



Budget Committee Meeting

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, March 19, 2024 5:30 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

A. Call to Order

B. Attendance

II. BUDGET 101

III. CLOSE MEETING

A. Adjourn

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Budget 101

March 19, 2024

Welcome & Opening Remarks



Presentation Agenda

- Background
 - Understanding Components of the Budget (Fund Sources and Uses)
 - Where the money comes from
 - How we spend it
 - How we compare
 - Budget process updates
 - Enrollment update

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Presentation Agenda

- General Fund
 - Operating fund for the district
 - Major funding source is State School Fund, including local property tax
 - This is where most district staff is funded, including teachers & other personnel
 - Spring 2023 Projection vs Actual 2023
 - The Numbers

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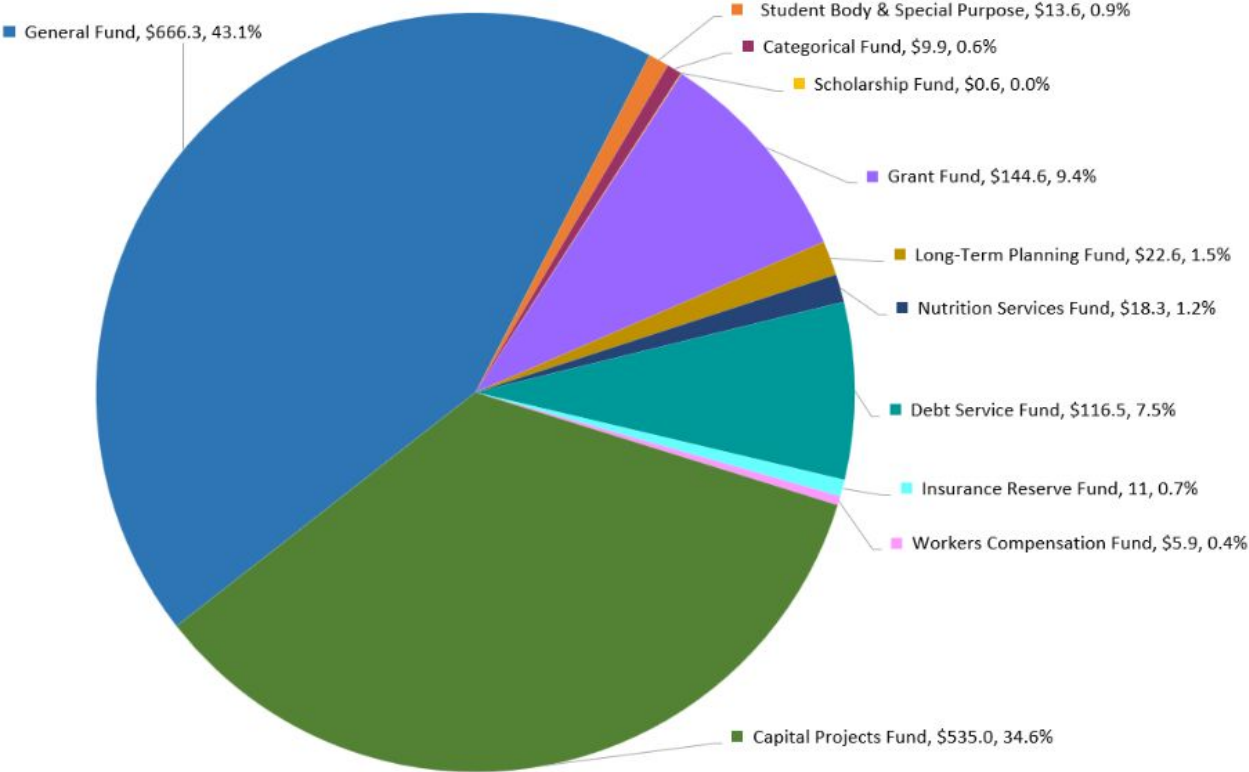
Presentation Agenda

- Integrated Guidance (SIA, HSS, etc.)
- Elementary & Secondary Schools Emergency Relief (ESSER) funds
- Budget Listening & Learning Survey Results
- Budget Document Overview
- Timeline
- Questions & Comments
- Closing Remarks

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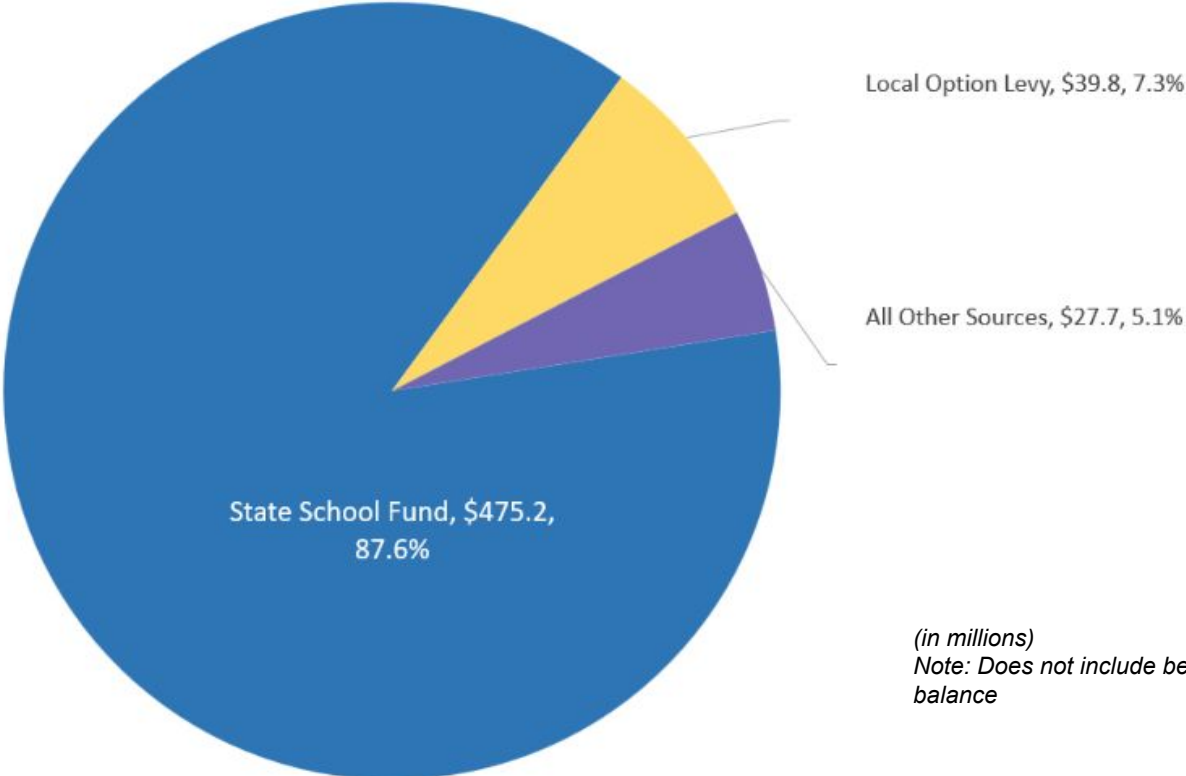
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Components of the Budget - 2023-24



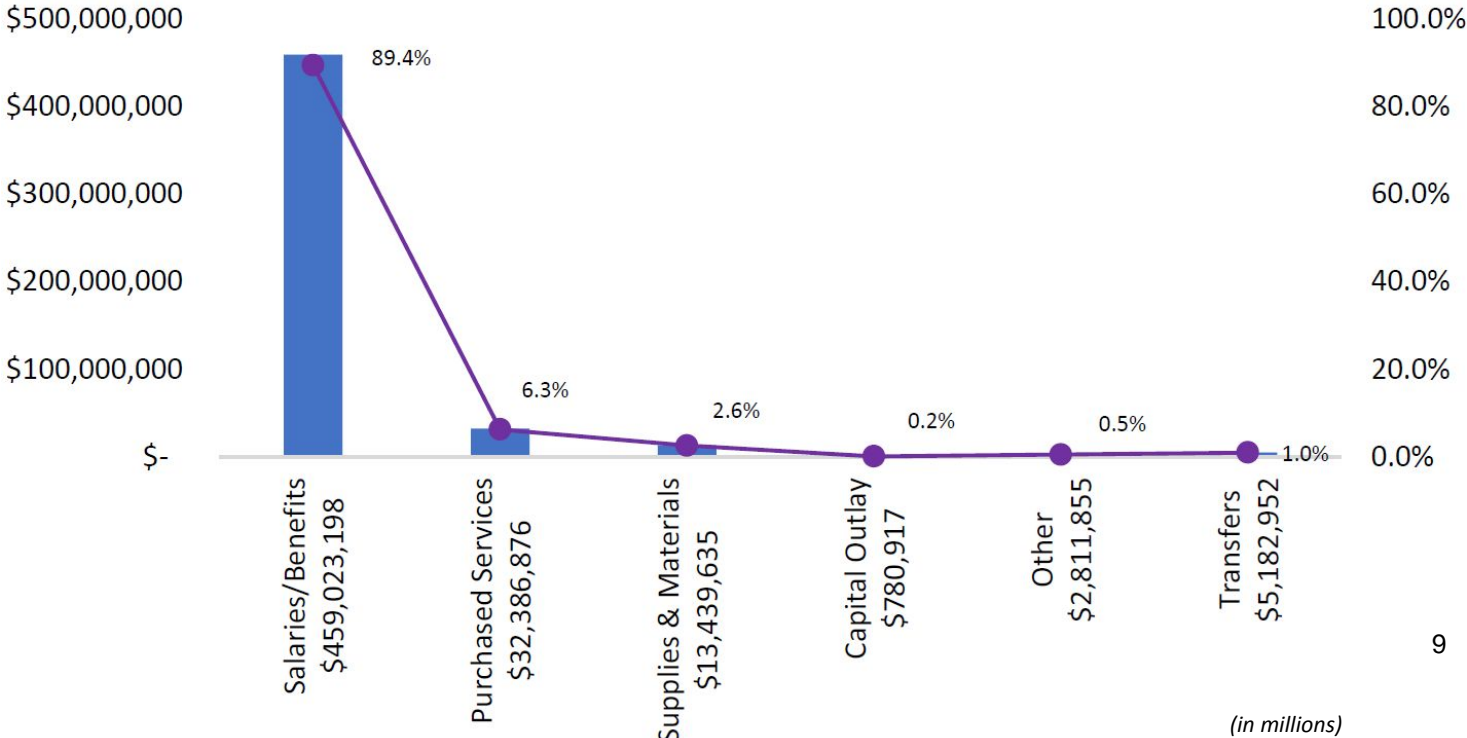
(in millions)

General Fund Revenue - 2022-23 Actuals

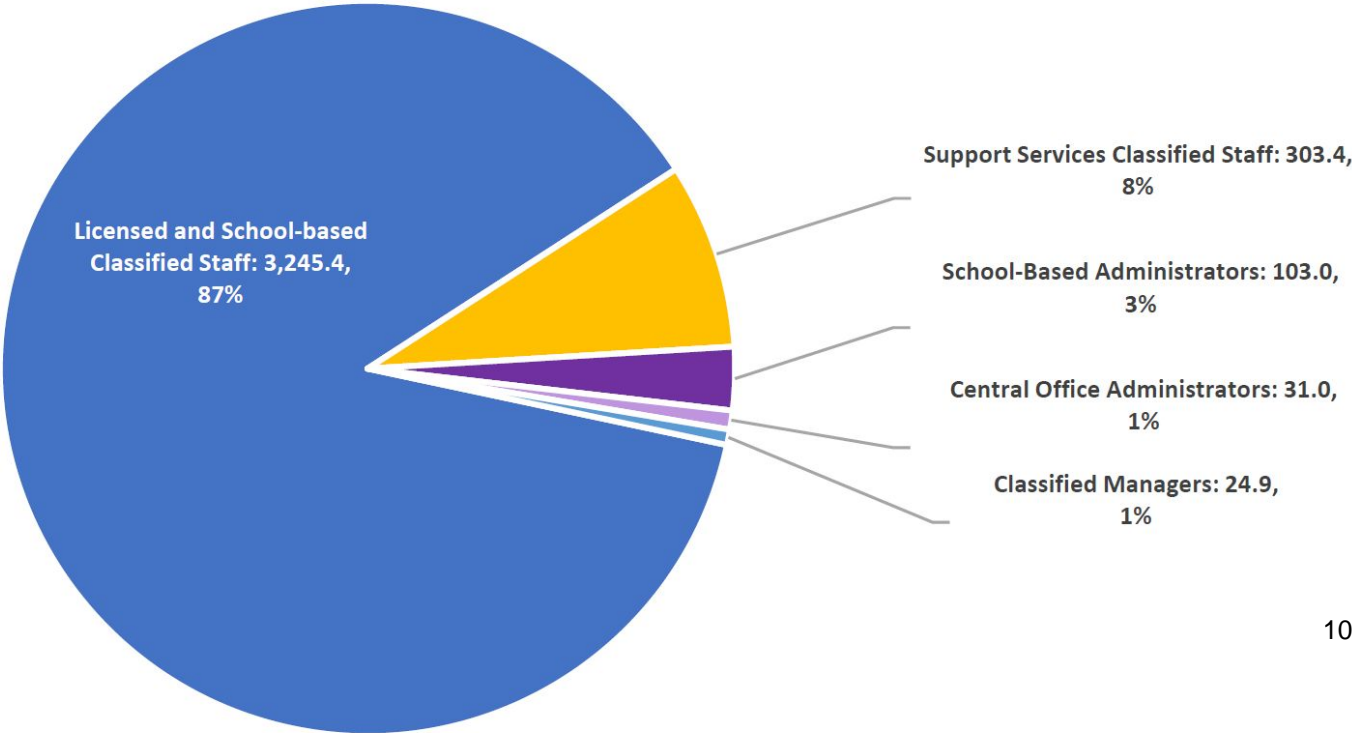


(in millions)
Note: Does not include beginning fund balance

General Fund Expenditures - 2022-23 Actuals



General Fund FTE by Type - 2022-23 Actuals

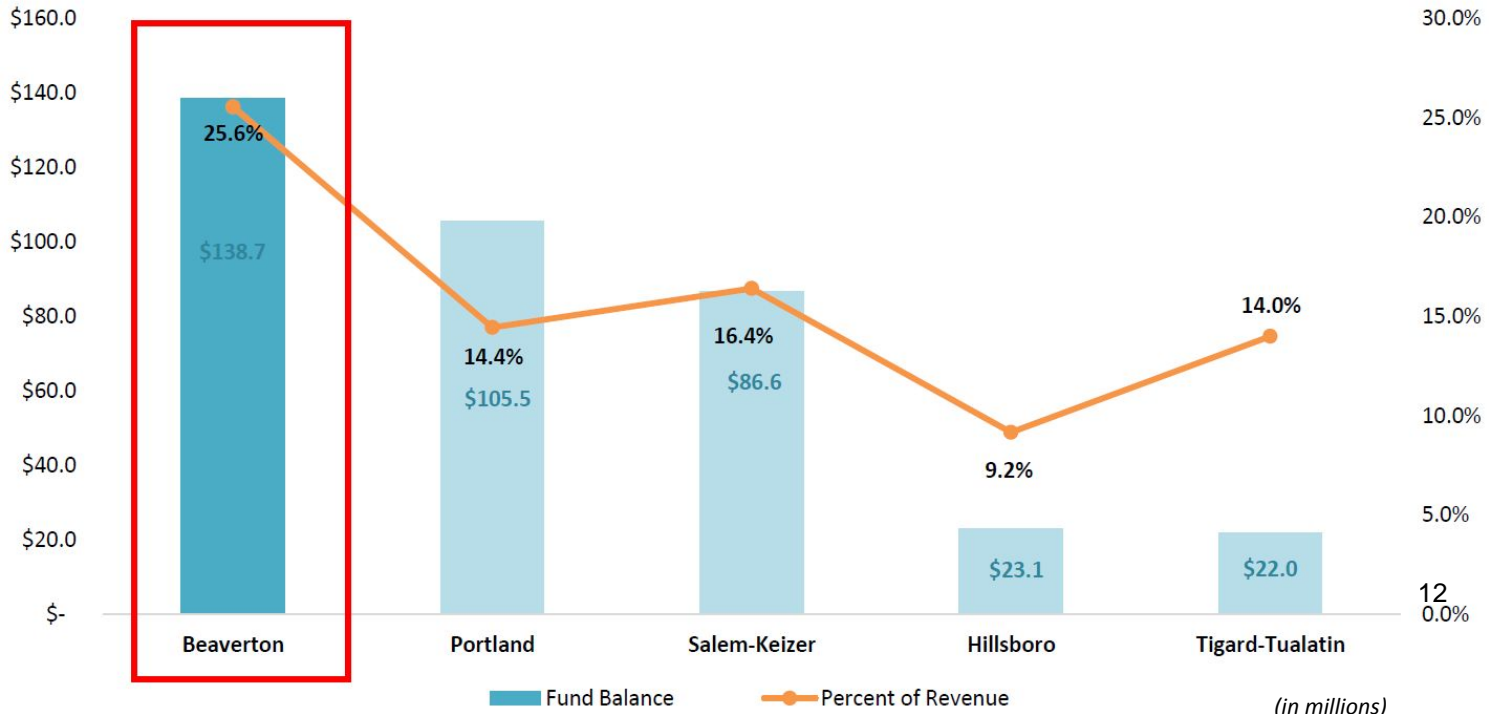


How We Compare

- Based on location and/or demographics
 - Portland Public Schools
 - Salem-Keizer Public Schools
 - Hillsboro School District
 - Tigard-Tualatin School District

How We Compare (General Fund) - 2023 Ending Fund Balance

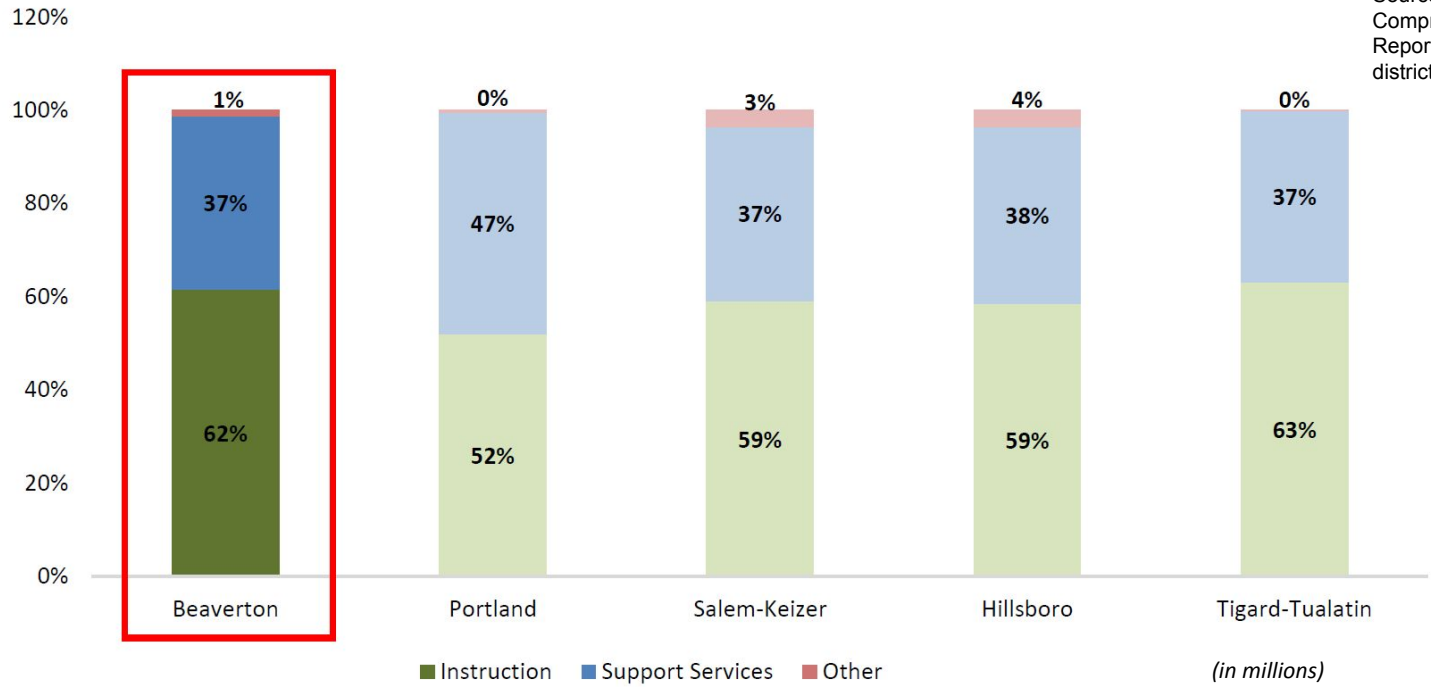
Fund Balance and Percent of Revenue 2023



Source: Annual Comprehensive Financial Report for each school district.

How We Compare (General Fund) - 2023 Expenditures

Actual % of Operating Spend per Student by Function in 2023



Source: Annual Comprehensive Financial Report for each school district.

Budget Process Updates

- What We Know
 - Mid-biennium - \$10.2 billion State School Fund (SSF)
 - Budget priorities collected from staff and community
 - General Fund/SIA/ESSER changes
 - Staffing Allocation Methodology (SAM) adjustments

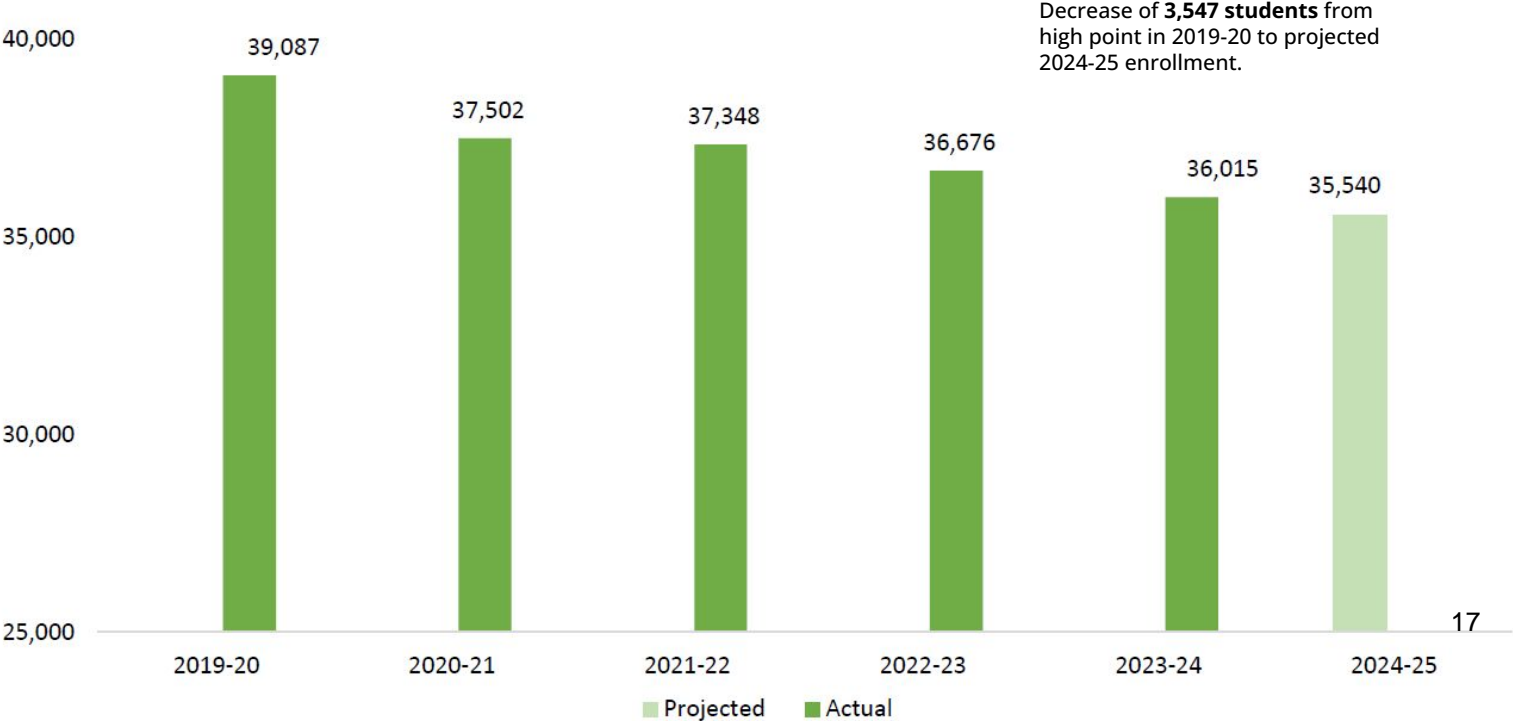
Budget Process Updates

- What We Are Working On
 - Apply Staffing Allocation Methodology (SAM) formulas to final enrollment projections
 - Analyzing budget priorities collected from students, staff and community
 - Minor budget adjustments

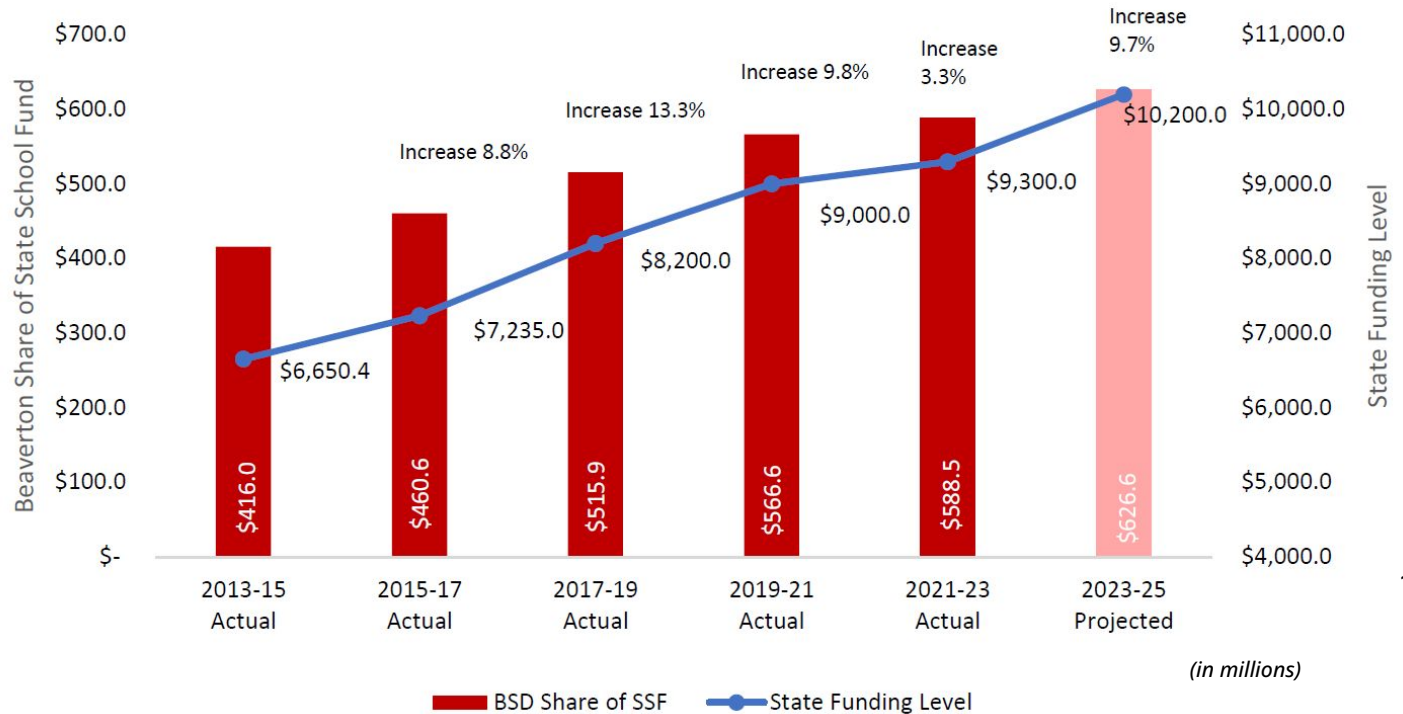
Budget Process Updates

- What We Need to Know
 - Licensed negotiations this spring
 - Classified (salary only) negotiations this spring
 - Unemployment Senate Bill 489 costs
 - May economic forecast

District Enrollment as of September 30



State School Fund History & Projections



2022-23 Spring Projection* vs Actual

*Projection as of
May 3, 2023

Spring Projection vs Final

Resources	2022-23 Spring Projection	2022-23 Final	Variance
Beginning Fund Balance	\$ 109,645,221	\$ 109,645,221	0.00%
State Controlled	471,451,447	477,113,857	1.20%
Locally Controlled	62,593,702	65,518,474	4.67%
Total	\$ 643,690,370	\$ 652,277,552	1.33%
Expenditures	2022-23 Spring Projection	2022-23 Final	Variance
Salaries	\$ 290,378,053	\$ 289,468,762	-0.31%
Benefits	173,609,137	169,554,435	-2.34%
All Other	55,703,180	54,602,235	-1.98%
Total	\$ 519,690,370	\$ 513,625,433	-1.17%
Ending Fund Balance	\$ 124,000,000	\$ 138,652,119	
Long-Term Planning Reserve	15,500,000	17,128,224	
Total Reserves	\$ 139,500,000	\$ 155,780,343	

The Numbers

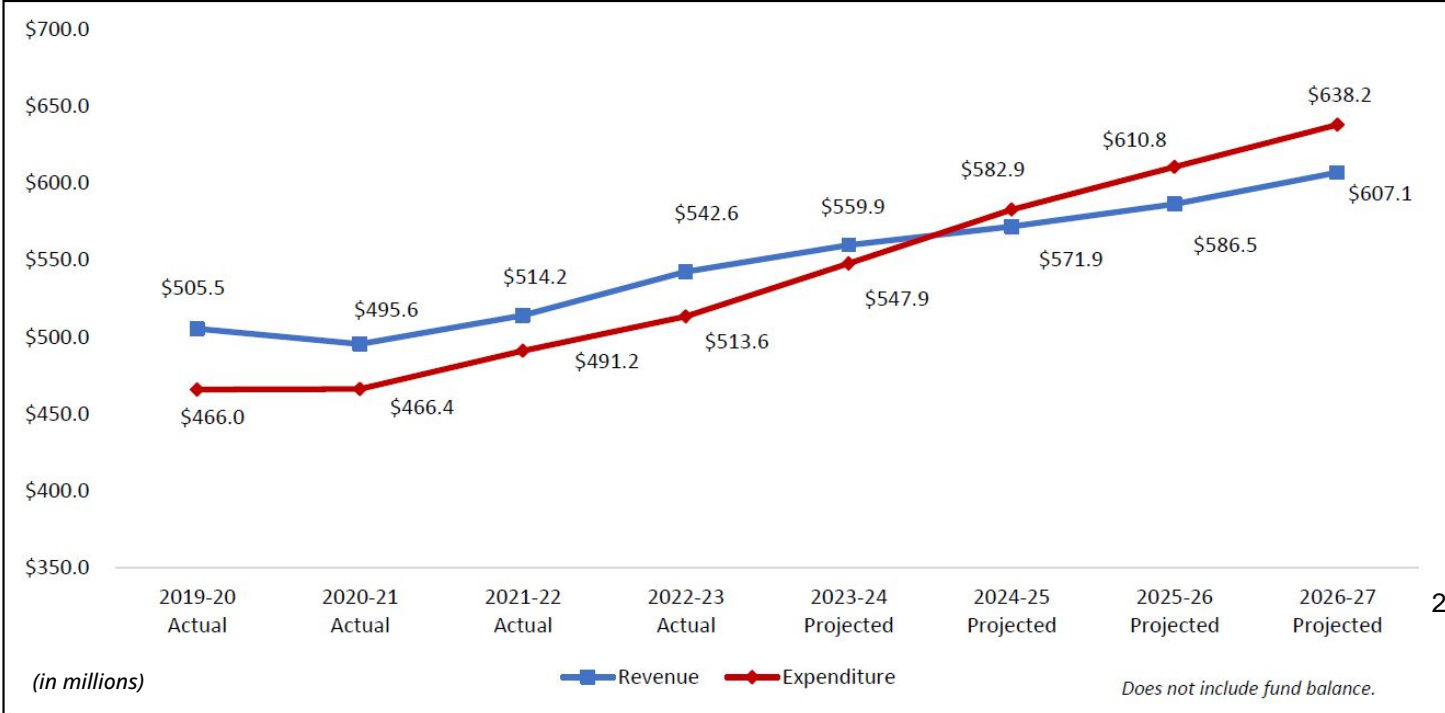
Assumptions:

- Based on most recent ODE State School Fund updates for 2023-24 and 2024-25
- Includes most recent enrollment adjustments for 2023-24 and 2024-25
- State School Fund at \$10.2B for 2023-25, \$11.12B for 2025-27 (9% increase)
- Includes enhancements to SAM
- Does not include budget changes under review for 2024-25
- Includes previously funded ESSER positions related to schools and Teaching & Learning Department
- Does not include SIA, HSS or ESSER funds
- Based on best information available at this time.

As of March 1, 2024

Resources	2022-23 Actual	2023-24 Adopted	2023-24 Projected	2024-25 Projected	2025-26 Projected	2026-27 Projected
Beginning Fund Balance	\$ 109,645,221	\$ 124,000,000	\$ 138,652,119	\$ 150,665,148	\$ 139,688,226	\$ 115,395,265
State Controlled	477,113,857	480,912,345	492,117,821	505,326,108	518,924,203	538,430,064
Locally Controlled	65,518,474	61,409,057	67,814,817	66,618,707	67,610,814	68,687,329
Total	\$ 652,277,552	\$ 666,321,402	\$ 698,584,757	\$ 722,609,963	\$ 726,223,243	\$ 722,512,658
Expenditures	2022-23 Actual	2023-24 Adopted	2023-24 Projected	2024-25 Projected	2025-26 Projected	2026-27 Projected
Salaries	\$ 289,468,762	\$ 304,154,798	\$ 304,063,573	\$ 322,765,214	\$ 338,081,896	\$ 354,139,766
Benefits	169,554,435	181,005,379	181,001,161	192,984,905	202,381,811	210,288,686
All Other	54,602,235	65,164,032	62,854,875	67,171,618	70,364,271	73,793,101
Contingency/Reserve	-	115,997,193	-	-	-	-
Total	\$ 513,625,432	\$ 666,321,402	\$ 547,919,609	\$ 582,921,737	\$ 610,827,978	\$ 638,221,553
Surplus/(Deficit)	29,006,899	-	12,013,029	(10,976,922)	(24,292,961)	(31,104,160)
Ending Fund Balance	\$ 138,652,120	\$ 115,997,193	\$ 150,665,148	\$ 139,688,226	\$ 115,395,265	\$ 84,291,105
Long-Term Planning Reserve	17,163,350	22,522,561	22,522,561	28,225,322	34,203,953	40,775,538
Total Reserves	\$ 155,815,470	\$ 138,519,754	\$ 173,187,709	\$ 167,913,548	\$ 149,599,218	\$ 125,066,643

General Fund Revenue & Expenditure



Aligning for Student Success: Integrated Guidance

- Beginning in the 2023–2024 school year, ODE’s integrated approach to several grants was implemented.
 - The district submitted a multi-year plan to ODE.
 - Student Investment Account (SIA) & High School Success (HSS)
- Additional information regarding the integrated guidance, including the district’s current plan and budget can be found on the district’s website.
 - <https://www.beaverton.k12.or.us/departments/teaching-learning/integrated-guidance>

Projected SIA Spending

2024-25 Projected SIA Award: \$38.0M

	FTE
Equity Based Classroom Teachers	100.0
Student Success Coaches/School Support Specialists	44.5
Academic Coaches	30.5
Kindergarten Paraeducators	42.4
Social Workers	14.8
Nurses	21.0
Special Education Teachers, Speech Language Pathologists & Psychologists	20.0
ELD Teachers & Support	9.3
Multi-Tiered System of Supports TOSA	1.0
Substance Use Specialists	2.0
Equity & Inclusion Administrator	1.0
HR Equity Talent Acquisition Administrator	1.0
Total	287.5

SIA Goals:

- Increasing academic achievement, including reducing academic disparities for focal populations
- Addressing students' health and safety needs

Projected HSS Spending

2024-25 Projected HSS Award: \$12.0M

	FTE
Graduation Mentors/College & Career Counselors	23.9
9th Grade Success Leads	5.9
Social Workers	4.5
Career Technical Education Support	10.4
FLEX Credit/Credit Recovery	13.0
ELD Support	3.3
School Support Specialists/Substance Use Specialists	15.5
Total	76.6

HSS Goals:

- Improve student progress toward graduation, beginning in grade 9
- Increase high school graduation rates
- Increase equitable access to advanced coursework
- Improve high school graduates' readiness for college and career

Elementary & Secondary School Emergency Relief (ESSER)

- All school-based and Teaching & Learning FTE will be funded in the General Fund.

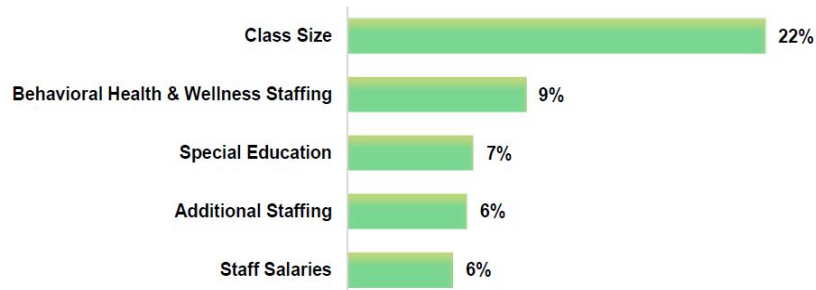
	FTE	\$\$
Social Workers	25.4	\$ 3,169,913
Bilingual Resource Facilitators	9.6	\$ 942,331
Teachers on Special Assignment	5.2	\$ 800,521
Teaching & Learning Administrators	1.5	\$ 356,627
Total FTE	41.7	\$ 5,269,392

Budget Listening & Learning Feedback

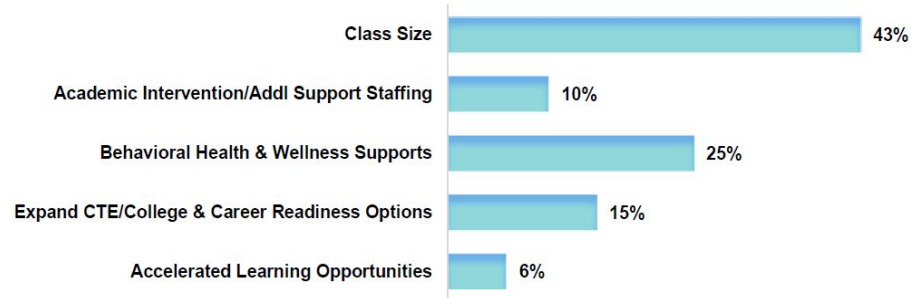
February/March 2024

Total Number of Survey Responses	2,401
Total Number of Additional Comments	1,005

TOP FIVE TOPICS IN ADDITIONAL COMMENTS



PRIORITIES RANKING FROM SURVEY



Note: All budget survey comments are available for review at <http://www.beaverton.k12.or.us/annual-budget>.

Budget Document Overview

Four Main Sections

- Executive Summary
- Organizational Section
- Financial Section
- Informational Section



Executive Summary

- Lifiable stand-alone document
- High-level financial data
- Enrollment history and projections
- All funds salaries, benefits and positions

Budget Message - Page 3



Superintendent's 2023-24 Budget Message

May 8, 2023

Dear Beaverton School District Community,

The 2022–23 school year has brought a return to more regular school routines for our students, families and staff, as well as an expectation of stability for the coming year. After multiple years in which the COVID-19 pandemic significantly impacted students' learning experience, our schools are back to normal operations and our full focus is on supporting students' achievement and well-being. While many students have experienced academic, social and emotional challenges as a result of the pandemic, and the needs of our students and families have changed over time, our commitment to serve them has remained unwavering.

To focus and guide our work over the next several years, the District has embarked this year on a community-engaged process to develop a new strategic plan. This process has provided an opportunity for students, families, staff, and community members to unite around our values, identify priorities and collaborate on key strategies to achieve the outcomes that we desire for our students.

Summary by Fund - Page 9

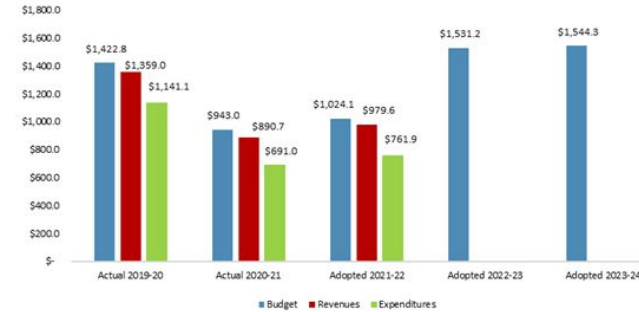
BUDGET SUMMARY BY FUND – ALL FUNDS FIVE YEARS ADOPTED BUDGETS

Total revenue and expenditures budget for all funds has increased by \$13.1 million from 2022-23 to 2023-24. This increase is primarily due to the approval of a \$723 million capital bond measure by voters on May 17, 2022, as well as an increase in the General Fund reserves.

Over the past five years, all funds budget has increased by \$121.6 million with the largest area of change being the Capital Projects Fund, Grant Fund and the Debt Service Fund. Over time, the Capital Projects Fund had decreased due to spend down of the 2014 bond measure but has increased again with the inclusion of the May 2022 Capital Bond measure. In this time, the Grant Fund has also seen significant increases due to the addition of the Student Investment Account (SIA) beginning in 2020-21 and the Elementary and Secondary Schools Emergency Relief (ESSER) funding provided in response to the COVID-19 pandemic. The Debt Service Fund saw a decrease in the last five years due to a bond refunding that occurred in the 2019-20 year.

		Adopted Budget 2019-20	Adopted Budget 2020-21	Adopted Budget 2021-22	Adopted Budget 2022-23	Adopted Budget 2023-24
100	General Fund	\$ 515,619,825	\$ 536,377,901	\$ 580,428,011	\$ 622,821,541	\$ 666,321,402
220	Student Body & Special Purpose Fund	10,700,000	16,305,000	14,450,000	13,569,000	13,569,000
230	Special Purpose Fund	9,160,000	3,000,000	-	-	-
240	Categorical Fund	4,025,000	4,125,000	8,301,161	7,256,000	9,932,000
260	Scholarship Fund	450,000	490,000	515,000	515,000	550,000
270	Grant Fund	57,497,749	94,769,568	180,303,185	164,670,491	144,648,240
280	Long-Term Planning Fund	26,284,279	8,393,243	13,460,243	16,050,000	22,600,000
290	Nutrition Services Fund	18,766,435	19,812,622	17,451,159	19,383,736	18,332,235
300	Debt Service Fund	525,461,801	91,206,599	94,150,499	105,760,013	116,516,484
400	Capital Projects Fund	244,134,000	154,840,000	101,898,500	567,095,950	534,962,000
611	Insurance Reserve Fund	6,825,667	9,453,790	7,753,269	8,151,475	11,038,624
612	Workers Compensation Fund	3,828,815	4,239,092	5,437,188	5,944,823	5,851,772
		\$ 1,422,753,571	\$ 943,012,815	\$ 1,024,148,215	\$ 1,531,218,029	\$ 1,544,321,757

Summary of Revenues & Expenditures - All Funds
(in millions)



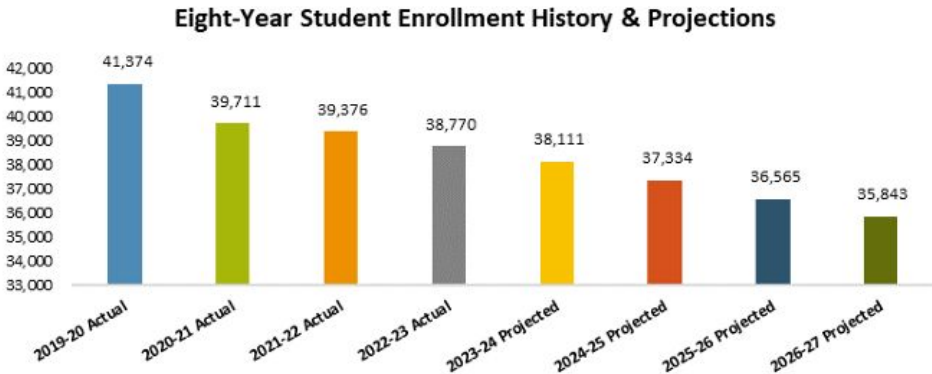
Enrollment History & Projections - Page 14

STUDENT ENROLLMENT HISTORY AND PROJECTIONS

The District's proposed budget is based on the number of projected students. State School Funding, the primary source of District revenue, is calculated based on the number and demographic of students enrolled.

The District's 2023-24 budget projection includes an enrollment decrease from the September 2022 enrollment, which did not recover from the September 2020 pandemic-related drop. The decrease in enrollment that was experienced in 2021-22 and 2022-23 was mostly at the elementary level. The 2023-24 projections show a decrease to overall District enrollment, which continues with the projected declining enrollment pre-pandemic.

The following chart displays student population for four years based on actual enrollment as of September 30 of each year and projected enrollment for 2023-24 through 2026-27.



Organizational Section

- District structure, school board and administrative staff
- Strategic measures of student success
- Budget process and financial reporting description
- Strategic investment summary

Financial Section

- Summary and detail level financial information for all funds
- Variance analysis
- Individual fund overviews
- General Fund budgeted positions
- Debt and capital projects information

Variance Analysis - Pages 64-65

EXPENDITURE VARIANCE ANALYSIS

GENERAL FUND (100)

OBJECT	DESCRIPTION	VARIANCE FROM 2022-23 BUDGET	VARIANCE EXPLANATION
0300	Purchased Services	\$ 5,031,701	Variance is due to increasing utility rates, increased charter school payments and the inclusion of consulting costs to research, evaluate and begin implementation of a new ERP system.
0700	Transfers	1,551,902	The increase in transfers is due to two new transfers to the Categorical Fund for classroom furniture and classroom technology replacements for \$1.0 million each and a slight decrease in the transfer to Insurance Reserve Fund. The decrease to Insurance Reserve Fund is due to less claims in 2021-22 and 2022-23, which caused the contingency in the fund to increase.
0800	Other Uses of Funds (Contingency)	25,735,335	Increase in contingency is due to increased reserves as a result of staffing shortages and increased State School Fund per pupil allocations.

For the General Fund by object, variances greater than \$500,000 and 10% are listed above.

GENERAL FUND (100)

FUNCTION	DESCRIPTION	VARIANCE FROM 2022-23 BUDGET	VARIANCE EXPLANATION
5200	Transfers of Funds	\$ 1,551,902	The increase in transfers is due to two new transfers to the Categorical Fund for classroom furniture and classroom technology replacements for \$1.0 million each and a slight decrease in the transfer to Insurance Reserve Fund. The decrease to Insurance Reserve Fund is due to less claims in 2021-22 and 2022-23, which caused the contingency in the fund to increase.

Fund Overviews - Pages 75, 89, 95, 105, 113, 121, 133, 141, 149, 157, 167, 175

GENERAL FUND OVERVIEW

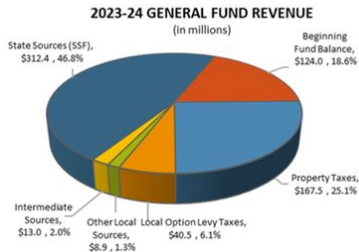
The General Fund budgets for most operating activities of the District, except for those activities required to be accounted for in another fund.

Revenue - The State School Fund Grant general purpose and transportation grants are the principal revenue sources of the General Fund totaling 88.5% of total revenue, excluding beginning fund balance. The State School Fund Grant is apportioned to schools through the general purpose grant, a facility grant, a transportation grant and a high cost disabilities grant. Approximately 95.5% of the grant is allocated to school districts and the remainder is allocated to Education Service Districts (ESD). All grants except the facility grant and a portion of the transportation grant are accounted for in the General Fund. Districts may apply for facility grant funds when construction adds square footage to school buildings. The portion of the transportation grant related to the depreciation of transportation related capital assets is accounted for in the Categorical Fund, along with the facility grant funds

The state grant apportionment is less the local revenue. Local revenue includes general operating property taxes, county and common school funds. Local property taxes account for 77.2% of the local revenue. The general purpose grant is allocated through a weighted average daily membership (ADMw) formula. The transportation grant is paid at seventy percent of the District's allowable General Fund transportation costs. Each December, all school districts within the state are required to estimate for the following year the components of the grant such as ADMw, local property taxes, transportation costs, and the cost of students with an individual education

claimed and is approximately 0.3% of General Fund revenue. The District receives an estimated payment for the current year in May and a final settlement the following May.

The local option tax levy is a voter approved levy that allows the district to collect taxes outside the constitutional tax limitation. The length of the approval is limited to five years. District voters passed a local option levy in 2013 for reduced class size. Funds from this levy can only be spent on classroom teachers. Voters renewed the levy in 2018 and again in 2022 for an additional five years at \$1.25/\$1,000 of assessed value of property. This resource accounts for 7.5% of the General Fund revenue, excluding beginning fund balance. The five-year renewal of the local option levy expires at June 30, 2028. The remainder of the General Fund revenue includes earning on investments, the portion of district's ESD allocation not used for services, athletic pay-to-play and gate fees, other state and local sources, and beginning fund balance.



Informational Section

- Ratio teacher staffing by school
- Personnel resource allocations
- Staffing Allocation Methodology (SAM)
- School summary pages
- Strategic investment reports
- Glossary

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Ratio Teacher Staffing by School - Page 184



2023-24 Ratio Teacher Staffing By School

DISTRICT SUMMARY - CLASSROOM TEACHERS	Classroom Teachers	Average Staffing Ratio	
	Funded by General Fund (GF)	1,161.8	31.7
	Funded by Local Option Levy	289.2	25.3
	Funded by Student Investment Account (SIA)	96.2	23.8
	Funded by ESSER	7.2	23.7
TOTAL	1,554.4		

ELEMENTARY	Budgeted Enrollment	Classroom Teachers			
		GF	Levy	SIA	TOTAL
Aloha Huber (K-8)	901	29.0	9.0	3.0	41.0
Barnes	433	14.0	4.0	2.0	20.0
Beaver Acres	771	25.0	6.0	4.0	35.0
Bethany	428	11.0	4.0	2.0	17.0
Bonny Slope	672	19.0	6.0	2.0	27.0
Cedar Mill	337	10.0	2.0	2.0	14.0
Chehalem	371	12.0	3.0	2.0	17.0
Cooper Mountain	394	11.0	3.0	2.0	16.0
Elmonica	398	12.0	3.0	2.0	17.0
Errol Hassell	365	10.0	3.0	2.0	15.0
Findley	582	15.0	5.0	2.0	22.0
Fir Grove	314	11.0	2.0	2.0	15.0

MIDDLE SCHOOLS	Budgeted Enrollment	Classroom Teachers				
		GF	Levy	SIA	ESSER	TOTAL
Cedar Park	659	21.6	5.0	1.0	0.6	28.2
Conestoga	797	25.8	6.0	1.2	0.8	33.8
Five Oaks	790	26.4	6.2	1.2	0.8	34.6
Highland Park	642	20.2	4.8	0.8	0.6	26.4
Meadow Park	665	23.8	5.8	1.0	0.8	31.4
Mountain View	853	30.6	7.4	1.2	1.0	40.2
Stoller	1,001	28.8	7.0	1.2	1.0	38.0
Tumwater	951	26.8	6.4	1.2	0.8	35.2
Whitford	772	25.8	6.0	1.2	0.8	33.8
Middle School Total	7,130	229.8	54.6	10.0	7.2	301.6
Average Middle School Staffing Ratio		31.0	25.1	24.2	23.6	

Personnel Resource Allocations - Pages 185-186

BEAVERTON SCHOOL DISTRICT PERSONNEL RESOURCE ALLOCATIONS HISTORY - ALL FUNDS

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Adopted Budget 2022-23	Adopted Budget 2023-24
ADMINISTRATORS					
Superintendent	1.0	1.0	1.0	1.0	1.0
Deputy Superintendent	2.0	2.0	2.0	2.0	2.0
Associate Superintendent	0.6	1.0	1.0	1.0	1.0
Chief Officer	3.2	3.0	3.0	3.0	4.0
Executive Administrator	9.0	9.0	12.3	13.0	12.0
Administrator	12.7	14.6	13.4	14.0	12.0
Coordinator	6.9	6.0	6.0	8.0	7.0
Elementary School Principal	30.9	30.9	31.0	31.0	33.0
Middle School Principal	8.0	8.5	9.0	9.0	9.0
High School Principal	6.0	6.0	6.0	6.0	6.0
Options Principal K-8	3.0	3.3	3.3	3.3	1.3
Options Principal Secondary	4.0	4.7	4.7	4.7	4.7
Assistant Principal	50.5	50.4	51.7	52.0	48.0
Administrator Total	137.9	140.4	144.4	148.0	141.0
CLASSIFIED MANAGERS					
Coordinator/Supervisor	27.20	28.10	25.01	30.00	30.00
Classified Manager Total	27.20	28.10	25.01	30.00	30.00
CERTIFIED					
Pre-K School Teacher	7.0	6.4	11.0	13.0	15.0
Elementary School Teacher	740.1	727.1	717.0	742.0	714.5
Middle School Teacher	383.7	383.2	391.4	413.5	399.1
High School Teacher	537.5	542.4	559.5	578.1	575.1
Athletic Director	5.6	5.6	5.8	5.0	5.0

School Summary Pages - Pages 229-284

Aloha Huber Park K-8

5000 SW 173rd Avenue
Beaverton, OR 97078
Principal: Sarita Amaya

School Programs: Title I, Dual Language, Early Learning, Newcomers Program

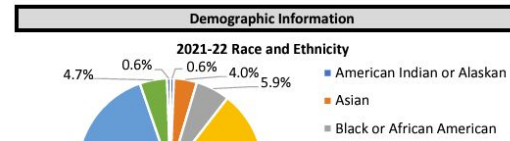
Enrollment History and Projections:	Actual 2019-20	Actual 2020-21	Actual 2021-22	Actual 2022-23	Projected 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
		893	822	849	892	901	915	912

Staffing Information:	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual^	2023-24 Budget	2022-23 Average Classroom Teacher Years of Experience	
	Administration	2.00	1.91	2.00	2.00	2.00	Aloha Huber Park K-8
Certified	53.98	57.29	59.71	64.51	65.20	Beaverton School District	16.5
Classified	19.63	18.25	17.80	18.84	18.44	<i>(average years experience in District)</i>	

Financial Data:	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Budget^	2023-24 Budget
	Salaries & Benefits	\$ 7,674,402	\$ 8,902,596	\$ 9,752,890	\$ 11,297,955
Purchased Services	11,187	110,924	194,624	179,450	10,663
Supplies and Materials	76,036	264,747	549,338	542,883	259,366
Capital Outlay	405	-	-	-	-
Other Objects	119	269	275	2,264	3,000
Total	\$ 7,762,149	\$ 9,278,537	\$ 10,497,127	\$ 12,022,553	\$ 11,408,973
Cost Per Student	\$ 8,692	\$ 11,288	\$ 12,364	\$ 13,478	\$ 12,663



School Performance Measures						
	English/Lang Arts			Math		
	2020**	2021**	2022	2020**	2021**	2022
50%						
40%						



Timeline

March/April

- Present Budget 101 to Budget Committee
- Applying SAM formulas to final enrollment projections
- Analyzing survey results
- Minor budget modifications

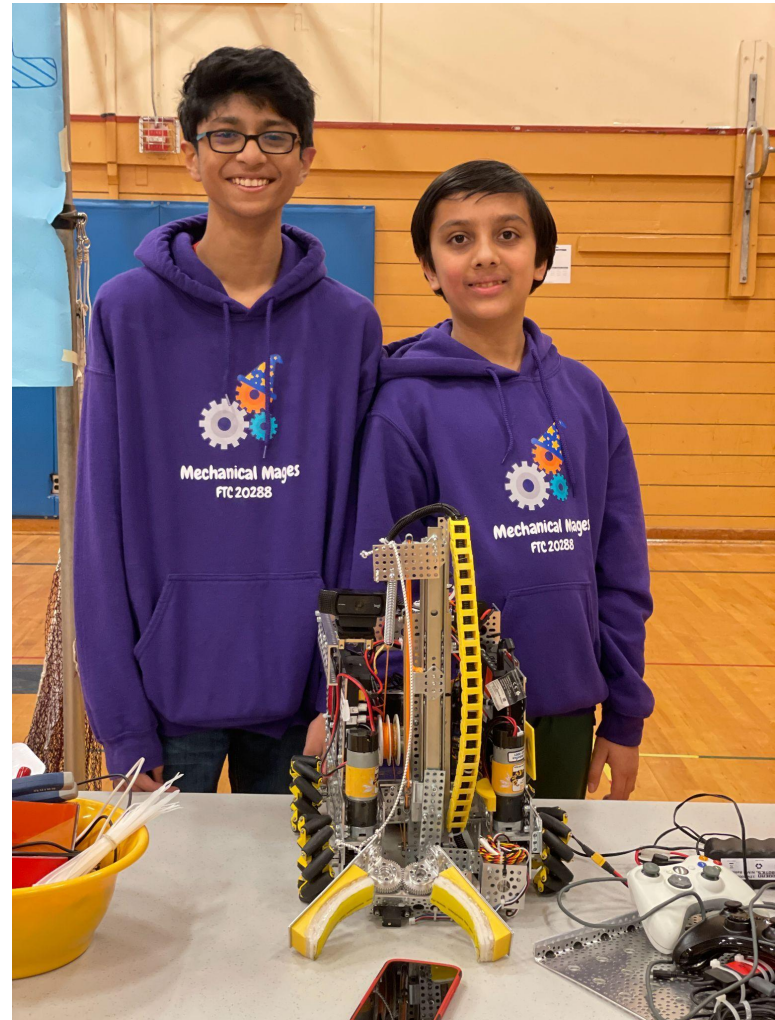
May

- Present proposed budget
- Budget Committee approval of proposed budget

June

- School Board adoption of proposed budget

Committee Questions & Comments?



Superintendent's Closing Comments

Budget documents are available at
<http://www.beaverton.k12.or.us/annual-budget>



Budget Priorities & Input Survey Comments (Submitted via Google Form February 5-March 4, 2024)

	As we consider the budget for the 2024-25 school year, are there alternate priorities or needs that surpass these investments or adjustments that should be considered?
1.	Accessibility for people with disabilities and teaching the English language to foreigners.
2.	I think those are the main needs for students.
3.	"Maintain" lower classes? When has BSD ever *had* low class sizes? Why don't we give it a shot? Stick a crowbar in that \$150 million treasure chest and do what's right for our kids!
4.	#1 is most important
5.	(1) Funding for programs to support talented and gifted students. To keep those students in the district, they must receive instruction that challenges them appropriately. (2) Funding for art, music and drama programs at all levels, including elementary schools.
6.	<p>(grab a coffee!)</p> <p>1) Thank you for the support in the Arts & electives by keeping 2 Electives everyday in the middle schools schedule.</p> <p>2) Thank you for spending some bond money to buy some instruments for the band departments. My building hadn't had a real infusion of instruments since I started 20 years ago. (Mike @ MPMS). What we have gotten over the last couple of years is a really good start. Hopefully this will continue, it is helping.</p> <p>3) District "Vision" needed for the Arts: Please review the "Music Task Force" recommendations to help create the "vision" our district needs for the Arts. It is a great resource and a lot of the leg work in this document has been already done by the community, teachers, school board, & administrators to help guide the future.</p> <p>4) WE NEED A SOLID & DEPENDABLE BUDGET for the bands to keep our inventory maintained & sanitized. Each middle & high school need approximately \$10k each year for maintenance and \$2,000 more for buses so we can take the kids to performances at festivals and parades (the middle school kids love the parades & some of us do not have the fundraising capabilities that others do).</p> <p>5) Please reach out directly to inquiry what the visual arts, choirs, & drama departments need. We (Arts) are starting to get some support (some of the best in the 20 years I have been in district), but we still need full support. Thank you.</p>

	Thank you for your attention. I am willing to volunteer to work with whomever at district to create & make this a vision a reality. There is so much potential in our schools to create a robust arts department for ALL of our children.
7.	<ul style="list-style-type: none"> * Maintain lower class sizes by hiring more teachers throughout. What does equity have to do with it? * Reduce the amount of / eliminate screen time in class. It is ridiculous how much instruction happens on screens. Hiring more teachers to provide focused attention will go a long way. * Make intersections and crosswalks by schools safer by requiring traffic lights. Sato, where my daughter goes to school is an accident waiting to happen. Crossing guards are putting their lives at risk with how many inattentive drivers barrel past the intersection.
8.	1) LOWER ALL class sizes. This is the top priority. Keep K-1 below 20. Keep grades 2-5 below 25 students per class. Keep secondary classes under 30. This will help with inequities and achievement. 2) Cut costs by lowering the heat parameters. My classroom is always 71 degrees or above, even in the winter. Nobody needs that. The top threshold should be 68 in the winter. Cut heating costs. 3) Listen to teachers. We don't want the smaller, more expensive TV screens. Why didn't you ask us? You spent tons of money on tech that is going to make teaching and learning more difficult. 4) Cut days. The school year starts after Labor Day and ends before Juneteenth. We do not go to school in August in Oregon. August is summer vacation. It is too hot for school.
9.	<ul style="list-style-type: none"> 1) Publicly funded pre-school for all as well as public ally funded childcare. Early childhood education is the most important predictor for future student success 2) Robust science and technology as part of the daily course schedule in the elementary schools. Currently only offered as an occasional course. Include tangible and standardized learning targets rather than just go for the "fun and cool" approach. Use learning scaffolding like math where a clear progression and trajectory is used.
10.	<ul style="list-style-type: none"> 1) Smaller class sizes in ALL schools! Decrease screen-time based learning by increasing number of teachers (and increasing individual teachers' bandwidth) 2) Improve pedestrian safety (students, staff & family) at SATO ELEMENTARY. The intersection of Kaiser and Ridgeline needs a "Yield when lights flash" crosswalk button to give the school staff ability to manage the crosswalk safely. The risk of a tragic event only increases as more homes (more trucks, more drivers) are built in the area. A flashing lights yield sign costs much less than a wrongful death lawsuit and managing the trauma of students witnessing a car accident causing injury/death. I have seen many close calls personally and demand that this be addressed.
11.	<ul style="list-style-type: none"> 1) Student safety! Address violence within the schools, Student on Student and Student on Teacher. 2) Expanding free and reduced lunch availability. AND addressing food waste in school cafeterias. 3) Increase after school programs and care options. With moving Elementary schools to 7:45am to 2:20pm, what parents does the district think are able to leave

	<p>work, and commute to pick up their children at that time?!? With this change in the bell schedule, the BSD needs to provide affordable child care services for Elementary students, otherwise the district is putting a new financial burden on families. (Elementary students are not age appropriate for being latch a key) This burden overwhelming impacts high poverty families, and leads to potential after school safety issues for students.</p> <p>4) Save money by spending less on technology, and redirect those funds to staffing needs in our schools. I will gladly trade an iPad for more in person staff, or Student lunches.</p>
12.	<p>1. Tutoring 2. Extracurriculars that teach students teamwork and achievement outside of core subjects; do not spread thin, rather focus on Fine Arts (Band, Choir, Drama, Art), Athletics (Collegiate Scholarship sports), and things like Speech/Debate 3. TAG and accelerated STEM classes 4. remote learning during bad weather days (losing a week of instruction before finals was a tragedy, since we had a year of COVID practice delivering distance learning)</p> <p>Pumping money into administrative staff (TOSAs, etc.), social services, and programs for students falling behind due to non-school related issues should take a lower priority than first providing core English/Math/Science classes at a college preparatory level for the majority of students, and secondly ensuring that public schools retain students that aspire to competitive colleges rather than lose them to private schools or home schools. If you fail at 1 and 2, the public school system will unravel and then not be there to support the children who are struggling.</p> <p>Regarding struggling students who have challenges at home, the state needs to provide those wrap around services, not the schools. The more that the school administration thinks that equity means pouring funds into the lowest common denominator with accountability on results, while not funding the perceived privileged students who can turn to alternatives outside of public schools, is not a good long term strategy.</p>
13.	A few of the suggestions above only impact the high school level. Elementary and middle level schools should also be a priority.
14.	A focus on lower class sizes, especially in k-2 is critical. I have been fortunate to have a small class size in 1st this year for the first time in 12 years. It is amazing the difference it has made on the ability for me to do my job effectively. I always knew it was important but this year I am clearly able to see how much more my kids are getting because of the small class sizes. All kids are getting met with where they are at. My ELL students are getting supports they need, my striving readers are getting additional help on their level and my students who excel in subjects are getting challenges from me and work differentiated to them. It is what I always hoped to provide but impossible with large class sizes. Please prioritize small class sizes and make a teacher's job not only highly effective but also sustainable!
15.	A more equitable division of funding. Sports, technology, and fancy high schools are great for PR. But special education and emotional/mental/behavioral health are at the heart of this district. There are empty/sparse rooms at newer high schools and yet not enough space at option programs. Hire more-competent para IIs, hire more psychologists and counselors, and give the ACE program their promised space in Mountainside.
16.	A priority should be to support and expand our Dual Language Program, as this is a program that is transformative and truly provides equitable access to

	education for Spanish-speaking students, including heritage speakers.
17.	A raise would be nice.
18.	A re-design of collective data from the community is needed. Who is designing the survey, community forums, access to input, and critical thinking.
19.	A staff member to monitor restrooms at all times for drug use.
20.	Academic coach and school support specialists have been an asset. Bilingual facilitators & social workers could be shared by feeder schools.
21.	<p>Academic coaches are a luxury that should only be funded after other priorities are achieved (such as low class size, maintaining a social worker/nurse presence, etc).</p> <p>Lowering class size should be the main focus of any funding changes.</p> <p>Educators are not able to examine and make fundamental changes to their practices (which is also needed) when working with class sizes that are crippling the learning and resulting in major behavioral challenges as kids individual needs are unable to be met.</p> <p>It is a vicious cycle: to have a larger class size; see behaviors going up; and then hire behavior coaches to help train teachers since they are having behavior problems in their class. More and more behavior supports appear to be needed, so more dollars go to outside supports to help a teacher with 34 kids in elementary to 'improve their approach to behavior management.'</p> <p>Reducing class size will positively impact student learning, students' social emotional health, student behavior, staff moral, employee job satisfaction, and retention of staff.</p>
22.	Academic coaching for students behind peer set
23.	Accessible and inclusive playgrounds for all schools, tracks at all schools, working freezers at all schools, pay raises for classified staff.
24.	Accountability on social workers and SUP
25.	Add more or additional pre-k classrooms to existing sites or new sites. Our youngest learners are experiencing trauma more and more. Let's get them in early and help support them and their families. Research shows that high quality pre-k programs yield profound, lasting results and positive impacts as these children go through their schooling.
26.	Adding additional staff to 1) support SPED/504 students and 2) kindergarten and 1st grade students

27.	adding STEM specials teachers throughout all elementary schools
28.	Additional staffing for student supervision and redirection, smaller class sizes in all schools, two teachers in every classroom
29.	Additional Support for the increasing behaviors happening in schools- it would be helpful to have convertible funding so that admin could hire the support staff needing for own school- a one size fits all does not work with the large number of schools we have in Beaverton. Additionally, non Title schools have needs but not Title I funding. SAM should provide additional support where Title funds do not in non Title 1 schools.
30.	Additional: 1. Maintain lower class sizes at all schools - it's needed everywhere. 2. The special education process needs to be more effective/efficient/transparent. There are students languishing in general ed placements due to stalled, cumbersome, and needlessly repetitive sped processes when it is very apparent to everyone that they need specialized placements This is taxing for everyone involved - the students and classmates most of all. The district's focus should be on expanding these specialized programs if it's capacity for those if that is the issue preventing students from getting what the education they deserve - this is an absolutely critical need. 3. Staffing for counselors, social workers, and nurses is vital to managing the marked increase in social/emotional/behavioral concerns occurring in the schools and for families.
31.	Adequate pay for staff.
32.	Adjusting the Step schedule for LMA's to reflect the responsibilities of the job is a priority. Also, expanding dual credit programs would benefit many students in the district.
33.	Administrative staff salaries (particularly senior administration) are excessive, and should never be more than 2x teacher pay.
34.	Affordable access to extra curricular opportunities, like sports, band, theater, etc for all students - \$225 per sport is not affordable, especially with added cost of athletic shoes and/or equipment/instruments/make up to participate, plus parent passes/admission costs to watch kids. It all adds up.
35.	After school programs
36.	All K-2 classrooms should have small class sizes, no more than 22 students.
37.	All kids in the lower grades should have lower class sizes, not just high poverty schools.
38.	All of public education needs to examine the impact of every dollar spent on the primary mission of education - to educate students. Most schools and districts

	have too many administrators, TOSAs, and other non-student contact employees. No Child Left Behind was the wrong concept. Let's try Every Child Learns.
39.	All of the above 5 priorities are very important. I hope the 1-5 ranking won't be used to suggest that the lowest 4-5 should be considered for budget reductions or that these are the only 5 areas where cuts COULD be made. Certainly there are areas where reductions will need to be made. Would you like input on that question? Please give us more information about expenses and areas where we need creative ideas for cost effectiveness.
40.	All of these are pretty much equally important. Please remember that schools with populations like Meadow Park need much more support and resources than other schools do. I've been a teacher at schools at both ends of the spectrum, and without a doubt, lower income schools need significant more staff, etc.,
41.	All of these things are SO important to our district's mission. I would hate to lose any of those supports. Thanks!
42.	All schools at every grade level should be equal regardless of social or economic status. Creating a different experience regardless if its for the poor or wealthy communities is wrong. Class ratios, curriculum, grading standards, behavior standards should all follow the same line. Adding social workers and nurses? Public educations sole function is to provide children a platform to learn how read, write, math, science, arts, economics, ect. its not a resource center. It's the parents and families job to provide emotional or physical care to our children. If a school staff member feels a child is in need of either emotional or physical support reach out to the parent/guardian. If the parent/guardian don't engage call/report to the authorities. Stay in your lane.
43.	All schools need to be funded properly. My child has classes that all average 34 and their needs aren't being met because their school doesn't qualify for extra staffing. Fix this.
44.	All schools should prioritize small class sizes.
45.	All staff should be directly working with students. In times of need, we need all Beaverton School District employees directly working with students. TOSA positions should not be a priority. The students have major needs. Class sizes should be as small a possible. If this means putting TOSAs back in the classroom and working directly with students that is what we need over TOSA positions.
46.	ALL students deserve lower class sizes and all teachers deserve equitable workloads. An increase in behaviors, mental health needs and academic needs are up across the district, not just at higher poverty schools. There are first grade classrooms with 31 students in our district and that is not best practice no matter the poverty level. In September, each of those classes has one third of their students come to them not meeting the benchmarks for kindergarten across all academic areas. This students are impacted and need smaller class sizes despite not being in a high poverty community. Also, there are students coming from high poverty homes at every school in the district and at non-title schools there are less resources for these students to access. Even at non-tile schools, students are not coming to us with the reading and writing skills that they may have in the past and home involvement is nowhere what it was in the past. We can not meet the needs of 31 students in a first grade class no matter what school we are at!

47.	All students should be a priority and not just your “underserved.”
48.	Allocating mental health staff not based on grade level, but student need.
49.	An awareness of the impact the changes will have on existing staff: what it means for their status at the current schools, what if any changes mean for their families. My hope is that the communication with staff be timely, open, honest and dignifying for all staff especially those impacted or possibly impacted.
50.	An increase in tutoring, either afterschool or within the normal school day.
51.	Another important staff are licensed Librarians. At the very least, pay the Library Assistants the salary they deserve for running everything by themselves.
52.	Appropriate COLA adjustments. 3% is a joke
53.	Appropriate instructional spaces and schedules for all teachers, particularly specialists at the elementary level
54.	Are there any actions that can be taken on by parents who have capacity to assist in these priorities? For example, pairing with HS teachers for internships for under resourced students?
55.	Are there more kids being homeschooled that’s cause the issues?
56.	Art literacy
57.	As a district, we need to stop spending money on consulting firms. Both instances that I know of money being spent on consulting firms could have been avoided if the district had surveyed teachers. Twice in the last 2 years we have spent \$150,000 which could have been used for intervention teachers. Also, the amount of money that is being wasted on new tech is ridiculous. Inventory wasn't taken before items were purchased nor were the people that were impacted by the decision asked what they needed. Not all schools needed new tech and now this is waste of tax payers dollars.
58.	As a kindergarten teacher I find my early learning TOSA extremely valuable. I hope this role continues to be a support.
59.	As a middle school teacher class size has to be a top priority!
60.	As a parent and former employee of BSD, stop with the performative equity. ALL CLASS SIZES NEED TO BE REDUCED. By reducing class sizes and increasing

	support staff across all schools INSIDE CLASSROOMS, you can increase accommodations, multiple opportunities to prove mastery for under served students and students with mental health and behavioral needs, better implement differentiation, and support both inclusion and ELLs. Reducing class sizes should be your number one priority for EVERYONE not just less affluent schools and equitable access to education will follow.
61.	As a SPED Paraeducator, I have seen an increase in students needing additional social and/or emotional support and have felt the burden of this need first hand. Too many children needing support from adults, even when the specialized programs are within ratios. This makes for a very stressful and unsafe environment for staff and students. This is not beneficial to the child in crisis or the students who are losing out on instruction time because staffing is not optimal. Also, the lack of substitutes to pick up jobs for Paras is appalling. My classroom has been understaffed many times when a Para has a scheduled absence and a substitute has not picked up the job. There needs to be deployable Paras, just like there are deployable Certified Subs.
62.	As a step 2 classified employee, I believe it is time to increase our salary 5% to balance out the new hire paraeducator's staff salary.
63.	As a support staff in a low-income school in BSD I find that the School Social Worker is highly needed in BSD esp. in the context of schools that need basic resources, and outside therapy to maintain classroom goals. With such a diverse school district not all schools are created equal I think it's easy to pretend the need is not there.
64.	As a tax payer, I want my tax dollars going to support all students. You need to think about lowering class sizes in all schools. I have also voted for bonds with the belief that you would be supporting all of the students in your district, not just those in certain schools. I've heard the phrase, "Are we a district of schools or a school district?" Show you are what you preach and use your budget to benefit all schools, not just the ones the superintendent seems to prioritize so he can promote himself and win awards.
65.	As a teacher in this district I've worked in both low and high SES schools. To imply that only low SES schools need smaller class sized is RIDICULOUS. There are STILL behaviors and emotional needs of the students at the higher economic schools. Basically you are implying that our kids with more money have less problems. You are also saying they deserve less attention from their teachers in the form of higher class size. Let's also remember that the low SES schools get extra staff along with lower class size. You make the case that you want to be equitable...yet you are discriminating against our kids who, while their families may have more income, may not have less "problems" (in some cases they have more problems). We see the behaviors increasing in our classes, and there are children falling into the cracks because our focus MUST be on the squeaky wheel. Let's be equitable with all of our children - and the teachers who support them.
66.	As a teacher whose has been in the district for 30 plus years I find that these surveys are so biased that they do not generally reflect the needs of our students or teachers. The narrowed the focus of the surveys so have made it impossible to actually select the needs of students. For example you only include class size to higher poverty schools. ALL CLASSROOMS should have a mandated class size cap. Usually students from a high poverty school are given some extra support due to federally allocated funds. This is not true for those other schools who often have just as many behaviors or low academic students(Rock Creek is a good example of this). The other example is when expanded technical education is listed as a priority with options for college and career readiness. What does this mean? It is unclear as to what this actually means? We should be offering career readiness that is NOT a direct pathway to college but yet gives students options to learn these skills in school setting. Students should be given college readiness courses as well, this should be a GIVEN for all students. No extra funds need to

	<p>be given for accelerated learning opportunities to a specific group but rather counselors/student volunteers or student groups should be reaching out to historically underrepresented students to give them awareness of these opportunities. Students reaching out to help these students will do more than an adult doing the same thing.</p> <p>Also we really need to stop minimalizing the money we have. We have so many programs and schools that focus on small groups of students that we have spread ourselves too thin to really make a difference. We should shut down these programs that take so much money (IB school programs (could we structure a similar program without the need to give money to IB for a license?), the charter schools (serving a smaller population), bilingual schools (at a school that the language chosen is not the majority of the students who attend there?) etc. and try to build stronger schools together rather than isolating students with these programs. I know Balderas is on a bilingual agenda but does this actually make our schools stronger? We actually have to hire outside people (rather than make the teachers we have stronger?) and then hire someone to create a program?? Where does this make sense? Then we leave the students who are not actually part of the program in the dust with larger class sizes and with academically and behaviorally challenged students while the bilingual students do not actually have to deal with this- where is this fair?? I think we as a district need to buckle down with the basic so we can become strong again.</p> <p>So please do not send out surveys to teachers, students, or parents that do not actually do anything besides emphasize the districts agenda. Instead give these groups a chance to actually tell you what is needed in the schools to make Beaverton a strong district once again. Please!</p>
67.	As much support staff in the classrooms as possible. Lower class sizes and caseloads.
68.	At least one day per semester should be designated for a school wide community building day (i.e. field day, community service project) for students and adults to connect outside of the classroom. Also; if career technical education will be expanded, appropriate resources and support should be built in. (More programs without more resources creates hierarchy and decreases equity)
69.	Athletic and outdoor activities for all age groups.
70.	Autism and Dyslexia help
71.	AVID expansion to Elementary Schools and more funding for AVID Professional Learning for District staff (certified and classified)
72.	Avoid sharing specialists between buildings. The 8-day rotation with shared staff is horrible - hard on teachers and forces us to break contract in terms on prep/contact time.
73.	Balancing the taxation with our ability to pay
74.	Band and the arts are underfunded.
75.	Basic learning skills need priority again! Stop wasting our money on 3rd party resources that have nothing to do with reading, writing, and math! Our children are

	failing and falling behind because of the BSD mismanaging money and wasting it on curriculum that does not enrich and prepare our young ones for the next step in education!
76.	Because of how the boundaries were last drawn, schools with populations like Meadow Park need a tremendous amount of support and encouragement. Many of our students' needs are beyond our scope of knowledge. I've taught at several schools and I like Meadow the best, but in reality it often feels like we are the alternative middle school. I'm grateful we have a Summa program, because in reality, those parents support the PTO and the students are high achievers and prepared.
77.	BEFORE AND AFTER SCHOOL CARE FOR SINGLE PARENTS WHO CANNOT AFFORD PRIVATE CARE!! EACH SCHOOL SHOULD HAVE A PROGRAM FOR BEFORE, AFTER, AND DURING SCHOOL DAYS OFF/BREAKS FOR ALL STUDENTS!
78.	Before and after school programs and free lunch for all.
79.	behavior
80.	Behavior is a very high need at our school. As a student success coach, other than sharing SEL lessons with my counselor, I am always working with high tier 2 and tier 3 kids in emotion regulation. Between myself, our half time social worker, our counselor and our admin, we can barely meet the emotion regulation needs for our students needing support, There are so many critically important items on this budget list, but supporting our students and the safety in our schools is the most critical to providing free and appropriate education.
81.	Behavior teams and support need to remain in place AND be expanded. Disrupted learning is still a major issue and needs to be addressed urgently.
82.	behavior, behavior, behavior
83.	Behavioral interventions not just academic.
84.	Behavioral supports a must! Students can't learn in chaos and staff can't stick/stay in chaos and toxicity.
85.	better buildings.
86.	Better pay for Classified staff who provide extremely important support to all buildings. I made less money than my daughter works retail.
87.	BH&W is a huge priority, especially at the elementary level to allow for the behavioral supports that enable students to access learning.

88.	Bilingual staff especially in Spanish.
89.	Bring back foreign language classes other than Spanish.
90.	Bring back school sports,. It is a wonderful way to teach teamwork, community, support and school pride.
91.	Bringing title 1 schools up to par with the higher funded schools. It's not fair that kids should be in a run down school with little to no access to the options/amenities that other schools in the same district have
92.	BSD desperately needs a gifted school for elementary children, similar to PPS Access Academy. Nothing is available until middle school and the current program for gifted students within the schools is significantly lacking.
93.	BSD find a way to hire IAs. We need them more than ANY of the other options!
94.	Budget constraints are challenging however livability has become difficult as teachers COLA's have not been anywhere near the actual rise in costs of the greater Portland area. Equitable salaries would also coincide with these increased costs to live in the area and is important to recruit and keep quality educators.
95.	Budget to improve student safety with dedicated drop off/pickup lane improvements, illuminated pathways including drop off locations (an example is BASE, which exists in a dark abyss during winter months, and chaotic unsafe student drop off). Negotiate with building management if not owned by BSD for better long term improvements (which is an investment for student safety and community).
96.	Building maintenance to provide students/teachers with a safe secure learning environment
97.	Bullying prevention, increased classroom Aids for special education services to manage disruptive and aggressive behaviors
98.	Bus routes for students who live close to the elementary schools so they do not have to walk along the highway to get to and from their schools if the parents are not available to transport them to/from schools.
99.	Bussing to allow all students to start school at an acceptable time (not 745am for elementary students)
100.	Can't think of any other item.

101.	Capital improvements
102.	Case load caps and class size caps. The extra work it takes when teachers have student loads over 150 is significant and needs to be acknowledged and compensated for. Imagine the daily work and time difference between teaching, giving feedback to, and grading 150 vs 200 plus students work. Either through salary increased per kid or comp time. The unpaid labor of SPED, Elective and PE teachers that keeps these schools running needs to be acknowledged. The reason "core" teachers loads are even slightly lessened is almost always place onto these teachers.
103.	Case loads of Special Education staff (Learning Specialists, SLPs, etc.) need to be considered and capped.
104.	Caseload limits for Special Education Educators who are leaving the district because of unrealistic and unsafe expectations.
105.	Caseloads for secondary teachers are very high. Even with the new schedule our numbers will still be too big. Please consider getting teacher case loads down across the board. I currently have 230 students on my caseload for language arts.
106.	Change option school selection to be academic not lottery. Lottery system doesn't seem fair.
107.	Charge lower rent for after school programs (especially non-profits) operating at elementary schools to increase access to affordable after care for working parents.
108.	Class size across the district -- stop adding even more non-classroom teachers like counselors and social workers, and start reducing class sizes by hiring more regular classroom teachers. Also, please don't do away with special programs for TAG students, like Summa and AP classes.
109.	class size at all sites across the district
110.	Class size caps
111.	Class size in ALL schools
112.	Class size in general and not only in underrepresented areas
113.	Class size is critical to student success as is adequate para support with increasing student needs. The amount spent on building and remodeling areas (ie: district office) should be extremely limited, as this is not directly impacting student outcomes. The loss of ESSR funds means losing valuable behavioral and academic supports. Again, we need to prioritize for student need and not for additional projects or

	programs that do not prioritize our most marginalized students.
114.	Class size is important for all students, having a lower student to teacher ratio across the board should be a priority to help prevent teacher burnout and give teachers time to have deeper relationships with each student. That relationship will also help students be identified that need support academically and emotionally. Middle school support seems to be an area of need right now with bullying and fights occurring in the halls on a regular basis taking away from the classroom.
115.	Class size limit for kindergarten through second grade
116.	Class size limit for kindergarten through second grade
117.	class size limits caps in all elementary, especially k-2 (not just higher poverty schools).
118.	Class size needs to be a priority across the district, not just in higher poverty schools. There needs to be more supports and interventions at the middle school level, not just high school.
119.	Class size, mental health and multilingual learners
120.	Class sizes are large, in my opinion the ratio of teachers vs. other school staff is much too low
121.	Class sizes are the priority!
122.	Class sizes are too high at lower poverty schools. While the justification for increased funding targeted to higher poverty schools is sound, the consequences at the other high schools has been suffocating. The 1.5 multiplier is too high.
123.	Class sizes at all elementary; not just title. It makes a difference.
124.	Class sizes for 3-5 grade should be considered. 30 or more students is too many to reach their needs.
125.	Class sizes for ALL schools.
126.	Class sizes for elementary schools need to be smaller regardless of income level in community

127.	<p>Class sizes in ALL ELEMENTARY SCHOOLS not just title schools need to be prioritized and created equitably. Many non title schools have unreasonably high class sizes and less support staff to address the high needs that happen EVERYWHERE.</p> <p>Additionally inflation has caused staff salaries to not cover basic needs. The budget needs to reflect supporting staff by raising with inflation.</p>
128.	Class Sizes in all schools
129.	Class sizes in middle school and high school are way too big. For the biggest bang for the buck, the district should lower class sizes by 5-10% in middle and high school.
130.	Class sizes K-5 should be capped at 28 students. A class of more students in the lower grades is not conducive to best learning or behavioral management for one teacher. Ensuring that classes don't get too high should be the very top priority if the district wants test scores to increase.
131.	Class sizes lowered for all elementary aged students
132.	Class sizes need to be considered regardless of the SES of the school. An increase in behaviors as well as large discrepancies in academic standings is increasing the need for smaller class sizes throughout elementary schools.
133.	Class sizes over 35 at any level and at any poverty level are unacceptable.
134.	Class sizes should be #1, but Beaverton also needs to invest in providing a better wage for its teachers.
135.	Class sizes should be reduced in ALL schools. It is ridiculous that schools like Sunset and Westview have class sizes in the forties and fifties. That should be illegal.
136.	Class sizes should be small at ALL schools, not just the ones that have low SES or more diverse students. You should start from a number that is reasonable and if you need to provide additional supports to low SES schools, then do so. But do not punish kids who go to school in a more affluent area of the district by providing less staff to those schools purely based on the district created "equity-based ratio".
137.	Class sizes should be the top priority for the district.
138.	Class technologies (applications)
139.	Classified & Certified Wage increases due to the high cost of living and inflation

140.	Classroom size is my biggest concern as a parent right now.
141.	Clean house at the district office and upper level and you free up a lot of money.
142.	climate change readiness. the intense weather is only going to get worse
143.	Clubs and club sports
144.	Coaching / Coffee shop / extra responsibility pay should be increased. A lot of time and effort goes into these areas and the turnover/desire to do these jobs is wavering
145.	Collaborate with BEA and with BSD's lobbyists to get the state of Oregon to fully fund schools using the QEM
146.	Collaboration time for staff facilitated by admin. for PD, Data Teams/PLCs, collaboration with ELD Co-teachers; etc.
147.	Comprehensive ELL training and supports for all classroom teachers
148.	Computer science will be a k-12 requirement in a few years. It would be wise to start planning/staffing this now (maybe with elementary specials) with licensed teachers.
149.	consider class size caps at all levels- I have classes of 40 at middle school. I am struggling to serve the needs of all of my students- my students with IEPs, 504s or English Language learners are not getting the 1:1 attention/ time that I would like to be able to provide them.
150.	Consider having hs more like colleges. Have a best lecturer teacher for a big class and then supportive staff/ teachers as TAs. Also do away with option schools that really are not clearly going above a home high school
151.	Consider that the future economic competitiveness of our nation relies on accelerating the best and brightest no matter what their historical representation in the past has been.
152.	Consider the high demands on special education educators including speech-language pathologists. They do not have the support they need.
153.	considering teacher salary increases to avoid strikes and show appreciation for the work they do

154.	Consolidating some of the smaller elementary schools and selling off the property, absorbing staff into other buildings.
155.	Continue and expand supporting student mental health and basic needs.
156.	Continue to fund Substance Use Specialists. They're desperately needed during these times.
157.	Continued investment in CTE at Middle School level.
158.	Continuously work to improve bullying.
159.	Cost of living expenses
160.	Cost of living increase
161.	Cost of Living Increase
162.	Cost of Living increase and pay for work beyond contract hours for work that is student-faced
163.	Create ELL classes in Middle School.... The "push in" is not helping the students. Limit the caseload on teachers. Last year I had 200 students in 7th and 8th grade. This year I have 174. You can't make connections with that many students and the impact is more students acting out, less education (due to limited class time and students do not make up work), and the amount of absences and tardies.
164.	Create lower class sizes in all buildings. No student can learn appropriately with 35+ kids in a class
165.	Curriculum for the English Language Development department so that there is a level of cohesion / vertical planning for students and staff
166.	Curriculum, tutoring, and individualized student support for Literacy and Math. Funding to support efforts to catch students up on what they missed in COVID years - Oregon statistics are well below average US statewide scores. Staff and curriculum funding support for student differentiation - TAG + SUMMA.
167.	Cut back on administrative staff, shift that \$\$ to teacher salaries, build schools that are designed in a modular fashion and ready to be added on to rather than continue building new schools or adding "trailers" that are undersized for the zoning classification they are in, focus on the teaching curriculums being used and build some continuity between teachers following similar curriculums

168.	Cut down couple school days
169.	Cut spending
170.	Decrease class size for ALL K-2 classrooms, especially K and 1. If our district really wants to set students up for success, early learning class size is key. Our young learners are coming to Kindergarten which is now like 1st grade was 10 years ago. They need smaller classes and environments where they feel safe and have the support they need. One teacher (or possibly 2 for a portion of the day) is not sufficient for classes over 20 in the current climate.
171.	Decrease the distance from school that qualifies for bus service thus improving attendance. Increase para salaries to alleviate staffing difficulties and turnover. Better staff cafeteria at Beaver Acres where teachers are being asked to pass out trays, prep food, and do other non-student related work due to serious lack of cafe staff. Only 2 registers for 800 plus students.
172.	Decreased class sizes and additional small group learning supports should be implemented across the district, not just in low income areas. There are more students that need individual support post Covid to catch up and the current student teacher ratio at cedar mill of 27/1 is not sufficient to provide that additional support. Kids of all backgrounds are falling through the cracks. You have decreased enrollment secondary to parents choosing private school, in more affluent areas, in order to get their kids the educational support they need.
173.	Decreases in class size are less important to me than having more co-teaching opportunities. Having 2 or even 3 adults (not necessarily teachers) in the class is very helpful for overall learning and engagement, especially in vibrant, student-centered classrooms.
174.	Definitely not a comprehensive list of budget considerations, that is too bad.
175.	Disabilities like dyslexia
176.	Diverse staff, safe buildings
177.	do not allow the student population to get too large in elementary schools, re-district overcrowded elementary schools
178.	Do what you need to do. You understand it better than I do.
179.	Does "Staffing for academic intervention staff and supports" include special education? I am hoping it does, as I believe special education children are a vulnerable population that also experience inequities in discipline, outcomes, etc that need to be addressed. Currently, the SPED process at BSD seems mired in bureaucracy -- I worry that staff spend more time with bureaucratic tasks than actually helping the kids in this group.

180.	Don't know.
181.	During COVID distance learning, TAG students saw the greatest overall drop in testing performance nationwide. There is a shortage of one on one instruction for TAG students; the entire district has just one person at the D.O. to assist families in navigating how to provide the best for their students. In the name of equity, please focus some funding on curriculum, teacher training, and greater opportunity for TAG students.
182.	Early intervention for reading and math in elementary school before student enter middle school.
183.	Either change the high-school hours back to the way they are now or administrate a well planned traffic route and back up plan. Per a recent survey, more and more kids are being driven by family and not as many on school busses.
184.	electric busses are a great idea!
185.	Elementary schools that have vice principals seem excessive in terms of the budget
186.	Elementary schools are overcrowded in North Bethany area. Springville Elementary has 34+ students in class for 3rd grade.
187.	Eliminate classroom disruptions and increase safety. No student wants to be dysregulated in front of their peers. Provide the support necessary to prevent students from becoming dysregulated.
188.	Eliminate dei/ equity programs. Make sure that admins per student has not overgrown
189.	Emphasis on less wandering in schools. We need to make sure there are students in seats.
190.	Ensure adequate staffing of people to support behavior, order & discipline in the schools as needed (ie people to monitor hallways, handle disciplinary issues like fighting, kids hanging out or defiling bathroom, etc) so that teachers can fully focus on teaching.
191.	Ensuring a high quality education for students in the middle.
192.	Ensuring cultural representation and inclusion of South Asian culture which is non-existent today. I am referring to having Hindi and Sanskrit as a foreign language option. Giving the kids exposure to musical forms like Carnatic classical music or Bharatanatyam Dance. Hiring teachers who have a diverse background in music and not just European music. Teaching about painters like Ravi Varma in art literacy and not just European painters etc. Also, ensuring the books that are used in the classes reflect the type of names of the students in the classes - this almost never happens. If they have to pick a name it is always Sam or John even if 70% of the class is not white or Christian. Another big aspect if training the teachers to encourage students to bring their whole self to school. Today, the culturally

	<p>marginalized South Asian kids lead two completely different lives. To give an example, my son who did not even like cheese put his favorite food is pizza. Why? Because he said if he said roti and gojju (which is actual favorite food)- no one would understand and he would have to explain what it is. If he says "pizza" he does not have to explain what it is. That is where the problem lies - if the teacher only talks about pizzas and burgers how will anyone who eats rotis and gojju ever have the confidence to bring their whole self to school? The school district does even know that all the South Asian kids pretend to be someone else just to fit into the schools in BSD. There is a lot of work that needs to be done here and I am disappointed that it is not even on the list. During the new school board elections, the question I asked was " what will you do for cultural inclusion". People talked about how they will help teach English to everyone and their experiences with parents who did not speak English!! Obviously, people don't event know what cultural inclusion is. Cultural inclusion is not about teaching English and the European culture to everyone. It is about fostering the student's own culture in school and making their culture included in the curriculum.</p>
193.	Ensuring students will be successfully prepared to go to college or post-secondary education. Too many students are dropping out of college because of a poor quality middle and high school education and lack of academic rigor.
194.	Ensuring that all buildings and resources are as equal to students in all socioeconomic statuses. Higher poverty schools should not be the most outdated and run down.
195.	Ensuring that all teachers have a livable salary
196.	Environmental factors as pertaining to getting enough exercise outside. The heat, the cold, and any extreme weather patterns not currently known or expected. How do we our kids to move a whole lot more than they are while being outside.
197.	Equity among schools
198.	Accessibility for people with disabilities and teaching the English language to foreigners.
199.	I think those are the main needs for students.
200.	Equity between buildings, maintenance of the current buildings, furniture for older buildings..
201.	Equity in course options and transition services for students in special education. Training for para educators in special education and adequate staffing of paras.
202.	Equity should not mean that only historically underrepresented students are served by BSD. BSD is going to continue to lose students to private schools and the community is going to be less likely to continue to invest in BSD if there is not some equality along with equity. All students, whether rich or poor, white or

	minority, should be able to obtain a quality education from BSD. All schools should be staffed to help all students succeed. Regardless of family background, students have varying needs and goals post-high school.
203.	Every grade level for AVID at Options schools should be funded.
204.	Every school needs behavior paraeducators (NOT JUST TITLE 1)
205.	EVERY SCHOOL needs smaller class sizes, not just those in higher poverty schools! This should be the number one priority. Smaller class sizes help with all other needs, such as extra support and kids meeting graduation requirements. Get rid of many positions at the district office and use that money to hire more teachers. Focus on reading, math, and writing. Bring back phonics. Kids need to make up for all the lost years of education during Covid. When looking at CTE, how many trades programs are being offered? Are our offerings as robust as Hillsboro's? I moved to Beaverton 8 years ago for the small class sizes, and I've been continually disappointed in the education my children are receiving.
206.	Every title school should have full time counselors, social workers, nurses, psychs interventionists and more based on student numbers. Some schools should have 2-3 or more of each position
207.	Everyone wants lower class sizes which I understand. Funding for PD for teachers is imperative as they are the keys to student achievement. My son now is the latest to go through the BSD system and to still see the wide array of instructional practice particularly geared towards assessment practices is concerning.
208.	Expand accelerated learning opportunities
209.	Expand emphasis on individual learning styles
210.	Expand the option school programs. Kids who are learning in schools that actually spark their interests are far more successful and interactive in classes. The community knows this which is why so many people apply to the programs, but since they have such limited enrollment most are denied entry.
211.	Expanding support for graduation and non-college pathways for students.
212.	Expansion of the BASE magnet program, whether it is including more of that curriculum in mainstream education or increasing the school capacity. The fact that so many children who want to attend are turned away is unacceptable. The current lottery system is also not equitable.
213.	Extra funding for the arts, music, and science programs, and less emphasis on sports.
214.	Extra support to catch up kids from lost instruction during the pandemic. Ensuring schools are secure and safe.

215.	Extracurricular
216.	Extracurricular activities.
217.	Facility improvements to ensure safe spaces for our specialized programs, specifically CTP & ACE.
218.	faster SPED placements into specialized programs and expansions of those programs to meet more student needs. More support for PreK programs and building behavioral support. Better curriculum that is consistent across the district and subjects.
219.	Flexibility at the schools to meet the needs of the clientele is crucial. Many "one size fits all" decisions that the district is making at the middle and elementary levels are preventing school staff from meeting the needs of the students.
220.	Focus needs to be back on actually educating the children and preparing them for the real world. We need to dial back the equity/underrepresented nonsense and just treat everyone fairly and put the focus back on education and learning.
221.	Focus on academics of all students not specific categories. It is inequitable to anyone that is left out. You are asking leading questions in the survey to get the outcome that you want. Your questions are saying that if the kid is in an average (not even affluent or well-to-do) community they don't deserve focus or attention. These services are lacking for even average/middle-class students. Currently my kids are in class sizes that are 25-32 kids per class. Why don't you ask in the survey if those class sizes also deserve to be lowered? There is zero investment in average kid's future as per this survey. Burden lies on middle-class parents as usual. Rich have options. This charade of the survey is exhausting. Keep it up to see more decline in the enrollment.
222.	<p>Focus on bringing second language (Spanish) and Art curriculum in elementary schools. Beaverton school district is behind on this investment, when students' minds can absorb more, help their brains develop, and use art to keep their creative minds engaged and flourished. This will tremendously help them in middle and high school years.</p> <p>Also invest in recognition mechanisms in schools. Giving boost and encouraging top students. An A student that role models right behavior and values could benefit from recognition that might spark some others to follow the trend. States like CA and WA do a better job of recognizing and providing opportunities for students to be enabled and encouraged to grow further to expand their capabilities.</p> <p>Please don't waste tax dollars on buying furniture and just remodeling, obvious from videos for some specific schools. Please spend it where it's needed most, which is on teachers by reducing class sizes from 25-30 down to 20 or below. This is true for schools in all regions poor or not. Our students and teachers are suffering from large class sizes. Teachers can't tolerate any creative child interactions as it would disturb the class organization with too many kids. Teachers can't spend quality 1/1 time to teach and monitor progress of students. Please do consider, thank you!</p>
223.	Focus on core competencies - teaching staff, classroom environment/tools

224.	Focus on kids who are there to learn. Actually discipline kids who are disruptive and take away from the learning environment.
225.	Focus on lower income schools that need technology, access to activities, more teachers
226.	For all of it's efforts to present as equitable there is little done to change class offerings to be equitable. Having marginalized students in IB or AP only bolsters school numbers and college outcomes which reflect on the school. If the school really cared then there would be ample classes for remedial classes or modified for students that do not fit into the category of college bound students. CTE programs should be highlighted and encouraged as an option. There are plenty of ineffectual people in leadership positions and there should be a lot more done to coach, train, and evaluate them or you may as well remove some of those positions because they are a waste of time and money for everyone. Also I do not understand how the projected budget is going to keep steadily increasing but the students projected numbers are decreasing. So it seems more alarmist than it reflective of the actual scenario that we are in.
227.	For elementary schools with a single administrator, the BH&W team, including a .5 social worker, is an instrumental team that directly impacts student success and support. I can't imagine being able to perform my other administrator duties without the support of this team. Our social worker does a tremendous amount of outreach to families experiencing poverty, trauma, refugee status and acculturation, and various other needs. They are key in helping close the access gap for families, and we are a non-title school. The need for these supports are high.
228.	For students and families with mental health needs. Behavioral and mental health needs are so high that if that is not addressed first learning is going to continue to not be able to happen .
229.	For true equity, hire certified librarians for all schools. Library skills, in spite of their absence on standardized tests, are essential life skills for lifelong learning. Certified librarians increase literacy, test scores, and student learning across all subject areas. The school collection may be the only source of pleasure or project reading low income students can access, and each school's collection requires development over time to meet the unique needs of that school community. Only certified librarians can plan lessons, teach classes, and develop the collection through weeding and purchasing. Many LMAs have these skills, and use them every day, but are paid a pittance compared to other library professionals. This is not equity with other "specials" like Music or PE, which are taught by certified teachers, or with IAs, who implement lessons planned by certified teachers at a higher rate of pay, or with certified teachers, who get time to plan during their work day. Elementary LMAs are required to implement lessons all day, no breaks between classes for transitions from one grade to another, provide activities and skill building for students age 5 to 11, plus bus/cafeteria/recess duties. There is no time to check in or shelve, process new books for circulation, inventory the collection, prepare carts for teachers to use in class, or prepare new lessons (seven unique lessons each specials rotation). BSD needs fully staffed libraries: one certified librarian in each school, and one or more LMA to assist.
230.	Free lunch for all
231.	Free lunch for all children. After school care discounts.

232.	Free lunch for all students
233.	Free meals for all schools
234.	From an equity standpoint and a means to keep historically underrepresented students engaged in their academic growth, the elimination of interscholastic sports in the middle schools is a significant missing component in BSD. If we are honest, club sports are not filling this void, in particular as they are cost prohibitive (regardless of what limited scholarships may be offered), they are travel restrictive...parents are not able to transport students to practices; and most importantly, they are disconnected from the schools. Club coaches feel no compunction to contact the schools/teachers of players to verify a student's academic eligibility. We know that underrepresented students often see sports as an avenue for their future. By not having that middle school interscholastic sports as an available option for all students, it feels tremendously disingenuous to say we are promoting equity in our district.
235.	Full time, dedicated literacy coaches for elementary school teachers bc educators are going to need help with the soon to be adopted ELA curriculum.
236.	Fully staff Special Education to achieve legal compliance with all students' IEPs
237.	Fund current programming at the levels necessary to implement such programs with fidelity.
238.	Funding all the stipends that have been agreed upon and are on the schedule.. Schools are not funding these areas equitably... Marching Band, Drama Assistant, Accompanist, Drum line assistant, color guard etc.. These are not the same from one school to the next, based upon what the principal deems as essential. These are not to come from building funds but supported by the BSD.. The negotiation Team with CJ Hindman and David Neislanik Advocated for these stipends to be funded, now lets put the support behind these programs. Show that the district does value all students and ALL activities equally.
239.	Funding for community based orgs who can partner to help our students be successful
240.	funding for improved/expanded special education
241.	Funding for Special Education
242.	Funding for Special Education and our highest needs students
243.	Funding for teachers, technology and library staff to support all students.
244.	Funding for women's sports that receive ZERO district funding (i.e. Dance & Cheer)

245.	Funding LETRS training for every interested elementary teacher is an investment in students long term.
246.	Funding lower class sizes in all schools.
247.	Get a speech therapist.
248.	Get rid of administrators and non needed staff and spend our tax money like it's your own. You would have plenty of money to run this district if you would stop wasting it on jobs that aren't needed to educate children and maintain buildings.
249.	Get rid of your "Equity" based programs. Focus on smaller classes, reading, writing, and math. Because the budget keeps getting bigger, and the education keeps getting worse.
250.	getting a new building with these things or improving base to have more windows and a better heating and cooling system and a playground
251.	getting base a playground and new building or improving base to have more windows and a better heating and cooling system and a playground
252.	Getting teachers the PD they need to learn to teach kids to read using an evidence based method
253.	Give students textbooks so they can use them to do homework at home.
254.	give students more outlets to be connected to their school community, through interest clubs, sports and other social activities so they can have a healthy balance of work and play and enhance their reasons to come to school every day; less homework, more active opportunities for growth
255.	Give us more teachers to get class sizes in all schools and classrooms down...not just low income schools. Middle school teachers are juggling over 200 students per day, in classes that have well over 40 students. It's not ok.
256.	Good Luck - Thank you for your work
257.	Greatest priority being certified staff in direct student facing roles, maintaining paraeducator supports, and school counselors.

258.	Has the district included the growing number of incoming immigrant students as part of the school budget for upcoming years?
259.	Have a student representative on the budget committee.
260.	Have more options for advanced level kids. Math and science is too easy compared to other states.
261.	have recess for middle school and high school and getting BASE a new building
262.	Have support so kids can learn. So much time is wasted for kids when kids are disruptive in class. Kids that do well should be challenged and not just generalized in the overall class. Discipline and consequences need to happen in order for there to be more time in class. Have a budget to ensure parents can have conferences with all teachers they have. Having police back would help with safety
263.	Having a nurse or similar staff available at all times in schools seems like a bare minimum requirement...
264.	help then kids who need it
265.	High need for Social emotional curriculum. Especially in our Title Schools.
266.	High quality professional development for teachers.
267.	High quality special ed teachers that are trained in behavioral and educational techniques
268.	High school students need more counselors help on college preparation.
269.	Higher academic standards for ALL students. Better Traditional Math programs, and closing schools to reflect the declining enrollment.
270.	Higher days in school
271.	Higher focus on special education staffing and programs.
272.	Higher math standards. Lower equity considerations

273.	Higher pay for Paras!!!!
274.	Higher standard and transparent evaluation of school administration
275.	Hire individuals in the Teaching and Learning Department who actually understand budgeting unlike those who have hired in the last year and a half and ruining a once prospering district. The district could also save money by terminating these highly overpaid individuals who are running the district finances into the ground.
276.	Hire more knowledgeable teachers and develop competitive curriculum to teach the kids
277.	Hire more staff to take care of behavioral challenges kids. Decrease the pay of administrators and actually pay the teachers and aides better. Hire more aides so the behavioral and violent kids don't hurt the kids there to actually learn.
278.	Hire more teachers (or restore cut positions from previous years) to lower class size in every school to no more than 25 students per class. It is impossible to meet every student's learning needs when class sizes consist of 30+ and 40+ students; Hire more counselors (or restore cut positions) to match the American School Counselor Association's recommendation of 250-to-1 ratio of students to school counselors; Establish a mental health center that partners with local health care agencies to provide direct mental health services to BSD students.
279.	Hire more teachers. Two per group.
280.	Hiring incentives and/or career pathway support for teachers from underrepresented cultured groups to support and maintain a diverse teaching staff.
281.	History shows that investing in students in the earliest years provides better outcomes in their future.
282.	How about lower class sizes at all schools, especially K-2. Para's part or full time in kindergarten class rooms, especially for the months of August, September, and October.
283.	<p>How about saving money by not having to have someone escort people upstairs at the Admin building. Schools don't have that much security. Save money by not having the expensive locks. People should not be scared of the public and want to lock them out.</p> <p>Why does the superintendent need a chief of staff? It would be nice if we all had someone to organize our day, deal with student blowouts, grade, watch class so teacher can use restroom, open the door at the end of lunch when kids are dismissed early. Central Office is pretty bloated. Lots and lots of big check admin.</p> <p>Save money by not making so many videos for the public. It is overwhelming.</p>

	<p>School board needs to understand that K-12 is more than math and science. Yes they are important. However, can't do anything in this world if you can't read and learn.</p> <p>Stop rebranding the district. Just stop.</p>
284.	How about spending the money we have in smart ways that actually produces results. There is plenty of money, but the system is set up to waste most of it.
285.	How are you going to better support our cafeterias and make sure they are being supported?
286.	How do we know which efforts from ESSER funding have had the most beneficial impact (and thus should be prioritized in the budget process)? Are there efforts that have not been as effective (even with the best intent and the most amazing people)?
287.	How to right size the number of operating schools in light of declining enrollment
288.	HVAC and rats at sunset high school
289.	I am always a fan of increasing teacher salaries!
290.	I am appalled by how little I make as a para educator. I work so hard, and my paycheck doesn't even cover my rent. I cannot believe that I have to be on food stamps and cannot support myself. I will hate to have to leave, but I can't afford to live like this. Especially when I work as hard as I do. I also think paras need more education. Why aren't we given free school or classes or something? Also- the school wants me to work 12 extra hours per year, but it's a flex situation where I need to keep track. This is so unprofessional.
291.	I am most concerned about my daughter who cares about school and her grades being challenged and progressing academically because it seems like the majority of students are falling behind, not interested in school/grades and very disruptive in high school classes.
292.	I appreciate the new Electric Buses. Why isn't the district a leader in solar utilization? New builds should incorporate solar panels. Our school are flat roofed, why not add solar panels, solar awnings to keep entrances dry. Our conversion to solar power is long overdue.
293.	<p>I believe it's critical that teachers are preserved and classrooms sizes are kept as low as possible.</p> <p>Support staff, like social support liaisons, McKinney-Vento program staff, SPED program staff, newcomer program staff, early learning programs, & bilingual facilitators that serve vulnerable & historically underserved populations should also be retained as much as possible. These roles take an active part in creating a school space that's equitable, supportive & inclusive.</p>

	I also ask that you prioritize behavioral health and wellness staffing. Social workers and counselors provide a built in safety net system. Student wellness is essential to a holistic approach, and during a time when mental health needs need more support than ever.
294.	I believe that all students need to be represented. Not just what BSD states is under represented. Also, if we have decreased by almost 4000 students, why do we still need ridiculous levels of staffing? It seems to me yall could do a better job of budgeting the districts money.
295.	I believe that the educational opportunities needs to be spread to all communities, students and their families within our district.
296.	I believe that the school day and school year are too short and that additional days should be restored to the academic calendar.
297.	I believe you need to increase the pay of many classified staff, especially those that work with whole classes and students, as they are currently not even making a livable wage.
298.	I believer first and foremost we need to address class sizes across the board. They are out of control in elementary!
299.	Equity between buildings, maintenance of the current buildings, furniture for older buildings..
300.	Equity in course options and transition services for students in special education. Training for para educators in special education and adequate staffing of paras.
301.	I disagree with the above budget spending, but was forced to fill out the circles. How about investments in education across the board that will benefit ALL students...at EVERY level? How about investments in restructuring the middle schools that allow students to stay together with their elementary peers through middle and high school? If we are talking about social/emotional wellness, let's start by re-evaluating why we force 11 year-olds to make a choice about their career path? Let's also ask ourselves why we aren't investing and promoting excellence? Maybe a student is struggling to stay motivated by their teachers even though they get As? Or kids who get As but hate school because they are stuck in classes with kids that don't care? Or teachers that are so frazzled and exhausted by all the behavioral issues that they don't have the energy to teach/care anymore? Invest in the health and well-being of teachers by giving teachers the authority in the classroom - where they can demand respectful behavior and where students don't run the show. You don't hire more staff to take care of it, you empower teachers with authority to do their job. Our middle school has one of the largest staffing #s and yet is the lowest performing middle school in the district. That shows you that adding more staff is not the solution. There is a systemic problem; disrespectful students, apathy towards learning and red-tape to cut through in order to drill down to solve any issue. What a waste of budget money.
302.	I don't get the purpose of this survey as it doesn't apply to my child, please lower class sizes for all people. 26 kids in a kindergarten class should be criminal.
303.	I don't know

304.	I feel the electric busses are ridiculous. Could three money not go to more important things?
305.	I hope the school board is focused on small class sizes across the board, not just in higher poverty schools, though those schools should be receiving that support. We've spent too many years in 27-28 student : 1 teacher classrooms and it just isn't working. The number of children with behavioral challenges combined with large classroom sizes is just untenable. Whatever the focus is in the budget, I hope all efforts are being made to add more support in classrooms, as opposed to curriculums and programs that will not make as much of a daily difference in the life of each student.
306.	I just hope the district's first priority in the budget is to take care of the teachers that have kids in classrooms all day everyday. Teaching is probably the hardest it has ever been these last few years with behaviors, etc.
307.	I just want to take this opportunity to drive this point; students in public schools deserve free access to social emotional/wellness support staff. After the past handful of years our community and children are still adjusting and suffering from challenges that can't always be addressed at home. Please keep those who staff those appropriate positions on payroll.
308.	I realize this may be beyond the scope of consideration, but I just want to point out that the building used for BASE is really sad and there are concerns about student safety due to the location as well as the building itself, which has been noted to have asbestos and rats. It is also noted that BASE is only 40% white (students) and that ACMA (which got a brand new school even though their former one was still better than the current one for BASE) is 64% white. Coincidence? Lots of money has been directed at improving other school buildings but nothing has been done for BASE other than purchasing some TVs.
309.	I really think Beaverton School district needs to look into why enrollment is dropping so significantly as it seriously affects the budget. I have heard them say it's because of an aging population (less kids in the area), but I am not seeing the same drop in numbers at private schools or even in homeschooling. I think understanding why so many people are choosing to leave the district could help the district budget before those enrollment numbers drop even more.
310.	I really wish I didn't have to rank lower class sizes and academic/SEL support against each other. We know that building relationships with students (while holding them to high expectations) is the key - but in this ranking you made me choose one over the other.
311.	I strongly believe, for what it's worth, that the one of the most, if not THE most, important problems to fix is class sizes. It's an investment that would pay academic, SEL, and school culture dividends year after year. One simple (not easy) change, broad impact. I think the district should figure out how to fund that. I also think the government should properly fund education so we wouldn't have these problems, but that's just crazy talk.
312.	I think class size needs to be number one when considering where to allocate funds. I had 33 third graders last year, 5 ELL (non english speaking) and a wide variety of learners. It was almost unbearable and not fair to the kids. I went home stressed every night trying to figure out a way to make sure I was meeting the needs of 33 students.

<p>313.</p>	<p>I think it is very hard to rank the above needs in a 1-5 ranking of least to most important as I witness the needs for all of these items in students through out my work day. Saying one of these items is MORE important than others seems like saying some of my students are MORE important than others, which is not true in my eyes. With that said, I do understand we have limited funds to provide schools, staff and students.</p> <p>I think there needs to be more of an emphasis on helping parents in early childhood education on the dos and don'ts of parenting. Studies show that not much can be done after elementary school to help students if there is not alignment and connection with parents and school communities on the best practices to help support their students in early education. I would prefer to see a LONG TERM approach to educating and partnering with parents v. interventions in Middle and High Schools. Obviously we needs some interventions in the short term until we begin to see younger students arrive in MS and HS that have had some of these LONG TERM interventions but simply putting bandaids on a much larger problem is not really helping ALL students which only magnifies our funding issues by having to support MORE students later in their educational journey v. dealing with and addressing the issues where data and studies show we can actually make a difference for MOST if not ALL of our students.</p> <p>Thank you for listening and THANK YOU for your leadership to make our schools and district the best we can! Be well!</p>
<p>314.</p>	<p>I think it's great to have a ratio that takes into account lower class sizes at schools with higher poverty rates but there should be an overall cap for class size. 40 kids in middle school classes is **ridiculous**. No student should ever be in a class that has more students in the class than minutes in the period. Classes should have an overall cap at 32 kids per class and schools with higher rates of students living in poverty should have a cap at 25 students. The number should not take into account TOSAs.</p>
<p>315.</p>	<p>I think looking at everything thru an equity lens MOST of the things are not equitable. You can look at pay of our staff. Licensed or classified not making enough to survive and be independent. most need more than just being employed at BSD. Multiple are working more than one job. To live in Oregon you need to make more than 70,000 a year. Our classified staff doesn't make that. Putting supports in place that don't have a long term plan in funding is not the best. Supports for our students that will be pulled with out notice. Students need a village and One support can make a difference. I was a student from BSD. I was so amazed and happy about all the supports that are now in place for students. The constant changes in the budgets and not a locating money to resources to make them permanent. That can also making it hard for our staff to feel valued and constantly being in a state of uncertainty.</p>
<p>316.</p>	<p>I think low enrollment should be considered. What can the district do to help correct this? Our family was directly impacted and chose to withdraw some of our children. One of our kids was singled out to be removed from her school community to attend a school further away. We decided against it and found alternative education. Enrollment wasn't a consideration at that time and now the district is struggling for funds. I realize she's just one person but how many others feel the schools aren't helping their kids? Whether it's not meeting the needs of kids in need of education supports or kids who need more of a challenge- how can the district draw people back in?</p>
<p>317.</p>	<p>I think our biggest need is to lower class sizes (especially at Title 1 schools - 30 kids in a kindergarten class is INSANE). After that, we need additional support for students who are struggling - both academically and emotionally/behaviorally. Those should be the priorities before expanding programs/ or accelerated courses.</p>

318.	I think you need to consider any cuts coming out of all areas not directly working with students at school. The district continues to be very heavy with positions in the district office that don't directly deal with students everyday and as such those positions should be cut before any positions at schools regardless of numbers. Please stop cutting staff at schools!
319.	I would like to know where the money that the board approved for IQWST went and why middle school science seems to not have access to these funds. I think we need to stop making stupid decisions about technology like buying giant tvs that give off glare and will most likely have to be replaced after one kid throws a fit or ipad stands that I already have. It would be great if you cut useless middlemen out of budgeting for our departments and let us buy our own materials. I also think it is outrageous that we spent a significant amount of money on a consulting firm to tell us what we already knew. I could have given you a huge discount and done the same thing. You need to create an atmosphere where parents are more involved with the school and their children's education because right now neither of them care. Pour money into parenting classes or something.
320.	I would like to see better use of counselors. For example, we have a SUS who comes once/week and sits and does nothing week after week. Meanwhile I have a caseload of about 400.
321.	I would like to see budget focus on lower class sizes for ALL schools, not just for higher poverty schools.
322.	I would like to see options for students to attend summer school and after school activities
323.	I would love to see weekly art education.
324.	I would propose that we purchase less technology for classrooms (or use existing tech for 1-3 years longer than planned replacements) as one way to get a little more money in the budget. While I appreciate the large flat screen monitors purchased for our building (among others) this year, I could have lived without one. I feel similarly about new MacBook Pros. How much would our district save if students used laptop carts in classrooms, vs. having 1-to-1 Chromebooks? Maybe carts of laptops or iPads would still be a comparable cost to 1-to-1 Chromebooks.... Just some thoughts.
325.	IA's, paras, and intervention support in Math and Reading across grade levels. Quality in person training for the new literacy curriculum.
326.	I'd like to emphasize the need for more ELD teachers in larger elementary schools that have welcomed a huge number of newcomers to the country throughout the school year. This is a trend that will not end, and we need more support!
327.	I'd love an emphasis for lower income schools and older schools. Mountain View has old desks that do not work for the classroom sizes. A lot of our students do not have supplies and teachers end up spending thousands out of pocket. Remembering that we may need more than some other schools and adjusting the budget accordingly. This goes for all lower income schools.

328.	If cannot have smaller class sizes, especially in k-3, add extra para support.
329.	IF cuts need to be made, they should be made at the top, not from the school level of the district.
330.	If enrollment is going down then spending needs to reflect that. Why does spending always go up? Inflation is impacting everyone. BSD needs to accept that the priority should be cutting spending with focus solely on re-establishing focus on academics after so much learning loss from COVID. Yes, focus more in schools where learning loss is greatest. I dont see the point of supporting programs which take away from that, especially given chronic absenteeism is so high across the entire state. I also want to see total \$/student by year in these financial updates so there is transparency to parents in numbers that they can relate to, these total budget numbers are important but I don't think most people (myself included) can draw clear conclusion from those alone. I am also very concerned about teachers strike in BSD, after what happened in Portland, I will (very sadly) remove my child from BSD and move rather than experience some political event that should have been resolved during the summer and not put kids in the middle. BSD exists for the kids.
331.	If I could rank something at 6, it would be continuation of the additional support paras in elementary schools.
332.	If there are any non-essential remodels or other non-essentials perhaps we can put those off.
333.	If we do not have adequate, ideally 1 counselor AND social worker to 250 gen ed students, supports, especially at the elementary level we will continue to have low academic results, increased behavior issues, lower graduation rates, and a high need to SUD support on the secondary level. There is a multitude of evidence supporting when SEL needs are met academic performance improves. We cannot afford to loose ANY member of our BH&W teams. Social workers are the ONLY school staff required to be trained mental health professionals and trained to assist families in navigating the many systems both within the schools and community.
334.	I'm not sure why in the video the presenter said the budget is based on the student count - isn't it based on the property taxes paid by home owners? With fewer students it would be more \$/student, can anyone explain?
335.	Improve education for all students regardless of race, religion, or gender status.
336.	Improve quality of the high schools in the district.
337.	improving base to have more windows and a better heating and cooling system and a playground or getting a new building with these things
338.	Improving technology

339.	In my opinion we are still recovering from the affects of COVID. Students are moving along in grade levels yet falling behind because they struggled so much with online. Yet expected to be at grade level standards, where are the numbers on struggling students, this includes students who are still learning SEL skills? We need to be able to support students with small groups/academic coaches/push in support. Thank you for your time and effort.
340.	In order to be true instructional leaders, all middle schools need 2 APs and 3 Counselors.
341.	<p>In our high poverty setting, we MUST see our students as individuals and to support their linguistic, academic, and basic living needs, we must keep lower class sizes.</p> <p>Every class averages 5+ SpEd students and half a dozen (+) ELD students.</p> <p>Many students lack basic food and shelter needs.</p> <p>High poverty means high mobility.</p> <p>We have enrolled 150+ new students and mobility makes it REALLY hard for teachers to meet changing needs and can you imagine how hard it is to help each new person feel welcome and settled and up to speed while still managing the wide-ranging behaviors and academic needs of the others.</p> <p>Yes, it would be great if there was more representation of our underserved students in option programs, and we love building technical and job skills for life beyond K-12 education--but we must first make sure their regular classes are serving them well.</p> <p>Many do not come with pencils, let alone charged chromebooks and many have food and housing insecurities, they deal with anxiety, depression, cutting and suicidal ideation. Our counselors and social workers are as exhausted as our teachers.</p> <p>Please consider poverty and mobility when funding class sizes and support services.</p> <p>Basics should come before accessories.</p>
342.	Increase academic instruction time and quality for all students. Increase academic requirements for students, as they need more work and discipline.
343.	Increase access to accelerated learning opportunities for kids in elementary and middle school.
344.	Increase budget for school-sponsor activities such as science/STEM club, chess club etc.
345.	Increase funding to science programs for field trips, purchase of materials to make lessons more engaging and purchase of licenses for student access to quality virtual lab websites (possible Labster, etc).
346.	Increase in pay for classified staff so that we are able to keep good people in the para positions!
347.	Increase Library Media Assistant pay. Have better building security. Cameras in the libraries.

348.	Increase Para Educator support in Specialized Special Education Classrooms
349.	Increase salary for teachers & aids, especially those who work with SPED and ELL.
350.	increase salary to retain staff
351.	Increase security at all BSD campuses
352.	Increase staffing allocation for ELLs
353.	Increase teacher compensation
354.	Increase teacher pay to increase retention, attract new teachers, and decrease burnout.
355.	Increase the number of instructional assistants available to be in classrooms with the most need.
356.	Increase the pay scale for teachers at the end of the salary scale
357.	Increase wages for paraeducators. Fast food restaurants offer more. What does this say about our investment in our students?
358.	Increased academic support and resources to allow all students to achieve their maximum potential, including high achieving students.
359.	Increased access to special education opportunities and talent development
360.	Increased funding for ELD teachers at secondary to ensure effective co-teaching.
361.	increased funding for special education materials in core subjects
362.	Increased support for the behavioral health and wellness of our students.
363.	Increasing teacher pay. Increasing budget for athletics other than football.

364.	Inflation is rampant, please consider cost of living increases for existing teachers and staff.
365.	Instead of using current funds to pay for new teachers (who have little experience, knowledge, and proven ability in the classroom), just so you can offer new Mandarin-Chinese/English bilingual classes in Kindergarten classrooms in the district, please use the funds more wisely. Pay and protect the positions of existing, long-standing teachers -- most of whom are not bilingual in Mandarin in our portion of the district, but who are loyal to their schools, have done a phenomenal job educating our students over many years, and have long proven their worth to students and families in this district. Many of us parents are very clear that for you to pay for new teachers to teach the new Mandarin-Chinese/English bilingual classes, first in Kindergarten and then in every elementary grade in subsequent years, you will first have to layoff long-standing, proven educators. The budget is not growing, the deficit is, per Jessica's presentation. So you will have to use existing salaries of proven educators to pay for the salaries of the new teachers, who, again, have not proven their value nor ability yet. Please do not set up our students to fail. Please use the existing budget more wisely.
366.	INTERVENTION AT ALL LEVELS PLEASE! Not just credit recovery. I spent 5% of my class period today trying to help a 6th grader add 24+7 as one part of a multistep problem. How can I teach grade level content to most of my class when some students clearly need Tier 3 intervention and aren't getting it.
367.	Intervention for all schools and all grade levels and more SEL supports are needed.
368.	Intervention services and support staff (certified and classified are essential to a well functioning school).
369.	Invest in a strong literacy curriculum, even if it's expensive.
370.	Invest in all the children - not just the under represented/low income. Provide kids with broad and deep, world-class education to prepare them for college or trade-based jobs. Smaller class sizes for all. Greater variety of class offerings. Educate kids on financial responsibility. Less focus on social services and sports, more focus on education and building character. No screens allowed in classes other than actual computer/IT classes. Implement a no junk food policy - no HFCS products, minimal processed foods, focus on whole grains, vegetables and fruit.
371.	Invest in better educational systems, school year schedules and teachers! Put the children back to school! It is not normal to have so many days off school every month. Create development programs for the teachers during the summer not during the school year.
372.	Invest in children learning real word applications of STEM
373.	Invest in managing stricter academic standards and behavior guidelines.
374.	Invest in para educators.

375.	Invest in the Arts. If you spent 1/2 the amount of money and admin support as we do for Avid, these would be thriving in ALL our MS & HS. Art, band, choir, drama. These classes have been doing SEL as part of their curriculum since last century.
376.	Invest in the three magnet academies to expand opportunities for more students in the district.
377.	Invest more in special education for the older students heading into transition program, more job skills and independent living skills development in Gr 11-12 would be valuable, inside school and out in the community whenever possible.
378.	Investing in classified staff education so they can best support teachers and students especially since a lot of interventions are run by classified staff.
379.	Investment in students who are above grade school level who are almost always overlooked
380.	Investments in educational technologies as the classroom size and student learning disparities make it difficult for teachers to be effective
381.	ISB really needs a new building.
382.	ISB really needs a new building.
383.	It is difficult to rate all of these important areas of our educational system without context or further discussion. I think as a district we also need to prioritize the wellness and well-being of our educators. Many of the SEL initiatives that our district was working so hard on in the last 10 years have withered away and that includes SEL for adults as well. People continue to burn out, people are leaving the profession, and little is done. When given a list of priorities, it feels short-sighted to see that teachers/staff that aren't cared for and supported are going to struggle to support students. This then falls on the BH&W teams in buildings who can't possibly meet all the needs of our students. We need greater partnership in the classroom, more warmth and connection but again, burnt out and overwhelmed teachers are going to struggle with offering that to our students.
384.	It is essential to maintain the number of social workers in our schools
385.	It is incredibly difficult to be asked to rank class sizes, staffing for academic supports and staffing for counselors/social workers/behavioral and emotional supports. We NEED all of these things immensely. They can barely be "prioritized" because a school cannot truly support students and staff if one of these needs aren't being met.
386.	It is my opinion that reducing class size is the single most important thing we can do to improve student outcomes overall.

387.	It occurs to me that while revenue should be up, with the number of students going down so much, there should be a decrease to spending, not increase. Likely, laying off personnel
388.	It seems that in an effort to be equitable, BSD is making things less equitable for all students and providing less guidance. It seems like the focus to provide equity is not setting all students up for success and indirectly creating more barriers or placing students in classes they don't do as well in. Students can sign up for classes without teacher recommendations or taking classes that build on each other and help them succeed.
389.	It seems the number of high needs students, ie ASD, has continued to rise over the last years. These students need to be in a classroom with a smaller teacher to student ratio. As is, they are a huge distraction for other students and are guaranteed to lower achievement across the board. I have also learned that our school is going to build a fence around the perimeter. I think that is a huge waste of money. I don't even know what the best possible outcome is, but I just don't see the cost/benefit ratio being a good one.
390.	It would be nice if we could lower class sizes for our students. My kids in elementary school had class sizes in the 30's multiple times and never below 25, and averaged 28-29. It's hard for our teachers to be able to take time to reach the academic needs of ALL students when there are so many kids in a class, not to mention the lower level behavior issues that go unchecked because one person can only do so much.
391.	It would be wise to ask each dept how they could become more efficient and give input where things could be cut
392.	It's really difficult because what ever isn't invested in will just end up on whoever is funded's plate.
393.	It's time to considered lowering class sizes in ALL schools. Post Covid, behaviors have increased and are highly impactful across the board. My daughter attended k-2 at a title school pre Covid and 3-5 during and post Covid at a non title school. The behaviors and the impact of these behaviors were significantly worse at the non title school. Her class experienced room clears on a weekly basis, a new experience for my daughter. In 4th and 5th grade she had well over 30 students in her class. In 4th grade, the teachers wrote a grant requesting funds for "hi-lo" readers because a majority of the students were reading below grade level. Again, this was at a non title school. Class sizes of 32+ at any grade level, at any school are unacceptable. It will be hard to convince me to pass another levy if the money is not going to lower class sizes and add behavior and mental health supports at ALL schools.
394.	It's important to understand that the mental health crisis for students is not over, and the amount of intervention and support needed from counselors and social workers is still far more intense than it was prior to the pandemic.
395.	Just lower class size and provide adequate support, especially in grades K-2.
396.	Just need to focus on having access to mental health staff due to the increase in anxiety, depression, and additional mental health disorders rising in the younger generations.

397.	Just teach the basics, no woke garbage.
398.	Just to remember that not all non-title 1 schools are filled with children from privilege. My students have a range of economic and social backgrounds, and consequently may not have had access to good nutrition, medical/dental care, childcare, preschool or rich life experiences. They deserve a smaller class size too. I have taught in both types of schools, and understand that Title 1 schools have many children with significant impacts. But my current school is just above the title 1 criteria and these children deserve our district to understand that they also need the support that small classes provide.
399.	Keep class sizes for K-2 below 24 and 3-8 below 26 or provide instructional classroom aides for part of each day.
400.	Keep class sizes small! Need less supports if I have a small class size because I can get to the kids.
401.	Keeping class sizes down district-wide, ALL schools
402.	Keeping class sizes lowK-12
403.	Keeping our neighborhood elementary schools small (not combining schools) should be the biggest priority!
404.	Kindergarten Para's have been a welcomed support. My elementary school has strong socio-economics and does not qualify for Title. Behavior problems and mental health challenges have been an on-going challenge for us. However, we do not get the district support we need. The Para's have helped tremendously in sitting with students, helping students focus, helping students to review academics and, most importantly, having a staff member who can pull students to work in small groups. The other huge benefit of Kinder Para's has been supporting my student who is a runner. She can follow her when she leaves the building immediately rather than calling the office and having staff search for her. She is not longer able to leave campus and get into the neighborhoods as frequently. Safety has increased greatly. Please keep Kinder Para's.
405.	Kindergarteners are coming into school with less social and academic skills and much higher needs. Many children are also coming to school with unidentified special needs as well as trauma. Since they are still learning to self-regulate and use words to express their needs and emotions, their behaviors can be extremely explosive and violent. Beaverton School District needs to do more for our youngest learners. Focusing on small class-sizes, continuing to support with Paras and providing enough access to other specialists in Kindergarten will set the students up for success from the beginning. Also refocusing on developmentally appropriate academic standards and moving back toward PLAY and INQUIRY!!!! Not 40 minutes of sitting on the carpet every single day listening to teachers read the UFLI and Heggerty scripts. Perhaps if we get kindergarten right, we will see the effect over time and all students will become far more successful in school.
406.	Know the importance of funding schools like meadow park more than other schools. They need as many resources as possible.

407.	Lack of teachers in areas like music and art
408.	Less CRT and Gender Ideology and more education like home economics, budgeting, cooking....life skills that will actually help these children when they leave school
409.	Less DEI involvement and more STEM learning
410.	Less DEI, more STEM.
411.	Less free services for undocumented students. Tax payers should not pay for that.
412.	Less money in sports. More money in academics
413.	Less subjectivity in grading when it comes to math and science.
414.	LESS TOSA people. Other teachers in the school setting should work half time to mentor new teachers or get a stipend. We really have too many TOSAs. I'm speaking as a teacher AND a parent. Allow more job shares.
415.	Licensed art teachers and class at all schools
416.	Life basic tools: cooking basics, reading a nutrition chart on a food product, how to change a tire, informed car shopping, etc.
417.	Limit class size in general education elementary classrooms to 25. Thirty-three+ years of teaching experience has proven that every student above 25 increases the teacher workload exponentially.
418.	Literacy programs to urgently address the dismal reading results in the district. Focus on 4th and 5th grade students as money that could have been allocated to support them was used for K-3 only.
419.	Literacy support including academic coaching and tutoring
420.	Living wages for full time employees.
421.	Look at number of student IEP's per classroom when looking at student numbers. A teacher might only have 30 students but if 22 of them need/require greater

	teacher interaction that class feels fuller than a class of 36+.
422.	Look at the quality of the facilities at the schools with lower income students vs. the schools in the richer neighborhoods. There is an extreme lack of equity and the budget should be used to fix that. All you have to do is walk through the schools to notice the difference.
423.	Low class sizes across the district (not only in high poverty schools)! With fewer kids in our classes, we can support striving readers, help students manage their emotions, etc. As teachers, when our hands are full with large class sizes, everyone suffers in that we are not able to meet the needs of students.
424.	Low class sizes across the primary grades in all schools (regardless of poverty level) will result in older students who are better prepared to engage with college and career options and AP/IB classes. Setting a good foundation is so important and is much easier with a smaller student to teacher ratio.
425.	low class sizes for everyone not just high poverty, more pay and longer maternity leave
426.	Lower class sizes for all schools, more supports (staffing) for students significantly impacted by behavioral needs.
427.	lower all class sizes!
428.	Lower class numbers in all schools, not just low income schools
429.	Lower class size - have extra pay for staff it exceeds an agreed to threshold per grade level
430.	lower class size and proper placement for students with serious social emotional needs in k-1
431.	lower class size in all schools; 32 is too many with this new brand of students
432.	Lower class sizes across all schools and grade levels, regardless of who is in them. Spend less on consultants and standardized testing to help make it happen. Lower class sizes will improve grades dramatically by itself.
433.	Lower class sizes across the board
434.	Lower class sizes across the board, or have guaranteed paraeducators in any classroom with a higher size
435.	Lower class sizes across the board.

436.	Lower class sizes across the district. If you want to impact learning, behaviors, and emotional supports for students, this will go a long way to support this!
437.	Lower class sizes at ALL schools regardless of socioeconomic status is necessary. The behaviors and disruptions within classrooms are not favoring lower income students, it is across the board.
438.	Lower class sizes all around
439.	Lower class sizes all around, better support for kids with autism, and other neurodiverse students
440.	Lower class sizes and intervention for all grades is needed in all schools, especially title schools.
441.	Lower class sizes are needed at all schools - particularly at lower elementary when foundational skills are taught and where we are seeing more and more SEL needs arise including more and more behavior concerns.
442.	Lower class sizes at all schools across the district.
443.	Lower class sizes everywhere instead of just high poverty schools.
444.	lower class sizes everywhere. After school credit recovery/tutoring help throughout the school year.
445.	Lower class sizes fix lots of the other problems. Make this a priority so teachers can teach.
446.	Lower class sizes for ALL - this is #1 priority
447.	lower class sizes for all classes
448.	Lower class sizes for all elementary classrooms, not just higher poverty schools.
449.	lower class sizes for all grades and schools
450.	Lower class sizes for all schools

451.	Lower class sizes for ALL schools not just title one. We all have high need kiddos.
452.	Lower class sizes for ALL schools, not just those with high poverty, with a focus on critical transition ages such as kindergarten, 6th grade and 9th grade.
453.	Lower class sizes for ALL schools, not just those with higher poverty. Lower poverty schools still have the diversity of learning styles, levels, languages, and cultures that need support from the teacher in order for students to thrive.
454.	Lower class sizes for all schools, not just Title 1 schools, is what is best for students.
455.	Lower class sizes for ALL schools.
456.	Lower class Sizes for ALL Schools.
457.	Lower class sizes for ALL schools. Class size caps for ALL classrooms. Hire more teachers.
458.	Lower class sizes for ALL students, especially in K-2
459.	Lower class sizes for ALL students. Reduce the additional "equity-based" ratio. Students of at low-poverty schools currently have AGS 1 class sizes of almost 40!
460.	Lower class sizes for ALL, not one group over another
461.	Lower class sizes in all elementary schools.
462.	Lower class sizes in ALL schools and classes regardless of poverty
463.	lower class sizes in all schools at kindergarten and 1st grades.
464.	Lower class sizes in all schools not just higher poverty schools.
465.	Lower class sizes in all schools not just lower income schools.
466.	Lower class sizes in all schools would be my top priority!!

467.	Lower class sizes in all schools, not just higher poverty schools.
468.	lower class sizes in all schools; behavior interventions
469.	Lower class sizes in k-2 classes in all schools. Keep the kindy support staff that was started this year.
470.	Lower class sizes in K-2 WITH FULL TIME ASSISTANTS- we need help
471.	Lower class sizes in primary grades regardless of economic poverty. Kinder class sizes of 26+ are unacceptable.
472.	lower class sizes overall
473.	Lower class sizes overall.
474.	Lower class sizes should be applied for all schools - EVERY STUDENT MATTERS.
475.	Lower class sizes would be much more beneficial to students than all of the TOSAs, Reading Specialists, Student Support Coaches, etc. I think you'd have a hard time finding any research that supports the idea that 30 students in a class is what's best for kids.
476.	Lower class sizes! There shouldn't be 30-40 kids in one class.
477.	Lower class sizes!! Tumwater Middle School has 40 + students in classes
478.	Lower general education class sizes by hiring more GenEd teachers
479.	Lower student to teacher ratios for ALL classes. Actual consequences for bad behavior. Teaching by staff instead of this "figure it out on your own and teach yourselves" garbage. End the wasted hour of YouTube time that is AT in high school.
480.	Lower teacher salaries

481.	Lower-class sizes overall
482.	Lowering class size is important. Another consideration is keeping facilities maintained. Many schools have been recently upgraded, but older school buildings (like ISB) are literally falling apart, can't maintain heat in winter, etc.
483.	Lowering class size should be the highest priority. With class sizes lower, students with trauma, underrepresented students, TAG students and everyone else would receive a much better education.
484.	Lowering class sizes across the entire district.
485.	Lowering class sizes for primary grades (K-2) at all schools. This will allow us to get students ready for upper elementary where there is less support in both reading and math.
486.	Lunch Assistance. A hungry student is unable to perform at their top performance
487.	Main priority is to get the state to dramatically increase school budgets that are comparable to states in the Northeast.
488.	maintain lower class size in all schools.
489.	Maintain lower class sizes at ALL schools.
490.	Maintain lower class sizes in all schools, not just higher poverty schools
491.	Maintain lower class sizes in all schools.
492.	Maintain lower class sizes in ALL SCHOOLS. Jesus Christ, y'all. Just because I work at a higher SES school doesn't mean I'm more equipped to handle 38 8th graders in a room. Why don't YOU come try it for a day?
493.	Maintain or create access to arts instruction in all schools (band, choir, theater, dance, visual arts)
494.	Maintain or increase the funding for SPED access to para educators, as many children in SPED desperately need the one:one support provided to thrive and succeed.

495.	Maintain the recent increases in staffing support for students with disabilities.
496.	Maintaining low class sizes, particularly in the younger grades. Students need a solid foundation.
497.	Maintaining lower class sizes in primary grades should be a priority, regardless of whether it's a higher poverty school
498.	maintaining reasonable class sizes at all levels
499.	Maintaining smaller class sizes for all
500.	Maintaining the behavioral health and wellness staffing that we have had the last several years.
501.	Maintaining the current levels of BH&W supports and returning to the commitment to have at least one social worker in every building full time.
502.	Maintaining the structural integrity and safety of our buildings.
503.	Make all high school opportunities the same (college-ready, IB, etc). We bought a house b/c of the opportunities at our neighborhood high school, only to be redistricted to one that doesn't serve our needs.
504.	Make good use of the counselors at the schools... it seems that every school has counselors, however, it seems they do not advocate as they should.
505.	Make reductions at the district level and enhance the schools
506.	Make teaching more efficient. Currently there is no lesson plan or material or text book provided for students to learn on their own and succeed. A day of missed school sets them back by breaking the flow. Also, stop testing so much. If students are failing in a class, find out what is not working. High school kids have no parent teacher conferences. That should be brought back
507.	making sure special ed kids are truly included in the gen ed classrooms. as it stands now, this is largely dependent on the teachers, who may not have the bandwidth to take this on.
508.	Making sure your newer staff are still able to afford living in the communities they teach in.

509.	Many classes need two teachers; one to teach the curriculum, the other to manage behaviors and provide individual academic support so that learning can actually happen for the students who are able to engage in the curriculum. THESE students need an advocate.
510.	Many families with academically successful students are enrolling their students in private school to avoid the excessive behavioral needs at their schools. This is a major concern heard. in parent groups.
511.	Math, Reading, Writing, Spelling, Basic Personal Finance, Basic Problem Solving, Perseverance.
512.	mental and behavioral health as well as reduced class size needs are needed regardless of poverty level. My school does not fall in poverty levels but we have a significant amount of students on the autism spectrum, severe behavioral needs and aggressions. Based on those needs our financial demographics shouldn't be the only factors for class sizes and social, emotional and behavioral supports.
513.	Mental health continues to be a challenge and need in our schools. It is vital BSD show how valuable mental health supports are by implementing full time social works in every program and not leave it up to the schools to fill in the gaps where the district has failed.
514.	Merlo Station Campus needs a shower, a CTE Flex space, more offices, meeting rooms, a Staff room with water, and windows.
515.	Middle school class sizes need to be lower across the board!
516.	Middle school schedule
517.	<p>Middle schools. Intervention was cut, teams got cut, my sections and caseload increased, my preps increased. You NEED to invest in middle schools. This is a critical three years. Students should not be 11 years old and going from one teacher who has 30 ish students, to 8 teachers who each have 150-200 students. Middle school should not be high school! These students need teams, intervention, and not to be one of 150, or 200! They need teachers with one prep and no more than 120 students who can put the time into them that they need. Middle school students, and buildings, need teachers who can focus on their habits and behaviors. They need us in the halls, they need us in parent and goal setting meetings, they need us to coach them, they need us to help them with organization, they need us to fill gaps from elementary school. They are 11 years old!!!!!! With everything that has been cut and added, you are thrusting them into a high school setting and the students can't handle it. The middle schools are struggling.</p> <p>We can wrap around students as a team if we have: teams, one prep, 100-120 students, and intervention. Students deserve this, they need this.</p> <p>Middle school cannot be high school!</p>

518.	<p>Money should be spent on class sizes at all schools regardless of if they have a history of poverty or not. One teacher and 28 or more students in one class is too many. We need more intervention staff, period. Our elementary level isn't about credits, but attendance and learning the basics. We have 3rd and 4th graders who can't read. And they keep getting passed up grade by grade in spite of that. Student behavior is all over the place and out of control. Pay for better teachers and successful discipline, not more social workers or more equity programs. The more violence you allow without consequences in the classroom and on the playground will only cause more issues to spread. Students see what their peers are able to do to each other without any repercussions, and the misbehavior grows. We spend our whole day trying to manage students who they can't keep in the classroom because they are out of control and the system allows it. I think more money should be spent on counselors, that is fine. But on supporting good teachers and good teaching too. TAG and AP classes should be for everyone. Some of these students are just lacking challenge and acting out due to being bored.</p>
519.	<p>More 1:1 for kids who need extra help in elementary level</p>
520.	<p>More alternatives for students that are not thriving in the mainstream classroom.</p>
521.	<p>More appropriate class sizes for all. There should never be 34 students in an elementary classroom</p>
522.	<p>more bathrooms in schools</p>
523.	<p>MORE career technical/vocational options. SMALLER class sizes and more social emotional support in elementary school</p>
524.	<p>more class room and teachers to keep the class size down and bullying prevention</p>
525.	<p>More focus on anti-bullying; support staff for gifted students</p>
526.	<p>More funding to Charter Schools</p>
527.	<p>More investment in school infrastructure and updating facilities. More elective offerings like music, art, languages, sports.</p>
528.	<p>More investments in free schools, education, we must invest in the future of education in schools, free universities, free health for all, no exceptions, and also do not ask those questions if they do not give us the option to vote or respond to an option, we have to vote for an answer.</p>

529.	More learning opportunities for TAG students in elementary schools.
530.	More licensed substitutes
531.	More mental health support, expanded behavioral health & wellness teams, more social workers
532.	More opportunities for Physical Activities, and building social skills.
533.	more options for open enrollment at the HS level- HS grades are what colleges look at and students should be allowed to go to a different HS within the district for reasons other than just a hardship. They should not be limited to just their feeder schools- that's not in the best interest of the student
534.	More para positions. We need more classroom aides and adults in the building for supervision or running small intervention groups.
535.	More paras hired
536.	More Paras in schools supporting students, intervention teachers for math AND reading, quality in person training for the new literacy curriculum, maintaining SEL support through counselors, social workers, success coaches, paras, one on one paras for students with high needs, maintaining low class size at high poverty schools.
537.	More paras trained in the science of reading
538.	More people in the school to help handle disruptive students.
539.	More qualified staff for children with behavioral issues. Lots of them are aggressive and hurt the other children. Smaller size classrooms as well. And hire qualified, dedicated subs
540.	More resources/IAs for our ELD classes/ELL students. Smaller classes all around.
541.	More school days! Expanded hours for before/after school care
542.	More school days, less in service days. Stop the masters requirement. Buy supplies for you teachers.
543.	More sped staff for the rising sped-diagnosed population

544.	More staff to keep kids from smoking and eating in the Westview bathrooms! Stop locking the bathrooms for everyone else!
545.	More staffing of ELD teachers, low class sizes for ALL schools
546.	MORE support for title and underserved schools.
547.	More support in classrooms to help the full range of students IN the classroom.
548.	More teaching assistants since class sizes are so high.
549.	More training for Paras in the science of reading
550.	More World Languages choices for our students and set up the dual languages programs including Asian Languages such as Japanese, Korean, Chinese, Vietnamese, etc.
551.	<p>Move away from equal outcome and equity based decision making processes. Maintaining lower class sizes based on economic status is discriminatory. The schools are filled with flags and banners promoting ideology over inclusion. By defining different groups of people you are encouraging hate and discrimination. We should be driving messages that show we are all part of the same group. That we are members of that school, this state and this country. Stop encouraging kids to define themselves by race, color, sex, sexual orientation, etc. You're well intentioned policies are sowing seeds of hate.</p> <p>Remove the zero tolerance policies. Someone who stands up to a bully by physically defending themselves should not be punished. By punishing the victim of bullying you are teaching kids that they have no authority over their own life. That they are incapable of solving problems on their own, that they are reliant on someone other than themselves. Then when the school is incapable of protecting them they resort to other forms of self harm and violence. They are taught to be victims who are powerless to impact their own lives. You are failing our children.</p>
552.	move student success coaches and academic coaches to 1/2 time positions. Those who are full time employees work and 2 schools. Similar to the years prior to Covid school years.
553.	Move various staffing development day to before academic semester starts or after the semester ends, without interrupting student's learning momentum during the academic year. Eliminate foreign language classes in middle school to put resource somewhere else as it is not late to start foreign language lesson in high school.

554.	Much more physical activity is needed during the day for all students of all grades. School is traditionally very sedentary. Brain body connection helps academic learning as well as building social emotional skills, a sense of community and belonging and physical and mental health and well being.
555.	music
556.	My child missed out in a very large class 2-4 years because the district put all the staffing to counselors to help kids who routinely don't attend and ended up not getting utilized - my child attends and doesn't get more focused education due to class size - she has had to wait each school year to get reading help because more in need kids would get time set aside but ultimately would not attend - while my child has perfect attendance. we do not need more para educators we need smaller classes - if the paraeducators and counselors were teachers each grade would have 3-4 classes and maybe even 5 making them 15-20 or a dozen kids vs the 25-35 - plus the room sizes are way too small there is not adequate space for 20 kids in rooms that are not kindergarten - there is much concern for emergency evacuation and safety in my opinion- we do not come near minimum square footage per student in these rooms built for much smaller class sizes
557.	My top priority is always teaching every child to the greatest extent possible. This means maintaining a high quality teaching staff, providing a safe learning environment, making sure everyone has what they need to succeed, and providing a well-rounded learning environment, which includes physical education and arts.
558.	Need more field trips and hands on training. Interacting with people not just screens.
559.	Need more support for kids with severe behavioral issues. There are no acceptable options outside of EGC which does not fit for all students.
560.	New Math curriculum.... Let's find one that works better than Open Up resources. It will help all students across the district. Most/many Math teachers struggle with the current AGS curriculum (Open Up Resources), and have to create their own, or supplement to help student be successful. Schools that have veered away from this curriculum are having higher levels of success, especially in the AGS1 and AGS2 classes which impact the underrepresented groups the most. PLEASE!! We need something better.
561.	NEWCOMER PROGRAM SUPPORT AND EXPANSION
562.	Newcomer supports
563.	no - but I will say as a social worker and mental health provider in the district - students are lacking any motivation to get anything done, even the most menial of tasks. PLEASE consider how to better meet students where they are at academically to help them actually feel like they are competent and can do what they need in school

564.	No matter the school, high classroom numbers are devastating to our educational process and success. The behaviors and needs are incredibly high in ALL schools, not just high poverty schools. And Title 1 schools receive many extra dollars to support their staff and students. Why isn't there an option to support higher SES schools with major behavior issues and huge class sizes??? This survey is very clearly bent toward one person's agenda, not to the benefit of the whole. So disappointing.
565.	No more equity focus on life skills
566.	No new programs like multilingual schools until special ed, mental health, and discipline are addressed successfully in all schools.
567.	No. These are hard to prioritize as I believe they are all valuable and important. What data do you have for each of these areas showing how much impact they have had in the past?
568.	None of the things you allowed me to vote on above are priorities for me, so filling out your survey feels like an exercise in futility since the choices you gave me to rank aren't even things I would want to rank at all if a more complete list of options had been provided to choose from. For example, I would like to see lower class sizes for ALL students, accelerated learning opportunities for ALL students, and reinstatement of higher level classes that have recently been cut. Gifted students are losing opportunities. For example, just this year, Sunset HS stopped offering the highest level of math that they had been offering for a long time. I heard that the reason was so they could offer more sections of the lower level math for kids that struggle. This is not fair to the kids that could have and would have benefitted from the higher level math.
569.	Not sure if ELL staff is included in one of the staffing categories above.
570.	Nothing outweighs the need for smaller class sizes so our students can have more interactions with their teachers and the support for intervention programs, so that students have access to qualified educators who can work with them on the things that they struggle with most.
571.	Offer more foreign languages in middle and high schools. Having just Spanish and French for the 1000 students attending Southridge does not offer good selection for students. Conduct a survey of the students and ask them about their choice of foreign language. Japanese would be a choice for our family, however it is only offered in Beaverton HS.
572.	One that should be considered is the having consistent availability throughout the district of after school on site programming. It feels like some schools like bonny slope have many more opportunities for daily after school activities while title iv schools like fir grove haven't had anything in the last 10 years that I can think of. This year they have an organization come one day a week but it is unaffordable to many of the families.
573.	On-Track Coaches for Flex Credit, Para's specific for Credit Recovery.

574.	Options for students to learn at their own pace, instead of once fits all. Lower caseloads for counselors and SPED staff. Middle school sports.
575.	Our class sizes are some of the largest in the state--we need a CLASS SIZE CAP and more IAs. Elementary, Science and PE classes in particular are NOT SAFE at the current class size in many schools.
576.	Our Elementary LA/ELD adoption will likely call for additional funding for curriculum and more importantly, substitutes for release time. Without the opportunity for embedded PD, this implementation will not be successful.
577.	Our kinder classrooms are at 30+ students. We need more teachers. Especially in K-2.
578.	Our school needs far more social/emotional support than it currently has. We need to restore a counselor position that was cut from our school this year. We also need support for our very high number of students with 504 plans. A 504 case manager on site would allow counselors to do more school counselor duties rather than case manage 504s.
579.	Our schools need the supports provided by our BH&W teams (social workers, counselors, and Student Success Coaches). These teams provide essential teacher mentoring and support for our community's overall wellbeing. As a teacher at a Title 1 school, the equity based ratios have allowed us to keep class sizes as small as possible. This provides teachers and students with the time they need to make the most of their learning. It has also allowed our staff to truly connect with kids in a way that is meaningful and makes a difference in their learning.
580.	Our students are just getting on their feet behavior wise. We need to keep these supports in place to facilitate the academic recovery which will follow.
581.	Our title school does not have declining enrollment, which is in contrast to the BSD overall enrollment trend. How will the budget be distributed to schools in an equitable way to meet the needs of the schools. We are also seeing a large enrollment of newcomers that need more support than what we have supports for in our regular ed classrooms. How can the district provide more supports??
582.	Overall better pay for staff that keeps up with inflation rates.
583.	Overall increased staffing and insuring staff are adequately compensated
584.	Paraprofessionals should be in every K-2 classroom and K-2 classrooms should have no more than 25 children in them, district wide

585.	parent support for special need students
586.	Parking
587.	Pay bus drivers enough so children are not waiting for buses at 5:45 in the morning and then riding around for over an hour to reach schools that are only a few minutes away! Make students a higher priority, make reducing absenteeism a high priority.
588.	Pay our teachers better
589.	Pay paraeducators more
590.	Pay teachers more
591.	Pay teachers more.
592.	Pay the librarians as full librarians not “assistants” libraries are important and so are the wonderful people that run them
593.	Pay the teachers more!!!! bring discipline back into the schools and get the behavior problems under control! And all class sizes should be smaller, not just in poor areas. And why are all the options above only targeted to under represented populations? Why aren't we concerned about everyone? You missed the mark by they way you redid the middle schools. You should have made it more balanced instead of making some schools even more poor. Balance the schools- you will see a difference is you get a mix of socio-economic students in these schools.
594.	Pay the teachers what they deserve. They are supporting the future generations.
595.	Paying staff in light of inflation and increased expectations of staff
596.	Paying the classified employees a living wage.
597.	PD for teachers to use student-centered experiential learning strategies, like project-based learning, in order to engage students, give them purpose, and keep them wanting to come to school

598.	Perhaps more investment in teaching non- technical/computer trades such as carpentry, construction, plumbing, culinary/food science, agriculture, electrician. These are all important careers, and not every student may want to pursue more academic pathways.
599.	Place more emphasis on TAG students. Aside from SUMMA there are not any real opportunities for TAG students to learn at an accelerated pace. At the elementary level, there is literally no support or pull out. At the middle level if a student is not SUMMA they are not getting any differentiation. At the high school level, they are supported if they take IB or AP classes, but they are not always able to get into these classes due to so many students forecasting for advanced courses. TAG students should be the first priority group for placement in these courses . Pull out with a TAG specialist should happen at the elementary level and at the middle level, there should at least be advanced math courses for those who do not qualify for summa.
600.	Plan for more permanent positions for teachers instead of temporary contracts.
601.	Please abandon equity (get back to principles of equality) and focus on supplying education in in core academic fields like reading, writing, and math.
602.	Please consider maintaining lower class sizes in ALL schools, not just higher poverty schools.
603.	Please consider the need for more classroom supports for all classified staff. If we have these, we will have less of a need for academic interventions because students and teachers will get more of what they need in classes.
604.	Please continue to invest in CTE programs.
605.	Please continue to look at class size across the district in all areas, prioritizing as needed. A deep dive into funding designated for curriculum development and collaborative planning. Has the district looked at 4-day weeks? Is that a direction that could lessen expenditures?
606.	Please do not cut art programs. Too many kids show up to school just to participate in our fine and performing arts programs. Speaking from an equity and diversity lens, art includes every student, values their various experiences and backgrounds, and ties our community together. Let's practice what we preach about community and keep fine and performing arts programs a priority.
607.	Please do not decrease the amount of counselors the schools have, they are very needed and overworked as it is.
608.	Please don't leave the older schools behind. It appears that we put bonds out for a new school and that school turns into a high level school, while very limited funds are given to the older schools to update their resources. I'm tired of seeing these new schools get athletic fields that pro teams would desire while high schools built 20 years ago still have the same resources and fields that are just garbage. This creates the haves and the have nots and it's not a good look.

609.	please ensure hired social workers, counselors, etc are actually trained as such. Slapping that label on a teacher does not actually increase the district's ability to support students' well being.
610.	Please ensure that the people you hire for these roles are actually trained and qualified. While increasing support for SEL, behavioral, and mental health is a top priority for me, that should not come at the expense of quality and fidelity. A teacher is not a trained mental health provider and should not be masquerading as one. When my child sees someone called a "social worker," I expect that person to be trained in mental health and social justice and have undergone supervised practice. An untrained person in this role is ineffective at best but potentially dangerous when supporting our most vulnerable students. I would rather see a position unfilled than to put someone without the necessary training in it.
611.	Please focus on class size, this impacts the education and pathways and will support the equity priorities, too. Small class sizes create opportunities for connection and safety and real learning. Class sizes need to be smaller if we want to strive for inclusion
612.	Please get a decent road sign for Merlo Station Campus. It is embarrassing that the district office has a fancy sign on 158th/Waterhouse and on 158th/Merlo Drive it looks like someone printed it from home and stuck in on top of an old sign. What does this tell the community about at-risk and Construction Trade students in BSD?
613.	Please help create lower class sizes in primary grades especially in low Socio-economic schools.
614.	Please hire teachers that can get grades in on time and who are willing to do their job. I can't prepare my child without actual information. I have had one graduate and one sophomore and every year I deal with teachers who don't grade work for months, or until after the quarter is over when it's too late to do anything. My kids are frustrated by this too. It's a big problem! Focus on fixing what we have, please. Teachers get paid too much in Oregon to not be available, fail to enter grades despite continually asking by parents and students, not getting grades done during scheduled no school teacher work days, poorly managing classroom behavior and not teaching the whole class period. If I worked in the same way, I would get fired. It's ridiculous.
615.	Please keep additional paraeducators in the education system. These roles facilitate teachers and school programs and help teachers continue to teach and lessen the impact of SRC students in the classroom.
616.	Please keep in mind that Beaverton SD licensed staff would like raises in our new contract in accordance to newly ratified contracts in neighboring districts. The district's budget planning should include COLA's that are similar to those neighboring districts such as Portland, or Vancouver.
617.	Please keep in mind that income disparity is rising, the need for resource and community connection will be increasingly necessary, which is an important and unique role that Social Workers play.
618.	Please keep in mind, the younger students are coming to school with social emotional needs. Support for students' development and growth around SEL are

	essential for academic learning to take place.
619.	Please keep the specialty areas of PE and Music and Tech and Library in the elementary schools.
620.	Please keep the sped programs fully funded and upgrade their facilities.
621.	Please look at counseling case loads
622.	Please look at equitable class sizes across middle schools! I work at a high SES middle school and our class sizes are in the 40s versus others in the 20s. It is not equitable and killing teachers, please make this a priority!
623.	<p>Please look at the fact that school counselors, student success coaches, social workers and other response support/care support are vital roles in schools and without them, most school, I know I can speak for myself would not only have increased behaviors, but higher levels of classroom burnout from staff, and lower student satisfaction. With the amount of 504s requested, by parents, every year increasing indefinitely, I have in a three year period gone from 2 to 15 currently, having had multiple in last years fifth grade as well. Support staff like this and kindergarten para support is what keeps our schools functioning. There are so many students impacted by the pandemic still, anxiety, adhd and add have been shown to be on the rise and an ongoing shortage of medication continues to hinder students. This is only identified and supported students. We have so many children who's families are either unwilling or unaware of their students needs in an academic environment, who have never been faced with schedules, transitions, larger class sizes(more than a preschool) exposure to educational demands, longer days, etc. These students are an unknown, and many require high level support, to the point of break systems or frequent additional support from support staff. These are not students on and IEP or 504, these are students who simply need support, and may end up going through SET, but there is no guarantee that this will happen, or that they will receive outside therapies, or support, but that even with an IEP or 504 those students accommodations such as breaks, daily check-ins, regulation tools, preferred/identified safe adult access as needed etc, will fall on the plate of the afore mentioned staff members. Classrooms teachers are of course a part of these teams, as well as administrators, I am lucky enough to have the support and assistance regularly of an amazing administrator, but admin have a whole school, teachers have full classes and we have even at our current levels, students, who when in crisis, do not have a body/staff member available. Most staff I know work unpaid well past their work hours, after school, showing up early, through the weekends. We do not have enough people, and we do not have enough time. The cutting of staff positions, at all levels, will only increase this districts gaps, be those educational, collegiate/career based, test scores, drug and alcohol use, depressions/suicide rates, truancy and violence, because yes, student to student and students to staff violence is on the rise. There is a direct correlation with staff retention and students relationship/desire to attend school. Students who see constant school turn over or school staff elimination are more likely to be late, have verbal and physical outbursts, feel unsafe/disconnected with their school and have lower motivation to perform or attend consistently, especially as they get older. If you reduce or remove key "safe space holders" such as student success coaches, counselors, social workers or para educators, the direct impact will be seen in staff and student burnout. We cannot succeed when we are living in a constant state of fight/flight/freeze.</p> <p>Reactionary responses will not cut it, and if our teams, who make up BHW and care are cut, there will not be preemptive methods, there simply wont be time for our most at risk students who need strong foundations of support. Time, energy and resources. This is what our schools need, what our students need on a</p>

	constantly increasing level.
624.	Please look at the needs of our middle and high schools that are serving higher poverty populations and acknowledge and prioritize the unique needs and challenges we face.
625.	Please maintain Common Core Classes that the Middle School Level.
626.	please maintain low class size.
627.	Please maintain support for well-rounded education including access to quality visual and performing arts programs
628.	Please make sure that your Dual Language programs are adequately funded and supported. It feels like the district is haphazardly starting these programs all over the place without adequate training for teachers and support staff; and without the input of the families that are affected. You are disrupting school communities and displacing veteran teachers who have supported our most impacted students for decades. It appears that the expansion of these programs is the top agenda item of our superintendent and I hope your allocated funding reflects the fact that you have prioritized the expansion of these programs above all else.
629.	Please pay the teachers more, they don't just need it, they deserve it.
630.	Please remove the SRO program from budget. Although a very small financial impact, the recovered costs can be used for other support services, and it would send a clear DEI message to our community.
631.	Please support professional development opportunities for newer teachers. Very limited opportunities have been provided in the last several years.
632.	Please to have smaller class sizes, with students with severe needs to have a proper aid or a plan in place to handle those students. If I am focusing on making sure this one student doesn't destroy my classroom, I cannot teach the rest.
633.	Post Covid mental and physical health challenges for our youth
634.	Potential Reductions in DEI to focus more on Classroom Spending
635.	Poverty and underrepresented communities aside, we need adequate class sizes and learning opportunities for ALL of our children in ALL of the schools.
636.	Preserve (increase?) funding for subject areas that bring enrichment and motivation for student attendance. Data shows that providing students access to quality

	music education increases graduation rates and academic success.
637.	Printed and mailed Semester Report Cards to families.
638.	Prioritize accelerating talented and gifted individuals
639.	Prioritize all schools for class sizes, please. It isn't just poverty/low income schools that need help in this area.
640.	Prioritize class size over putting a fence around every school.
641.	Prioritize equity for schools that have large population, including large percentage of underrepresented, English Language Learners, behavioral issues. Our school is bursting at the seams with many traumatized, new to the country, (sometimes it feels like a dumping place) and yet we are not getting any building improvements, or program equipment upgrades, that other schools are routinely getting upgrades; particularly in areas of specials, art, music, PE, which are great places to help neurodivergent and cultural diverse kiddos to begin to get connected and integrate academically, belong, believe and achieve.
642.	Prioritize lower class sizes for kindergarten. School readiness at younger ages impacts all future learning.
643.	Prioritize lower class sizes in all schools. Lower class sizes always leads to better outcomes and more support for kids.
644.	prioritize more mental health supports at all levels; increase number of counselors and social workers
645.	Prioritize music education for all schools. Research supports that music is helpful in reducing stress, pain and symptoms of depression as well as improving cognitive and motor skills, spatial-temporal learning and neurogenesis - the brain's ability to produce neurons. (supported by Neuroscientist Kiminobu Sugaya and world-renowned violinist Ayako Yonetani professors at UFC university) Music education can provide constructive pathways for students to work through their stress and/or depression, build skills and gain confidence all of which can only help to have a positive ripple effect for the greater school community.
646.	Prioritize small class sizes across the board!
647.	Prioritize teaching phonics and spelling to lower grades (No more Lucy Caulkins). Keep class sizes small so kids can get the attention they need in class.
648.	prioritizing special education supports for students and workload caps for teachers, efforts/funding to improve special education staff retention to allow for student supports continuing from year to year, faster response and provision of supports for significantly struggling students,

649.	Professional development for teachers.
650.	Programs at lunch to help kids make friends and to more involved and included. Many shy kids and Autistic kids struggle at lunch. Conestoga had a lunch game group and it was very helpful for my son when he went there.
651.	Proper training for para educators and other support services
652.	Provide mentorship opportunities that connect students with industry professionals. e.g., engineers, tradesmen, etc coming into the classroom (not a school-wide assembly) to talk about their careers and give practical advice to students about their careers.
653.	Provide more consistent opportunities for art education to elementary students
654.	Provide more support to capable students to make school more interesting for them.
655.	provide multiple outlets for students to become better connected to their school community - recreational activities, interest clubs and social supports that encourage them to be present at school and find their passion to thrive beyond these early years!
656.	Provide snacks for elementary school because their lunch is so early that they get hungry and many kids don't have a way to bring snacks from home.
657.	Providing accelerated learning for those ready
658.	Providing art, music and extracurricular activities so that students can have some fun and look forward to attending school. My son did not enjoy school until he started playing his saxophone, now he loves going to school.
659.	Providing more counseling and social work support is vital and should not be used interchangeably. While both counselors and social workers support students and are trained in suicide interventions, social workers are the only mental health professionals in schools. Social workers have a trained background in mental health support and have a unique lens in being able to look at all parts of a person. In social work education, you are taught various interventions in addressing mental health issues. It is no secret that students have been struggling with mental health especially since the pandemic. Last year, when social work jobs were being cut, there was a large outcry. That has not changed this year. Unfortunately it is important to note that many schools and programs have had to pick up social work positions in order to meet the needs of the school community. It should not be up to individual schools to prioritize mental health, the district needs to step in and provide AT MINIMUM one full time social worker per school and per program. Additionally we need more counseling support. We desperately need more school counselors, as well as a separate 504 coordinator position, so school counselors can take the role of 504 coordinator off their plate. The American School Counselor Association's (ASCA) National Model says school counselors should not be placed in this role.

	<p>Source: https://www.schoolcounselor.org/getmedia/8fe536c2-7a32-4102-8ce7-42e9b0683b3b/appropriate-activities-of-school-counselors.pdf</p> <p>Currently our counselors are drowning in 504 evals and paperwork. This is taking away from very important work, such as teaching preventative care guidance lessons, meeting with students, promoting resources and learning opportunities, etc. It feels like all we are doing is putting out fires and trying to keep up with 504 paperwork and emails.</p> <p>We have a very high rate of suicide screenings, 504s, IEPs, and students who are emotionally dysregulated at our school. Our school as become known as the "art therapy school" of the district, so students with high needs tend to apply to our school. We know of doctors, therapists, other school counselors, teachers, and parents who have referred high needs students to our school because they are under the false impression that we have more resources to support these students, but unfortunately we have even less than the comprehensive schools. In fact, this school year one of our school counselor positions was cut, which has made this school year all the more challenging. We need this position back desperately.</p> <p>Between this and being 504 coordinators, there isn't time for anything else. We need to have time to do the important work that ASCA and graduate school trained us to do: building relationships with students, teaching students skills, providing students and families with much needed guidance and resources, and more.</p> <p>Could the number of 504s, suicide screenings and IEPs a school has also be considered when determining school counselor and social worker FTE? From what I understand, right now only free/reduced lunch and language spoken at home are considered, but the other factors mentioned also greatly impact the amount of work a school counselor does.</p> <p>Due to the amount of work school counselors have to do with managing 504s, more work is being put on social workers who are often singular in their position and/or not full time in one building. The amount of work being placed on us as counselors and social workers is not sustainable which leads to more burnout and mistakes happening. Because of the work loads, we are not able to be proactive, but are only being reactive. Please help us. We are really worried about students who need our help falling through the cracks because our time is being taken up by huge amounts of 504 work and not having enough school counselors in the building.</p>
660.	Put money towards safety, keep drugs out of our HS bathrooms, install metal detectors so no weapons enter schools
661.	PYP and MYP need to go away. They are a HUGE amount of money close to zero return. We do not have enough students who graduate with an IB diploma to justify the money we spend for PYP and MYP schools. Dual language from K-12 sounds nice. However, what is the real return for our investment? A micro-group of dual language speaking students? There is little to no benefit for our district other than a feather in our cap. We may as well teach all students Latin. At least then, they would have the basis for understanding words in English, as words derive from Greek and Latin stems.
662.	Qualified teachers, staff and substitutes

663.	Raises for underpaid classified employees. A living wage based on the amount of days we work.
664.	Raising classified staff pay to ensure a qualified and quality work force for the people that work closely with students every day.
665.	Reading Intervention Class should be an extremely high priority. Most of my students are functionally illiterate, and do not have elementary literacy abilities.
666.	Reading, writing, math
667.	Reasonable bus ride times
668.	Recovery practices, community partnerships, and MTSS supports that encourage connection, increase student safety, and reduce violence, suspension, and expulsion rates (Michael Essien's work from Essien Educational Group)
669.	Reduce administrative expenditure
670.	Reduce class sizes for ALL
671.	Reduce class sizes for ALL students not just in low ses schools.
672.	Reduce class sizes for ALL teachers, not just "high poverty" schools
673.	Reduce class sizes in (middle) schools based on absolute class size metric.
674.	Reduce resource expenditures specifically where the enrollment decline resides. Reallocate these resources where needed. Close a school if necessary.
675.	Reduce staff at district level, not schools
676.	Reduce student teacher ratios across the board, in part so all high achieving students can also learn and excel without teachers using excessive time devoted to classroom management.
677.	Reduced class size and teacher support in all elementary

678.	Reduced enrollment equals reduced staff
679.	Reducing class sizes in general
680.	Re-instate district level support for specialists (school counselors, School Social workers) who have an expertise in the field. Our district leadership decimated the district support and coordination of student support services. The duties were then disseminated to very well intentioned people but who have no experience or expertise in the field. This has created siloing in schools and disparity in the services that students receive across the district.
681.	Remodel old moldy schools - especially those utilizing portables
682.	Remove all diversity equity and inclusion mention from all BSD facilities.
683.	repair and update older schools, such as Cooper Mt, and make them safer from a school shooting god forbid that ever happen.
684.	Resources for students should be allocated equally, no preference should be given based on demographics. We all pay our share of taxes and should receive equal educational opportunities and instruction.
685.	Return the hours and pay for elementary school librarians and technology teachers. Address maintenance of school buildings. Several things need to be repaired at Scholls Heights including a chain link fence and retaining wall that students climb on that has been broken for several years now. Add a safe track option for students at Cedar Park. Students currently run along the uneven sidewalk on the outside of the field fencing along Park Way and Cedar Hills Blv. This seems in direct opposition to the safety measures taken at the schools in recent years. Having students run along multiple busy roads on uneven sidewalks is unsafe. Safety of students needs to be a priority.
686.	Robust physical, music, and arts programs for student development
687.	Safe & equitable learning environments for all students, comprehensive adopted curriculum
688.	Safe playgrounds and fields for play
689.	Safety
690.	Safety

691.	Safety
692.	Safety - ensuring that every building has adequate supervisory coverage including campus supervisors.
693.	Safety and awareness around the growing Fentanyl and drug epidemic, especially around children
694.	Safety Care training for all staff certified and classified, including bus personnel
695.	Safety in every building.
696.	Safety in the classroom - aggressive / violent students
697.	Safety of buildings, water, air, and structures. Class sizes of all ages and school type.
698.	Safety precautions
699.	safety, anti-bullying education for students and staff
700.	Safety, more teachers to improve ratios, more teachers to support small breakouts and individual needs.
701.	Safety, technology and health upgrades to older school buildings. No mold or asbestos should be present
702.	Salary AND cola to match inflation and being able to afford to live here...
703.	Salary caps or cuts on administrative positions.
704.	School psychologists should be included in the social emotional supports staffing allocation. School psychologists are used for crisis intervention, threat assessments, school wellness systems, and special education. They are currently understaffed and underutilized.
705.	School resource officers
706.	School safety

707.	School Security Measures/ Building Upgrades
708.	School should be rigorous and the work should prepare all students for adulthood. Any other concern is peripheral in importance.
709.	School size. The school where I work is too big.
710.	Schools are experiencing high behavioral and emotional needs. Having adequate staff to address these growing concerns is important to the success of everyone.
711.	Schools that are providing wide access to advanced programs like AP or IB need budgets to ensure that they can support their students.
712.	Scrap the idea of "No Student Left Behind". It is pulling down other student with high potential for growth.
713.	Security and disaster readiness. Improved school technology including means that help skip classes. Due to grading and such.
714.	Security at the schools.
715.	Security measures for safety inside school buildings and school buses
716.	Seismic safety (making sure that the buildings don't fall down and hurt people if there is a big earthquake). Ensuring safe water in school (lead testing and mitigation).
717.	SEL and behavioral supports in schools need to consistently funded in all BSD schools.
718.	SEL support staff
719.	Sensory rooms should be provided in every school. A place for students to get their sensory needs met without judgement or punishment.
720.	shocked to see only priorities related to some kind of under represented groups only. The priority should go to advance academic achievements of ALL students from each individual's prior year achievements. One specific area to fund is to ensure students get all the planned school hours regardless of incremental weather.
721.	Small bus loads. More bus routes for heavily loaded bus routes at all grade levels

722.	Small class for ALL
723.	small class sizes
724.	Small class sizes so teachers can support students better would eliminate the need for many other things. Behavioral accountability for students so that an entire class doesn't have to lose learning time due to dysregulated students. We are teaching children that it's ok to be abused by screaming and hitting children in our classrooms - that you are supposed to just be ok with it even if a student is hitting the teacher - and that they can come every day and do it again. This is teaching children that abuse is normal and you should accept it. Something needs to be put in place for there to be real consequences for behaviors that are abusive verbally, emotionally, and physically to classmates. It's out of control.
725.	small group math support along with reading intervention
726.	Smaller class size district wide
727.	Smaller class size/class size cap in elementary classrooms, particularly the primary grades
728.	Smaller class sized in ALL elementary school should be a priority. Behaviors and dysregulated students exist in ALL schools, not just the high poverty schools.
729.	Smaller class sizes across the board will yield the best academic results!
730.	Smaller class sizes across the board. Elementary classes capped at 25 kids per class. Middle & high school at 30
731.	Smaller class sizes all around, period. Every student should have an opportunity to speak with a teacher.
732.	Smaller Class sizes and a focus on mental health is IMPERATIVE for student and community success!
733.	Smaller class sizes and bring back the IA's in the classroom for additional intervention support for the entire school day to support students and teachers while remaining in the classroom. Para education could take on this role.
734.	Smaller class sizes and special education caseloads for all.
735.	Smaller class sizes are vital in supporting our students needs!

736.	Smaller class sizes don't just benefit high poverty schools. I completely understand that they should take priority but not at the expense of MASSIVE class sizes for the rest of the schools. That is a disservice to the rest of the students at all other schools.
737.	Smaller class sizes for ALL elementary schools AND grades!
738.	Smaller class sizes for all high schools and middle schools Including option schools. All students deserve that not just what you dub underserved.
739.	Smaller class sizes for all high schools and middle schools Including option schools. All students deserve that not just what you dub underserved.
740.	Smaller class sizes for all students regardless of economic background!!
741.	Smaller class sizes for all!
742.	Smaller class sizes for all, increase in specialists and increase in para educators for sped and behavioral needs.
743.	Smaller class sizes for k, 1, 2.
744.	Smaller class sizes in ALL elementary schools (not just schools with high poverty). All schools have an increase in students with behavioral/emotional/academic needs. The special education caseload (particularly for Autism, Emotional Disturbance, and OHI) should also factor in to the need for more supports (not just in Resource Room allocation, but with Para 11 support and smaller class sizes).
745.	Smaller class sizes in all schools.
746.	Smaller class sizes throughout the district should be a high priority. Integrate Option Schools into comprehensive middle schools and high schools so programs are available to all students.
747.	Smaller class sizes, especially in the districts Title I schools
748.	Smaller class sizes.

749.	Smaller classes in all schools are badly needed. Class sizes are ridiculous and impact learning and behavior. There is no way for teachers to meet all students' needs when there are 35-40 students in classes. You claim you are committed to the success of all students, but your failure to address this critical issue undermines your claim and does a disservice to every student and family in the district. Class size reduction should be the number one priority, yet it doesn't even make the list.
750.	Smaller classrooms should be considered for all ages regardless of area students resides...main focus should be on students currently in 4th and 5th grade that were most heavily impacted from covid. Many students are not meeting grade level benchmarks. Something needs to be done about this
751.	Smaller classrooms. Recovering missed days due to snow. More schooling days. More Technology. Spanish as a second language teaching in K-5.
752.	Social emotional learning needs to be supported as a foundation to students being able to learn.
753.	Social workers and counselors are NEEDED more than ever to meet student/family needs. Please do not take the staffing away - we are barely keeping our heads above water as it is. I am both an employee and parent.
754.	Social workers are a super high need, as are counselors, nurses, and SEL staffing.
755.	Solid curriculum in both Language Arts and especially Math
756.	Some district level departments may not be necessary if there are pressures to reduce staff at schools. Programs, such as DEI, can be managed at a building level.
757.	Sounds like no matter how you slice it we will be back to "cut days" or "cut staff" as a choice we will need to make.
758.	SPECIAL EDUCATION
759.	Special education access to education those who do not fall into the categories of specialized programs or access to the general education curriculum without the necessary supports since there are many students who are not at the extremes in which the district classifies them and that is why they stay without the support that fits your needs. They give them support but it is not individualized or in spaces where they can continue to grow and feel successful. You need to step up for these kids
760.	Special education and ELL supports within the classroom. Coteaching models for classrooms with high percentages of IEPs and ELLs
761.	Special education and speech language services need more funding. We are underfunded compared to other districts

762.	Special education case loads for SLP's are extremely high. We need to relook at their caseloads.
763.	Special Education is need of more hands-on support and more support promised, but not fulfilled, by our superintendent. More and more, students with excessively violent histories are misplaced in our program because other programs are being eliminated. What happened to him finding funding to send kids out of district? Increasing ACE ratios to 4/1? He should not make promises he can't keep. The danger he has placed staff and students in is shameful, and will cost the district even more money.
764.	Special education- making sure that we have SLPs and other needed staff to support our students.
765.	Special Education Resources at the Secondary Level. Especially in buildings that have 6-12-there should be 1.0 FTE at a minimum per Middle School Ages and High School
766.	Special Education staffing
767.	Special Education students in special programs.
768.	Special Education support and staffing to accommodate the growing number of students in the program.
769.	Special Education, I did not see that addressed at all in the video
770.	Special education, increased in certified personnel positions across all grade levels
771.	Special education. Case loads are too large. Hire more staff to lower case loads, or provide extended contract for all the extra hours the position requires. Secondary resource is very strained.
772.	Special education/behavioral supports for students increasingly in crisis. Social and emotional problems are at an all-time high. Small class sizes helps alleviate the pressure but cannot take the place of the wrap around support that MANY students need. Our kids are having a very, very hard time.
773.	Special Needs classroom options in alllll schools
774.	Special Needs Students
775.	Specialized classes for special education students. Kids with learning difficulties and disabilities are Struggling in regular classes.

776.	Specialized placements for students on IEPs. I have two students in my classes this year that are awaiting placement. While they wait, they are not receiving services they need and that are in their IEPs. Meanwhile, they are causing room clears in my classroom.
777.	Specialized programs, keeping lower case loads and equity of materials between the programs/schools/district. New classrooms have brand new tech, locking & wall mounted cabinets for safety while older schools are using a SMART Board that no longer works, shelving that is falling apart with teacher purchased fabric to try and block out items from view for students safety.
778.	SPED caseload caps, prioritization of teacher retention and additional new teacher mentor/support staff (a significant amount of under qualified staff unintentionally but inappropriately defining educational restrictions for SPED students), decreased response time, faster implementation, and designation of additional supports for significantly struggling students, equitable access to sped funding, supports, and materials for all BSD schools to include online school, home instruction, alternative programs for at risk HS students,
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784.	SPED Programs and more staffing
785.	SPED support and behavior support; creating schools within schools that house students that can not abide by the rules of being a student.
786.	SPED, librarian (elementary level) need the most help and support. Open more SPED classroom!
787.	Speech-language pathologist (SLPs) caseloads need to be significantly lower. SLPs work with students who are often most at risk and intervention directly impacts academic and social/emotional success. SLPs in higher poverty schools should be highly prioritized for the lowest caseloads. Thank you.
788.	Speech-Language Pathologists need more support to manage caseloads and sufficiently meet minutes for all of their students (SLPA's, more SLP's, etc)
789.	spend some money to get good SPED admin team, not the crumbs from other school districts
790.	Spend staffing funds more wisely - stop adding administrators at the central sped office while simultaneously cutting Facilitators and instructional assistants. BSD is notably top heavy and has been in the news for this. BSD is also well known in the medical and the disability community for offering fewer supports to students in special education as compared to other districts. Our budget reveals our poor priorities, unfortunately. Also train the administrators! This impacts our budget because we WILL get sued. When administrators make illegal comments at meetings we are handing the parents and their attorney fodder for a lawsuit.
791.	SRO's
792.	Staff and student safety measures need to be increase, particularly from other students who have more violent behaviors.
793.	Staff CTE program from the district budget year over year. Do not make these valuable programs rely on state grants that fluctuate year to year in amount and delivery time. The BSD spends lots of time and energy talking all about CTE programs and what they do for kids and they need to actually show up with funding in the actual CTE classrooms.
794.	Staff development and time for collaboration. 4 day work week. More remote options for non student days.
795.	Staff our schools as needed (we have been unable to replace our night custodian for a few months now), make sure BSD salaries are competitive in this labor market.

796.	staff retention
797.	Staffing and support for emerging bilingual students and students with special needs.
798.	Staffing at elementary should be a priority. HS staff seem to have an easier schedule (supervising study hall counts as teaching time). Utilize classified staff for these purposes and reorganize certified staff schedules to meet he needs at HS.
799.	Staffing Elementary Resource Room
800.	Staffing for After-School programs
801.	Staffing for before and after school crossing guards.
802.	Staffing for counselors, social workers, nurses and behavioral and social emotional supports is so important. So many kids have limited resources. Emotional, food and counseling and other services are so important to give kids the ability to concentrate and succeed in school.
803.	Staffing for more certified teachers to lower class sizes in Sunset High School and Westview High School.
804.	staffing that supports students' needs
805.	Staffing, staffing
806.	STEM education needs to be a higher priority, especially at the elementary level. TIAs are sometimes put in hallways or other open spaces, or put on carts and push into classrooms. They don't receive any professional development and only get plan time if the school schedule has enough space in it (certified staff are contractually obligated to get it).
807.	stipend for special educators both classified and certified
808.	Stop hiring at the top of the school district. The district office has too many people filling positions that can be handled by qualified staff that has done same jobs for years.
809.	Strong COLA for your employees

<i>810.</i>	Student class sizes need to be lowered and capped.
<i>811.</i>	Student management personnel
<i>812.</i>	Student physical health resources
<i>813.</i>	Student safety and adequate transportation
<i>814.</i>	Students are still effected by the Covid Years. Behaviors, academic progress, emotional growth were all impacted and those still need to be addressed. Losing/reducing counselors and social workers would be one of the worst moves the district could make. Please do well by our students and community and continue to fund these positions to the fullest!
<i>815.</i>	Students graduating at higher grade average is most important. They are not prepared for reality once they graduate.
<i>816.</i>	Students need more hands-on science activities such as science experiment and building things.
<i>817.</i>	Students with iep should get more 1:1 time and better support
<i>818.</i>	Sufficient SEL support
<i>819.</i>	Supply resources for the school
<i>820.</i>	Support class selection for future opportunities beyond having enough credits to graduate.
<i>821.</i>	Support for classic K-12 teachers and classrooms new technology, assistants and resources for all students to continue to learn.
<i>822.</i>	Support for classic K-12 teachers and classrooms new technology, assistants and resources for all students to continue to learn.
<i>823.</i>	Support for special education - smaller caseloads
<i>824.</i>	Support rigorous education opportunities for students who are prepared for high academic achievement.

825.	support the arts
826.	Support to English Language Learners. The language barrier is very impactful. Also would like to see that the counselor caseloads go down. The ASCA model recommends 250 per counselor and I have a caseload of 330+.
827.	Sure, how about more investment in the BASICS like Reading, Science, and Math and LESS investment in "niche" areas.
828.	TAG funding for high achieving students who are neglected
829.	TAG programs
830.	Teach kids how to think, not what to think.
831.	Teach the kids something actually use in real life. Stop what you're doing now because the kids are getting dumber. Focus back on reading, writing, math and technology. All the other stuff doesn't matter and every member of the Beaverton School should be ashamed of how bad it is. Your Budget is 1.5 billion and which is about \$35,000 a student. Show me where all the money has gone and all your options.
832.	Teach to EVERY child equally and stop using DEI or the "under represented" as a benchmark!
833.	Teacher aides and support staff for all classes is also a priority.
834.	Teacher performance metrics should be tied to student academic success.
835.	Teacher retention
836.	Teacher salaries are too low to compare with increased costs of living.
837.	teacher salary adjusted to the COLA, and lowering class sizes in all schools for grades K-2 to support early intervention
838.	Teacher's Compensation
839.	Teachers need to be paid fairly especially considering the rate of inflation, demand that the state better fund schools

840.	Teachers poor salaries
841.	Teachers should be compensated based on strict standards - one of which is the grades. This will separate the wheat from the chaff. A more balanced curriculum. Kids in this school district know very little about the world so geography and history should be more heavily weighted vs learning so much mathematics that will never be used in their adult world.
842.	Team sports solve a lot of social and emotional challenges but remain pay-to-play, underfunded activities for those with the disposable income to afford it. They can be a great solution to diversity/equity/inclusion challenges as well, and using that as a banner can help get the funding prioritized. We don't need more technology!!!
843.	THANK YOU FOR THE LATER START TIMES!!!
844.	The 2024 renewal of teacher contracts. I hope your budget includes their rate hike. Otherwise, it will no school come November. Sadly, that means taking away from resource, SCC and SLP. Heaven forbid we cut athletics and administrators.
845.	The above question is poorly constructed. The above options are ALL important to the life and health of such a vastly diverse school district like BSD. All of these pathways are needed to ensure we as adult education leaders are doing the very best we can to serve every student that comes our way.
846.	The BASE building has very poor facilities and security protections. I don't understand why new facilities like Mountainside and ACME get gold plated facilities while BASE is a poor repurpose of office space with poor facilities, dangerous parking lots, mice infestations, and lack of basic level security standards. This shows a lack of equitable funding distribution with great disparities within the same district. Why are students not treated more fairly with respect to school facility quality and safety standards?
847.	The budget can be used to improve the quality of lunch or to add other subjects such as PE, nutrition, or accountant classes.
848.	The budget needs to reflect the changing needs in our classrooms from our youngest to our oldest learners. Today's students need small class size and time to be confident and proficient in the most important areas instead of overwhelmed with too many curricular areas. Too much is dumped on the classroom teacher while it is acknowledged that it is too much yet still expected. There is a parenting epidemic and teachers can not do it all while they also clear their rooms, have things thrown at them, and are constantly yelled at or disrespected. Staff need fair salaries they can live on and realistic expectations to support students, deal with the difficulties that are happening in all our schools regardless of the economics of their boundaries so they can have work life balance. We are burning out staff at an alarming rate. You can't ask staff to rise to today's student needs without making your staff needs a priority. Walk the talk. Ensure curricular minutes include time for behavior, SEL support, and transitions. The salary scales need to be compressed. In most other industries that expect a Masters Degree don't spread out their salaries so it takes 20 years plus to make 100K. UPS drivers make more and leave their work at work. In addition to the amount teachers spend

	personally to fund their classroom needs and the instructional tools we need. We aren't even trusted to take an iPad home for planning and learning new tech to meet students were they are at. Treat and compensate teachers like professionals, balance out the curricular priorities and class sizes so we can start our students off successfully and maintain this support throughout their time in BSD. Make budgetary decisions with the actual voice of people with current classroom experience.
849.	The Community Transition Program and Ace program are growing out of their space! As numbers grow within our departments, space for students, and their needs diminish. While we love our location, as it has easy access to Trimet, which we use on a daily basis, our small area of the building is not adequate for the growth we are seeing. There are classrooms that don't even have doors. (safety hazard) We are having to also keep our classrooms doors locked at all times so other students from the ACE program don't come into our classroom space. While CTP, and ACE are not K-12, we would love to be considered for equity purposes. Thank you
850.	The creation and staffing of a fully staffed 5th year program for students who need to earn credits to graduate.
851.	The district eliminated the bus stop near our house this year. When I called to express my concern about having to cross an unsafe street and to go such a long way with a kindergartener, they said it was a cost-related decision. So my request is to prioritize student safety especially in areas that are not as developed or that allow turns without stopping.
852.	The district needs to recognize the mental health crisis that is happening now and staff accordingly!
853.	The district should pay for Tutors for our students to increase basic reading scores. It is not acceptable in the current situation we are in.
854.	The education standards for students in Oregon is the lowest in the entire USA. We need to invest to provide kids with accelerated learning opportunities so that they can compete with the kids from other states. Please provide more resources and infrastructure to kids who can excel in education. Oregon as a state is laying back in terms of education and not promoting the bright talent in kids they have. Please invest to support for the kids bright future.
855.	The expenditures are up when the enrollment numbers are down. Greatest expenditure is salary. I don't like it, but it looks like we need to cut some teachers.
856.	The goal of the district should continue to be to provide academic opportunities for learning. However, the larger picture is to continue to also help students ready themselves for future success in our communities. This means we provide supports for students who need mental health support, social skills, conflict resolution skills, and communication skills. I am a believer that to have successful students, we need to be implementing holistic supports to be successful beings in community with one another.
857.	The highest priority should be mental health

858.	The learning loss from the pandemic remains problematic. What can you fund that will actually help students gain knowledge?
859.	The majority of these current students had their education derailed by the pandemic. They need more human interaction and hands on learning and less of the digital world.
860.	The mental health piece of the academic setting is very important and it has made a huge difference.
861.	The most important consideration when it comes to our budget should be around lowering class size, even if that means putting TOSAs back into the classroom.
862.	The needs of the students should come first - crowded classrooms, crowded halls, and lack of time to address learning losses directly impact our students, and everything should be done to make sure the students are getting the support that they need.
863.	The number one priority should be small class sizes across all schools. There should be no kindergarten classes with more than 18-20 students. Every school should aim for class sizes of 20 kids in elementary school, with an absolute max of 25. There is zero opportunity for teachers with more than 20 kids to provide opportunities for advanced kids, or really to support those with delays, on IEP's etc. Support staff for IEP's and special ed are super crucial, and super integral and should be well-funded, but the classroom itself is the place to start. Instead of creating equity by bussing kids to schools that are not in their neighborhoods, we should be funding schools with underserved populations. Kids don't just need therapists, they need arts education, music, woodworking, and sports. The kids who are falling through the cracks in high school are not the kids who need more math or reading, they are the kids who don't have an outlet or a place to belong, or a teacher who has the bandwidth to get to know them and give them the time and care that makes a difference. Oregon should look to high performing public schools in NY as a model. Also, from an environmental standpoint, reducing emissions by sending kids to the schools closest to them makes way more sense than bussing kids across town. Last of all, kids need exercise and outdoor time in nature for their physical and mental well-being.
864.	The schools need support for academics and behavior, and the class sizes need to be lower in all schools, especially in elementary. K-2 should be lower than 3-5. These two things have a huge impact on students, staff, and families.
865.	The smaller classes should apply for everybody not only higher poverty schools, and K-2 grades should be a priority.
866.	The staffing allocation model is ABSOLUTELY not equitable. Adjust the formula. 1.5 per student experiencing poverty has created a massive inequity for schools with lower poverty numbers.
867.	The video provided was very quick and difficult to understand. I believe there needs to be easier access to the data and understanding where the money is going. This year having meals offered for the kids has been immensely helpful. After paying the talent that helps our students every day, I truly believe that providing meals has helped parents not worry.

868.	There are little funds put towards students who are NOT are risk and are working hard to be school successful. Start helping families who students want to be at school and are regulated.
869.	There are many other areas for budget concerns than just this list that forces us to pick choices that do not genuinely reflect our priorities. There should be 10 choices and there shouldn't be any compound sentences to choose from.
870.	There are no alternatives for me
871.	There has been NO funding for consumables used in science instruction, yet it was promised to be funded for 5 years when it was adopted. Where did the money go? This is a priority for effective science inquiry!
872.	There has to be tangible curriculum resources and overall better supports for Newcomer and Intermediate level multilingual students. Lexia English is a good start. Additionally, the district has to come up with a new plan for middle school ELA curriculum sooner rather than later. In a nutshell, I think budget allocations for good, solid teaching ELD/ELA curriculum should be a priority.
873.	There is a HUGE need for counselors and social workers, it would be a determine to all kids to not fund those positions. I can't imagine our schools next year without the support of our social workers!!
874.	There is a lack of supports for students on IEPs, 504 and non english speakers or emerging language speakers. IA's need to be in the classrooms to support teachers and students. With 30-39 kids in a class, providing support to struggling students is beyond challenging and the students suffer. The majority of the time, these families and students struggle to advocate for themselves.
875.	There is a need for learning specialists in our building to have lower case loads. We need to offer remedial level classes in math and language arts to address the needs of our students who are not academically successful when they come into high school. There is a push for all 8th graders to take AGS1, but this is the opposite of what needs to be done in preparing students for the rigor and concepts being taught when they have not grasped these concepts prior to entering high school. We need special programs for our students who struggle with mental/emotional disabilities. When teachers are requested to "rethink" or plan differently for these students instead of addressing their needs through programs that will benefit their needs, it is not benefiting the student.
876.	There need to be caps on class sizes. Having half time ELD/social workers need to be full time.
877.	There needs to be a better diversification of funding to schools based on factors such as poverty, demographic breakdown, and location in the community. The amount of funding for high socioeconomic school demographics should be considerably lower than the funding provided to schools whose students are largely lower on the socioeconomic ladder. The lack of equity in spending is visible and troubling.

878.	There needs to be an emphasis on student management (absences, tardies, class disruption, phone use, drug use).
879.	There needs to be funds allocated towards designated English curriculum for multilingual learners.
880.	There should also be enough supporting staff for SPED classes.
881.	There was a substantial decrease in enrollment during the COVID shutdown of schools. It appears that while the district saved money from not using facilities and support staff, it had a negative impact on student enrollment. Has there been an effort to bring students back who have moved to distance learning and haven't come back to in-person learning?
882.	These 5 investments should be higher than any athletic spending. Defund athletic spending if necessary!!
883.	these are good
884.	These priorities are out of line. Every student should be focused on and provided an equal education. Access for learning opportunities to historically underrepresent groups? Who is making that determination? Lower class sizes for higher poverty schools? Why not for all schools? As a parent of a child in school, I don't think my child should receive any more or less than any other student in the district.
885.	Think about shift learning. The world is 24 hour now- so should our students be
886.	Think longer term about recruiting AND retaining talented young teachers, especially those that came from the community. We lose too many with the ups and downs of budgeting washing out the folks on temporary and probationary contracts.
887.	Thinking about Middle School as a factor in decision making. Stop making Middle School do whatever the High School does.
888.	This form is too biased
889.	This is the most ridiculous survey I have seen thus far. Why dont we start the budget conversation with why so many school district employees are paid well into 6-figures??
890.	This is the same list as the last few times, and still we do not see other choices for important priorities in funding. One area that is consistently lacking in support (and an embarrassment to BSD) is special education. Why is there never enough support for special education (funding, staffing, treatment) and why are they constantly made to feel as though they are an imposition? Just because the sped population used to be 10% doesn't mean that was a true percentage. Funding

	needs to reflect the actual number, not the past number. With such a huge percentage of the population (15%), it seems as though supporting them properly would help everyone.
891.	To lead the state of Oregon in Education, it is reasonable for the Beaverton School District to need to lead the state of Oregon in employee compensation and benefits. This would be the first priority in keeping and maintaining a workforce that meets and exceeds the districts goals and initiatives.
892.	Too much focus on catching the bottom strata of students. Where is focus on excellence for all? I've seen a dumbing down of curriculum over the last handful of years and it needs to stop. The alternate priority at this point needs to be a reversal of this policy of making the education simpler so that more students can graduate.
893.	TOSA for TIA, please
894.	TOSAS don't help. Period. There is so much wasted FTE at my building (Beaverton High). I see some of the allocated FTE leaving for coffee and or lunch daily for over 45 mins. How do they have time? I can barely warm up my lunch on campus and use the restroom let alone grade assessments in a timely manner.
895.	TOSA's in the buildings in various forms- 9th grade team leads, Credit Recovery monitoring, etc... should be the first items cut before raising class sizes.
896.	Train all early elementary teachers in LETRS
897.	Tree Removal and After Care Options
898.	Try not to screw the SpEd and arts departments
899.	Updating definition of job descriptions to what is actually necessary in working with PreK classrooms. These classrooms enroll students who may not speak English and/or have special needs and teachers applying to these positions should have some background with these cultures or, at least, be more tolerant in assisting those students who learn differently.
900.	Vocational classes used to be a significant portion of classroom offerings. Not only did they provide exposure to hands-on trades, they allowed kinesthetic and social learners to thrive. Please consider more offerings to students who are not interested in the traditional college pathway to a career. Also, students should graduate with a basic skill in computer literacy.
901.	We absolutely cannot lose staffing for counselors, social workers, nurses and behavioral and social emotional supports. Our schools cannot function without these positions.

902.	We are in the midst of a mental health crisis among children. If you want to ensure excellence in education, teachers need the support of all of the interventionists, emotional support, counselors, and lower class sizes to move the needle forward. Thank you for your hard work.
903.	We are in the process of misspending an incredible amount of money unnecessarily changing technology in classrooms, despite substantial push back from the teachers who will use the technology. This is an incredibly counterproductive waste of taxpayer dollars and morally reprehensible. Whatever money the district spends should be focused on actual needs, not wasted on misguided top down mandates.
904.	We continue to see more and more mental health diagnosis and behaviors in our school that greatly impact the academic needs of all of our students. It is vital to keep and even increase the staffing for counselors, social workers, nurses and behavioral and social supports.
905.	<p>We desperately need more school counselors, as well as a separate 504 coordinator position, so school counselors can take the role of 504 coordinator off their plate. The American School Counselor Association's (ASCA) National Model says school counselors should not be placed in this role.</p> <p>Source: https://www.schoolcounselor.org/getmedia/8fe536c2-7a32-4102-8ce7-42e9b0683b3b/appropriate-activities-of-school-counselors.pdf</p> <p>Currently our counselors are drowning in 504 evals and paperwork. This is taking us away from very important work, such as teaching preventative care guidance lessons, meeting with students, promoting resources and social/emotional learning opportunities, etc. It feels like all we are doing is putting out fires and trying to keep up with 504 paperwork and emails.</p> <p>We have a very high rate of suicide screenings, 504s, IEPs, and students who are emotionally dysregulated at our school. Our school as become known as the "art therapy school" of the district, so students with high needs tend to apply to our school. We know of doctors, therapists, other school counselors, teachers, and parents who have referred high needs students to our school because they are under the false impression that we have more resources to support these students, but unfortunately we have even less than the comprehensive schools. In fact, this school year one of our school counselor positions was cut, which has made this year all the more challenging. We need this position back desperately.</p> <p>Between this and being 504 coordinators, there isn't time for anything else. We need to have time to do the important work that ASCA and graduate school trained us to do: building relationships with students, teaching students skills, providing students and families with much needed guidance and resources, and more.</p> <p>Could the percentage of 504s, suicide screenings and IEPs a school has also be considered when determining school counselor FTE? From what I understand, right now only free/reduced lunch and language spoken at home are considered, but the other factors mentioned also greatly impact the amount of work a school counselor does.</p>

	Please help us. I am really worried that students who need our help are falling through the cracks because our time is being taken up by huge amounts of 504 work and not having enough school counselors in the building.
906.	we don't need all the project coordinators if their is less projects going on.
907.	We have huge behavior impacts in primary. The addition of a kindergarten aide this year helped with dealing with some of these student behaviors. Please remember that Title 1 schools have different needs..SEL coach, social worker, counselor, intervention are crucial.
908.	We have more TOSAs than we need in the buildings
909.	We must prioritize funding for our behavioral health and wellness staffing. The well-being of our students, families, staff, and communities depends on this, as does any work on SEL MTSS.
910.	We need appropriate TOSA staffing for non teacher positions (SEL work, Social Work, SUS, Psychology,etc
911.	We need Arabic language class for the kids who has dual language (English and Arabic), it can be after school ,once a week in the beginning
912.	We need BODIES in elementary schools. We need positions filled with quality individuals that can support the many varying needs that the schools need. The money will be best spent on those who are on the ground and in the trenches helping support the kids. We have major behavior issues that we didn't have pre COVID that we need the support with.
913.	We need less students in the classroom. teachers are spread too thin.
914.	We need lower class sizes for all elementary classroom, not just Title-1 schools, especially K-2.
915.	We need more dual credit at the high school level
916.	We need more ELD teachers at each building. For those student who are not enrolled in a dual language program, research has shown co-teaching to be the most successful model. Our district conducted a study which showed this. The problem is that at that time schools received funding for extra staff in order to allow true co-teaching. That money went away. Now ELD teachers are stretched way too thin, particularly in Title I schools. We are not meeting the needs of our multilingual students.
917.	We need more funding for para educators to make our special education classrooms safer and we need a higher rate of pay for LMA's.

918.	We need more money for specialized placements because our students are not being placed appropriately because of money and it's wrong.
919.	We need more supports in the classroom for ELD students. Currently, there are no para educators to help support certified teachers in my school. I currently have a class of 30 (was 35 until a couple of days ago) with four different languages and 15 ELD students (10 were Newcomers). This is not setting up students or staff for success. I would much rather see the district paying paras more money than continuing to support SSS (certified teachers) in which I have no idea what they do at my school. Basically, it is not a well-defined, consistent role across the district.
920.	We need our social workers!!! They have supported our families and students IMMENSELY.
921.	We need serious behavior support!
922.	We need support for programs that meet the needs of students who are struggling in the regular classroom. This includes students who have experienced trauma and/or create trauma for other students and staff.
923.	We need to continue to invest in our students, they are our future. Shutting down schools during COVID was bad idea, It did huge damage to our kids. Invention programs need to continue or expanded to help students get back to normal and be advanced to college or technical careers
924.	We need to continue to support students with counselors, social workers, student success coaches, and academic coaches. We also need to look for opportunities to lower class size at all schools.
925.	WE need to keep all of these
926.	We need to keep social workers in our schools. They provide essential care to at-risk students
927.	We need to maintain lower class sizes at all schools. The Title 1 designation does not cover the impact of income in our buildings. For example, Westview High School has more individual Title 1 students than some other high schools but not enough to make up 50% of the population so Westview servers more Title 1 students without the Title 1 resources.
928.	We need to prioritize class sizes at ALL schools. 35-40 kids a class is too many, no matter what the SEL of the school community.
929.	We need to stop mandating departments buy canned curriculum. The last health adoption process cost us 7 million dollars and the data shows one teacher has accessed it since the adoption. This is not acceptable. Especially in the time of canvas when we can create district wide curriculum that's is best for our targets and students and share it for free!!!!

930.	Weather Disaster preparedness
931.	Where does software and AI create efficiencies at the district level that could streamline that headcount (not teachers)? What currently sits in the purchases bucket should some of those items be deprioritized for teachers? The pie graph on the number of educators versus other areas like administration, what does the total dollar outlay for those employees look like in a pie graph so parents can see that side by side to better understand where our dollars are going versus just showing numbers? Does this projection take into account future property tax revenue from all the houses being built in the Beaverton School District? Where does the current approved bond sit in relation to addressing the long-term structural concerns with the buildings?
932.	<p>While I understand the need for equity-based ratios in SAM, the fact that the pie itself is shrinking mean we're dealing with ever-smaller slices. For students in wealthier parts of the district who still qualify for FRL, this means they are receiving dramatically reduced services relative to their peers at schools who benefit from SAM. I do NOT think anything should be taken away from those schools. Rather, budget allocations must be made so that students are the direct beneficiaries across the district. Cut from the top, not the bottom. Small class sizes for ALL students, not just those at Title I schools. Comprehensive SEL supports for ALL students, not just those at Title I schools. Newcomer program access for ALL students, not just those at Title I schools.</p> <p>In addition, some of our district facilities are embarrassingly dilapidated. Why does West TV elementary even exist in its current form and location? When will Sunset and Aloha be torn down and rebuilt? Why does ISB, the *top rated* public high school in the state of Oregon, work primarily out of trailers? Our children deserve better.</p>
933.	While it's important to consider the underrepresented and high poverty schools - I think we need to also consider the other schools that don't fall into those categories. Please keep those class sizes low also. All of our staffing seems to be going to those who are the most disruptive, while students who sit in their seat waiting to learn are getting left behind.
934.	While subbing at various elementary schools, I've seen the high number of students in every class with substantial emotional/behavioral needs. There's an urgent need for more staff to support these students and to allow the teaching to continue.
935.	While Title 1 schools are drowning in behaviors and needs, there should not be such a huge discrepancy between title and non title. Title should not have 20 students in a 1st grade and non title have 32 1st graders. Also- it's sad that you are having us rank the options above. ALL options are needed for students, we need to do better with supporting our students, this is embarrassing.
936.	Why are the Charter Schools NOT part of BSD?
937.	Why are the options always focused on our lowest achieving students? Wouldn't it make sense to provide some additional supports to our students who have the potential to help cure cancer, solve global warming, etc.? I'm all for supporting our struggling learners, but it feels like we often overlook our brilliant students, especially at the elementary level.

938.	Why can't money go to CURRICULUM programs? I ready with books? Student work books, text books?
939.	Why did you group accelerated learning opportunities with historically underrepresented students? Seems like a way to spend monies in a way not intended by the law. Also, how will houseless students be supported better?
940.	Wise usage and spending on technology, particularly AI-enabled tools, to help students with a variety of areas, such as reading, math, etc.
941.	With budget short comings putting funds into changing schools over to dual language feels absurd! When in times of budget short falls don't add more to the plate. Fund what you have, help schools get kids regulated, feeling safe and secure in schools. It is not the time social emotionally or financially to be adding in dual language schools.
942.	With declining enrollment, what facilities are going to be closed? Many of the elementary schools are now running at under 75% capacity.
943.	With the declining population, where can the district save money by reducing spending on facilities and infrastructure?
944.	<p>With the growing number of students with emerging English skills, it is incredibly important to invest in supports. Our ELD population is growing each year but supports like para educators are not matching the growth. Furthermore the class sizes for ELD are starting to increase to a capacity that is hindering education. We must invest in our English learners by reducing class sizes and funding more bilingual para educators/grad mentors. Additionally students identified as ELD have trauma and needs that are not currently being addressed. While we have social workers and wellness centers, we do not have bilingual staff in these spaces which means ELD students are unable to access these supports equally.</p> <p>Alternative priorities to consider: How is the district addressing the growing literacy gaps, especially for title i schools? Can literacy support classes be something the district can invest in? I am baffled by the low literacy levels at the high school levels and the lack of support/training provided. It seems like MORE students are below grade level than on grade level. It has become a challenge to teach when students can not read or write at level. How are we going to correct this and support our title i students to achieve success? According to the National Adult Literacy Survey, 70% of all incarcerated adults cannot read at a fourth-grade level. I have noticed that many of my students are struggling to access content at a 4th grade level while they are in 9th and 10th grade! What is being done to correct this? What is the districts plan to support literacy for high school students?</p>
945.	With the high emotional and behavioral needs in classes, the sizes are paramount. Having some ridiculous formula is not what is needed, but actually meeting the true meaning of smaller class sizes. Counting ELL staff and intervention staff in the number of teachers is not a realistic way to approach this issue. SMALLER CLASS SIZES ARE NUMBER ONE PRIORITY!
946.	With the social emotional needs of our students, it is imperative that we keep Student Success Coaches full time in all elementary school.

947.	Would LOVE a designated specialist or two (reading and math) to pull small groups for short term targeted intervention during WIN time.
948.	Would love there to be priority of lower class size in all schools.
949.	Yes - elementary schools need certified Art teachers
950.	Yes - improve Westview high school facilities
951.	Yes - Please include remedial level classes at the high school level to support students who need reinforcement of base skills. Not every student NEEDS to take AP and/or IB classes.
952.	Yes just focus on what you are supposed to do, teach kids. Please don't waste taxpayers money on theoretical social experiments (most of above sounds to me like that)
953.	Yes- Special education students and staff are not a priority in this budget
954.	Yes! All of those things above!
955.	Yes! More SLPs. The caseload right now for SLPs is insane. They need help so they can help our kids.
956.	Yes, please offer Calculus 3 as before, in Sunset High School
957.	Yes, reimplementing the standards for math and sciences. Without focusing on subjects such as these we are doing our children and the world they will inherit a severe disservice. If specifics are needed please feel free to reach out, these things matter to us.
958.	Yes. Kids will always remember field trips, hands on learning. There aren't enough, please add budget for more.
959.	yes-I don't see any goals related to teacher retention & teacher recruitment especially in the area of staff to support special education students. Another priority would be student and staff safety with continued crisis training provided to staff working directly with students who exhibit challenging behavior.
960.	You assume that these are the only priorities... fundamentally your business has shrunk by 10%, your costs have increased 10% and more that a third of your funding isn't spent on your core product... Instruction.

	<p>Set altruism aside and focus on cutting costs: > Merge/downsize under-used facilities. > Drop ESSER programs. > Reduce support services (or require fees for those services) These are all "priorities" that BSD needs to consider... focus on instruction, limit everything else.</p> <p>Sharing a financial plan that gets back to basics rather than just passing on the bloat to taxpayers would have my support, otherwise I guarantee two "no" votes (plus as many neighbors as I can deliver) on your next budget proposal.</p>
961.	<p>You don't mention additional staffing for special education teachers and speech language pathologists. Are special education staff (certified) are struggling. We are often overlooked.</p>
962.	<p>You first have to have "low class sizes" before you can use the word "maintain"</p>
963.	<p>You need to keep student success coaches in elementary schools. Our students need emotional support at school.</p>
964.	<p>You need to prioritizing lower class sizes in all schools, not just higher poverty ones. Just because a school is not higher poverty does not eliminate the disruptive and disturbing behaviors, mental health issues, an even more varied degree of learning styles and abilities, and need for support. Higher poverty schools already get more Title dollars and support.</p> <p>You are also not looking at work load issues. As someone who has been in this district for almost 20 years, I have the lowest class size I have ever had at 25. Before this year, I was usually around 28-31 students. This creates a workload issue where I'm having to do more report cards, more conferences, more parent interactions. And if you want to look at what I have less of...I have less time with each student, less time to build relationships, less time to confer, less time to support each one. And with the increase in behaviors we have been seeing in ALL buildings, this means that we will be dealing with more behaviors.</p> <p>You have a responsibility to all students in this district to lower class sizes, not just the ones in high poverty schools. Show you are actually a district that values all students, not just the ones in high poverty schools. Your survey is insulting to those of us that have to come into a classroom each day (that's not high poverty) but still have to deal with students who are in poverty, major behaviors, higher work loads, less Title dollars, meaning less support, and way more parent demands. Please make sure you are thinking about all students.</p>
965.	<p>You should be prioritizing lower class sizes in ALL schools. There are students of poverty in ALL schools. I know of a 1st grade classroom our district with 30 students in it. This is not a higher poverty school. How is this okay, no matter what kind of school it's at? There should be no school in our district with 30 students in 1st grade.</p> <p>Being in a school that is not higher poverty does not magically eliminate students with massive behaviors, students with diverse learning needs, students with</p>

	<p>demanding parents (in fact this is more common in schools that aren't in high poverty), students with mental health issues, etc. Prioritize lowering class sizes in ALL of your schools because they ALL need it.</p> <p>Your question, as it is every year, is very guided. The fact that this is the only question you put on here shows how out of touch your administration is with what is happening in all schools. It's disappointing, once again, that you can read right through your question and see the agenda of the administration in Beaverton. And let me clarify, it is not the teachers, but the administration, this is clear.</p> <p>Use your budget to benefit ALL students in Beaverton. It's very simple...reduce class sizes across the board. This should be a no-brainer! It's sad that it's not a simple question such as, "Should Beaverton be reducing class size across all schools? Yes or no?" If you did, you would be more respected and more importantly, trusted, not only by your community and parents, but also your staff.</p>
966.	You should consider the workload and class sizes for regular classroom teachers. Also, schools need more campus supervisors given the number of issues in schools with students these days.
967.	You should focus on putting your money to educating the students. Do not worry about pronouns - worry about Math, Reading, History and Science. And maybe consider terminating teachers that drink alcohol during class. Not transfer them.
968.	You should pay attention to the condition of the schools so we don't have to close any down like Portland had to due to weather and poor upkeep.
969.	Additional staffing supports for students, class sizes in some schools are too big
970.	All schools need a better staffing ratio. In the past 5 years, our school has gone from an average class size of 26 to 33. No student is being setup for success with these class sizes. If we actually want to improve test scores and graduation rates, middle school class sizes at ALL schools to need dramatically reduce from their current ratio.
971.	Class sizes should be a priority for all schools. 42 in a middle school class is unacceptable.
972.	Class sizes should be a priority in ALL schools regardless of school poverty level. Kids from higher income families don't magically learn better in classes of 30+ students. Class sizes should not be determined by poverty level of the school. There are lower income students who live in low poverty school boundaries. These students are forgotten in the equity lens.
973.	Counselor at-large duties, 504s and other time consuming responsibilities must be reconsidered and reduced; particularly in the middle level. Regarding 504s- the District should train other Academic support staff including the above preference mention to do 504s as there is more of a direct reference to those roles than there is to the role of the Counselor. Or the District should consider one person to be responsible for 504s across multiple sites. Regardless, the responsibility and management of 504s should be removed from Counselors especially since they do not align with our Professional standards.

	As well- the Counselor to student ratio needs to be much lower and equitable in ALL levels. ASCA recommends a 250 to 1. We are far from that especially in elementary and middle. Just think how much more intervention AND prevention work these two levels could do prior to students going into high school. It would help set students up for success and improve graduation rates. At this point, most elementary and especially middle level counselor are merely responding/ able to work with Responsive services; reacting always and very little prevention.
974.	Cuts should be administrative before touching a classroom. Trimming the fat at the top
975.	Every year there seems to be a new "sky is falling" "it's for the students" "under-represented students issue" crisis and bond measure. We don't have kids in the school system, but understand the need for services and the "good of all", However we are paying \$3789 each year in our property taxes for Education services "we" don't actually get or use. We live in a "upscale" neighborhood and are tired of getting "dinged" based on inflated real estate values. Our property taxes went up \$1200 from 2022 to 2023. This is ridiculous.
976.	How about lower class size for all. Not just equity based.
977.	How can we partner with other mental health agencies to bring licensed and trained workers to meet the needs of students into the building? Many of the outside agencies have very long waitlists for services and families struggle to connect with them.
978.	I think trying to maintain a good ratio of staff to students is important.
979.	I would like to see a huge push that everyone graduates, which is how I chose my priorities above. If all students graduate, then they are getting the have so many more opportunities in life.
980.	If class size remains high more aides are required. That was the case in the early 2000's and it worked until large class sizes became the norm.
981.	Lower class size for all- not just some schools- especially in the lower grades. Prioritizing literacy and math core curriculum that is based on science and research. Developing social studies curriculum for all grades.
982.	Lower class sizes for ALL K-2 and 3-5 with different ratios.
983.	Lower class sizes for EVERYBODY, not just lower SES schools. Better nutritional value for school lunches. SEISMIC RETROFITTING OF ALL DISTRICT PROPERTIES. More highly qualified staff.
984.	Lower class sizes in all schools.

985.	Lunch for all
986.	Maintain smaller class sizes in all schools.
987.	Middle School issues need to be addressed. I have already pulled my first child from our local middle school and am considering doing the same for my next child, due to the fact that disruptive, dangerous, and inappropriate behavior was a constant. Consequences for disruptive and negative behavior seemed to be lacking in all areas. Good kids that do the right thing seem to not be a priority. Lowering class sizes in elementary, middle and high school needs to be a priority.
988.	Music! Our budgets have been greatly cut and I don't know how many studies we need to read to understand the lifelong benefits of being involved in music education. Our high school can't even afford to repair or clean instruments within its budget and we are the "wealthy" school. I'd love to see the same support for the arts as we do for athletics!
989.	Our K-12 music programs are incredible and deserve continued priority and support. Our Student Success Coaches are crucial because they can do much of what a counselor and social worker do while also keeping the academic priorities in mind. If tough choices need to be made, prioritize the Success Coaches.
990.	outdoor needs need to be met for all of the prek programs!
991.	Please focus on educated students on the basics such as reading, writing, math & science. There is too much time & attention/focus on the "woke" culture. Let's set the students up so that they can gain and achieve realistic life skills.
992.	Regarding the loss of ESSER funds (\$6.4 million), the administrators and the TOSAs should be not continue to be funded but the rest of the FTE which involves school sites should be covered by the reserve in order to serve student needs equitably.
993.	Respecting the potential of higher level of world language learners by not combining 3 levels in to 1 period of class time, which requires a teacher to maintain 3 preps throughout the school year
994.	Safe walking routes for all students
995.	Smaller class sizes are needed for students to thrive. Middle schools need more supports. They are not ok.
996.	Special education. Para educators. Teaching support.
997.	Stick within the budget! Look for more grants!

<i>998.</i>	Support for ELD/ELL in all classes.
<i>999.</i>	Support our teachers in contract bargaining. Investing in teachers is investing in our students and communities.
<i>1000</i>	We need lower class sizes and more behavioral supports.