice Disorders, and providing services to many others. Thank you for considering increasing the budget for these vital positions.</p>
755.	SPED Supports	<p>Speech-Language Pathologists are responsible for an enormous amount of responsibility and there are not enough of us. We are itinerant throughout the district and cannot keep up with case management, service delivery, IEPs, paperwork, evaluations, and traveling between schools.</p>
756.	SPED Supports	<p>Yes SLP caseloads/workloads are too high and not sustainable. We are unable to provide sufficient staff retention as the demands of case managing Autism, behaviors, articulation, fluency, language, working in specialized classrooms all spread out between 2-3 buildings in becoming an impossible task. We have so many meetings after school every single day. I have no plan time after school because I am always in a consent, IEP, or eligibility meeting. Even my Fridays after school are booked. We need more FTE, caseload caps, or speech language pathologists will not stay to do these jobs that are more than what 1 human can possibly do. As of Wed Feb 16th I have already completed 66 IEP/consent/eligibility meetings all after school this year.</p>
757.	SPED Supports	<p>The district needs more speech-language pathologists. The SLP caseloads are too big and demanding at the current level of staffing. SLPs have the highest special education caseloads of all of the direct-service providers. Right now, the district is having difficulty maintaining the current SLP staff and are having to hire contractors to fulfill legal service requirements of IEPs, but these contractors are expensive and cannot do all aspects of the job (paperwork).</p> <p>New SLP hires are leaving after 1 year because of the impossible workload demands. Established SLPs are leaving the district because they are burnt out and can easily find work in other school districts, private practice, or hospital settings.</p> <p>Besides case managing highly impacted students, we also have to conduct evaluations and hold IEP meetings for all of the students on our caseloads. We also manage the ECSE transitions for all special education students</p>

		<p>entering kindergarten in the fall. SLPs have an immense number of meetings every year, and each one requires extensive, personalized paperwork and parent/staff coordination. This translates into constant meetings after school (and less time to do the paperwork required for all of the meetings!) There are also initial referral meetings that happen during the school day. Those meetings are not even reflected in these numbers. As an example, below is my personal afternoon meeting count so far for this school year.</p> <p>September = 7 out of 17 after school filled with meetings          October = 5 out of 20 after school filled with meetings          November = 10 out of 15 after school filled with meetings          December = 11 out of 13 after school filled with meetings          January = 16 out of 20 after school filled with meetings          February = 9 out of 17 after school filled with meetings</p> <p>Please! The SLPs need more money allocated to hire additional SLPs for the district. This is the only way that this job will become sustainable. Hiring more SLPs is the district's only hope to be able to retain the highly specialized staff that is required to meet special education requirements.</p>
758.	SPED Supports	<p>Special education was not mentioned as a choice. Special education seems to increase paperwork every year and cut staff. Turnover rates are insane for this department. If SPED staff were more supported or paid for additional hours IEP meetings require we could likely retain staff. I understand there are 18 new SLP's this year and many on contract as the district was unable to hire. Hours of admin time is spent searching and interviewing to replace burnout SPED staff. More supports are needed, not more administrative staff but real support.</p>
759.	SPED Supports	<p>Hire more SLPs. Caseload numbers and Case Managing responsibilities are extremely higher compared to districts in the area.</p>
760.	SPED Supports	<p>more extended contract money, caseload caps for spec ed providers</p>
761.	SPED Supports	<p>I am and SLP in a middle school. I currently have a case load of 57 students and am case manager to 26. I currently have two in referral process. This is an unsustainable number of students to work with. In most districts this would qualify me for a 2 day per week SLPA to help manage the load. I understand why BSD is having trouble hiring and retaining SLP's. We need more help.</p>
762.	SPED Supports	<p>How about including SLPs in the language. We have no plan time (no designated plan as all teachers (gen ed and resource) get. The number of meetings we are involved with significantly limits any plan time. We need to employ caseload caps, as other districts around the country, and we should be compensated for students served over that limit (State of Wash. caps at 50). We are struggling to fill and maintain SLP positions. Contracting out of state on-line SLPs is expensive and ineffective, as they are not able to access our sped information which puts additional burden on those SLPs that are actually working at schools in Beaverton. SLPs also spend an extraordinary</p>



		<p>amount of time working outside of our contract hours. We cannot get everything done, and done well, in the regular work day, so most of us use the evening hours and weekends at home to keep up with paperwork/reports, etc. This current plan is unacceptable and not sustainable for good mental health and work/life balance. Bottom line, we need more SLPs and to be acknowledged for the work we do. Our contract needs language that supports SLPs specifically.</p>
763.	SPED Supports	<p>The district needs more speech-language pathologists. The SLP caseloads are too big and demanding at the current level of staffing. SLPs have the highest special education caseloads of all of the direct-service providers. Right now, the district is having difficulty maintaining the current SLP staff and are having to hire contractors to fulfill legal service requirements of IEPs, but these contractors are expensive and cannot do all aspects of the job (paperwork).</p> <p>New SLP hires are leaving after 1 year because of the impossible workload demands. Established SLPs are leaving the district because they are burnt out and can easily find work in other school districts, private practice, or hospital settings. In a recent survey (filled out by 2/3 of staff) found that 60% of SLPs are not feeling okay about their job and assignment load.</p> <p>Besides case managing highly impacted students, we also have to conduct evaluations and hold IEP meetings for all of the students on our caseloads. We also manage the ECSE transitions for all special education students entering kindergarten in the fall. SLPs have an immense number of meetings every year, and each one requires extensive, personalized paperwork and parent/staff coordination. This translates into constant meetings after school (and less time to do the paperwork required for all of the meetings!) There are also initial referral meetings and evaluations that happen during the school day. Those meetings and open evaluations are not even reflected in these numbers.</p> <p>Please! The SLPs need more money allocated to hire additional SLPs for the district. This is the only way that this job will become sustainable. Hiring more SLPs is the district's only hope to be able to retain the highly specialized staff that is required to meet special education requirements.</p>
764.	SPED Supports	<p>I am disappointed in this survey as it does not address the needs of Special Education. The Speech-Language Pathologists are overwhelmed by caseload numbers, caseload manager assignments, paperwork/meetings (referrals, eligibility, IEP), multiple buildings and lack of funding for materials. The burnout is real. I personally will not be returning due to lack of support as well as the above listed items.</p>
765.	SPED Supports	<p>Increase SPED funding for SLPs! Our case loads are unsustainable and have been since I was hired 8 years ago. We are working so much more than we are paid for and we are burned out. I'm getting to work early, staying late and taking work home. I can't sleep at night because I've been working at home in the evening and I have a headache from eye strain the next day. In January, I had 22 meetings with families. Those meetings take 30-60 minutes and each one requires paperwork. If I'm the case manager, I have to schedule the meeting, then generate, compile and submit between 3 (easy meeting) and 10 documents per meeting. Most meetings require</p>



		<p>work such as collecting electronic signatures, writing reports, writing file reviews, collecting a medical statement from medical providers and additional documents. If I'm not case managing, I'm at least collecting data, writing part of the IEP document and possibly providing a full written evaluation report. If I don't get it done during the day because I'm seeing students, meeting with school staff, etc., it gets taken home because all of our paperwork has deadlines.</p> <p>I haven't even told you about the evaluations. I have 38 on my list so far this year. Many of these are complex evaluations for bilingual students for whom there is no standardized assessment. These take 2-3 times the amount of times as monolingual English speakers. ASD evaluations are on the rise and are also very time intensive. Plan time? Our "plan time" is filled with meetings and paperwork. Rarely do we have time to plan for our students. We need protected plan time. We need lower case loads. Our students need us.</p>
766.	SPED Supports	<p>I have already held 29 eligibility meetings.</p> <p>I have 20 open consent to evaluates left for this year (with at least 3 more evaluates that need to be completed before the end of the year)</p> <p>Sept: I attended 15 meetings / 21 days</p> <p>Oct: I attended 16 meetings / 18 days</p> <p>Nov: I attended 16 meetings / 16 days</p> <p>Dec: I attended 15 meetings / 13 days</p> <p>Jan: I attended 20 meetings / 20 days</p> <p>Feb: I have 16 meetings / 16 days</p> <p>March: I already have 16 meeting schedule / 18 days</p> <p>I will also have ECSE transition meetings that I will need to complete</p> <p>I am spending so much time testing, writing reports, developing IEPs, &amp; paperwork, making and documenting parent contacts, it significantly impacts by planning time/quality of services. I am having to bring work home every night.</p>
767.	SPED Supports	<p>As an Speech-Language Pathologist in BSD, I want to share the challenges that myself and other SLPs are facing due to inadequate budget:</p> <ul style="list-style-type: none"> <li>-I would like to see caseload caps for SLPs (50 at most like WA)--my numbers are not manageable. I case manage 46 students and serve 58. If SLPs are being required to serve above these limits, I think it is appropriate to follow the precedent being set in other districts, which would require that SLPs are paid for the students we serve over those limits</li> <li>-Many SLPs are feeling overwhelmed and overworked, myself included</li> <li>-I consistently have 10-20 evaluations that I am in the process of completing.</li> <li>-A recent survey (filled out by 2/3 of staff) found that 60% of SLPs are not feeling okay about their job and assignment load.</li> <li>-Many SLPs are working late hours and evenings to complete work--I work an extra 5-7 hours, every week, to</li> </ul>

		<p>complete required work. SLPs need to have access to additional extended contract time, if this kind of overtime is necessary to complete our work. Additionally this extra work means that my workload is generally unacceptable and not sustainable for good mental health and work/life balance. This will likely have a direct impact on retention of SLPs across the district.</p> <p>-We need more overflow SLPs who can support buildings whose SLPs are out on leave, need support completing AAA evals, etc.</p>
768.	SPED Supports	<p>Speech-Language Pathologists are overworked and overwhelmed, with too many kids on our caseloads and those kids have more significant needs; just like Special Education teachers have too many kids in a class and not enough staff. We can't retain SLPs or teachers in Sped, nor can we recruit new ones. This workload is unacceptable and not sustainable for good mental health and work/life balance.</p>
769.	SPED Supports	<p>As an SLP, I do not feel that I'm represented in any of these surveys. I've worked here 8 years and have taken a medical leave to work a reduced work week because of mental and health issues due to the demands of my job. I've always had high caseloads, where I'm expected to not only provide direct services, but I must also schedule meetings for eval planning, eligibility, and IEPs. I also have to do the evaluations and write the reports and complete all IEP paperwork. This year, even with working 4 days, I've had 40 meetings from 78 school afternoons. I've had to do 13 evaluations and most of them were very involved and time consuming (ex. language testing and social communication testing). I want better benefits for SLPs, such as capped caseload of 50 similar to Washington State; our licensing fees to be paid by the district; extra paperwork days, and more SLPs to be hired and incentives to stay in the district (bonuses or better pay). I feel that the needs of SLPs have been overlooked year after year.</p>
770.	SPED Supports	<p>-My "plan time" consists of testing, writing reports and/or IEPs, scheduling, and meetings. I rarely have any quality time to learn and plan for therapy.</p> <p>-Number of evaluations going (not including upcoming incoming referrals as well as students from Early Intervention): 12</p> <p>-Caseload: 50; Serving 2 buildings. Case-managing 13; A caseload of 50 (at most) is manageable on a purely logistical level- Quality of service would be significantly better at 30-40.</p> <p>-Arguably cruel and unusual process for placing special education students in specialized programs where they'd thrive vs. falling behind and disrupting others' teaching and education without proper classroom staffing (e.g., trained and experienced teacher aide/s or 1:1 aides).</p> <p>-SLPs are primarily a related service, like OTs, yet we're treated like teachers or para-educators. Specialized staff need to take over/step in to address and take over mental/cognitive/behavior issues on a needed basis such as school psychs, social workers, and counselors, behavior specialists, etc.</p>

771.	SPED Supports	<p>Please take a look at consider funding the Speech-Language Pathologists. Our small group is hardworking and dedicated to serving student and families with communication needs.</p> <p>Recently, there has been an extreme shortage of SLPs. This may be due to Covid and less graduating students. It has created a huge burden on the SLP's and our supervisor. He spent over 80 hours hiring 18 new staff last summer which is unheard of. In addition, we have have several SLPs on leave that we are unable to fill. We are being pushed to do more that we can do in a normal workday. Many are not living a healthy work/life balance and are burning out. Retention is an issue as many are looking to retire early or look for other jobs. We had to move to hiring contract SLP's to Zoom in from other states- this is very expensive and not ideal. Many of our families are in desperate need of help. The bottom line is that we need additional funding to hire more SLPs. This will allow us to provide effective services for all families and make our jobs a fair and reasonable load. This in turn will keep SLPs happy and wanting to work and stay in Beaverton. I grew up in the Beaverton School District and have been an SLP in Beaverton for 22 years now. I love my job and I love this district. It is extremely disheartening to see the moral and problems that our department is having. Please, please, please consider additional budget for SPED, specifically for the SLPs. I am happy to share additional information on request.</p>
772.	SPED Supports	<p>Need better funding for Special Education and hiring SLPs! SLP's need caseload caps and to be paid for those students we serve over the limit. Having a difficult time retaining SLP's and current survey indicates 60% are not happy with their assignment load. Having to use out of state contract SLPs because we cannot retain...this is an expensive measure. Should have 10 extended contract days in order to manage the amount of testing, case management, AAC supports, and completing AAA evals. SLP workload issues need to be supported which requires appropriate funding.</p>
773.	SPED Supports	<p>More funding in the SPED department, specifically for SLP's. Many SLP's do not stay in this district because the salary is not competitive as other options in the area, but caseloads are just as high and if not higher. Also, SLP's do not have plan time with the amount of paperwork and meetings required for # of students they are serving</p>
774.	SPED Supports	<p>More support for resource classrooms, speech paths, and psychs. We need more people in the building that are full time and can support more with a wide variety of behaviors.</p>
775.	SPED Supports	<p>Hiring more special education staff</p>
776.	SPED Supports	<p>SLPs have the highest caseloads/workloads-you should consider hiring more Autism specialists and they should case manage the ASD students as well as run social communication classes. Cap them at 10 to 12 ASD students. This will free up your SLPs to case manage other students. SLPs can continue to work with and support ASD students. You cannot expect SLPS to make visuals, social stories, solve day to day problems for ASD students, make signage for specials classes etc... as well as work with other students.... it is impossible. Your whole system</p>

		<p>needs to change. (see Evergreen School District In WA).</p> <p>SLPS must be limited to 1 building as much as possible- since I hold many sessions with kiddos per day, but am only in the building 3.5 days, where to I do my evaluations at ? I don't have flexibility to do evaluations. Elementary and High school does not mix because Highschool has A and B days really makes it hard on teachers in elementary to know which day their student is being pulled. Maybe Highschool and highschool would be better, but not elementary and highschool.</p> <p>You need to cap caseloads and pay more for more students. I know I get 5 contract days but it is not enough, and I should not have to work at home..... I have a family and children also. I use way more than 5 days at home. I have literally taken 2 hours to schedule and make team meeting notices for 6 students.... First you call and if know one answers you email, then while your wait you call another parent etc....</p> <p>Written notices... I should be designated as the district rep... it take too much time to wait for sped ed facilitator to sign.(Even if they sign the same day I may be working with kids and can't submit it right away-I have to wait until I have a break in my schedule again) I also have to keep track of it and delays my ability to get my paperwork done . I have worked elsewhere where I could sign it.</p> <p>63 student on my caseload with 12 referrals coming in for me to see if they need to be evaluated. I had a meeting everyday after school for over 30 days. 33 IEP, consents or eligibilities from December until today.</p> <p>Currently working on 15 Evaluations/reevaluations with more to come.</p> <p>It makes the most sense to put in enough support to get the elementary articulation/language kiddos in and then out of service by hiring more ASD specialist to help with the ASD caseload, so SLPS can focus on other students. I have been working on exiting kids, but it takes time to get them all completed. still working on it, but with my other kids to work with I can't get them scheduled or completed as quickly as I like.</p> <p>Also I am seeing that Regular education kiddos who are behind in reading or math are getting intervention either one on one or two kiddos in a group, but I see resource classrooms who only have a special education teacher (elementary) but no assistant. so the children on IEPs are being served in actually larger groups than the regular education children who are slightly below grade. Does this make sense that the neediest children are in larger groups?</p> <p>You really need to do a deep dive of where to put most resources to get kids up to grade level so future costs will be less.</p> <p>Also any child not reading at grade level should have to come in the summer for reading and comprehension class...Most children can learn to read and the sooner the better. Remember outlay now that gets them reading at grade level will reduce \$\$ needed for then next year and teh next year and the next year etc.....</p>
777.	SPED Supports	<p>Please hire more SLPs. Workloads are extremely high. Case management of students, therapy, evaluations, multiple before-school meetings, paperwork have increased greatly. Multiple SLPs have left the district or left the field in recent years due to burnout. Retention is critical as SLPs are difficult to find. To fill in gaps the district is contracting with out-of-state companies at a very high rate for lower quality services for our students.</p>

778.	Staff Recognition	Put the students first! Value those employees who have been dedicated to education for years! We have value!!
779.	Staff Retention	Staff retention
780.	Staff Retention	Investments in staff should be a priority, helping retain quality instructors, assistants and substitutes. This should also draw more people into the teaching field. Also, reducing wasteful spending just to use up the budget. Government spending is so backward, requiring schools to use up budget in order to get the same or more next year?! What happened to getting rewarded for responsible spending?? Save some money here then have more money later. There has to be some cost reductions with less textbooks and paper use. There's more need for technology but some heavy investments in that have recently been made, I believe with the help of extra federal funds. Just spend responsibly please!
781.	Staff Retention	In my opinion, we need to retain the staff that we currently have by offering an incentive for those employees to stay. This school year has been the most difficult school year in my 9 years in the school system and it is very disheartening when there is incentives for new hires but not current employees working in the current sub shortage.
782.	Staff Retention	Retaining current staff means wages that meet the demands of the economy.
783.	Staff Retention	Certified teacher retention
784.	Staff Retention	Retaining current staff, with wages that have a COLA, and also, more money.
785.	Staff Retention	Invest in your employees. We are on the front lines but don't get treated well. That's why a lot of people are leaving. They are overworked and under paid and under appreciated.
786.	Staff Retention	Maintaining present staff so they do not leave the district or field.
787.	Staff Retention	Teacher and staff retention, support, and hiring Black and POC teachers.
788.	Staff Retention	If you really truly want to retain teachers and ALL staff in the district set up better retirement funds for your staff and pay them better. Once surrounding districts start paying teachers and staff the same as BSD does you can expect them to be leaving ASAP. Many districts around us have better retirement plans set up already, no one will remain loyal once they start paying the same as BSD. You all should be really worried about how many teachers

		are going to leave the district over the next few years.
789.	Staff Retention	Goal should be teacher retention and reduced class sizes, not using an "equity-based ratio".
790.	Staff Retention	Teacher retention
791.	Staff Retention	I hope as many teachers as possible can keep their jobs and that mental health and supplies to families in need are prioritized, especially because of covid.
792.	Staff Retention	Teacher retention
793.	Staff Retention	teacher retention, how are you going to keep teachers in this profession and in your district!
794.	Staff Retention	Keep teachers employed
795.	Staff Retention	keeping teachers on staff and would be the number one priority. Also, writing surveys that are not designed to intentionally skew the data.
796.	Staff Retention	Keep teachers !
797.	Staff Retention	Teacher retention!
798.	Staff Retention	Keep teachers !
799.	Staff Retention	Keeping the systems running and with well trained and paid staff.
800.	Staff Support	When we think of staff retention and/or recruitment, it is important to invest in social support and mental health under the benefit package for employees.
801.	Staff Support	Staff burnout and support.
802.	Staff Wages	Pay. I have averaged an 84¢ per year pay raise in take home pay over almost a decade. That's well behind inflation. I can still hardly pay my bills. Most teachers have master's degrees.

803.	Staff Wages	How about pay teachers what they are worth!
804.	Staff Wages	Overall salary increase for some of our lowest paid positions. It seems that many of our NS staff, bus drivers, para-educators, school TSS staff, are paid at very low rates but are critical to our overall success.
805.	Staff Wages	Increase of pay for teachers with the workload we are now required to do every day, and taking on every title.
806.	Staff Wages	Yes - Raise teachers salaries. Recruiting and maintaining quality teachers is the most important priority.
807.	Staff Wages	A hard look needs to be taken regarding the wages of the classified worker. Too many are leaving the district for better paying jobs. Transportation alone has lost 5 good, well respected drivers in the past 2 months for that reason. We are always told how valuable we are, but never shown. Where's the WE where we're concerned?
808.	Staff Wages	Considering the past couple years and what we have been required to do, we all need a raise!
809.	Staff Wages	Higher salary for teachers would help retain staff and reduce shortages.
810.	Staff Wages	Pay us better, Classified staff
811.	Staff Wages	Given the economy, I believe money should be put into higher wages to assist in maintaining the highest quality employees.
812.	Staff Wages	Better salary for Classified staff.
813.	Staff Wages	Salaries that will help retain and attract teachers.
814.	Staff Wages	We need a good COLA raise. You are going to loose teachers from burn out and poor pay.
815.	Staff Wages	Giving licensed staff the raise in pay they deserve. Settle the contract and take care of your teachers.
816.	Staff Wages	We should be spending the money that is sitting in reserves on our staff. We need more staff and better retention.
817.	Staff Wages	Please consider paying teachers a decent wage to cover other classes. Why do we just get sub pay? Pay us our



		rate of pay! Treat us like professionals!
818.	Staff Wages	Yes for years many of the classified positions have topped out. To keep good employees the district needs a mentor program for classified positions and also a way to encourage employees. There is a high level of burn out and we are losing good people. We have new employees that are leaving because the pay is not consistent with other schools and the expectations that are placed on classified employees. They deserve better and so do the students - teachers need more supports in the classroom. We are seeing a lot of mental health issues with staff and they are not getting the support that they need. HR is not good at communication and you feel like a number and as a school district that is educating our future generations it should not feel like a corporation but a school district. We would like to see more support for classified staff in educational opportunities and respect from teachers and administrators. Many classified are college educated and should be compensated for their experience and knowledge. WE want a budget that is fair across the board for all employees and students - Equity and accountability on how you spend the public money as well. If we want to be a district that keeps getting turn over because of the wages and compensation, sadly the quality of our education system is not as good when I was a student.
819.	Staff Wages	Higher teacher pay!
820.	Staff Wages	A large wage increase for teachers. I have two children that attend school in this district. I sleep in my living room because I can't afford an apartment that would allow me to have my own space. Everything got more expensive and I know our salaries are on the bargaining table but it needs to be a huge wage increase. I barely make enough to cover bills. Too many of us work 2 or 3 jobs to make ends meet causing us to be spread even more thin. If we can take care of ourselves then we will be able to be more present for our students. There were bonuses for subs and bus drivers but not for teachers and that's ridiculous!
821.	Staff Wages	We should be paying teachers more than we are currently. Thank you
822.	Staff Wages	Pay the classified staff who have stayed through this hard time what is deserved. A full time employee who get hit, spit on and so many other things should be able to pay an modest rent and out food on the table. There is a reason the district is short staffed. The work in many cases is dangerous and you can get paid much more at other places. Take care of the staff that take care of the future generations!
823.	Staff Wages	Pay the classified staff who have stayed through this hard time what is deserved. A full time employee who get hit, spit on and so many other things should be able to pay an modest rent and out food on the table. There is a reason the district is short staffed. The work in many cases is dangerous and you can get paid much more at other places. Take care of the staff that take care of the future generations!



824.	Staff Wages	Pay increase for certified classroom staff who have continued to adapt to all the needs of teaching during a pandemic. The district has received an incredible amount of funds from the Government and did not use it to increase the number of teachers in classrooms. Had the district made the numbers smaller in the classroom perhaps they would have had less parents opt for Flex.
825.	Staff Wages	Appropriate pay increases for staff. The Staffs jobs have taken on a lot more than the job description says.
826.	Staff Wages	Pay increases for staff that have been working for 10yrs or more
827.	Staff Wages	Pay increases to attract better qualified staff.
828.	Staff Wages	I think you should review salaries for all employees. With inflation spiking this could become a critical issue in retaining and attracting staff (which is ALREADY a critical issue).
829.	Staff Wages	competitive wages for the transportation dept
830.	Staff Wages	Living is really, really expensive. Please provide teachers enough financial incentive to not daydream about corporate jobs.
831.	Staff Wages	<p>Very disappointed in the lack of inclusion of Non-Salary Classified Staff in this budget. I'm a Special Needs bus driver who feels extremely overlooked the past two years. While we received a \$500 Retention Bonus in November, there looks to be no movement in regards to Salary Adjustments for Transportation positions. We have had a number of drivers leave to take positions at other Districts for \$4 to \$10 an hour more, along with substantial signing bonuses as well. The Eugene School District raised bus driver salaries by 20% across the board this year. Portland Public Schools top rate is over \$28 an hour.</p> <p>While I'm sure our Educators salaries compared to those two Districts are higher, our bus driver compensation is well behind.</p>
832.	Staff Wages	More competitive/higher salaries for classified staff, compared to similar positions in private sector
833.	Staff Wages	Support needs to be paid for the work they actually do.
834.	Staff Wages	Paying teachers a fair wage. Inflation is at 7 1/2 percent. Raises should be at least 10% considering the... you have put teachers in this year forcing teachers to put themselves and families at risk by calling them essential

		workers. Teachers were forced to be in person while administrative offices and school boards met online because it wasn't safe for adults that actually know how to wear a mask properly and can distance and protect themselves. Complete hypocrisy. If teachers are so essential pay accordingly. Two other districts just gave out \$2000 bonuses to teachers for working all this time, Beaverton should be doing the same thing.
835.	Staff Wages	Please focus on retaining staff through wages that meet the demands of the economy
836.	Staff Wages	salaries commensurate with soaring inflation rates?
837.	Staff Wages	Competitive pay to retain teachers over time.
838.	Staff Wages	Improve Salaries for teachers
839.	Staff Wages	Please consider increasing staff salaries as a way to retain experienced teachers and attract new ones.
840.	Staff Wages	Higher pay for all staff to match the rise in cost of living.
841.	Staff Wages	give teachers a raise!!!!!!
842.	Staff Wages	A living wage for staff.
843.	Staff Wages	Please consider improved and robust teacher/staff compensation and benefits. Given the current environment educators are operating within (including a decrease in people entering the profession, and staff potentially leaving the profession), incentivizing experienced staff to stay and attracting new talent is critical.
844.	Staff Wages	COLA increases to maintain teachers and keep up with inflation.
845.	Staff Wages	Increased pay for teachers.
846.	Staff Wages	COLA for teachers
847.	Staff Wages	Cost of living increase and where has the rainy day fund and class size reduction funds gone?
848.	Staff Wages	cost of living increase for staff

849.	Staff Wages	Teacher cost of living increases, teacher salary increases, PERS pay - return to previous levels
850.	Staff Wages	Wage increase to make pay for positions within BSD equitable to other districts. Professional development and training for para IIs to support so they can better serve their students. One or two days of planning and prep for para IIs, bus drivers, nutrition services, etc. Coming back to work (from the summer) on the same day at the same time as students is not what is best for the district. It can create chaos, especially if there is a new teacher as well.
851.	Staff Wages	Increasing pay and benefits to teachers for long term retention. Increasing paraprofessionals in K-2.
852.	Staff Wages	Teachers need competitive pay. We shouldn't have to work summer jobs to afford to live.
853.	Staff Wages	Providing competitive wages for all district employees
854.	Staff Wages	Wage adjustments/increases in salary steps for classified staff to compete with local companies
855.	Staff Wages	Pay your teachers if you want us to stay! We have been to heck and back!!
856.	Staff Wages	COLA
857.	Staff Wages	A contract for teachers that consider the living cost that increase every year.
858.	Staff Wages	Teachers deserve a reasonable COLA
859.	Staff Wages	Increase staff COLA in order to retain staff. We are losing teachers and will continue to do so unless we adequately compensate them.
860.	Staff Wages	Higher pay for staff.
861.	Staff Wages	I think we need really good teachers and school personal in general with better salaries. I believe we need to be sure to have strict but fair rules for every student in order to help them to be good citizens and successful in life.
862.	Staff Wages	The district saved thousands of dollars during the Remote Learning time, and classified staff did not have an increase in pay during that time as well. This should be considered in the budget to realize that an increase in pay is way past due for classified contracts.

863.	Staff Wages	<p>1) Please consider the importance of retention rates by increasing the baseline salary of SLPs so that we can keep staff BSD. Three SLPs I know and admire personally are leaving because they are not compensated as well as in other districts. Our country has just experienced a 7.5% cost of living increase, and the pay scale which we follow in our district doesn't even cover the minimum needed make a decent adjustment. As a result, families are not getting the full range of support because our SLPs are spread so thin.</p> <p>2) Many SLPs are considering leaving because of the extraordinary amount of work needed to support all of our students. My colleagues in other districts are SHOCKED that I'm spread out at three different school sites and I'm always working after hours just to make sure paper work is submitted in a timely manner. The amount of work and expectations expected of us, considering our salaries, is not equitable or ethical.</p> <p>3) I have worked late so many nights despite coming in early because my work load is intense. I know that my colleagues feel similarly in that collectively we are unable to give our best to our students and team members.</p> <p>4) We need more overflow SLPs who can support buildings whose SLPs are out on leave, need support completing AAA evals, etc. Otherwise, the workload falls on the SLPs who already have full workloads.</p> <p>5) The sheer number of evaluations we are expected to complete is daunting. I often end up working late or on weekends to complete report writing portion because there isn't time during the day between giving services to all three sites and supporting teachers, staff, etc.</p>
864.	Staff Wages	Teacher pay increases and lower class sizes for all. If so many teachers are leaving this profession then it seems imperative to retain them and lure more in to this very important and difficult work.
865.	Staff Wages	Increase funding for certified staff pay and lower class size across district
866.	Staff Wages	Increase funding for certified classroom teacher staffing and pay increases
867.	Staff Wages	Maintain teacher value by giving them their fair compensation.
868.	Staffing	I feel the top administration takes too much money from the children and the people ACTUALLY working with the students. The teachers and assistants deserve way better pay. The top administration people make too much money are are taking too much money while the worker bees don't get a decent raise or simply a livable wage. Until the top administration understands this, you'll always be short staffed with the bottom people who actually work with students.
869.	Staffing	Trim teachers working at the central office.
870.	Staffing	More adults. Smaller classes. Mental health

871.	Staffing	Staffing; we need more staff across the board. And we need to pay our staff wages that make them want to continue in this profession.
872.	Staffing	Freeze administrator salaries 2022-2023 while community recovers from economic impact of COVID. Both in terms of time supporting remote learning and repeated requests to support fundraisers, the school system needs to demonstrate temporary budget control, and any spending needs to be directly in support of children.
873.	Staffing	Ensure we have enough high quality teachers.
874.	Staffing	There are lots of things that should be considered, but something we do need is more staffing, in my pe class, we have 54 kids in the size of a small elementary school classroom, and my normal classes have almost 40 kids. But, the most important thing we should do is help and educate about mental health. A friend of mine tried to kill himself this year. We need to talk about this.
875.	Staffing	Hiring more teachers
876.	Staffing	Direct-interaction-with-students should be the highest priority when looking at staffing needs across the district. The number of classified and certified positions who work with students daily should be mightily increased.
877.	Staffing	Hiring teachers and lowering class sizes is vital for school success. Staff will be quitting and leaving the profession if things are not adjusted ASAP. We can not continue to go on this way - the current state of funding for our classes has damaged us.
878.	Staffing	Staffing for academic intervention staff for TAG students Bring back PYP for schools that used to have it Lower class sizes in ALL schools (there are 26 kids in my kid's second grade class)
879.	Staffing	Transportation staff? Communications staff (to ensure clearer communications--e.g., What is "credit recovery"? What exactly is ESSER? What is an "equity-based ratio"?)?
880.	Staffing	Ensuring educational needs of different levels are met in the classroom, hiring quality teachers, developing a more inclusive curriculum that includes all the ethnicities in a school including showcasing different streams of music and dance that kids are learning in addition to western music and dance - consider dance styles like bharatnatyam, kathak, music like carnatic or hindustani. This allows students to feel like the school acknowledges who they are instead of ignoring all their cultural background.

881.	Staffing	Should focus also on hiring more class teachers.
882.	Staffing	There are unfilled full time teaching positions that need to be addressed first.
883.	Staffing	Invest in more teachers and staff and compensate them appropriately so that we don't have these staffing issues.
884.	Staffing	Yes additional staffing for subjects like drama school plays which are non existent for balanced education and hence development.
885.	Staffing	Prioritize hiring and retention of teachers and support staff (like drivers). Look at revenue options from available land, available portables etc. Prioritize critical maintenance. Look at available capacity in permanent school buildings at each level (elementary, secondary, high) and think about adjusting boundaries before building new schools.
886.	Staffing	Make sure there are enough teachers! That should be the highest priority!
887.	Staffing	More money for teachers
888.	Staffing	Staffing and support generally due to Covid 19
889.	Staffing	Staffing of regular teachers.
890.	Staffing	<p>Please use caution is allocating staffing based on free lunch numbers/family income alone. Just because a school has many students above the free lunch income does not mean they don't also deserve small enough classes. It is good to give more attention to students at risk of falling behind, but I have heard you have a large budget surplus. FULLY STAFF ALL SCHOOLS. Small classes are vital for ALL students.</p> <p>My son is not at a high-poverty school, but he is lucky enough to be in a 3rd class class of 21 students. It is wonderful. The class has an excellent sense of community - the teacher knows all of her students well - the whole thing runs like a well-oiled machine.</p> <p>Meanwhile, my daughter is at an option middle school - there seems to be an attitude that those kids are already privileged, so they are crammed into overcrowded classrooms, and now at the mid-year mark she claims that some of her teachers still don't even know all of the students' names. That is ridiculous. Teachers in middle school shouldn't have more students than they can realistically get to know! Those kids need personalized support, too! I haven't received any personal communication from the middle school, although it's a relatively small school and the principal is great - the teachers are overworked.</p>

		You might also want to consider whether it is financially viable to continue the inequitable SUMMA programs. They are clearly biased toward higher-income students, based on the maps that were published during the middle school boundary adjustments. If it costs the district money to maintain these programs AND they are so obviously inequitable, then it's ridiculous to say you are working through an equity lens when you have this glaring blind spot. I sure hope our new Board Members are willing to approach this subject objectively.
891.	Staffing	What is the difference between a counselor and a social worker? Seems to be the same position. Then you have the Academic Coaches, Student Success Coaches, School Managers and too many TOSAs! Appear to be hiring teachers to not teach.
892.	Staffing	Staffing is most critical in a time when there are so many critical needs for students and families. Summer and before/after school programs do not seem realistic in a time when staff is already stretched to the max.
893.	Staffing	Hiring more staff at each and every school. Increase school fte. We have the money. Invest in more staff and positions and that can solve the 4 priorities above.
894.	Staffing	Research shows that a positive adult relationship is the most influential factor of academic success. Therefore, we need more staff in every building! More teachers, more counselors, more social workers, more intervention teachers. Kids are coming to us with unprecedented needs. We are not currently equipped to do our jobs. If we had smaller class sizes, more support (trained) staff, we could positively impact more kids everyday.
895.	Staffing	Hire more marketing and english teachers. The classes are big and having smaller class sizes will improve student success. Small classes are important. Having a strong music education and sports teams at the middle school will ensure higher potential at the high school level. Make sure everyone has access to pe + two electives at the middle schools.
896.	Staffing	Increased number of certified staff to decrease class sizes.
897.	Staffing	More teachers, smaller class sizes - Top Priority
898.	Staffing	Staffing for special education specialists including school psychologists and speech pathologists.
899.	Staffing	We need more people IN classrooms, and not just on duties.
900.	Staffing	More teachers, smaller class sizes, only tosas who work directly with students like SEL tosas, cut positions that

		don't work directly with kids.
901.	Staffing	Staffing priorities allowing manageable class sizes
902.	Staffing	shore up ELD staff, especially in schools with only 1 teacher
903.	Staffing	Staffing for counselors, social workers, nurses and behavioral and social emotional supports. This needs to be a HUGE priority, especially at the secondary level. It also seems like there needs to be some investment and research into helping 7th through 10th graders. It's such a hard time in students' lives, and it seems to only be getting harder with technology and now the pandemic.
904.	Staffing	Hiring more teachers and support staff (including mental health/behavior staff, but also academic coaches, lunch/hall monitoring, and community support. Hiring more counselors, behavior coaches, social workers, etc. isn't helpful if they have to spend much of their day covering bus duty, lunches, sub, etc. They can't do these and the behavioral/mental health support at the same time).
905.	Staffing	More teachers to have smaller class sizes! Stop spending on TOSA'S and administration... any people who are not teaching a class!
906.	Staffing	Retaining top quality teachers, especially teachers of color, should be your top priority.
907.	Staffing	The district should consider hiring an MTSS Administrator and make a commitment to setting up a system to support these investments.
908.	Staffing	Invest in your educators. The educators IN classrooms, working directly with students. Nothing else matters if there aren't enough educators to be with students. Teachers are exhausted, overwhelmed, and feel completely alone to solve so many issues. We need small class sizes to truly make an impact.
909.	Staffing	FLEX Online should be allocated the same staffing as the other schools.
910.	Staffing	Please staff middle schools so that elective teachers have reasonable class sizes and so that core teacher case loads can be 150 or less.
911.	Staffing	Beaverton should look at the number of administrators in the district. In a time where students need quality teachers and more one-on-one support academically and socially, Beaverton has been adding more TOSAs and administrators, taking essential staff away from students for pet projects.



		<p>It is time that this district put students first and quit with the political showmanship. We need professionals in schools, working with students. They are what is important. Everything else distracts from our goal---teaching students to read, write, compute, and think critically----for themselves.</p> <p>And ALL schools should have low class sizes.</p>
912.	Staffing	We need more staffing for school counselors.
913.	Staffing	Staff increases and class size decreases would solve so many issues. Smaller staff to student ratios decrease behavior issues, increase learning, and improve student mental health. More staff/smaller class sizes should always be a priority.
914.	Staffing	Save money by eliminating central office staff that don't work directly with students.
915.	Staffing	Hiring and maintaining more substitutes, both certified and classified. Offering training for both. Also hiring and maintaining more bus drivers and providing training not just in how to drive the bus in traffic (which is important!) but also dealing with students of different ages.
916.	Staffing	I have a teammate that is AMAZING and I would LOVE her to be hired as a probationary teacher and not sure why she has the unfortunate title of Long Term Sub when she has acted as AN ABSOLUTELY OUTSTANDING TEACHER going ABOVE and BEYOND for 2 years NOW! Thanks for your thoughtful consideration!
917.	Staffing	<p>I hope that we can focus on the staffing of the middle school schedule to bring back the staff needed to create teams with our new schedule. Teams benefit the whole student, academic, social, emotional, all of it. Students and teachers are missing out this year on that support.</p> <p>I also hope that we can find ways in the budget to bring LITs back to full time in all of our buildings. I know the priority is class size (and I agree it should be) I just hope that we can also find funding to provide the supports teachers need to integrate the investments in technology that are happening.</p> <p>Thank you for the opportunity to give feedback.</p>
918.	Staffing	If the district wants to continue to use the "Co-teaching/Push-in" model for EL instruction at the elementary level, it is imperative that the EL teacher is assigned to ONE grade level. I am trying to work across 2 grade levels (6 teammates), with 2 different schedules and over 60 EL students. It's absolutely unsustainable and not effective because I can't plan with them. If the district cannot afford this model, we need to find other models and solutions.

919.	Staffing	Hire additional specialists for art, band, orchestra, etc so students have more than one special some or all days, meaning students have increased access to art and music as well as classroom/ELD/Intervention teachers etc. have additional prep time each day/week.
920.	Staffing	1. HIRE COMPETENT ADMINISTRATORS. 2. HIRE MORE TEACHERS. 3. TRAIN US! Put the money up for trainings like PPS does.
921.	Staffing	<p>Priority One: Increase staffing at the middle (and elementary) levels</p> <p>Middle schools were established with the idea that students need a transition between elementary and high school, a "school within a school" concept in which teams of teachers wrap around a group of students, a practice that is especially needed as this vulnerable age group struggles to return from the pandemic. Teaming has not been possible with the staffing ratios and new schedule at the middle school level, and middle schools are seeing increased student-student trauma on a regular basis. In addition to re-establishing teams, more staffing would decrease the size of classes which increases the relational capacity of our adults and provides more responsive academic and social support through this time of reintegration and rebuilding of our work in education.</p> <p>Priority Two: Consistent \$\$\$ to support MS after school programming &amp; summer experiences</p> <p>Consistent after school sports and activity programming at the middle level is a crucial part of a school program designed to invite students into a community, especially when the pandemic has drastically shifted the way young people engage with each other and adults. Having dependable academic, athletic, and extra-curricular activities after school gives students a place to join the school community where their strengths are valued. This sense of belonging is essential especially for students who don't yet see themselves as successful in the academic realm.</p>
922.	Staffing	instructional assistants in specialized classrooms staffed fully
923.	Staffing	more teachers hired. change the middle school schedule. it's terrible.
924.	Staffing	You have said that the budget is supposed to include extra resources for maintaining and building relationships as well as offering mental health support, but nothing this year has allowed us to do this and we actually have less support than before. We have less counselors and we have more mental health needs. We have bigger classes and shorter classes which means less time for each teacher with their students. It is kind of upsetting that you believe that the decisions you make for staffing and the scheduling of students is allowing for the things you think you are prioritizing.
925.	Staffing	Schools that were affected by the boundary changes need to not continue to lose staff and have high need classes with no support. Also with lower staff, we have very little opportunity to collaborate. It is a cycle leading to bigger issues in our schools.

926.	Staffing	there needs to be less TOSAs and a relook at the admin in the district building
927.	Staffing	Thin staff at DO and put more staff in buildings
928.	Staffing	pay teachers the COLA increase that is referred to in the presentation (8%?)- you can't use inflation as a reason to cut and justify expenses and then not match it with staff, especially given a potential shortage of teachers. If the COLA isn't increased, we are actually making less that we have in the past.
929.	Staffing	I think all of the categories listed above are critically important. In order to make summer and before/after school programs a reality we'll have to have a remedy for the staffing shortage. Actually, all of these have staffing implications but the additional programming that go beyond the standard educator contract will be particularly challenging. The district needs to settle the current contract before we can seriously consider additions.
930.	Staffing	Middle schools need more paras for building supports. Students who need behavioral escorts, eyes in the hallways and at recess, someone to help to get students back into the classrooms.
931.	Staffing	Increase teaching assistants
932.	STEM	Prepare children to be successful adults for the jobs of the future. STEM! STEM! STEM!
933.	Student Supports	Hiring students advocates, training teachers on diversity and inclusion and conscious and unconsciously biases.
934.	Student Supports	Have more check in on how students are doing, more hands on learning. Student are really stressed out right now.
935.	Student Supports	More engaging, hands on student activities.
936.	Student Supports	Jobs for students around the school (after the day) that pay well.
937.	Student Supports	Provide more for kids that don't have things at home
938.	Student Supports	[Translated] I do not understand this question very much or several questions in one, the need is to level the academic level of the students, to carry out guides or directors so that even children finish school before entering university, support is needed in special needs, carry out surveys one on one or in small groups of the needs that families have to support their children, a zoom teacher for homework help, after school or during 45 minute hours,

		<p>talking about homework in general, and another for math, There is a lot to do and work on, but empathic and inclusive professionals are needed, who also see the needs of each child and have the support and decision with whom or whom to support them.</p>
939.	Student Supports	<p>Students need to come first. We need good teachers that are all in and want to make sure all students are successful. I am tired of seeing bonds for schools building improvements when our students are not getting the education they deserve. All of the above options are very important and making me rank them 1-4 is a ridiculous and unfair request.</p>
940.	Student Supports	<p>We learned so much about how students learn during CDL, and we threw it all away when we went back to in-person learning. Why are we not doing a portion of the day in individual work on-line and then some of the day in a class room for activities that are best done in-person. A quality, self-paced program with true support from a teacher serves the needs of the majority of kids for subjects like math. A few can not work that way and would do better with the smaller class sizes, but the majority do very well and would require less teachers. I am not talking about using Apex as your program. It is horrible. i am also not talking about making your teachers do both at the same time. I am talking about a real overhaul and rethinking of the system. Start from the beginning and build a system that leverages your resources and teaching staff to operate efficiently. Teachers can handle much larger numbers of students if they are the engaged ones. Other teachers can focus in-person with much smaller numbers on students that are more difficult to engage.</p>
941.	Student Supports	<p>Spend the money now for staff and student resources. Why are you holding on to over \$100 million? Settle the contract and reduce class sizes.</p>
942.	Student Supports	<p>Better support for students who are being suspended or expelled.</p>
943.	Sub Shortage	<p>Please address the sub shortage!!!</p>
944.	Sub Shortage	<p>Sub shortage issues.</p>
945.	Sub Shortage	<p>Continue to hire more subs - we cannot continue to have years where teachers are expected to continue covering classes. Middle School Schedule needs to be overhauled. Can we hire more staff to support necessary changes (returning to teams, more teachers per grade level to support collaboration). I am a singleton LA teacher with 160 students everyday and I have no one to collaborate with.</p>
946.	Summer School	<p>Free summer programs for students to learn</p>

947.	Summer School	Summer programs for students to help get caught up
948.	Summer School	Summer classes were really great for our kids, especially given that they didn't get to connect with classmates the same way for so long. It also gave them time to bond with staff and it's great for parents who are working in the summer!
949.	Summer School	We NEED a full-length summer school program, especially at the elementary and middle school levels. In part for COVID recovery, but also just because this system of passing kids to the next grade in math and reading, instead of failing them, is NOT working. They just get farther behind, and are not successful in HS. If we had an 8-week summer school program for these students, it could make a HUGE difference.
950.	Summer School	A percentage of students have had a difficult time readjusting to being back in school. The sense of fun and community that our summer programs offered last summer would help that re-entry process. An investment in summer school is very important and should be considered.
951.	Survey	What is definition of 'equity based ratio'? Kinda tacky to use jargon in a survey.
952.	Survey	The survey seemed tricky...
953.	Survey	That's it? That's the whole survey?
954.	Survey	Why are we ranking THESE as the options against each other? They are all important. Cut central office staff and move the positions to buildings to help with ALL of these issues. I don't want to see survey results that say, "According to our survey, staff don't think that ____ is a priority."
955.	Survey	I reject these priorities. Where is the option to reduce TOSAs and district HQ staff? More student-facing staff, fewer middle-management staff.
956.	Teacher Support	Please provide support for the teachers, especially as they combat misinformation
957.	Teacher Support	Making sure teachers and staff have adequate time off and resources available for mental health
958.	Teacher Support	support and counselors for teachers

959.	Teacher Support	Teachers need to be prioritized - mental health, physical health and safety going forward.
960.	Teacher Support	Please consider that lower class size is not effective without proper support and training for teachers. We need to maintain BHW teams as well as academic supports for schools. Those are the priority in order to keep balance in the system.
961.	Teacher Support	Paid time for teachers to plan and collaborate.
962.	Teacher Support	Teachers are burning out. They need to be compensated for the work they are doing at a competitive rate. Additional compensation for dual-language teachers at elementary level, TOSAs doing summer work, and teachers working on creating curriculum or lesson plans for the district should honor their additional contributions with better pay than is currently offered.
963.	Teacher Support	Yes, please consider your veteran teachers as assets and treat them as such. BSD is no longer the desirable school district to work in that it once was. Look at Portland Public: teachers paid for teaching students over the designated cap, assistance after retirement to help cover medical insurance costs from age 60-65. BSD needs to use its money to attract and retain teachers, and this, of course, will benefit all BSD students.
964.	Teacher Support	It is MOST IMPORTANT that EDUCATORS are at the center of budget allocations. We need SMALLER class sizes to account for the increase in differentiation that our students need. We need FLEXIBILITY to make the decisions at a classroom level to meet the needs of our students with diverse needs. We need MORE COUNSELORS to support the growing mental health needs of our students. We need CONTINUOUS PROTECTED PLANNING TIME with our teams to ensure that we are making decisions about curriculum and instruction that meet best practices and fill the gaps we are seeing in student knowledge and ability. Please LISTEN to educators.
965.	Teacher Support	Supporting teachers with plan time and PD.
966.	Teacher Support	Identify, promote and reward great teachers. Identify using data points, Promote by allowing them to pass on their learnings to other teachers young and old, reward them for their success and sacrifices. Truly, schools belong to teachers as much as students, care for the teachers that care for students.
967.	Technology/Device Updates	Invest in better technologies and don't be rude about technology (these Chromebooks are overpriced trash)
968.	Technology/Device Updates	Work WITH the teachers to determine technology in use... at ACMA, not only do many of the teachers dislike TVs,

		but many have complained they are too small (we have smaller TVs here than some other new rebuilt schools, despite the over-budgeting of the bond to be on their part)
969.	Technology/Device Updates	Additional budget requested for new iPads, keyboards, monitors, and other learning devices to maintain and increase resources available for our students' use at school.
970.	Technology/Device Updates	Consider the importance of the Digital learning experience and innovative practices for students and teachers in a Post/ endemic society. Online learning, its characteristics and the online environment is not going away, however Beaverton must allocate funds, time, training and staff as well as innovative practices to stay current and continue it's sustainable approach to learning in a Post/ endemic society.
971.	Technology/Device Updates	Technology, network, device, digital curriculum, and support staff upgrades.
972.	Transportation Costs	Unless I missed it - where are the funds fir transportation?
973.	Transportation Costs	please look at transportation costs
974.	Unfinished Learning	ESSER was also intended to provide for learning loss recovery including tutoring programs established by many states. I see no such funding provided at all but tremendous amounts going to staffing salaries. I also see no funding allocated towards mental health programs to deal with the aftermath of the pandemic and social skills losses faced by children, notably teenagers.
975.	Unfinished Learning	Given that many students struggled to access full educational opportunities during COVID I feel that student success coaches and academic coaches are valuable to supporting students from the equity lens both academically and from an SEL lens. I would hate to see these resources decreased.
976.	Unfinished Learning	We have many students that did not participate during Covid. Know many of those students are being referred to special education. We need to incorporate intervention classes to close the gap. The alternative seems to label everyone with a disability.
977.	Unfinished Learning	Definitely look at increasing support for students that got behind academically, feel depressed/psychologically affected, and aren't socializing enough because of the pandemic.
978.	Unfinished Learning	Addressing unfinished learning from COVID-19 pandemic

979.	Vaping	Middle and high schools need to install vape sensitive bathroom detectors
980.	Workload	Increased efforts to lighten the workload for teachers to increase retention and avoid burnout.
981.	Workload	Workload and class sizes are the biggest issues.
982.	Workload	<p>equity across staff members work loads and supporting them so they are able to do their job effectively. The workload this year is not sustainable nor am I able to do a thorough job with the increasing numbers that I have and continue to build on. I have 156 students on my caseload and at any given time this year I have consistently had 30 evaluations (half initials and other half three year re evals) at any given time. In order to attend IEP, pre meets, eval planning, eligibility, AAA, and consult meetings I have to write my reports at home. In other districts caseloads are half the size of BSD and they are allotted paperwork/extended contract days. I get discouraged during evals and qualifying students because the reality is I won't have the time to serve them and give teams the attention that they need in order for a student to be successful. I have no work/life balance and I keep thinking if I get caught up it will be better but the evals keep coming. Some districts have their ASD consultants just do consulting and not evaluating. I am not sure what the answer is but I know this is not sustainable nor is it good for the population that we serve. We need more ASD consultants or strictly eval teams. When I was with BSD previously we had eight consultants and our numbers were more manageable we actually were able to consult to teams, provide professional development, follow up with our teams, and leave work at work.</p> <p>We are not the only professionals that have been stretched thin that need solutions. Things get done because we care even though its taking 50+ hours a week to do our jobs. I love BSD and want to stay but it is challenging to continue at this rate.</p>