

# Budget Narrative Responses for 2023-24 planning

The following are answers to the "2023-24 Budget Survey" open-ended questions. Each question is listed, followed by the open-ended answers. The comments have not been edited for spelling or punctuation. For publication on our website, comments that identify, or by the nature of the reference could lead to the identification of the respondent or OSD personnel or students, comments that contain accusations/sensitive information, and/or profanity have been removed and noted in brackets.

## Community Member

### Describe what you value most about our school system.

The quality of the education that my child receives - but the factors that go into that are complex, multi-layered and varied.

Good advanced programs for students who excel.

Diverse approaches to learning

The flexibility of programs to support all family needs.

Kids being prepared to be functional adults after graduating. (Teach them how to balance a checkbook!)

I am an OSD graduate and it was important for me to raise my family in the OSD due to the exemplary education I received (2005 graduate) I am highly concerned with the current direction of the OSD and am hoping by the time my children have entered into the system, the education I was expecting my child to receive will be made a priority again!

I value my child's learning.

Class sizes and extra curricular activities.

You actually care about the students and their families.taking the time to LISTEN to parents that want a brighter future for their children as well as meeting any needs the teachers have. Allowing the community to have a voice

Flexibility

Staff and teachers are very supportive and creative meeting individual students needs

Education! Reading, writing, arithmetic. College prep and critical thinking skills.

Nothing currently. You're all social justice and no substance

That all five pathways in the high school and beyond plan continue to be honored; not just the university-bound students can receive support.

The diversity

I used to value discipline and safety for teachers, staff and students. Bring SROs back

Commitment to the students

I valued the high academic standards and outcomes of past years, but disappointed in declining scores and de-emphasizing academic achievement with over emphasis on social justice end equity which is not the role or responsibility of the public school system.

The communication is a standout, was hard to think of anything specific. Everything is pretty good.

Teachers in classroom

Opportunities for wide variety of experiences- class variety, arts, athletics, people

The value the parents and community have on their kids to succeed.

I prioritize the arts and instruction quality. My family moved here this summer and I think the district needs significant improvements in instructor quality.

Nothing

Finding teachers who truly care about their students

For the westside to grow and thrive we need smaller class sizes, more admin or social workers.

Teachers who teach academic content

Community.

Arts, equity, and inclusion

The administration and teachers

Families and community are included in our students learning. Classroom sizes are small and that students are going to school in their neighborhoods as much as possible.

Academics

Broad range of opportunities for students that care about the whole student.

I'm am sick about OSD and the idiotic decisions the school board makes. They all need to resign

Basic education

That teachers are still going in everyday and trying their best with limited resources and a looming threat of budget cuts.

Small elementary school sizes that promote a sense of community.

The teachers and paras who work directly with students. Invest in them.

The accurate teaching of history and human rights.

the teachers & paraprofessionals

That teacher's and student's needs come first.

Smaller class sizes and preparation for college

Academics without social issues

ELL services, after school activities, instructional excellence.

support your teachers so they can support your children

It's local to us, and free, and serves a more diverse audience than Olympia usually is

Student-first focus

What I would like OSD to value: Valuing and supporting high quality teachers (better pay, more sustainable workload and class size) in order to retain them year after year. Providing high quality care for students through social/emotional support, learning needs (special education), etc.

The students

Lower class sizes and admin support for teachers

Critical thinking skills

Academic excellence

Support for STEM education and robotics

Teachers

class size and academic rigor

Paraprofessional support

Challenge and variety in academics and programs (arts, music, sports, activities)

High quality STEM education.

Putting what's best for the greater good of the community first

The teachers and instructors.

Quality education

High academic standards in the CORE subjects

Emphasis on inclusion

Staff paid highly enough to care about their jobs.

What I value the most are Reading Intervention Specialists. My son had trouble learning to read and reading specialists were invaluable in his growth as a student. The small group support made all the difference. Today, he has a productive career thanks to the help he received from his reading specialist in elementary school.

Safe space for kids

Quality education for our kids

The arts teach so much, as valuable and an outlet for student s emotions.

Keeping an emphasis on academics

Providing equitable opportunities for all students across the district.

Education in reading writing math for all students. Arts and sports for students

Great history.

Teacher skill set

The phenomenal teachers and the incredible music program at Centennial, WMS AND OHS

Balance and out of the classroom learning

Excellent teachers

Olympia Schools have repeatedly shown to be at the very top in the State for performing arts and I believe strongly that this is one of things that sets the district apart from others. When I think of the Olympia Schools I think of that excellence and how the students can carry that through their lives.

Whole child, arts based curriculum.

It is most important that our schools focus on life-long skills that directly support students' abilities to become contributing members of society.

Priority on social emotional learning, options for individual learning styles.

Small class size

Smaller school and class sizes. Veteran teachers that share their experiences and expertise with other staff members. Administrators and principals that foster communication between staff and transparency that enables student growth and development. Full time healthroom staff instead of a nurse for not even a full day a week that was supplemented by front office staff. Family lesson that actually promotes the equity we claim to value as a school district. Paraeducator support for teachers and students to ensure their success and safety. Bus drivers to get students to and from school safely, regardless of how much your home is worth.

Student centered learning instead of "teaching for the test"

Quality education for all students regardless of their background

Every student is important, therefore, all students should be treated fairly and with compassion.

Small school model, class size, quality of staff, HOWEVER that model may not be sustainable. I appreciate that OSD values student success.

High quality education resulting in people with drive and capabilities. Music program can contribute life long time management skills.

High quality education

Reading interventionists at the grade school level. If the child cannot read at grade level by third grade, it could be difficult for them to succeed in the remaining school years. This also impacts their confidence and often their willingness to try.

Paraeducators

Reading, writing, and arithmetic

I value the music program most about the school system, orchestra in particular. Music has been shown to help students improve other areas of their educational experience including math and social skills.

Safety

Neighborhood schools and community.

kids

Small, neighborhood schools.

Small Schools

Music. Sports are fun, but music and the arts will greatly enhance people's lives forever.

Most important is to have a variety of learning programs and supports for students, while at the same time maintaining a school setting that is sufficiently staffed to be safe. I advocate for NOT cutting school building administration (other than through school closures) and central office administrators. Neither saves that much money and ultimately makes schools less safe and in some cases, less effective. Fewer building level administrators would create more of a concern for student/staff safety and student learning. Too few people at the district office to provide timely support to the buildings/building administrators has a negative impact on what can be coordinated/offered/provided to students.

Tough decisions for you all to make! It is unfortunate that our district is in this position - as are many in the state. Good luck!

Balance. OSD has historically had a strong value of unlocking the full potential of \_every\_ student -- brilliant or challenged, rich or poor; and funding all of its programs in a balanced way. This balance is what I have always valued most. Don't lose balance by overcommitting to "equity" programs that are not funded by the Federal or State Govt. If you fund them by cutting our existing programs, you will damage our strong schools. That will put the district into a downward spiral.

Music and arts, sports like soccer and tennis, Eckert emotional recovery.

Music, band, sports, like tennis, soccer for all children

Quality teachers, smaller schools and class sizes

Alternative Ed programs and Music, Visual and Performing Arts opportunities for students

Quality learning

Whole kid.

Helping students to flourish and become all that they can be.

The students and the teachers including paras

Reading, writing, and math - and then MUSIC PROGRAMS.

What I value most about any school system, but especially this district's, is the relationship between the school and its students. Students should have access to all materials that will help them to further their learning experience, including course variety, social-emotional support, and diverse extracurriculars. It is the duty of the school to provide each student with a comfortable learning environment, and it is the duty of the student to grow there. I applaud the hard work of teachers and other staff to push for improvement of schools everywhere, and I do hope OSD is able to develop sufficiently in future.

Strong music program!

Arts

I value alternative forms of public funded education like Avanti High School, ORLA, and Lincoln Elementary. I value students mental and physical health and the ability to express themselves with the arts or sports.

## **Describe any cost saving measures you would like the district to consider.**

None! Our schools are underfunded, our administrators and teachers are underpaid and OSD does a phenomenal job with a limited budget and toolkit to provide an excellent education - it's high on the list of reasons for why we moved here. I want to see more funds directed towards our schools and support staff, not less. Thank you for being part of our village.

Reduced athletic program funding.

Focus on supporting teachers

I would like the savings to STOP for school lunches so that ALL KIDS can be FED again. Income has little to do with a child's ability to be properly fed. Those lines do not help a large portion of families just above the line eligible for food assistance at school.

Maintenance of current facilities.

Teacher pay is totally out of control. Who else gets paid over \$100,000 to only work 180 days and constantly get cost of living increases? Have you seen our property tax increases? Where is the portion for schools going? Salaries are the biggest cost for any business. It's out of control in Olympia Schools.

I would like the district to evaluate what is most essential in providing education and other enrichment opportunities for students and prioritize that over other measures that continually feel are added in temporarily to "fix or address" issues at the cost of general education and experience of our students and staff. OSD seems to be distracted and focusing on too many new programs and ideas.

Technology investments to enable enriched learning.

None

Reduce overhead and middle management but bring back the SROs. Thank you for seeking my input. I really appreciate it!

Stop pushing pride and blm so you retain your students

Discontinue funding for career counselors who only allow students to select university as a post-secondary option.

Elimination of DEI dedicated staff at district administrative level.

Do not sacrifice class size and teachers for administrative support services

We should analyze the amount of money spent on small groups of students. I don't have any easy answer how to help smaller groups, but if it is at the cost of the larger group it's hard for me to see the justification.

I would raise taxes with a voter override to increase spending.

Get rid of all forms of "WOKE" training; DEI, CRT, etc.

Focus more on students mental health

we do not need the instructional coaches at this time...bring them back when debt is better

4-day school weeks

Cut all ESSER funded positions, Cut District office personnel, redirect the monies to direct instruction

Building a district aquatic facility

That the central office review to see if our redundancies and efforts that are being duplicated that can be under one department or consolidate tasks..

Cut admin positions, reduce or freeze salaries. Education providers are extremely overpaid considering the dismal academic performance of students.

Far to much spent on central office administration.

Bus transport for less than one mile from school. Follow the Japanese model and have the students clean up after themselves.

Stop investing so much into traveling sports programs when you need to invest more in your teachers and mental health programs for kids and teachers

Please don't shut down Boston Harbor Elementary. Please.

Stop giving raises to employees who are making a 100,000 dollars a year already.

Have sports sell worlds finest chocolate to sports the same way academic programs have to

Get rid of district level positions that do not have an impact on student learning.

None, schools should be well funded.

Pay cuts for administrative district positions.

CRT and other social justice issues should be reduced

Get rid of instructional coaches. They are highly under-utilized.

don't buy commercial off the shelf remote learning programs, fire half the administration

Cut sports

Drop the transformative SEL and racist disparity = discrimination models of education you have corrupted into and return to merit based placement and teaching kids how to think through dialogue that challenges them.

Limit raises for upper level admin if they are not actively supporting teachers (ie. covering class time, taking time with disruptive students) don't buy new curriculum every other year.

Unknown to me

Cut social emotional programs

Cut central office staff

cut out unneeded support systems and extra employees

Cancel Cispus! Quit spending the money on Cispus that really doesn't benefit the students. Not much outdoor learning is taking place. Staff use it as padding to their vacation pots. Support local areas of need be like Millersylvania State park where it takes less in transportation/food services can actually deliver the food to the kitchen there in the camp for rent. Holds smaller amounts of students and supports local county to be there

Make CSI available to all students who want it

Less administrative folks is a good place to cut from.

Cutting pay of the superintendent.

None I can think of.

You've added a lot of administrators and central office people over the years. Leave schools alone cut administration.

Stop the social emotional curriculum spending

Firing School Resource officers

In my observation, it seems as though there are too many people at the district office focused on data, when what schools really need are people on the ground supporting the teachers and students. We don't need more instructional coaches for the teachers, we need more resources focused on teachers who teach whole classes, teachers who teach small groups and para-educators.

Arts and varsity athletics

Fewer administrators

administrative duties, paperwork etc.

Reduce staff raises at the administrative level

The district office is top heavy with overpaid administrators Cut travel, cut unnecessary software use that does not benefit student population. Cut back on para-educators with smaller classes teachers need to do their job.

be more cost effective with the tax dollars you are getting

Reduce all administrator (school and non-school, district office) salaries 2%. In addition, reduce elementary building administrator salaries an additional 4% if their school enrollment is less than 250 students. Reduce building administrator salaries 2% if the school enrollment is between 250 and 400 students. Elementary assistant principal support is for a school with an enrollment over 500 students. Reduce middle school administrators salaries 2% for school enrollments less than 400 students. Reduce high school administrator salaries 2% for enrollments less than 1250 students. Combine elementary and secondary assistant superintendent into one position. If a principal leaves, resigns, or retires, combine the Boston Harbor and Madison school principal into one position and do not reduce their salary. Do not reduce teacher or para educator salaries or positions.

Cut the free internet services and providing free devices

Busing! So many kids get driven.

Simpler teacher evaluations

Eliminate after school athletics

Please cut people who don't directly teach children, people who push paper (like endless central office staff, tosa, 1-1 paras, curriculum people), go back to what we had 10 years ago (OSD was fine).

It pains me to suggest staffing reductions, but this seems like the most viable and direct path to reducing funding obligations.

Instructional coaches. This was a horrible waist of money and resources. Lack of leader that foster teamwork, transparency, cooperation and communication cannot be bandaged by so called instructional coaches.

Limiting district officials and ensuring as many classroom teachers have jobs as possible

Use Intercity Transit for a select number of high school bus routes instead of OSD funded school buses. Many students already use IT. Also, eliminate the Cap and Increase the Funding Multiplier in the state funding formula.

Have students be custodians and grounds keepers, they will learn the importance of hard work and will have respect for their school.

The world believes teachers are underpaid and the teachers would have this belief perpetuated. The OSD Board should take a hard look at the Contracts online and pay records. Not only at base pay, but all the hidden extras that are astronomical! 180 days of pay but a high annual salary?!

Involve students in maintaining the cleanliness and tidiness of their school. Promote pride in maintaining a neat school appearance thus minimizing custodial costs or freeing custodians to perform more skilled or important tasks.

Charge community members for use of school facilities after hours for meetings and cultural events

The district should put less money into athletics.

Less costs spent on sports and more support towards arts/academics/paying teachers a fair wage.

Reduce amount paid for basketball and football.

N/A

Cut down on field trips and motorpool costs.

Please consider reducing/eliminating unnecessary positions at Central Office and School Administration.

Cut extracurriculars before consolidating schools.

save instead of spend



Reduce central office staff and let schools do what's best for the kids.

This is a poorly designed survey. It makes me wonder if you really do want feedback from the community.

Closing schools is short sighted. You will lose the support of the public with levies. Why would anyone want to throw good money after the fiscal mismanagement by the superintendent and central office staff. The school board is a joke too, favoring Lincoln where students learn how to feed chickens but don't know how to read.

I don't know enough to be thoughtful about this.

Halve the sports budget.

As difficult as it is, it appears it is time to close one or more of the elementary schools based on enrollment projections. Olympia has been very fortunate to have small elementary schools to date, but maintaining/staffing that many sites is a luxury no longer affordable.

Taking across the board cuts seems to be the fairest, most equitable approach.

Decrease central office staff, decreased building and grounds maintenance, post pone major building repairs, other expenses that do not affect students. Directly.

Increase state bus revenues by positioning stops near 1mile boundary and age students living approximately 0.5 miles walk towards these stops instead of school. Also announce us count day multiple times by multiple methods

Get rid of some administration.

Consider closing smaller schools.

At my previous elementary school, they established a composting program via their gardening club, which both improved the overall look of their grounds and gave students something to look forward to on "Club Wednesdays". Alternative waste management programs that come with little additional cost would be something small the district could consider to save just a little more money on waste expenses.

Rebalance school administrator salaries in line with educator salaries.

Instructional coaching for teachers

Definitely restructuring how many elementary schools there are.

## OSD Family Member

### Describe what you value most about our school system.

Nothing. — **Olympia High**

Location — **Olympia High**

Academic quality — **Pioneer Elementary, Roosevelt Elementary, Olympia High**

Teachers and staff having the ability to teach a non-biased, non-censored curriculum. — **Washington Middle, Olympia High**

Teachers & instruction is # 1 — **Avanti High**

Very organized — **Roosevelt Elementary**

Safe social environment for my learning-challenged daughter — **Capital High**

GOOD teacher..... We lack them. — **Capital High**

Teachers. Most of the money should be spent on retaining the teachers. — **Pioneer Elementary, Olympia High**

Sense of community — **Hansen Elementary, Thurgood Marshall Middle**

My child feeling safe and able to learn in an environment where she feels comfortable. —**Capital High**

The teachers that, despite the OSD Board and Superintendent, work hard to educate our children. —**Washington Middle**

Freedom Farmers program. Please don't cut it. —**Olympia High**

Intellectual rigor, allowing for curiosity and growth for all kids —**Lincoln Elementary, Washington Middle, Olympia High**

Social emotional support —**Olympia High**

Support for diverse student body —**Roosevelt Elementary**

Academics —**Hansen Elementary, Thurgood Marshall Middle**

For our family the most valuable aspect of what OSD offers are the hConnect classes that allows enrichment opportunities for our students not enrolled in K-12 —**ORLA hConnect**

The teaching of our greatest asset, our children. —**Boston Harbor Elementary**

Commitment to equity and inclusion, commitment to supporting our kids to become critical thinkers. We need all hands on deck in the classrooms to support students. —**Lincoln Elementary, Jefferson Middle**

That we have strong teachers —**Olympia High**

Right. Is not super happy about much. Needs big improvements —**Capital High**

Diversity provided by a public school. —**Hansen Elementary**

Teachers. —**Roosevelt Elementary**

The individual staff members in relationship with my children daily, instructing, caring for, and keeping them safe. —**Madison Elementary, Reeves Middle, Olympia High**

Please return to a focus on core academics and stop wasting time and resources with BLM and gender politics. —**Hansen Elementary, Thurgood Marshall Middle, Capital High**

a safe place for kids to learn and grow —**Capital High**

Creative teachers and paraprofessionals are a key benefit to education. —**Reeves Middle, Capital High**

High quality instruction. But I don't see anything on here about physical security. Can you please clarify where that fits in the budget? I want to see much heavier security at schools to prevent gun attacks. —**Pioneer Elementary**

The attention given to each child. I feel like they've received direct specific attention to their needs. —**Garfield Elementary, Madison Elementary**

Dedicated teachers, safe schools, parents that care —**Centennial Elementary, Washington Middle**

Leave politics out of our school! Teach school- not your personal agenda! More families are going to home school if you continue to infiltrate our schools with your liberal ideology. —**Olympia High**

Educators that care about all of the students as individuals. —**Washington Middle, Olympia High**

Not sure —**LP Brown Elementary**

Educational opportunities & traditional extracurricular school activities including clubs, sports. —**Washington Middle, Olympia High**

Our fiercely dedicated teachers! They have worked so hard in absolutely insane conditions for the past 4 years between the pandemic outbreak through the learning loss that continues to this day. —**Capital High**

Inclusivity for children of all abilities. Wonderful teachers and paraeducators! —**Roosevelt Elementary**

That my child is learning, while also having a good time at school. —**Hansen Elementary**

Trying to help everyone achieve their goals —**McKenny Elementary, Washington Middle, Olympia High**

Core curriculum, English, Math, Science, History —**Capital High**

Inclusivity, recognizing each student as important —**Olympia High**

Priority should go back to teaching, academics and proficiency in math, ELA and science to catch up in learning loss. —**Washington Middle, Olympia High**

All of the staff cares deeply about the students and that is very apparent and appreciated. —**Pioneer Elementary**

It provides foundational social experiences and teaches children how to become life long learners. —**McKenny Elementary**

Student to teacher ratio —**Centennial Elementary**

Helping the kids reach their academic greatness —**Washington Middle, Olympia High**

DO NOT FOLD ANY OF THE SMALLER ELEMENTARY SCHOOLS INTO THE LARGER ONES. There is something special about living in and attending the community schools. Also do not fold reeves in WA middle school. It's too big and you WILL LOSE MANY KIDS that way. Many students benefit from small schools. They get to know the adults and other students on a more personal level. You will be making a huge mistake. Middle school is so hard as is, this change would be detrimental to mental health that the district touts as a priority, yet every step is away from that and only concerns around cost are what make policy changes. OSD should be better than this in one of the most progressive towns in Washington. —**McKenny Elementary**

I value the hConnect program at ORLA and it's teachers. —**ORLA hConnect**

The exceptional dedicated Teachers. They need our support! —**Olympia High**

being treated like a normal human... not special needs because we're black. stop pandering please... it's insulting. —**Olympia High**

Small classes, caring professionals, community feel in school, strong academics, regular art, library, pe, and music instruction —**Boston Harbor Elementary**

The students getting a good education in a safe environment without overburdened teachers and staff —**Hansen Elementary**

Education and counseling —**Centennial Elementary**

Protecting the emotional health of the students. —**ORLA hConnect, ORLA Online**

Not too much. The emphasis is put on privileged, affluent, white children succeeding in this system and everyone else is considered a burdon. —**LP Brown Elementary, Thurgood Marshall Middle**

Small class sizes, so our children don't feel lost and unable to ask questions or be acknowledged by their teachers and peers. Enough staff (teachers and support staff) and not cutting new teachers who need to still grow in their positions. —**LP Brown Elementary**

The teachers and students - them what they need - SMALLER CLASS SIZES!! —**Reeves Middle, Olympia High**

The teachers my children have had are 100% focused on helping them achieve academic successes. They have access to a well rounded education through many hands on opportunities in classes —**Washington Middle**

Teachers and their needs. —**Pioneer Elementary**

We like how the doors are now locked making the schools a little more secure. We wish there was a school police officer at each school all day long as well. —**Hansen Elementary**

Teachers and their needs! Teachers that are supported do the best job! —**Pioneer Elementary**

Retaining quality employees such as paraprofessionals by giving them a living wage — **McLane Elementary**

Excellent teaching and instruction — **Hansen Elementary**

Student satisfaction with academic challenges. — **Washington Middle, Olympia High**

transparent communication — **Roosevelt Elementary**

Teachers — **McKenny Elementary**

Diversity and inclusion — **Thurgood Marshall Middle, Capital High**

That it is white and blue collar so therefore not a school to prison pipeline school — **Capital High**

Small class sizes are important — **Roosevelt Elementary**

That my child is learning what he needs to prepare him for High School and beyond. — **Washington Middle**

Our child is just starting as a Kindergartner this year, but I love the family-oriented atmosphere at Garfield and the dedication his teachers have to their work. I appreciate the good communication between the school and the families. — **Garfield Elementary**

Teacher who truly care about their students — **Thurgood Marshall Middle**

Inclusion of play, arts, SEL, diversity, inclusion. — **Centennial Elementary**

Care about students' wellbeing and instant communication with parents via text messages or emails. — **Washington Middle**

What I value most in a school system is strong academics. Make academics the focus of OSD again. — **Olympia High**

Quality education with lots of options and limited class sizes. Paraprofessionals to help provide more support.

There are a lot of things I value about ORLA. — **ORLA Montessori**

The Montessori program. Optional education alternatives — **ORLA Montessori**

Turning kids into leaders — **Washington Middle, Olympia High**

Quick to provide information to the families — **Garfield Elementary, Jefferson Middle**

I very much appreciate the 8-fold (I think it was 8) statement of values. I appreciate the district's efforts and intentions, even in the face of the budget deficit and insufficient funding from the state and federal government. I appreciate the school board for advocating for our students. I appreciate the staff at the schools my children attend, for doing their best in these last few challenging years. — **Lincoln Elementary, Thurgood Marshall Middle**

Caring staff — **Pioneer Elementary**

Safety and teachers supported — **Jefferson Middle, Capital High**

good teachers — **McKenny Elementary**

Having a hard time with this one. Having moved into the district 20 years ago specifically for the core educational focus, high testing results, graduation rate, and % of students going to higher education and seeing the continued decline has concerned me. It has been very noticeable in the past 4-5 years. With one child out of college, middle child in first year of college and with my youngest going into high school next year I am very concerned for my youngest. There has been a dramatic change in educational standards and I am worried for my 14 year old. So at this time I do not hold much value in the current state of affairs with OSD. Too much focus on the social and political ideologies and not core fundamentals.

One area that would be useful is to have more permanent psychologists on staff at the schools. The current social worker / counselor supports are sub par and not effective. — **Washington Middle**

Communication with parents and overall educational plans —**Roosevelt Elementary**

It is vital that both students and staff have the support they need to give students the learning abilities they deserve to have—particularly those who need extra support (learning/emotional/financial disabilities) or have ESL. Supporting educators and their support staff supports the students. —**Hansen Elementary**

I value the online courses offered through ORLA's iConnect program, hConnect's flexibility, and teachers that care about student success. —**Olympia High, ORLA hConnect, ORLA Online**

Teachers who can coach and develop students. —**Hansen Elementary, Thurgood Marshall Middle**

I value maintaining the best teachers and administrators, and I am concerned that some of the best teachers were hired last and could be on the chopping block. —**LP Brown Elementary, Thurgood Marshall Middle**

The relationships in the school communities and how my kids are made to feel and learn by their teachers. —**Centennial Elementary**

The support we receive from special education for our students learning disability. —**Pioneer Elementary**

The OSD board and staff are thoughtful in their decisions. The teachers and support staff are excellent. —**Reeves Middle**

It seems mostly equitable across the district. —**Roosevelt Elementary**

High standards in every area. Respect for everyone —**Boston Harbor Elementary**

At this time we plan to move, we love the teachers but the school board has lost all credibility. —**Thurgood Marshall Middle**

Safety of my children. I have lost faith in a public school education and we use the public schools mainly for orchestra and electives. Teachers need a 150% salary increase at the minimum in order to attract and retain top notch educators. I am not a teacher and no one in my family are teachers. It has devolved into a less than desirable profession. We need to significantly increase the support we give to the future of our country, our children! —**Washington Middle, Olympia High, ORLA hConnect, ORLA Online**

Support for student's emotional well being. —**Capital High**

The basics. A focus on academics and helping all students thrive academically. Caring teachers, instructional staff, support staff, and principals. Useful, well-maintained facilities that allow students to take pride in their schools and not suffer distractions. —**Lincoln Elementary**

Not much, the assessment scores for our children are abysmal. Shame on all of you who have been in charge. You let the children and community down. Notice how no one takes you seriously anymore? —**Boston Harbor Elementary**

The teachers. The community. The dedication of staff at McLane. —**McLane Elementary**

Alternative learning programs for kids failing to thrive in a standard classroom environment —**Reeves Middle, Olympia High**

small class sizes as children continue to struggle to catch up after remote and hybrid —**Pioneer Elementary**

I value the opportunities available for my student be it Montessori, Special education or the arts. —**ORLA Montessori**

Arts(especially orchestra and choir), each person working to help our children be their best selves and helping our community to be a better place. —**Pioneer Elementary, Washington Middle, Olympia High**

support for all students, engagement in group activities (music, sports, ect.), and efforts to facilitate learning. —**McKenny Elementary, Washington Middle**

Commitment to teaching literacy and math skills, helping students learn to navigate their feelings and friendships, many ways for students to express themselves creatively and artistically making well rounded children — **Garfield Elementary, Thurgood Marshall Middle, Capital High**

Caring teaching staff — **Reeves Middle, Olympia High**

Support for diversity and inclusion. Understanding and support for the social/emotional needs of all students. — **Garfield Elementary**

Mr. Curly. — **Olympia High**

The equity and inclusiveness. And the teachers. — **Madison Elementary**

Flexibility with choices, the good and great teachers — **ORLA hConnect, ORLA Online**

Connection and communication from staff! Everyone is extremely supportive and the care for my child is genuine. — **Boston Harbor Elementary**

Low class sizes, alternative learning options & arts/music options — **ORLA hConnect**

Academics — **Olympia High**

I most value care and resources being provided to the kids who need it most. — **Lincoln Elementary**

The size is a good ratio—not too big or small. I feel my children receive the attention needed. — **Garfield Elementary, Madison Elementary**

Not sure any more. Things have gone down hill the past 4-5 years. — **Washington Middle**

Special education services, and supporting teachers — **ORLA Montessori, ORLA hConnect**

A good student:teacher ratio — **ORLA Montessori**

Small class sizes & social emotional supports — **Hansen Elementary**

Reduce administration cost at central office — **Washington Middle, Olympia High**

Teachers and students — **LP Brown Elementary**

Diversity of programs. — **ORLA Middle School Academy**

Email communication

Secure environment to learn curriculum — **Lincoln Elementary**

Small class sizes! — **Hansen Elementary**

My children being know by multiple adults in the building. Feeling they belong and someone cares. Smaller class sizes and more student opportunities make this possible. — **Boston Harbor Elementary, Reeves Middle**

The constant consideration of students and providing them with well rounded opportunities to learn beyond the basics of what test scores show. Social emotional supports, family liaisons, art, music, access to healthy school lunches. — **Roosevelt Elementary**

The freedom our children have to choose what and how they want to learn — **ORLA hConnect**

Quality well compensated instructors, counseling staff and a variety number of activities for students to participate in outside of class. — **Capital High**

Focus on social emotional support, focus on equity and inclusion, support for kids with IEP and 504, strong academics, well-trained, kind, supportive and experienced teachers — **Centennial Elementary, Washington Middle**

Certificated teachers in SMALL classrooms, which is NOT happening is why I value most and I would hope the district as a whole values most.

The teachers are overwhelmed by exorbitant class sizes and are not able to make the crucial connections, academically or emotionally/socially, with our children. I believe this to be a direct result of kids feeling depressed, unseen, and undervalued. This contributes to more resource spent on mental health and dealing with/mitigating/addressing trauma.

The teacher instructor/coach program was a disaster and glorious waste of resources. Again, we need smaller class size.

After speaking with numerous teachers at the elementary school, middle school, and high school, they also believe the teacher instructor/coaching positions were a waste of resources.

Ultimately, it's unclear WHAT is happening at the admin level, but this district appears to be to very "top heavy". More funds should be reallocated to reducing class size and giving our students and teachers an opportunity to connect. — **Washington Middle, Olympia High**

In all honesty... not much. — **Avanti High**

Small class sizes and time spent creating an environment where children feel seen and safe. Para educator support in the classrooms and lots of social emotional support. — **Lincoln Elementary**

Support (especially para) support for teachers. Especially if paras could be trained in SEL. — **Centennial Elementary, Washington Middle, Olympia High**

I appreciate the choice and option I have to send my kids to AL schools like ORLA. — **ORLA Montessori, ORLA Middle School Academy**

Safe learning and social space for my preschooler — **Garfield Elementary**

High quality music programs, experienced teachers, allowing for differences as needed at different schools, community who truly cares about student success — **Centennial Elementary**

An eye to inclusion, diversity and equity — **Centennial Elementary, Washington Middle, Olympia High**

Teachers, small classes, interesting electives. — **Reeves Middle, Olympia High**

I value that the adults care about my kid and provide guidance for her as she learns and grows. — **Washington Middle**

Student teacher ratio — **Lincoln Elementary**

Good teachers — **Olympia High**

The teachers who care about teaching students. — **Capital High**

Social emotional learning and equity/justice — **McLane Elementary**

The opportunity to take the limited time we have available outside of work and other activities to provide feedback to the district and board and then realize that it is not listened to either quantitatively or qualitatively and value the early recognition that parent feedback is a token aspect of our district and will not put much effort in providing. — **Centennial Elementary**

Dedicated teachers and staff — **Garfield Elementary**

the care and attention our son's teacher provides to him and assistance she gives us as a family — **LP Brown Elementary**

Para professional support — **Garfield Elementary, Capital High**

Equity in education. Support teachers. — **Capital High**

Teachers — **McKenny Elementary, Olympia High**

The way the teachers and counselors meet the students where they are and do their best to support them fully as people, not merely students. — **Avanti High**

It is important to me that classroom learning, social-emotional supports, in-classroom services and supports for our most vulnerable and marginalized students, and keeping class sizes manageable come first, as well as avoiding at all costs school building-based cuts which are most acutely felt. The list of priorities in this survey feel like false choices. Of course the buildings need to be cleaned and maintained. It's not about what I would and wouldn't fund, but instead about a rational and inclusive budget model that considers the needs of all kids and where the needs of the students are centered. I'm very concerned about the growth in the central office and would strongly support redeploying instructional coaches and other teaching and learning staff back into full time classroom roles in the schools where they can have the most impact — especially before the district makes cuts to things like library services and nursing staff. I truly believe that before cuts are made to instruction and at the individual school level, the district needs to pare back central services to only what is essential. Just as I measure a nonprofit by how much of its budget goes to its mission vs its administration/overhead, here too I expect the school district to run a very lean and mean central office and work tirelessly to protect and enhance the programs in the schools — including the arts, sports, library ... which are also vitally important but often are the first to be cut. I would encourage the district to go beyond this survey and hold information sessions and focus groups. Let the community inform the district's decisions and please be open to trying something different than what has been done in the past. — **Reeves Middle**

I would like free lunches for all — **Pioneer Elementary**

Math and Science — **McKenny Elementary**

I value the highly qualified teaching staff, the opportunity for arts (especially now that it is in the elementary schools as well as middle and high schools) and music, and the wide variety of courses offered at the high school including opportunities for advanced classes without leaving the high school.

— **Roosevelt Elementary, Olympia High**

The resources and support staff, small class size and focus on the whole child — **Boston Harbor Elementary, Roosevelt Elementary**

The academics — **McKenny Elementary, Washington Middle, Olympia High**

Inclusion and service to all families — **LP Brown Elementary**

Alternative learning opportunities give students who do not learn well in traditional classrooms a place to fit in and a chance to have a positive school experience. — **ORLA hConnect**

Music & Arts programs — **Capital High**

Academics and school safety — **Olympia High**

Lately, not much. Poor kids who aren't athletes or brainiacs — **Olympia High**

Small community, caring staff — **Reeves Middle, Avanti High**

Your special education programs. They have helped my son thrive. Please continue to support disabled children as much as possible so that they may become successful adults. This is not just a social investment but a monetary investment too, as they will need less direct support in adulthood. — **Thurgood Marshall Middle**

I love the emphasis on small class sizes and leveled academic groups similar to the walk to read model. — **Roosevelt Elementary**



Safe place for learners to connect with knowledge and one another. — **ORLA Montessori**

The community — **Pioneer Elementary, Roosevelt Elementary**

Individual teachers — **Reeves Middle, Olympia High**

Quality — **Olympia High, ORLA Online**

Kind, knowledgeable teachers and small class sizes — **Madison Elementary**

Inclusion — **Pioneer Elementary, Jefferson Middle**

The teachers, staff and principals/asst. principals. People who care, make an effort, and make a difference. — **Olympia High**

Happy Teachers — **Olympia High**

Arts — **Olympia High**

Special Education services and diversity — **Centennial Elementary**

Teachers and small class sizes — **Centennial Elementary, Olympia High**

Potential to establish community — **Olympia High**

Diversity, equity and awareness of the impacts of poverty on the children in our schools — **Avanti High, Capital High**

The connection it has with families — **Garfield Elementary, Jefferson Middle**

Absolutely nothing. OSD is an absolute joke from the board's choice of Talauna Reed to pushing your political agenda. I look forward to voting no for every bond and levy until things change. — **McLane Elementary, Capital High**

Education on core topics like math, reading, writing, etc... — **Pioneer Elementary, Washington Middle, Olympia High**

Pertinent and applicable lessons and instruction that will help to prepare my child for high school and beyond. — **Thurgood Marshall Middle**

Family liaisons are so important to the school system! — **McKenny Elementary, Washington Middle**

Teaching academics in the subject matter of each class. Please stop implementing social activism and political ideologies in the classroom. — **Capital High**

Lower class sizes — **Garfield Elementary**

Teacher quality, small class sizes, diverse school setting, and emotional/psychological support for students. — **Hansen Elementary**

Quality staff and community — **ORLA Montessori**

I value that our school system has provided some options at elementary and high school levels for students. I wish there were more middle school options. I wish we were more helpful for students who have IEPs, particularly at those option schools. I wish the district would pay our paraprofessional, clerical and custodial staff better. — **ORLA Montessori**

Classroom sizes, Support staff, Academic staff, curriculum, special programs (e.g., speech aid), grounds and equipment. — **McKenny Elementary**

The teaching staff — **Capital High**

Teaching kids how to find real and true knowledge, teachers THAT TEACH ACADEMICS WITHOUT BIAS OR POLITICAL LEANINGS, school safety, healthy and tasty food options, access to extra curriculars, reliable bus transportation — ***Boston Harbor Elementary, Olympia High***

Quality Education — ***McLane Elementary***

Dedicated teachers, para-educators, and counselors, a FT nurse, an expanded arts/specialist program, zero tolerance for bullying and an inclusive, diverse curriculum. — ***Garfield Elementary, Jefferson Middle***

Small schools and small classes — ***Centennial Elementary, Jefferson Middle***

Quality education, electives, extracurricular activities, and encouragement of kindness and inclusion — ***Washington Middle***

I value the few remaining teachers that simply teach instead of trying to be extremist social justice warriors and dividing people by race. — ***Capital High***

Generally good standard of education — ***Centennial Elementary, Reeves Middle, Olympia High***

The quality of the educators — ***Boston Harbor Elementary, Jefferson Middle***

Even though OSD is not that small it feels small in terms of connectedness, its "a small world" where you know people and everyone shares the same general goal of making schools a good place for kids to learn and stuff... — ***Olympia High***

Positive and motivated teachers and administrators — ***Capital High***

The quality of education and staff — ***Washington Middle***

The kids like going to school, which means they might be open to learning. — ***Olympia High***

🙄 — ***McLane Elementary***

Teachers — ***Reeves Middle***

The students are able to get the best education possible using various methods that best fits their abilities to absorb all the information. — ***Lincoln Elementary***

Our building principal and the community she has fostered. — ***Centennial Elementary***

The caliber of education my children are receiving — ***McKenny Elementary***

Education in core curriculum — ***Capital High***

Community — ***Garfield Elementary***

— ***Roosevelt Elementary***

Caring teachers working hard to get all children reading and writing and functioning in society. — ***LP Brown Elementary***

School counselors — ***Capital High***

empathy and compassion — ***Centennial Elementary***

Not much lately. Hoping for change of leadership. — ***Centennial Elementary***

My child is very happy and we are grateful for alternative education and the opportunities that Avanti provides to our diverse learning community. — ***Avanti High***

I value how much the teachers and staff, such as janitors, care about the students and schools. — ***Roosevelt Elementary***

Academic achievement — ***Jefferson Middle***

That's hard to say now. It's all going downhill —**Olympia High**

Diversity —**Madison Elementary, Reeves Middle**

The family liaisons are amazing. Please continue them. I also love the various activities my child has access to both in school and out of school (art, library, music, PE, after school programs, PTA-sponsored events, etc). I also appreciate the public system having alternative learning options like ORLA, Lincoln, and Avanti. I look forward to the TK program being expanded, hopefully. —**Roosevelt Elementary**

Staff are trying hard to meet the needs of community. —**Hansen Elementary**

Putting student's needs first. —**Washington Middle**

That the state provides free education to our children —**Jefferson Middle**

Quality education —**Pioneer Elementary**

Fact-based scientific and historical curriculum. —**ORLA Middle School Academy, ORLA hConnect**

Teachers who care, sense of community —**Pioneer Elementary**

I appreciate a safe place for our son to learn, all the staff at Roosevelt seem so very kind and involved in helping students succeed. —**Roosevelt Elementary**

Students need to feel known and the only way for that to happen is more adults in the schools. —**Boston Harbor Elementary, Reeves Middle**

Commitment to maintaining high quality curriculum for both the arts and sciences, inclusiveness and total commitment to equitable treatment of all students regardless of race, gender, identity, socio-economic status, or sincerely held belief system. —**Olympia High**

Providing equitable education to all students. Giving students access to valuable, and recent/contemporary resources and materials. Social emotional learning and support for all people not just students but all staff as well; for the love get some mental health specialists hired on full time. —**Hansen Elementary**

Many different innovative alternative learning experiences integrated within the public schools. —**ORLA Montessori**

Staff is caring ,creative and responsive to individual needs —**Olympia High**

Diversity and Communication —**Thurgood Marshall Middle, ORLA hConnect, ORLA Online**

Focus on academic excellence —**Washington Middle, Olympia High**

The communities they build. I love how our schools offer unique experiences that fit out students' needs. —**Madison Elementary, Capital High**

Social Emotional Learning and academics —**McKenny Elementary**

Equity —**Hansen Elementary, Capital High**

Nothing. I'm really disappointed in this district. They leave a lot of kids behind and don't walk their talk. OHS is certainly not a FamOLY. —**Olympia High**

We need to focus on the KIDS in the schools - our principals have talked about the reductions at schools - the schools should be the LAST place where reductions are made. The first place to look at reductions should be at the central office. The district seems to be VERY heavy in administrative central office roles - those roles should be reduced before teaching/support staff at the school level are reduced. Our kids need ALL the social-emotional support they can get, and an admin at the district office is not who is providing that support. —**Reeves Middle, Olympia High**

College & Career Readiness Program —**Olympia High, ORLA Montessori**

The relationship between schools and community — **Olympia High**

Direct student support. — **Roosevelt Elementary**

Positive learning experiences for all kids, this is done by low class sizes, quality professional development for teachers and strong behavior support for schools (principals and dean of students) — **LP Brown Elementary, Jefferson Middle**

The ability to have alternative programs (although they should not be by lottery). — **Hansen Elementary, Olympia High**

Good teachers — **Roosevelt Elementary**

High quality instruction — **Centennial Elementary**

I like the elective options available at WMS. — **Washington Middle**

Socialization — **Pioneer Elementary, Washington Middle**

What I once valued most about the school system — the open campus, family-friendly and flexible nature of our ALE school ORLA — is no longer there, so not much really. Folks at Knox get paid too much money to spend everyone else's money while children suffer. — **ORLA Middle School Academy, ORLA Online**

Sensitivity to diversity — **Boston Harbor Elementary**

The teachers ! We are so grateful for them@ — **Reeves Middle**

academic quality and instructional support — **Washington Middle, Olympia High**

The families in the system that my children interact with. — **Thurgood Marshall Middle, Capital High**

The amount of support staff — **Boston Harbor Elementary**

Different educational options/alternatives for all ages — **Avanti High**

I would like the focus to continue to be academic growth — **Olympia High**

I value the faculty and staff. All of the people who work at ORLA are great. — **ORLA Montessori**

Responsive leadership and commitment to providing a safe, healthy environment for learning — **Jefferson Middle**

The kind employees — **McKenny Elementary, Washington Middle**

Academics — **McKenny Elementary, Washington Middle, Olympia High**

I value the quality of teachers that OSD has as well as the support through counselors and social workers. — **Centennial Elementary, Olympia High**

Emotional and knowledge growth — **Garfield Elementary**

Some teachers are extraordinary. Overall, however, the school system has much room for improvement. For example, not having a balanced school year is inexcusable. — **Olympia High**

Support school meals by paying staff more and make meals free again — **Capital High**

Small class sizes and good teachers — **Hansen Elementary**

Giving kids individual help if they need it. Smaller class sizes. Special education and paras. — **Washington Middle**

I value the teachers, administration, anything that can be done to focus on social emotional/mental health and overall well being of the students. Art, movement/ PE/recess, creativity, field trips, and electives. I wish we would prioritize what I feel actually matters (whole child), and a system that attempts to instill a love of learning in all. — **ORLA Middle School Academy**

Emotional health of our students — **Centennial Elementary**

I value the ways that the school can uplift and empower my child of color through culturally appropriate education and support. Please support the BIPOC mentor program. It has changed my child's school experience and helped him become an empowered leader. —**Lincoln Elementary, Washington Middle**

Rigorous academics —**Jefferson Middle**

You just rolled over on the Centennial principal [accusation]. This needs to be fixed now. —**Washington Middle**

Right now I don't like much about the system. Are the opinions of parents valued? No. Does my principal listen to me or make me feel heard? No. Do the teachers seem educated in upcoming changes to curriculum. No. Honestly considering homeschool. —**Boston Harbor Elementary**

Teacher and student support —**Roosevelt Elementary, Avanti High**

Effective classroom instruction —**Centennial Elementary, McKenny Elementary, Washington Middle**

I value that OSD offers choices but I would like those choices to be more equitable. I value that my child has a small school but I am tired of living in constant fear of it being closed. Small schools should be a celebrated choice just as other educational options are celebrated choices within OSD, even though there are not parents with kids in small schools on the school board as there are (now and historically) so many Lincoln parents on the school board. —**Madison Elementary, Reeves Middle**

Appreciate the learning choices. —**Washington Middle**

Diversity and making sure there is extra help for kids who need it. —**McKenny Elementary**

Learning opportunities —**Garfield Elementary, Jefferson Middle**

Transparency —**Pioneer Elementary**

Valuing the whole child —**Boston Harbor Elementary**

Individualized consideration for each child's well-being. —**Roosevelt Elementary, Reeves Middle**

teacher engagement —**Boston Harbor Elementary**

para support in each classroom —**Washington Middle, Olympia High**

I would like it to be about academics. I do t need all this SEL, diversity, taking my place as a parent garbage. And I need some change on our pathetic school board as it is an atrocity. I purposely purchased a home in the OSD because of the history of good school admin and it is anything but that. —**Centennial Elementary, Washington Middle**

Your vital role in helping my children grow and develop —**Capital High**

Compassion of staff —**Olympia High**

Expertise and experience of teachers —**Olympia High**

Diversity, values and progressive education and focus on social-emotional education as part of the education. Appreciate additional enrichment activities including art, music and library and sports. —**McLane Elementary**

Teachers and admin in the school buildings working directly with students and families. —**ORLA Montessori, ORLA Middle School Academy, ORLA hConnect**

We need to keep as many teachers as possible. —**Capital High**

The school climate; teacher/staff happiness which creates a better emotionally supportive environment for our kids. Emotional safety creates better opportunities for our kids and allows their brains to accept new learning and experiences. —**McLane Elementary**

high quality education for our students —**LP Brown Elementary**

A school that is friendly and welcoming to students and parents and staff. It makes a huge difference. —**Jefferson Middle**

The staff/people who run the school buildings. Invest in people and low class sizes - not the latest trendy programs. —**Pioneer Elementary**

My kids love coming to a school! You promote inclusion and equity by recognizing all cultures and communities of Olympia! Ex. LGBTQ, Diwali, lunar new year, etc. —**Pioneer Elementary**

Access to the arts, athletics, extracurricular activities that help my kids love learning and help them feel involved and engaged with their community —**Jefferson Middle**

Professional and personal quality of teaching and administrative staff —**McKenny Elementary**

Academic support more para educators —**McKenny Elementary**

Help students get back to academics. So much academic time has been lost due to Covid/remote and time spent on political topics. There is so much more to school than simply equity. We're currently providing a huge disservice to public school students by creating new policies that only help those in the spotlight, at the expense of all others. America's schools, and Washington State's in particular, have fallen far enough behind. Time to start putting academics first again and hold schools, parents, and students accountable for REAL learning and growth. —**McKenny Elementary**

Hopefully it will be the willingness of Administration to see how stressed teachers are and find additional help for kids in need. Also need to promote getting additional parent volunteers to help as a cost saving measure, while also providing much needed support. —**Hansen Elementary**

SEL focus. —**Capital High**

Some Kids are able to thrive despite lack of funds and support for the title 1 schools! —**LP Brown Elementary**

Comprehensive education: civics, math, science, art, music, languages. —**Madison Elementary**

The dedication of the teachers and support for the younger students —**Centennial Elementary**

There's not much to value anymore. The school system is too woke. —**Thurgood Marshall Middle, Capital High**

Boston Harbor Elementary —**Boston Harbor Elementary, Jefferson Middle**

Smaller class sizes to meet the needs of the students. —**Centennial Elementary, Washington Middle, Olympia High**

We really appreciate all that our school offers. It feels impossible to rate what's most important because the kids and staff deserve to be able to learn and operate without tight constrictions. —**McLane Elementary**

The sense of community that comes from being in a relatively small community and school. The staff get to know the students and work hard to create a sense of belonging. —**Garfield Elementary**

Variety of course offerings at the HS, libraries, rigorous curriculum —**Boston Harbor Elementary, Reeves Middle**

The diverse educational opportunities for students. —**Olympia High**

The course options available. —**Washington Middle, Olympia High**

I used to value it greatly, now it just makes me sad and angry. Stop trying to close good schools. —**Madison Elementary, Capital High**

Support that students get to further their education in college or a trade school —**Pioneer Elementary, Olympia High**

Many learning and activity opportunities —**Olympia High**

Nothing! —**Reeves Middle**

The educators that work closest with students (teachers, paras, librarians) — **McLane Elementary**

A critical anchor system of our community, especially as it provides places for purpose, connectedness, and belonging for our young community members. — **Lincoln Elementary**

Diversity and the ability to take learning outside of the school with field trips/activities. — **Roosevelt Elementary, Reeves Middle**

My child's teacher has been amazing. — **Hansen Elementary, Capital High**

preparing kids for their future / socio-emotional development — **Capital High**

the committed professionals — **Pioneer Elementary**

Please fully fund the after-school robotics teams and restore funding for the FRC district-wide team. — **Olympia High**

Staff striving to serve students despite district/community barricades. Well staffed libraries! — **Garfield Elementary**

Allowing kids to learn in a fun and engaging way. The focus is supporting the whole child in learning and not just looking at data and numbers. — **McKenny Elementary**

Well educated/trained teachers who care about their students and learning- smaller class sizes would make it better. — **ORLA Montessori**

Teachers, social workers — **Washington Middle, Olympia High**

Communication and community connection — **Pioneer Elementary**

Right now early childhood support and preschool program — **Madison Elementary, Roosevelt Elementary**

The alternative learning options — **ORLA Montessori, ORLA Middle School Academy**

Wonderful teachers and support staff that cares and nurtures students — **Washington Middle, Olympia High**

Academics and athletics — **Olympia High**

Small class size, supported teachers, supported special education programs, intervention/support for struggling schools. — **LP Brown Elementary, ORLA hConnect**

Professional, supportive teachers — **Jefferson Middle, Olympia High**

Strong community — **McKenny Elementary**

Strong curriculum — **Centennial Elementary, Washington Middle**

Communication and support to our kids — **Washington Middle**

Teachers who are dedicated and supported — **ORLA Montessori**

emotional health — **Hansen Elementary, Thurgood Marshall Middle, ORLA Middle School Academy**

Boston Harbors family feeling between staff and kids especially use of positive reinforcement. — **Boston Harbor Elementary**

Some of your instructions in this survey are written at post-graduate reading level. This is unacceptable if you want this survey to be accessible and easy to complete. And maybe I'd be willing to answer this question if there was also an opportunity to say what needs to be improved in our school system. — **Olympia High, ORLA Online**

Teachers have have the biggest impact on my child's life. — **LP Brown Elementary**

Family culture and very connected with families — **Garfield Elementary, Jefferson Middle**

Communication, community-centered, equitable support. Please continue to support the BIPOC mentorship program - it has been an important community and resource for our child. — **Centennial Elementary**

Supporting our students with extra services to help them gear toward college as an opportunity and choice — **Jefferson Middle**

academic — **Garfield Elementary**

Community — **Garfield Elementary**

Quality staff that can attune to the individual learning needs of each child. Having staff that offer a variety of skills and strengths models for the children how to take honest inventory of what you bring to the world and share it with the community. — **ORLA hConnect**

Kindness — **LP Brown Elementary, Pioneer Elementary, Jefferson Middle**

I used to feel proud and happy to be part of the OSD but have lost a lot of respect — **Thurgood Marshall Middle, Capital High**

The support OSD offers students with the teaching staff, but also with the school nurse, family liaison, and behavior staff is a valuable asset as our children continue to move away from the virtual school years which were so difficult on them. — **Washington Middle, Olympia High**

High focus on academics to prepare my children to be competitive college applicants and successful college students — **Centennial Elementary**

Providing good alternatives to regular public schooling, i.e. Montessori. — **ORLA Montessori**

Small class size — **McLane Elementary**

The supportive staff in the school my kids go to and the consideration of community in these decisions. — **Garfield Elementary**

The staff at my kids school is fantastic — **Pioneer Elementary**

Many teachers seem to really care about and are invested in my children's success. However, [staff name] is a worthless [position] who has told us he doesn't have time for anyone other than seniors (when my daughter was an incoming freshman). He is unapproachable and apparently unable to care for or assist his other students. — **Washington Middle, Olympia High**

Smaller class sizes — **LP Brown Elementary**

Teacher retention — **ORLA Middle School Academy, ORLA hConnect**

Teachers — **Garfield Elementary**

Notwithstanding the current national challenges to hiring, I would like OSD to focus on finding and keeping excellent staff. The people make the schools, and we need more of the excellent teachers and supports who shape each child's day. — **Roosevelt Elementary**

Inclusion — **Boston Harbor Elementary**

Small class sizes — **Madison Elementary, Reeves Middle, Olympia High**

teachers/staff — **Lincoln Elementary, Washington Middle**

Support of all students regardless of direction in life. — **Capital High**

Caring teachers — **Olympia High**

Education. Please focus on ACADEMICS. — **Washington Middle, Olympia High**



Quality education through challenging classes, small class sizes, etc. Please make sure our teachers are well-compensated. Athletics, arts and after-school programs are valued as well. The orchestra program (LP Brown) has been great. —**LP Brown Elementary**

Very little —**Olympia High, ORLA hConnect**

Libraries, academics, arts, activities that help our kids grow into whole people with positive school experiences —**Roosevelt Elementary, Reeves Middle**

An environment of Kindness and support —**Olympia High**

The staff/employees —**Lincoln Elementary**

Education —**McKenny Elementary**

Small classes and para educators in classrooms —**Madison Elementary**

The teachers, coaches and counselors —**Olympia High**

Tailored education/academic opportunities based on ability —**Roosevelt Elementary, ORLA Online**

Valuing parents and community opinions —**Roosevelt Elementary**

I assume the school is where my child will learn to read, but this is not happening. You have made a bad investment in the Wonders curriculum and you're fully aware of it, but have not made investments to fix it. It's time to show some leadership and prioritize teaching all kids to read using a scientifically backed curriculum and educating teachers on strategies that work for all our kids. Listen to Sold A Story by American Public Media and strive to be a model district that took bold steps to dump what doesn't work in favor of what does. —**McLane Elementary**

supporting teachers and keeping class sizes down. —**Centennial Elementary**

teaching education and stop teaching about CRT or whatever code word you call it. Bring back SRO to our schools. —**Thurgood Marshall Middle**

Inclusiveness and feeling of belonging. —**Garfield Elementary**

We go to ORLA, and we appreciate the choices in classes and the agency given to young students to choose classes and meet different teachers to help them decide what they like or what they need more help with. I like that it's a public school that offers mixed-age classes and outside-the-box curriculum. —**ORLA hConnect**

The teachers —**Avanti High, Olympia High**

Love the neighborhood feel of our elementary school. —**McLane Elementary**

Small

Class size, child feels valued and accepted. Wonderful teaching staff, full acceptance —**Avanti High**

The people who work in it. Teachers! Who do the most important work —**Thurgood Marshall Middle, Capital High, ORLA Montessori**

School options/programs. —**Capital High, Olympia High**

It is very presumptuous to use the language "recognizing that they are all important" in the lowest priorities section of the survey. How would the survey creators know if all of the "investment priorities" are important to all OSD stakeholders? Some might not be "least important" but rather not important at all.

OSD is up to date and inclusive —**Olympia High**

I'm sorry this is really hard for me to respond to. I deeply support and value public education, but Capital High Schools' response to remote instruction was horrible. It felt like teachers treated it as a time not to teach. Having faith in a system that failed my child miserably has been challenging. Then my next child enters the system and encounters her [subject] teacher, saying, "I was forced to teach this class; you are on your own." I know that situations can be isolated and that there is plenty of good, but it is tough to see. These are micro examples to make a more significant point. The past couple of years has been a creation of trauma by the school district, not something to be blamed on the pandemic. As a parent, I am just now recovering from that trauma and trying to bring back some faith in the system. — **Capital High**

I would like to see better school security investments — **Olympia High**

Where is the budget to keep our children SAFE? I would like to see an SRO budget option. At this point, we will most likely be pulling our children out of OSD until the school board changes. The current board is completely unfit to lead/ have ANY influence over our children. Their general ideals are unbelievably misguided and this in itself is shameful and very disappointing. — **Pioneer Elementary, Washington Middle**

Acknowledgement of need for inclusion and belonging and actively working towards closing equity gaps. — **Hansen Elementary**

That we value and respect our families and that we offer social emotional support to students and families.....please keep our BIPOC clubs as intended. — **Reeves Middle, Olympia High**

The teachers — **Roosevelt Elementary, Reeves Middle, Olympia High**

I love OSD and I value the staff at Capital High and making my child feel safe being there as well as his experience at Marshall MS — **Capital High**

A safe place for my child to learn academic and life skills, including social and emotional — **Pioneer Elementary**

Help assist with school to life transition, help with financial assistance and helping families outside of school — **Roosevelt Elementary**

Focus on students academic needs. — **Capital High**

The friendliness and community — **Centennial Elementary, Washington Middle**

A solid education that is inclusive & embraces equity. Teach kids critical thinking skills and emotional intelligence. — **Olympia High**

Healthy Positive Environment that sets our children up to learn while feeling safe — **Garfield Elementary**

Academics and high quality teachers — **Jefferson Middle, Reeves Middle**

Very disappointed in OSD right now. Not sure I value much but want to go back to mainstream learning where my kids are educated in math, reading, writing etc. I want to see discipline again. Seems like there is no accountability and kids get away with whatever. — **Pioneer Elementary, Washington Middle, Olympia High**

The amazing staff! From principals to custodians to teachers to paras! The staff make the district great! — **Centennial Elementary, Washington Middle, Olympia High**

The safety of my children. — **Boston Harbor Elementary, Reeves Middle, Olympia High**

good communication

The teachers and staff — **McLane Elementary**

Great teachers that care about kids and their success — **Roosevelt Elementary, Olympia High**

n/a — **LP Brown Elementary, Jefferson Middle, Capital High**

The staff — **Garfield Elementary**

Diverse classes, activities, and programs — **Olympia High**

Viewing students as a whole child and attending to the needs that must be met in order to learn. — **Olympia High**

This survey is impossible. We are not in a position to evaluate your needs surrounding running the school. How on earth can I vote against admin and for art? This doesn't feel fair. We rely on your and your leadership for appropriate budget distribution for a healthy school. We -can- answer questions on more optional funding: sports vs arts, etc. But to ask us to provide real feedback on the support needed feels like we will give damaging uninformed guesses. — **ORLA Montessori**

Student and family support — **Garfield Elementary**

Commitment to equity and transparency — **ORLA Montessori**

compassion — **Lincoln Elementary**

The student's safety and health. — **Centennial Elementary, Washington Middle**

Having a variety of classes in the HS, including college bound and technical. Although, the whole IB classes for everyone is not realistic. Challenge those who need it, and adapt for those who need it. — **Capital High**

Safety, classes for high achievers, compassionate teachers and updated /clean school and technology — **Olympia High**

Common sense learning. No child knows how to balance a checkbook, mail a letter, fill out basic forms, cursive and handwriting skills are low, most kids do not know how to do their own taxes. — **Olympia High**

Academics and Athletic departments — **Olympia High**

The value placed on the arts (of all forms) as well as the high academic standards for students and teachers — **Olympia High**

Support and Care for Students in a loving way. — **LP Brown Elementary**

Teachers, class size, safety, arts — **Garfield Elementary**

Flexibility to learn online or hybrid with homeschool — **ORLA hConnect**

Teachers in classrooms - please ensure that class sizes are not increased

High caliber teachers and their commitment to provide OSD students a high-quality education. — **Centennial Elementary**

Well trained teachers — **Washington Middle, Olympia High**

I support individual teachers I see working beyond capacity. The OSD system is broken. — **[school name][school name]**

Emphasis on quality education for all students — **Pioneer Elementary**

The sense of community and focus on the whole child. — **McLane Elementary**

The fact that you are asking the public to offer input for a very big OSD challenge.

I value the paraeducators and anyone working with kids who have or need an IEP — **McLane Elementary**

Creating a positive environment — **Pioneer Elementary, Washington Middle, Olympia High**

Drama program at OHS. Small class sizes in elementary schools. — **Olympia High**

Individual teacher impact on students — **Reeves Middle, Avanti High, Olympia High**

The wellbeing of all teachers and students so that my children can learn and thrive. You must take care of teachers as you would expect them to take care of students. — **McLane Elementary**

Safe place for student to learn —**Olympia High**

Madison Elementary CARES about its students, their education, and their mental well-being. I most value the support this school provides to everyone. This school is special. There are none like it. —**Madison Elementary**  
security and learning! —**Thurgood Marshall Middle, Capital High**

The small class sizes combined with the Montessori philosophy. —**ORLA Montessori**

Great staff! —**Garfield Elementary**

I value the school staff who continue to put so much heart and wisdom into our schools, every single day. It's not just classroom teachers that make up an effective learning community, but every single staff member. It's extremely important to me that we continue to give school staff the opportunity to know and understand our students deeply so that they can provide the best learning environment for every student. This means small class sizes AND ALSO enough staff to support the needs of every student. The pandemic may be "over," but the trauma of it for these students endures. We need to continue supporting their unique needs as we recover and grow. Closing ANY school should not be an option. These students need their true home school. —**Madison Elementary**

I appreciate the district's focus on equity and would like to see more supports for kids with special needs —  
**Reeves Middle**

My kids are in a supportive learning environment during working hours, as most families now have two parents in the work force, keeping kids in school full time during the work weeks helps our family. —**Hansen Elementary**

The t —**Capital High**

The bipoc mentorship program has been a great experience for my kids. As a white parent of biracial children, there are a lot of things (micro aggressions, "jokes", comments) my kids experience that I have not and their experience as a child of color in our country is much different than my experience is. I'm grateful they are building community and have mentors who create a space for them to ask questions and be themselves. The bipoc lunch group is a tangible demonstration to my children that they matter to "the system" or the bigger picture. It also ties them to a larger community and history. —**Lincoln Elementary, Jefferson Middle**

Chance for kids to have fun together. —**ORLA Montessori**

ORLA. It is a great example of good ideas and great people. —**ORLA hConnect**

Focus on academics, however we need to keep in mind those students who are not academically driven to ensure success as well. —**Centennial Elementary, Washington Middle**

Teachers —**Jefferson Middle, Olympia High**

I'd value a school system focused on academics. The academic performance of OSD is embarrassing —**McLane Elementary**

Smaller class sizes, up to date curriculum and opportunities outside the classroom —**Pioneer Elementary**

Academics including PE, art and music —**Centennial Elementary**

Great teachers —**Madison Elementary, Pioneer Elementary, Washington Middle**

We pay our educators well to attract and retain the best. That makes a big difference in student outcomes. —  
**Olympia High**

I value the care the teachers and staff have for our children. I know you can't budget for passion but I think the students sense that care and flourish under it. —**McLane Elementary**

I value the different options that you have for alternative learning. —**ORLA hConnect**

Teachers — **Washington Middle**

Flexible ed options that help meet the needs of an array of diverse learners — **ORLA hConnect, ORLA Online**

Small schools like Boston harbor — **Boston Harbor Elementary**

Wonderful staff at our school — **Garfield Elementary**

This is difficult to stay. Your school system is hostile to goodness and truth. My children do not feel safe to share their opinions. You talk about valuing all people but you do not value all opinions. Any opinions that do not fit the woke narrative get shamed, shouted down, ridiculed. You advocate for child abuse when affirm a biological girl who wants to be a boy that she is a boy. Help kids deal with reality instead of helping them lie to themselves. — **[school name]**

Tough question. I don't value much right now with the school district. I've never been so appalled by what is happening. If my child didn't have 1 year left we would have pulled him out of this school district and found another option. Olympia school district's reputation is poor in the community. I'm embarrassed my child goes to school here. I'm very unhappy with the lack of discipline, lack of structure, lack of transparency on extremely violent fights and saddened by the divisive teaching and pushing of the liberal agenda that not everyone agrees with. It's not as widely accepted as the media wants people to believe. It's gone too far. School is supposed to be a safe place for kids to learn. — **Capital High**

I value that the school make everybody feel included. — **Jefferson Middle, Olympia High**

My child is receiving superior instruction. I am very satisfied with the performance of Avanti High School staff and feel well supported for my child's learning goals. — **Avanti High**

Hard working teachers and staff. Care for students. — **Jefferson Middle**

Kids with teachers and paras in small classes and learning groups. — **Centennial Elementary, Olympia High**

Community for students — **Avanti High**

Community  
— **Olympia High**

High quality education that engages different types of learners and offers a range of educational opportunities in an equitable and diverse manner — **Capital High**

Teaching academics — **McLane Elementary, Capital High**

The buildings being in neighborhoods and providing a community feeling of connection. — **Olympia High**

The teaching of basic tools used in every day life, reading, writing, math. Art and music opportunities. — **McKenny Elementary, Washington Middle**

Safe place for my child to learn, staff that cares, students that flourish no matter their economic background or ethnicity — **Hansen Elementary**

Dedicated teachers — **Madison Elementary**

What school's use to focus on. — **Centennial Elementary**

IB program. I didn't see it listed in your rankings — **Capital High**

Before the district prioritized social justice over data driven student growth goals around reading and math, I found OSD to be a safe and secure district for my kids. As a former k-12 graduate of OSD I am heartbroken that we moved our family back to this community from the Seattle area SOLELY for our children to go to school in OSD, but now have made the difficult choice to pull our three children to move them to private school. We have always fully supported public schools and have neither attended private schools or come from families who attended private schools, but our children no longer feel safe either in elementary, middle or high school in OSD. Most concerning, Superintendent Murphy nor the school board seems at all interested in parents' concerns or frustrations and has gone to great lengths to ostracize and fragment our parent community and voice. —**Capital High**

focus on social emotional learning, kindness, and community —**Roosevelt Elementary**

Striving to lower class size to enhance learning —**ORLA Montessori**

Care and support for the most vulnerable —**Avanti High**

I appreciate the opportunities my child has had at their high school by being exposed to sports medicine, kinesiology and athletic training. She has been inspired to pursue further education and a career in that field. —**Capital High**

Arts —**Lincoln Elementary, Washington Middle, Olympia High**

Support & Sped - very lacking in 2022-2023 —**Roosevelt Elementary**

We value our bus driver Chris on route 1, our admin assistant Roxanne, custodian Jim and nurse Cindy. —**Boston Harbor Elementary**

OSD is an amazing school system. We have great teachers and alternative programs and we feel really fortunate to live here —**ORLA hConnect**

Caring and responsible staff and teachers. —**Centennial Elementary**

Paraeducators are vital to the success of students. Student course options, small class sizes, students have a laptop to use at home are all valued. —**McKenny Elementary, Washington Middle**

Safety for students in school and extracurricular activities —**Thurgood Marshall Middle, Capital High**

Would love to value transparency in polling results in comparison to decisions the board makes. The board is not representing the district very well. Unfortunate that we moved here for the schools only to see the board destroy what was making the students in this district excel. —**Washington Middle**

Commitment to equity, SEL support, safety, supporting students and teachers —**Lincoln Elementary**

Not much at this time. District is on the decline. —**Washington Middle**

The front line workers (teachers and paras) who are shouldering the brunt of the impact the pandemic has had especially on our elementary school kids. Also the commitment to equity. —**Madison Elementary, Reeves Middle, Olympia High**

Teachers who are passionate about teaching even in the face of these past few years, good counselors, open minded approaches to continue conversations with students in regards to acceptance of all and the changing landscape around gender issues. —**Reeves Middle, Olympia High**

Dedicated teachers —**Roosevelt Elementary**

Excellent academic standards

Extracurricular opportunities

Social-Emotional Curriculum —**Roosevelt Elementary**

The people. We have some amazing teachers and coaches at our schools who work directly with the kids/families, and they are exceptional. —**Olympia High**

options programs, IB, performing arts, —**Lincoln Elementary, Jefferson Middle**

Prioritize students over administration —**Roosevelt Elementary**

Safe environment; social/emotional supports, quality teachers, small class sizes, fun activities/enrichments —**McLane Elementary**

Open communication with teachers regarding how student is progressing —**Thurgood Marshall Middle**

I appreciate that the school system makes an effort to reach children in various ways with the content of materials. For example, I appreciate that BLM has been offered to my child and he has learned music that relates to the civil rights movement. I appreciate that he is learning physical skills in PE and being introduced to sports he's never tried before. I appreciate that he has hands on opportunity to make art. I think the specialists at our school are very important to a well rounded education. I appreciate that our teachers make an effort to share with us what my child is learning each week. Our principal has strong written communication skills and we really appreciate that. The para educators know my family and we value their contribution to making the school day run smoothly. —**McLane Elementary**

High quality instruction that does not look to teach to tests but encourages a love of learning. —**McKenny Elementary**

Lower class sizes. —**Centennial Elementary**

I most value the progressive values, opportunities, and community my children get to experience, and the amazing teachers we have. —**Centennial Elementary**

I value our students being engaged, safe, and prepared for future success. —**Olympia High**

Olympia's demographics are shifting--albeit slower than some surrounding communities--and the district is trying to respond to the need and I appreciate that. Adding instructional coaches has been a big investment and one that needs to continue in order to for the return on investment to be realized. This support to teachers and students is vital. When our teachers are supported with strong instructional coaches and paraeducators, they thrive, and our children thrive. The same can be said for our strong principal leaders. So many are leaving education right now, and that's happening in Olympia. Please focus on retaining transformational leaders and providing professional learning for administrators and staff so that they can grow in their positions and make our community stronger. I have loved working with the various administrators and teams at Roosevelt and now Jefferson. I value Jefferson so much. It has been eye opening to see first hand the effect of a positive peer group on my own child. When he's surrounded by kids who see learning as "cool" and is in a school climate that values learning, everyone does better. I value the relationships that my son has with his teachers and the fact that when I'm at the school, staff stop me to tell me how much they like him. It's good community. Thank you for providing access to rigor outside of the highly capable program and for offering a variety of programs such as JAMS and Marshall's Citizen Science Academy. I wish these opportunities could be available at Reeves and Washington as well. —**Jefferson Middle**

Alternative Options for non-traditional students —**ORLA hConnect**

Boston Harbor Elementary is incredibly important to the community. Please do not shut it down. —**Boston Harbor Elementary**

Help and support for the most vulnerable students furthest from educational justice. —**McLane Elementary**

Variety of highly valuable programs —**McKenny Elementary, ORLA Montessori**

Children that support each other —**Centennial Elementary**

Flexibility. Social Emotional Support. —**Avanti High**

The High Cap, AP, Honors Classes, and Running Start. If the district did not have these programs, our family would move and go attend private schools instead. —**Jefferson Middle, Olympia High**

Sense of Community —**Olympia High**

The commitment to the kids. Even if we disagree on policies or approaches, or I think something missed the mark, I believe the majority of the staff really are trying to make a difference in young lives. —**Garfield Elementary**

The safety, security, and protection of my child from shootings and life threatening situations —**ORLA Montessori**

Wonderful teachers —**Hansen Elementary**

Teach math, reading, writing, & sciences & quit teaching CRT & indoctrinating our kids. —**Olympia High**

Please keep social workers in the high schools! —**Washington Middle, Olympia High**

Social emotional supports and arts —**Pioneer Elementary, Washington Middle**

The farm program for at risk youth. Innovative and serves those most in need. —**Washington Middle, Olympia High**

Student support —**Garfield Elementary, Jefferson Middle, Capital High**

Commitment to love and belonging for our students. Rising above the noise when racism and bigotry rear their ugly heads. —**Lincoln Elementary, Thurgood Marshall Middle**

High Cap opportunities —**Lincoln Elementary**

Teaching math science English and social studies —**Centennial Elementary**

Up until the past couple of years I would say inclusivity and efforts at equitability, but as my son has gone into high school I feel like my eyes have opened to the fact that that is not always the case. I think at the individual teacher level there are some amazing instructors who go above and beyond. But I worry our kids are getting the impression that grades alone matter and that just moving through the system is the goal. At the end of the day it is the teachers themselves that our family appreciates and values the most. —**Capital High**

Passionate, qualified, effective teachers. —**Pioneer Elementary**

When teachers are engaged and care and put educating and supporting kids first. There seems to be a deficit in this right now. —**Jefferson Middle, Capital High**

Community, emotional health of students & teachers —**Hansen Elementary**

I don't know —**LP Brown Elementary**

The kids education and focus on mental health. —**Centennial Elementary**

Reading, writing, arithmetic —**McLane Elementary, Thurgood Marshall Middle, Capital High**

OSD helps with the growth of students' social/emotional development needed to thrive in their lives. —**ORLA Montessori**

Academic instruction, music and arts. —**Washington Middle**

Getting back to core instruction and moving money away from the social emotional distractions —**Centennial Elementary**

Go back to what was important in 2013 when budget was balanced and the district was high performing. Too much activism in our schools distracting from learn core curriculum —**Centennial Elementary**

Academic options —**Pioneer Elementary**



The way you condone student drug use at middle and high schools by excusing your lack of enforcing rules as how you don't want kids to associate school with something mean/negative... middle and high schoolers should not be vaping and doing drugs in school bathrooms and every instance should result in rules being enforced or don't have the rules. Minors smoking/vaping/using drugs is illegal everywhere. — **Washington Middle, Olympia High**

Smaller class sizes so each student gets more needed individual attention & assistance in retaining knowledge. — **Madison Elementary, Roosevelt Elementary**

Caring staff — **Jefferson Middle**

Specialists classes have had a huge impact on our child, along with additional support from interventionists. — **McLane Elementary**

Having para educators for special needs students — **Washington Middle**

Quality — **Pioneer Elementary**

Students, Teachers, Admin, Paras....period. Support the Admin and Teachers with what they need, let them do their jobs, don't create more work for them, and the Students who are most important will benefit the most. — **Olympia High**

Sorry - it seems pretty average to me

I expect better. Don't see a lot of innovation for academic excellence. — **Capital High**

Great arts support, staff who are responsive, allowing mental health days — **Washington Middle**

Not sure. District has shifted focus away from core curriculum and spends too much time and money on the social emotional stuff and providing instructional support for teachers that should already know how to do educational instruction. — **Centennial Elementary**

It is the only place I can afford for my special needs child. Other than a few key educators, I do not like this school system at all. — **Centennial Elementary**

Wrap around support services for children and families and commitment to social/emotional development. — **Pioneer Elementary, Washington Middle**

The teachers and staff — **Lincoln Elementary**

They are very supportive — **LP Brown Elementary**

Academics — **Boston Harbor Elementary, Reeves Middle**

Maybe that you are asking for budget input. Whether its actually makes a difference is yet to be seen. The board appears to be on a path to activism and destruction of the curriculum and education that has worked so well for the district and made it a great place to move your kids to. Now with low scores and a departure of so many students I feel the districts activism is failing students and homeowners in the community. — **Olympia High**

Go back to 2013 curriculum? Too much activism and political ideology being pushed on our kids. — **Olympia High**

The quality of teaching and services available — **LP Brown Elementary**

Teaching actual American History instead of previously whitewashed versions. Having 8th grade students read and understand books like Stamped. — **Thurgood Marshall Middle, Capital High**

All the ways in which schools support students and families — **Capital High**

I love that my boys learn about social justice through BLM, STI, and Pride. — **McLane Elementary, ORLA Online**

Dedicated teachers who support and love our children — **Roosevelt Elementary, Washington Middle, Olympia High**

Location — **Olympia High**

Alternative ed choices — **Reeves Middle, ORLA hConnect**

Teachers — **ORLA Montessori**

Inclusivity of diverse students and families. Social justice celebrations like BLM/MLK/Veteran's Day. Caring staff that are attentive to students needs. No homework except reading for elementary. — **Boston Harbor Elementary**

It used to be the safety, the diversity in the population and the quality of teachers. Given the lack of SRO, the rise in safety concerns, and more and more pale coming forward about questionable tactics by some teachers, now it's just the diversity in the populace and some quality teachers. — **Centennial Elementary**

mathematics and technology — **Roosevelt Elementary**

Caring teachers, paraprofessionals, and principals. Small neighborhood schools and alternative learning options. — **ORLA Montessori**

Instructional materials and teaching staff — **Olympia High**

Caring, highly skilled staff at every level — **Washington Middle, Olympia High**

We value reasonable class sizes and support staff in the building to help our teachers. — **Washington Middle, Olympia High**

Professionals, great caring teacher and oaraeducators — **Capital High**

I value so many of the wonderful teachers and staff my children have had who have educated, nurtured, and supported them. I also value the opportunities for deep, challenging, and thoughtful learning that Olympia High School provides through its honors and AP courses. I value the many teachers my children have had who have asked them to think critically, express themselves clearly, consider other viewpoints, and stretch themselves academically. — **Olympia High**

Teacher is very responsible. — **Jefferson Middle**

care and quality — **Jefferson Middle, Olympia High**

Teaching diversity, inclusion, and hands on learning opportunities. — **Thurgood Marshall Middle, Capital High**

My children learn a little while I have to work — **McLane Elementary**

The Arts and Special Education Programs — **Hansen Elementary**

As a product of OSD and parent about to send students into the district, I value the strong academic focus and post HS success (both college and work place) that has been the OSD reputation for as long as I can remember. — **Garfield Elementary**

Focus on belonging and space for kids to be - and be valued for being - themselves — **McKenny Elementary, Olympia High**

Good communication with parents. Would like to see more resources dedicated to safety and security. — **Garfield Elementary**

I value our district's commitment to improving equity, to aim to teach a more comprehensive history that includes ALL Americans. I also value the aim of our district to accept and embrace students for the individuals they are, regardless of their race, culture, sexual orientation, or gender identity. Lastly, I value that our district aims to give students the support they need to be successful, regardless of possible struggles emotionally, socially, or academically. — **Reeves Middle**

Social Emotional Support — **Centennial Elementary, Olympia High**

You have some remarkable teachers who have made significant positive impacts on my children. — **Pioneer Elementary, Washington Middle, Olympia High**

Community — **ORLA Middle School Academy, ORLA hConnect**

Communication from (most) teachers — **McLane Elementary, Thurgood Marshall Middle**

Opportunities for ALL students to succeed and prosper. Enough challenging classes so my child can excel. — **Thurgood Marshall Middle, Capital High**

Research based initiatives such as later start time for high schoolers and possibly doing a balanced calendar. — **Roosevelt Elementary**

making sure that students are successful. — **Pioneer Elementary, Washington Middle, Olympia High**

Opportunities for social, emotional, intellectual growth — **Roosevelt Elementary**

Really value a focus on academics and social emotional wellness. — **McLane Elementary, Jefferson Middle**

Rigorous Academics — **Jefferson Middle**

invested teachers — **Madison Elementary**

I value teachers and staff — **Jefferson Middle, Capital High**

Full staffing, community engagement, and quality of instruction. — **Garfield Elementary**

I think that most individuals who work for the district have students best interest in mind. Not the best answer. — **ORLA Montessori**

transparency and community support, I feel like there is always an opportunity to share thoughts and learn why things are the way they are — **Lincoln Elementary**

Opportunities for music, arts and a variety of classes. — **Olympia High**

That it was our school system. I may take my kids out due to current standards. — **Reeves Middle**

The recognition of emotional and social connections as being a critical part of childhood development. — **Thurgood Marshall Middle**

Equity and considering the needs of all students — **Hansen Elementary**

Appreciate the avenues for student voice and activism within the schools — **Olympia High**

Highly qualified and experienced teachers — **Centennial Elementary, Washington Middle**

Core academic emphasis — **Capital High**

The choices in education/arts/sports and amazing staff and faculty. — **Centennial Elementary**

Teachers who are focused on academics — **Madison Elementary**

TEACHERS & PARAPROFESSIONALS — **Capital High**

Discipline and diversity — **LP Brown Elementary**

I am struggling with this question. You have some incredible staff within OSD. However, my children are not challenged and it is a struggle to get them to go to school because it feels like a waste of time. — **Thurgood Marshall Middle, Capital High**

Lower class size and course options — **Olympia High**

Incredible teachers — **Pioneer Elementary**

Student supports. — **Capital High**

The professionalism and compassion that teachers and staff bring to their work every day. — **Washington Middle**

Caring teachers and paras —**Roosevelt Elementary, Avanti High, Olympia High**

Academic enthusiasm —**Thurgood Marshall Middle, ORLA Montessori**

Teachers —**McKenny Elementary, Washington Middle**

Having my children taught academics (reading, writing, math, science, and history) is what I value most. I do not value the school when it provides special classes, curriculums, activities or seminars that revolved around social/emotional development, "diversity" awareness, "inclusivity" exercises, etc. I also do not value the school when it provides assistance to under-performing children at the expense of over-performing children. —**Pioneer Elementary, Washington Middle, Olympia High**

Excellent education and supportive environment —**Olympia High**

The DLC program for out disabled child —**Thurgood Marshall Middle, Capital High**

alternative education programs —**Olympia High**

Music and art programs, great teachers and principals —**Lincoln Elementary, Jefferson Middle**

What I value most is about our school system is that students have a lot of different paths to be included: sports, arts, clubs, and teachers who care as much about the students' social emotional health as their academic success. —**Washington Middle, Olympia High**

School staff who really care about kids. —**Capital High**

I value high quality teachers and coaches and available programs to support students. —**Garfield Elementary, Jefferson Middle**

Dedicated teachers, robust libraries —**Hansen Elementary**

The focus on mental health in addition to academic success. —**Hansen Elementary, Thurgood Marshall Middle**

The genuine care and concern for the welfare of students and their families —**Hansen Elementary**

OSD offers Honors, AP, and Highly Capable Options for students. I would pull my children out of the school district if these courses were not offered anymore. —**Jefferson Middle, Olympia High**

Class sizes and supplies for teachers to do their job should be of the utmost importance. Ensuring teachers are not overburdened by large classes that make learning difficult and teaching impossible. And also, providing extra learning opportunities for students to experience the arts, music, and sports. —**Hansen Elementary, Thurgood Marshall Middle, Capital High**

High standards, lots of options —**Washington Middle, Olympia High**

Our students learning academics and being held to a high standard of learning. —**Washington Middle, Olympia High**

I like seeing a more coordinated effort for schools to work together around academics, supporting students in non-academic ways, and tending to equity issues. —**Lincoln Elementary, Olympia High**

Flexibility in learning opportunities —**Olympia High**

Music programs —**Olympia High**

Very little. Olympia School District has made indoctrination its highest priority, not education. —**Olympia High**

Extracurricular Opportunities for students including arts, athletic, clubs. The vast options of classes at the high school level including AP options for students. —**Olympia High**

The teachers and support staff —**Pioneer Elementary, Washington Middle, Olympia High**

The leadership at individual schools and teachers and staff who educate our children with love, compassion, and accountability. — **Washington Middle, Olympia High**

I strongly value the efforts of OSD to bring a vibrant and whole music and arts program to local students. I strongly value continued efforts to teach to our changing culture with new and more inclusive curriculum, as well as new proven approaches to teaching classic subject matter. I value the OSD library system for its unique and vital role in democracy--and especially for providing all children with access to stories. so they can learn, imagine, dream, and see themselves in books. I value all efforts to support teachers to be better at teaching to different learning styles, and to be responsive to the spectrum of needs their students will have coming out of the pandemic, and for the next few years in particular--whether this be working toward smaller classes, instructional support and training, or new and improved curriculum or methodology. — **Olympia High**

We value the instruction given from quality teachers, the opportunity to focus on a basic, classic curriculum whenever possible and the opportunity for students to take part in quality educational and athletic, and artistic programs. — **Olympia High**

Sense of care at Avanti — **Avanti High**

Both my kids are [race] special education students and the help that they've been given in McKenny elementary schools special education preschool has helped our family learn not just education, but emotion and understanding. Same with the parent to parent. Mary Turcotte is truly the reason my kids, myself and my husband are having less frustration because she taught us all how to better communicate in different ways. My kids and I value everything so far and look forward to continued quality special education at centennial next year. I have my bachelors and elementary education and I wanted that degree because of growing up in Olympia school district as a k-12 student. I didn't go on to teach after in because life had other plans but Olympia sd has always had me with the quality, compassion and care. — **Centennial Elementary, McKenny Elementary**

Amazing teachers — **Roosevelt Elementary**

That's schools are a healthy place for kids to feel safe and have learning needs met — **Reeves Middle, Olympia High**

Delivery of a quality academic education. — **Capital High**

Low class sizes, happy teachers that aren't burnt out and feel supported, special education support for students with behavior or academic needs. — **Hansen Elementary**

We love the JAMS program, New Market, Band. — **Jefferson Middle, Olympia High**

Good teachers — **Olympia High**

— **ORLA Montessori**

Choir at OHS, Great teachers & Admin at Centennial and WMS — **Olympia High**

Teachera — **Capital High**

Options for different learning opportunities — **ORLA Montessori**

Safe effective learning — **Olympia High**

Intellectual growth — **Roosevelt Elementary**

Of course I hate cutting anything. I don't like taking opportunities for growth and learning away from our kids or taking jobs or hours (raises, etc) away from staff. But, if this is really crunch time then I feel like it makes sense to narrow down to the things that kids need to learn to become a functioning/contributing citizen and that most kids cannot readily get outside of school. For instance, I am a health care provider and work in public health. Obviously I feel strongly that all organizations should try to optimize public health measures. However, I did not put my votes for these particular school activities because my hope would be that these services could be provided by other sources or that other sources of funding may be moved in to fill that gap. Who knows, though? This is hard. —

***Hansen Elementary***

Small class sizes, caring teachers and administrative staff — ***Centennial Elementary***

The arts (band and drama) has meant everything to my child as we emerge from COVID. I am so thankful for these instructors running these programs. — ***Capital High***

I am losing hope for the public school system. — ***Washington Middle***

We love our small school setting. Our kids don't get lost in the system and we moved to this area specifically for this school environment. — ***Boston Harbor Elementary***

I value authentic commitment to students' well-being: board and administrative statements that stand up for equity and inclusion go far- and they don't cost a cent! Please continue to support programs and educators who are increasing belonging for all students and fostering skills relevant to this diverse and complex modern age. —

***Hansen Elementary***

The communication to families. — ***Roosevelt Elementary***

Excellent teachers & arts programs — ***Washington Middle, Olympia High***

Support for fine arts (choir, band, theater); athletics; high-cap, AP, and CIHS; and college counseling/placement. — ***Washington Middle, Olympia High***

Teachers — ***Pioneer Elementary, Jefferson Middle***

Quality teachers, small class sizes, updated buildings, art for elementary — ***Centennial Elementary***

Teachers — ***Reeves Middle, Olympia High***

The personal relationship that develops between teachers and students — ***McKenny Elementary***

Teachers and staff are paid enough and have enough support to support kids — ***Thurgood Marshall Middle***

Our teachers. — ***Hansen Elementary***

Great opportunities for kids in caring environment — ***Boston Harbor Elementary***

That a basic education is still provided. — ***McKenny Elementary***

I value the masterful teaching staff and paraprofessionals who are working to enrich, encourage, and support our students each and everyday. — ***Boston Harbor Elementary, Reeves Middle***

academics and arts — ***Olympia High***

Excellent teachers and opportunities for my kids to do art, music, and school clubs — ***Boston Harbor Elementary, Olympia High***

College prep, arts, athletics. For some kids, arts and athletics are the only part of school they enjoy and might be the only reason they attend school. It gives the emotional support and bonds them to the school. College prep classes like IB or honors do a great job getting kids ready for college. — ***Capital High***

The teachers are awesome at Pioneer! Please keep them around- they really care and know what they're doing. The staff too- I love that there are extra supports for the kids who are struggling so that they can receive the attention/intervention they need to be successful. —**Pioneer Elementary**

OSD has a progressive SPED department and where there are deficits, they seem open to improvement. —**Lincoln Elementary, Olympia High**

I value the work that Char Santos Franz implemented within teaching and learning, providing on going training for school counselors and family liaisons through the ESSER funds. —**Olympia High**

I am questioning that at the moment. Please look at WHY people are leaving the district. It is for MANY other reasons that covid. —**Pioneer Elementary, Washington Middle, Olympia High**

Our teachers. We need to invest in them as they invest in our kids. Arts are so important as nor many kids can thrive in athletics so that must remain strong too. —**Olympia High**

caring staff members; safety of students so they can learn and be themselves without fear —**Thurgood Marshall Middle**

Desire to provide underfunded but necessary services for our neurodivergent students. —**Pioneer Elementary**

Overall, I value that OSD cares and is committed to supporting students and families. I also notice OSD in words and actions standing up for what's right, please keep it up. We need reasoned, informed, and thoughtful leadership to continue so that our growing community is recognized and connected to OSD. There's nothing I can write about that y'all are not already aware. Stand up to bullying and ignorance in all forms. —**McKenny Elementary, Washington Middle, Olympia High**

I value the dedication and creativity that is happening within the district. OSD is doing a good job on being more transparent and providing reasoning with information. It is difficult to give input on more or less importance for budget categories. However it seems perhaps Covid health services budget money could be dialed back to a prepared readiness mode. As a parent, I would also be interested in seeing innovative grounds and maintenance investments that will actually result in less maintenance costs in the future. Athletics is another challenging topic I'm sure. Best of luck! —**McKenny Elementary, Washington Middle, Olympia High**

The fostering of inclusive community and its ongoing support. —**Hansen Elementary**

The sense of community —**Centennial Elementary, Olympia High**

Small schools, Community feel - people know each other within the school, staff knows your students and their needs well —**Madison Elementary**

Theater —**Jefferson Middle, Capital High**

I love our school. The staff is so supportive of our students growth and development. —**Boston Harbor Elementary**

High standards of learnings —**Washington Middle**

Providing running start —**Olympia High**

We value the alternative learning options such as orla and avanti —**ORLA Middle School Academy**

Safety and health —**Olympia High**

Smaller schools —**Olympia High**

I value a well supported school system. Wrap around services (custodial, nurses, paras, specialists (Librarian, PE, Music, Art), administrators, counselors) should be standard to be able to provide for a school day. I know it's a failing of the state to not providing funding for all these things, but it's also a disservices to the students to not have them all as well. —**McKenny Elementary, Washington Middle**

Passionate teachers and staff —**Roosevelt Elementary**

Small class sizes, caring teachers —**Boston Harbor Elementary**

Experience is being difficult, not enough support for kids with language transition, would like to have a better option to communicate with the teacher —**McKenny Elementary**

In the past I valued the curriculum and the higher level of learning. But now, that has been lowered. —**Centennial Elementary, Washington Middle, Olympia High**

safety and mental health for students —**Capital High**

Good teachers (reward the best), good classes (fund what is needed) and extracurricular activities (Sport and the arts) —**Washington Middle, Olympia High**

The quality of most teachers and staff —**Garfield Elementary, Jefferson Middle**

Online programs, without live class requirements so students can truly learn at their own pace. —**ORLA hConnect, ORLA Online**

High level scores for academic achievement —**Olympia High**

Closeness, approachable staff, valuing the student and families. —**Boston Harbor Elementary**

family community type feel —**LP Brown Elementary**

Good people giving a quality education to kids —**Centennial Elementary**

Dedicated teachers —**Thurgood Marshall Middle**

teachers are for the most part great about reaching out when they know my student is struggling. I also appreciate alternative programs such as new market, freedom farmers as an alternative for those students who need something different than sitting in a classroom all day. —**Olympia High**

Keeping stability for kids by keeping schools open —**Boston Harbor Elementary, Reeves Middle, Olympia High**

I value the close proximity of my children's school and the safe small community. These two factors are imperative in the social and emotional development of my children and their academic success is a direct indicator of this community. My children were seen, challenged and thriving when in smaller class sizes last year. This year, with increased class sizes, the majority of their teacher's time is spent on classroom management and my children not receiving the same level of academic achievement as previous years. —**Boston Harbor Elementary**

Not every child learns new material the same way. Some excel at math but struggle to read and other variations. If a student is struggling in a specific subject, it's very valuable that they get some additional attention and instructions in the area(s) they need it. If smaller groups are possible, or some one-on-one time on a temporary basis, that'll help the student academically and emotionally. I also think it's important to encourage those who exceed expectations in subjects. If a child is great at reading, encourage them and give them resources to excel even more. This prevents the child from being bored in class. —**McLane Elementary**

Our teachers are amazing. The principal of Hansen and Marshall are also doing a great job for our students. I hope that we continue to get the support that the students need. Both my kids are in alternative programs and it is because of the HAP and CSI programs that they thrive and have such a good academic and social-learning/emotional experience. I'm thankful for these 2 programs. —**Hansen Elementary, Thurgood Marshall Middle**

I have a child with an IEP who is at risk of being held back. All of my kids suffer from trauma so support services for that is essential. —**Hansen Elementary**

Neighborhood schools, small class sizes, dedicated teachers and staff and giving the teachers and staff the support they need to help our students grow and learn. —**Madison Elementary**



The student/teacher relationships. Great learning environment — **Olympia High**

The dedicated teachers and school staff that are doing really hard work every day. Please make sure they are retained and have the facilities they need to serve our students and the community! The rumor is that small elementary schools like Madison could close, and this would be disastrous. Madison is considered the "neighborhood center" of the Eastside by the city of Olympia. Please find a way to keep it open. — **Madison Elementary**

Good teachers — **Capital High**

Opportunity for my child to part of the Student Mentor Program — **Lincoln Elementary**

The sense of community and commitment to maximizing each child's potential. — **Pioneer Elementary**

The wonderfully updated OHS facilities, the theatre arts program at OHS, Principal Grant and the excellent office, counseling, and teaching staff at OHS, and how progressive, diverse, and accepting OHS is to all of their students. — **Olympia High**

Just this year we finally saw class sizes lowered at LP Brown, which makes a huge difference to the instruction that a teacher can provide. We cannot afford to lose any of these gains. — **LP Brown Elementary, Jefferson Middle**

quality education — **McKenny Elementary**

The community and that the school gets to know each family — **Boston Harbor Elementary**

Current class sizes and staying focused on the core education (reading, writing, math) — **Centennial Elementary**

Right now I am not finding a lot of value in our schools but am stuck in a spot where I can not move my child to a different district. I struggle with the lack of consistency provided between high schools, lack of communications from the school and district, and the lack of variety of classes being offered in the high schools. — **Capital High**

Focus on teachers and teaching. — **Boston Harbor Elementary, Reeves Middle**

student access to a positive, engaged, thriving learning environment — **Boston Harbor Elementary**

I value the quality of the teachers and services offered in OSD. I like that there are many different programs offered to help students of all different backgrounds and interests. — **Centennial Elementary**

That I have a high quality local elementary school in Boston Harbor Elementary — **Boston Harbor Elementary**

Health and safety of the students both physical, emotional and mental health. — **Olympia High**

Strong arts and athletics along with concern for students well being — **Olympia High**

The effort to catch kids up while also realizing limitations on what schools can do — **Reeves Middle, Olympia High**

Teachers and lower class sizes. — **Olympia High**

High level of challenging instructional materials creating complex thinkers — **Olympia High**

The music and art programs — **Olympia High**

Elementary schools and Middle schools remaining open for communities. — **Boston Harbor Elementary**

Since transferring from Tumwater School District, there has been nothing about OSD that has been impressive, sadly. We've been sorely disappointed in the district, the administration, transportation, political shenanigans, lack of athletic opportunities - the list continues. The bright spot has been the two teachers at Boston Harbor this year, who were new for 2022-23, and who were sadly given split classrooms, have been the sweetest and kindest teachers/staff we've come across within the district. — **[school name][school name]**

Quality — **Pioneer Elementary, Washington Middle, Olympia High**

Arts — **Olympia High**

I value the music program at OHS, in particular, the Band program — **Olympia High**

Music — **Olympia High**

Based Education and Arts — **Centennial Elementary, Washington Middle, Olympia High**

College prep classes, teachers, orchestra, and choir — **Pioneer Elementary, Jefferson Middle, Olympia High**

Dedication to academic achievement and supporting the arts. — **Washington Middle, Olympia High**

The variety of classes offered and quality teachers. — **Olympia High**

The help it provides to students with learning disabilities — **Pioneer Elementary**

Recognizing the inherent value in educating ALL students. — **Reeves Middle, Olympia High**

I am very impressed with the music program. It is difficult for me to compare it with other disciplines or activities, but the fruits of the music education program are easy to see and are of high quality. I am grateful for its existence and happy that one of my children benefited from it - from elementary school until the end of high school — **Olympia High**

Highly caring, well-qualified teachers, music and arts instruction and performance, social emotional supports, academics — **Olympia High**

Teachers and the arts — **Boston Harbor Elementary, Reeves Middle, Olympia High**

professionalism, high academics and caring environment — **Centennial Elementary, Olympia High**

Choices, excellent educators, arts — **Olympia High**

Orchestra program, individual teachers, Reeves MS — **Reeves Middle, Olympia High**

Variety of programs and extracurricular activities. — **Olympia High**

Valuable instruction for all children, first basic knowledge, then arts, then sports. — **Olympia High**

Small schools — **Centennial Elementary, Olympia High**

Educating and encouraging children. — **Roosevelt Elementary, Jefferson Middle, Olympia High**

The education and opportunity — **Boston Harbor Elementary, Olympia High**

program choice — **ORLA Montessori**

Emphasis on a liberal arts education and the quality of the choir, orchestra and band programs. Getting orchestra instruction (Mr Dyvig, Ms Sartori), choir instruction (Mr Schwartz) and band instruction (My Curly) has been transformative for my high school daughter. It helped her make meaning out of her education and helped her succeed in academics. The quality of education in English, history and Spanish is exceptional at Olympia High. — **McKenny Elementary, Olympia High**

Community for children to feel like they belong, instruction and support so they can be a contributing member to society — **Olympia High**

The teachers and education support staff. — **Pioneer Elementary**

I value OSD's compassionate commitment to each child learning and supporting them in being successful academically. — **Pioneer Elementary**

responsiveness — **Olympia High**

You are trying to find solutions to complex problems — **Olympia High**

Community! Small School! — **Madison Elementary**

Our staff should always feel like their jobs are secured. They care deeply about the students. —**Pioneer Elementary**

Options to fit my child's learning and small schools and class sizes. —**Garfield Elementary, ORLA Montessori**

The teachers and improving their skills. —**Pioneer Elementary, Washington Middle, Olympia High**

Quality of teachers, diversity and the desire to be the best —**Pioneer Elementary, Washington Middle**

TEACHERS! Support staff that actually does work with the students (paras, mentor group, etc) —**Lincoln Elementary**

I love the clear communication and resources. The B-3 program is fantastic as well. —**Centennial Elementary, Olympia High**

I value the patience and time spent on teaching my children and helping them learn the tools they need to get through life —**Madison Elementary, Reeves Middle**

Strong music program, strong academics, multiple honors/Ap/running start/college in high school options available. —**Pioneer Elementary, Jefferson Middle, Olympia High**

The athletic programs. I am disappointed in so much of the school system with regard to academics. Even the selections you posed above, so little is geared toward academics. Mostly toward principal and office staff. It should be more teachers, teaching actual academics, not encouraging students to be a certain type of gender or all on ethnic studies. The schools are implementing the decline of civilization by focusing on touchy feely things and not setting up these kids to succeed. It is shameful. —**Olympia High**

Teachers —**Centennial Elementary, Washington Middle**

quality of teaching in all areas of study including the optional ares. Social emotional services available for students to overtime current time's obstacles. —**McKenny Elementary**

Support services: counseling, social work, drug and alcohol etc. —**Centennial Elementary**

small classrooms with passionate teachers who have the support they need. i love the holistic approach the kids have will all of their specialists... —**Centennial Elementary**

Providing equal opportunities for growth for all students. —**Boston Harbor Elementary**

Community care —**LP Brown Elementary**

Quality of instruction and small class size. Community. —**Boston Harbor Elementary**

Choosing to live in a neighborhood based on the access to a SMALL school. —**Madison Elementary**

The amazing teachers in the school district —**Washington Middle, Olympia High**

Small classroom sizes and effective teaching. —**Boston Harbor Elementary, Reeves Middle, Olympia High**

The teachers, the music program, high standard of instruction, inclusion efforts, BIPOC mentorship program, —**Centennial Elementary, Olympia High**

The classroom teachers, intervention teachers and paras. —**Madison Elementary**

The farm program —**Olympia High**

Embracing equity —**Boston Harbor Elementary**

Quality teacher instruction and engagement in academics and future career/interests, and maturity of staff in handling social skills, and athletics opportunities as well as private sector employment partnerships —**LP Brown Elementary**

The music programs are excellent. —**Olympia High**

choices and options so that each child finds a place for themselves in our district —**Lincoln Elementary**

safe and productive learning environment —**McLane Elementary, Thurgood Marshall Middle**

Academic —**Olympia High**

Teachers and para-educators —**ORLA Montessori**

Our teachers —**Reeves Middle, Olympia High**

Willing to change, grow and listen. —**Capital High**

Special Education resources and keeping smaller class sizes —**Centennial Elementary**

Classroom education —**Thurgood Marshall Middle, Capital High**

Small school, direct classroom instruction, student support, involved PTA —**Boston Harbor Elementary**

Strong arts program, strong sense of community, commitment to diversity and student mental health —**Reeves Middle, Olympia High**

English, Math, Science and History —**McKenny Elementary, Olympia High, ORLA hConnect**

Education —**Washington Middle**

The life skills teacher at CHS (teacher Mark). The special Ed program is very good. —**Capital High**

Teachers, para educators, support to admins that are overwhelmed with student behavior issues with no real solutions being given to them —**Pioneer Elementary**

VARIETY OF OPPORTUNIES FOR STUDENTS. RUNNING START. HELP WITH GETTING INTO COLLEGE ( RED TAPE PAPERWORK) —**Olympia High**

Sense of community and ability to change and do what's needed in the moment —**Olympia High**

Access to libraries and the arts for all children —**Roosevelt Elementary, Reeves Middle**

Focus on helping people. —**Garfield Elementary, Jefferson Middle**

I value the Olympia School system because of its small class sizes, stellar education and fantastic staff. We moved from one side of Olympia just so our children could attend Boston Harbor Elementary. I would be very disappointed if BHE was closed because of the large budget deficit, as I'm sure many other folks in the area would be too. —**Boston Harbor Elementary**

The teachers and community. —**Jefferson Middle**

Small class sizes, high level of attention from staff —**Boston Harbor Elementary**

Academic education —**Olympia High**

Teachers and administrators seem to care about students —**McLane Elementary, Jefferson Middle**

Our students are suffering emotional post-pandemic. They need emotional supports and programs like the Arts as a way of communicating their emotions. Band, literally, saved my son's life. —**Olympia High**

I value a school that values a “whole child” approach to education. —**Capital High**

Academics. I think the school district should focus on teaching children basic math, English, reading, writing and other core subjects. —**Reeves Middle, Olympia High**

Peer Mentor Program —**Washington Middle**

Speech therapy, OT integrated- preK - my child is on the spectrum and has benefited enormously from integrated preK . It is now est. 1:44 children in the general pop are on the spectrum (diagnostics are better) and 15-20% of the general pop. - adhd, dyslexia, autism, etc. He has a bright future. Please don't cut learning supports. In fact if you can hire more sped and paras for speech, and OT that would be amazing . Yes, I know I'm asking the opposite of what I should during a budget crunch but SPED is always historically overlooked and gutted in public schools historically. But this isn't the 80's or 90's. So much more is known about brain development, and different learning tools etc. —**[school name]**

High quality arts!!!! The overall climate of equity. —**Olympia High**

I value the enrichment of student learning in every subject, not just STEM. Our students cannot even read and write, yet we expect them to excel at math and science when you must be able to read instructions and write down information for both subjects. The Olympia School District used to understand this, but it has changed immensely in the last decade. —**Roosevelt Elementary**

I deeply value the rigor offered for students in OHS. In addition, I value the care and quality of the teachers. —**Boston Harbor Elementary, Olympia High**

The well-planned academics, music and arts programs, college prep support —**McKenny Elementary, Olympia High**

I value our local school and all the teachers and staff. —**Boston Harbor Elementary**

Strong academics, strong arts program, and sports —**Olympia High**

Opportunities —**Olympia High**

We moved to Olympia for the high quality and intimate school environment at Boston Harbor elementary. —**Boston Harbor Elementary, Jefferson Middle**

I have been a Boston Harbor parent for five years. I feel what is most valuable about our school is the way it is intertwined with our community. The school is the bedrock of our Boston Harbor community. I believe this is also true of the other elementary schools in our district. Boston Harbor has done a wonderful job of taking all our students into consideration as a whole and on the individual level. The dedication of the staff at BHE during the pandemic and beyond has allowed our students to continue to be successful and provide ongoing support for the families. —**Boston Harbor Elementary**

I'm not familiar enough with the school system as a whole; but I will say that I am extremely appreciative of the support my grand daughter is receiving at Lincoln Options School. The teachers, administrators, staff are all doing a great job. —**Lincoln Elementary**

staff, teachers who care about my child —**Olympia High**

Education —**Olympia High**

Safety from gun violence, every day I wonder if something terrible could happen, and I often think about whether I should have my child in school, and I wish there was more layers safety —**Reeves Middle**

Student-teacher ratio and academic standards/quality of education. —**Boston Harbor Elementary**

educational choices to create a custom experience for unique learners. —**Capital High**

Teachers who are child-focused and concentrate on student successes while supporting weaknesses in ways that help students thrive and strive for success are your biggest asset. Paras and support staff who provide the extra boost students need are a gem. —**Washington Middle**

Create diversity in academics, clubs, and course offerings to provide a wide experience for students before graduation. —**Olympia High**

I value the student-centered approach and the continued effort to provide the high quality education for all students. We need our students to be well-prepared for the world's competitive markets. — **Washington Middle, Olympia High**

This question is vague.

What I value most about the Public School System in general- I value the diversity, wealth of resources and sense of community that a Public School system can provide.

What I value most about the Olympia School District is the sense of community and diversity of students that the school has provided. — **Hansen Elementary, LP Brown Elementary**

I value the OSD staff most. From the bus drivers, custodians, kitchen staff, para's, teachers and administrators this school district has an incredible amount of talented, caring and dedicated staff who truly care about our students. — **Reeves Middle, Olympia High**

Teachers and staff who love and support our children learning. They have been supporting their students and learning how to roll with the punches along side our kids. — **Boston Harbor Elementary, Reeves Middle**

The value they give for education and student's welfare. — **Olympia High**

Student safety, small class sizes, community — **Boston Harbor Elementary**

Not much honestly. I have not seen any leadership or accountability. — **Centennial Elementary**

It takes courage to lean into difficulties and foster growth. I appreciate it when the district does this work. I appreciate it even more when they are transparent and made this for students.

Often, the district excels at this, and I have been pleased for the many times I have witnessed it in my child's time here. — **Olympia High**

the caring teachers who encourage the kids to excel. — **Capital High**

People who care about relationships, emotional and social community health and equity. — **Olympia High**

We have really valued alternative programs such as ORLA H-Connect and Avanti. We would like continued investment in keeping and allowing those programs to be innovative and truly alternative. ORLA with the turnover in administration has not returned to the open, family friendly environment that it had before the pandemic. We would like to see that return. Avanti has so muc potential and provides such an welcoming community where kids can explore who they truly are rather than try to fit into the narrow box of more traditional school. — **Avanti High, ORLA hConnect**

Small, neighborhood schools. That's why we moved to Olympia. — **Madison Elementary, Reeves Middle, Olympia High**

Retaining quality teachers and hiring more paras for support in the classroom — **Madison Elementary**

Time, nurture, effort put into these kids — **Madison Elementary**

The students and their enthusiasm for growing — **Reeves Middle**

Teachers and arts programs — **Olympia High**

Breadth of course and activity offerings. I'm happy to see arts programs going strong in elementary school after coming from a school that did not offer that. Schoolwork has been rigorous and engaging, and I believe that is a testament to the quality of teaching staff. — **Pioneer Elementary, Washington Middle**

Efforts being made to support low-perfoming students socially, emotionally, and academically throughout the district have my full support. When the students with the highest needs have what they need, then all students will have what they need. — **Olympia High**

Frequent and clear communication — **Washington Middle**

Overall quality of instruction. — **Olympia High**

The kind helpful and passionate staff, teachers, and para-educators, small class sizes and interesting class options were some of the things that stood out to me about Avanti. They are things that I hope continue because they make the school positively unique for students and families alike. As an Avanti alumni, I really valued the paras extra support, so please keep them! — **Capital High**

Avanti High School, I attended Roosevelt, Reeves, and Olympia High before going to Avanti. I left Olympia high school because it was the worst environment, the stress, some of the staff, and the lack of supports in place, some of the blatant racism. If it wasn't for me transferring to Avanti I would have dropped out of high school or manually ended my life. Avanti is what all schools should aspire to be, Avanti has given me so much despite only attending in person for one year, and that year was the best of my entire academic career. — **Avanti High**

Myriad of choices for students according to learning styles and needs (alternative, large, small, paced, cohort, homeschool or conventional public schools). — **Avanti High**

Activities outside of normal academics... arts, music, clubs, community volunteering, athletics, safe social spaces after class hours... These activities influence and shape the young human condition far more than academics ever will. — **Washington Middle, Olympia High**

Alternative learning programs!! — **Olympia High**

Alternative and focused programs. Emphasis on inclusion and options for student learning needs — **Hansen Elementary, ORLA Middle School Academy**

We have some really great teachers. Many of them are newer to the profession but have personally touched my kids. This school district is committed to academics while also emphasizing respect and inclusion for all. We also love the environmental stewardship that the school district has as a priority. We have only been in the district for 3 years but is have been very happy with it so far. We bought a house in OSD because it outshines all other nearby districts in all areas. We are one of the few districts outside eastside King county, Bainbridge Island, and Camas in the entire state that consistently posts high levels of student achievement and our student body is far less affluent than the demographics in those school districts. I personally don't want to see anything cut in our schools and would be willing to pay more to keep those services going. If the state is going to use McCleary to harm our local schools by limiting how we can fund them it is time for OSD to sue the state for not allowing our community to have the schools we overwhelmingly as a community desire. The entire premise of the McCleary lawsuit was to make good on Article IX Section 1 of the state constitution "to make ample provision for the education of all children residing within its borders." These cuts that are being asked of us as a local OSD community will take that constitutional right away from our children. — **McLane Elementary**

The performing arts have such a positive impact on students, but because more students participate in sports than participate in shows, the arts can become neglected. Purchasing the rights for shows can cost a lot, as well as purchasing/ renting costumes for shows. The arts teach so many valuable skills such as teamwork and collaboration, public speaking, and creativity. We should continue to fund, and increase funding if possible, for the performing arts. — **McKenny Elementary, Washington Middle, Olympia High**

academics, arts — **Olympia High**

The teachers. They are gems and must be valued for and supported in their essential roles. — **Lincoln Elementary**

Practical instruction children can apply to progress further or function after graduation. — **Olympia High**

I want Oly schools to be a place staff are proud to work at. I value a high degree of education, the orchestra program, and the library services. I think schools are so important and think we need to find the funds for the budget, not make cuts. Please let the students and family know who to petition to get more funding for our schools. —**Centennial Elementary, Olympia High**

Learning opportunities, community —**Olympia High**

High quality academic skills instruction —**McLane Elementary**

The focus and kindness and character development while still helping students learn academics. —**McKenny Elementary**

I'm not sure at this point. Everything seems strapped with lots of unfunded mandates. —**Hansen Elementary, Thurgood Marshall Middle**

Arts —**Centennial Elementary, Olympia High**

The district seems to value social/emotional health and equity. Washington Middle School teachers, office workers, counselors, social worker, psychologist are all amazing! They are very helpful with my kid who struggles. I'd say the exact opposite for Capital High School who has not been helpful with my other kid that struggles with a health issue. Does Capital High School need more staff? It needs something..... —**Washington Middle, Capital High**

Teacher and para support, small class sizes —**Capital High**

The small schools.

Providing a place for children to learn and engage. —**Boston Harbor Elementary, Reeves Middle, Olympia High**

Strong foundation established over the years for classroom-based programs with small, but effective, central administrative staff thereby focusing available funding at the classroom level. It appears that over the past several years the district has moved away from that philosophy and enhanced the number of central office positions-- CEO, Ex. Directors, Directors, "Coaches", etc. —**Capital High**

the teachers and other professionals who have a direct impact on kids —**LP Brown Elementary, Jefferson Middle**

Bringing Arts back into Middle and High School —**Reeves Middle**

The music program. This is a big reason why we are here. It is one of the best in the state at the middle and high school levels. The strong academic programs are the other main reason we chose OHS. —**Olympia High**

In our community, the school is an anchor and the support from Central Office seems less clear to parents. —**Boston Harbor Elementary**

The remote learning options, the teachers all the people working with and helping the kids —**ORLA hConnect, ORLA Online**

Community based schools, —**LP Brown Elementary, Jefferson Middle**

The small class sizes and special education —**Pioneer Elementary, Washington Middle**

Public education is the foundation of an educated society. STEM is the foundation on which technological advancements is built. The educators and paraeducators that deliver these subjects to our students are of highest value to me. —**McKenny Elementary**

I appreciate and value OSD's commitment to the arts and providing these experiences in its many forms to our kids throughout the district. —**Centennial Elementary, Washington Middle, Olympia High**

Preparing our children for life, possibly college or the trades, and social interaction as well as building values, teamwork and other principles. —**McKenny Elementary, Washington Middle**



I care about the arts education and supporting the teachers. —**Pioneer Elementary, Olympia High**

Small class sizes, great teachers and music —**McKenny Elementary**

I value opportunities for our children to grow academically as well as good communication between teachers, students and parents. —**Washington Middle, Olympia High**

Small school sizes and the differentiated instruction students receive. Either IEPs or highly capable kids. —**McKenny Elementary**

Care for the children. I love our small school and in individualized attention our teacher is able to give at the elementary level. I like the variety of options my middle schoolers have for classes and the arts opportunities they are offered. They feel like valued community members. —**Madison Elementary, Washington Middle**

Teachers —**Garfield Elementary, Jefferson Middle**

Its size. It's neither too expansive nor small. Kids feel like they matter. —**Boston Harbor Elementary**

Career and Technical Education at the middle school. I am upset CTE wasn't its own category. It has been a game changer for opening new options for my middle schooler. His CTE classes are the ones he enjoys the most and makes him excited about school. REACH, Material Tech, those are the classes my kid talks about all the time.

The middle and high school librarians rock. They create a welcoming space before school. —**Pioneer Elementary, Jefferson Middle**

The opportunities to enrich the whole child through arts, sports, and academics —**Centennial Elementary**

The diversity of programs and option to go to those programs - JAMS, CSI, Lincoln Options, IB vs AP courses, etc. —**Jefferson Middle**

Our children's participation in the instrumental music programs — especially band and Wind ensemble — have been the most valuable and long-lasting learning experiences for them.

Please ensure that you prioritize instrumental music education starting in Elementary school and continuing through middle and high school for our students.

Music education combines the best of collaborative work, teaches our young people a new language, incorporates music theory, math, critical listening skills, discipline, and creativity.

OSD's music program sets it above and apart from other districts in the state. Please find this gem. —**Olympia High**

Teachers and sped staff —**LP Brown Elementary, Jefferson Middle**

Easy communication with teachers, open campus, no tolerance for MAGA nonsense at board meetings. —**Hansen Elementary, Jefferson Middle**

Quality and engaged teaching staff —**LP Brown Elementary**

The learning opportunities APART from sports. —**Avanti High, Olympia High**

The diverse opportunities and exposure to alternative career paths, working farm, and music —**Avanti High, Olympia High**

High quality teachers. —**Boston Harbor Elementary, Roosevelt Elementary**

My son will be a fourth generation Olympia High School graduate. I spent many years living outside of Olympia and returned during the pandemic. I was certain when we returned that I wanted to live within the Olympia School District boundaries as a result of the education I received growing up here. We were thrilled to find a home in the Boston Harbor community due to its proximity to downtown and the beauty of the more rural area. I had friends that attended Boston Harbor Elementary and knew of its reputation as a phenomenal school. As our house was being built, I remember driving our son by BHES to see his new school. He was so excited to return to in-person learning at a smaller school (we moved from [city], where he was in a large K-6 school) with so much personality! He has thrived here, in a more intimate environment where he knows the names of nearly every other student in the school. He loves the teachers and would be devastated to learn about his school closing if that were to occur. We have asked so much from him already by moving him from everything familiar during a pandemic and the idea that we may have to make another big transition in such a short time is just unbearable. He is deeply sensitive and I imagine that if BHES were to be closed, he would need additional support to make this transition. I have already put my career on hold to be home, which has allowed for him to have consistency during this transition. My plan was to return to work next year. If BHES were to close I would need to delay this plan in order to continue to provide the additional support to him during another tough transition. I hope that you will consider the impacts on entire family systems when making these budget decisions. These kids have already been through so much turmoil and deserve for us to make every effort to keep their lives as stable and reliable as possible. —**Boston Harbor Elementary**

Our school is a source of community for the children and families in the neighborhood. The teachers at Madison care about the students and it's evident in how they interact with the students. —**Madison Elementary**

The focus on supporting marginalized groups is important. —**Thurgood Marshall Middle, Avanti High**

Schools are a cornerstone of a healthy community by creating opportunities for students and families to come together. —**Thurgood Marshall Middle, Avanti High**

I value the quality of the teachers, the welcoming environment for the kids, opportunities to explore and learn new things in safe and secure environment. Groups like the orchestra gives the kids the opportunity to learn beyond the subjects, it gives them the ability to learn consistency, self esteem, self started and being proud to achieve something beyond notes. The proud of being able to present themselves in public. This opportunities are not easy to find as a historically underrepresented and with lack of opportunities. School District talks about equity and equality e inclusion and removing programs that reduce the gap it is just contracting. If the school district truly believes in bringing the education opportunity to all the programs like the orchestra should continue bringing the opportunity to different communities that are part of the district that otherwise won't be able to access. —**Pioneer Elementary**

The expectation of open-minded discussion and the arts are most valued. —**Olympia High**

Our staff, and our shared commitment to diversity, not only with race and sexuality issues, but also for our kids who require different modes of learning with different measures of success. —**Lincoln Elementary, Washington Middle**

Strong academic support, quality of educators (teachers, para educators, and other staff), and excellent music program. A strong academic results are enhanced through arts, music, and athletics. —**McKenny Elementary, Washington Middle**

Kids working and learning together with other kids that come from different cultures and socioeconomic backgrounds. —**Centennial Elementary, Washington Middle**

We value elementary schools being as close to home as possible and part of the community, not the prototypical model for OSD —**Boston Harbor Elementary**

Academic options —**Olympia High**

Small schools — ***Boston Harbor Elementary***

Honestly, I'm not sure what I value anymore. We moved here going on 7 years ago, and chose our house, not just on what we could afford, but also that it was within OSD boundaries. Unfortunately we're now questioning if that was the right decision. The sole focus of this district seems to be on racial equity. And while that does have its place, the districts' tunnel vision when it comes to that has let other things lapse. I continually see a huge socioeconomic inequity between the Eastside and Westside that is only marginally paid attention to. The data is there from 22-23 school year. The elementary schools with the highest low income populations, consistently do worse in ELA & Math standards than their higher income counterparts. If OSD cared half as much about making sure those schools had adequate support so they can close that gap and set those kids up for success, I'd have something to value. Unfortunately I don't see that and it breaks my heart. These kids deserve better. Much better than what they're currently getting! — ***LP Brown Elementary, Jefferson Middle***

Kids need more SEL support than ever. Small class sizes, caring teachers, and special education services have made our OSD experience pretty great. We prioritize special education, SEL instruction and support (our counselor at Pioneer has been invaluable). There is so much evidence to support small class sizes, SEL, and support for kids who need additional services. — ***Pioneer Elementary***

The potential to focus on your greatest asset - your students. — ***Boston Harbor Elementary***

Many quality teachers, Mr. Grant and the administrative team — ***Olympia High***

Low class size; individualization for child needs (non-iep); art/music/library/pe; social emotional learning — ***McKenny Elementary***

Right now I am having a difficult time valuing the OSD system at all. I was a respected teacher in this district for 27 years, and I valued it for the first 20 years. Then bullying from administration began, and then all the immoral "Gender" ideology became the rule, "wokism" and anti-government philosophy instead of civics taught, and some of the best teachers were not allowed to teach because of not wanting to be Covid-vacs jabbed. [(It is not a true vaccine)] I have visited the schools since then and the students are depressed, chaotic, and have trouble concentrating. Every teacher I visited whispered to me how awful it is to work there now and they cannot wait to retire, and I never once brought anything up about the district to bring that feeling out of them. I now teach in a private school where the kids are happy, ahead of the public schools academically, and I am treated with respect and dignity, as I have always treated all my students and my peers. I hope the district changes many of its current policies for the sake of my grandkids who still attend there. — ***Reeves Middle, Thurgood Marshall Middle, Olympia High***

Arts and music at all levels — ***Olympia High***

Experienced teachers and institutional support — ***McKenny Elementary, Jefferson Middle***

Orchestra, robotics club — ***Olympia High***

Quality of education received through Olympia School district — ***Olympia High***

Teacher support and retention — ***Pioneer Elementary, Washington Middle, Olympia High***

## **Describe any cost saving measures you would like the district to consider.**

Install LED lighting at each school — ***Olympia High***

None — ***Pioneer Elementary, Roosevelt Elementary, Olympia High***

Free lunch — ***Olympia High***

I would eliminate instructional coaches, some paras. — ***Avanti High***

Cut the educational coaches. 21% is so much for these coaches no teachers want to use. That should go back to the schools, facilities and TEACHERS! — ***Pioneer Elementary, Olympia High***

To avoid exploring the balanced calendar option. — **Washington Middle, Olympia High**

Solar power for schools — **Hansen Elementary, Thurgood Marshall Middle**

Please consider going back to staggered start times for elementary/middle/high school. It has been very difficult this year with bussing to and from the high school with bus driver staffing shortages. I understand there is a small benefit to having high school start later, but if I can't go to work because I have to drive my students to school this causes stress and hardship in our home. There have been cancelled bus routes and really long bus commutes this year. My kids are on the bus for over an hour in the morning and again in the afternoons for the regular routes. If routes are cancelled then it is an even longer ride causing my small children to not have someone to get off the bus with after school. Again the later start times do have merit, but in actual practice it does not seem to be working. — **Capital High**

Reducing the salary of the Superintendent, Admin and reducing the number of people working in the Central office. — **Washington Middle**

Trim the athletics budget. — **Olympia High**

Delay Capital construction projects — **Hansen Elementary, Thurgood Marshall Middle**

No — **Boston Harbor Elementary**

Nothing you get so much money — **Capital High**

Administration. — **Roosevelt Elementary**

As a parent and substitute teacher, I have major concerns about the individual personal device use continuing post pandemic. I think it was a quick solution to school that had to shift, but ongoing use is problematic. There are too many distractions available for undeveloped brains, and the security risks are legion. I do not like it. — **Madison Elementary, Reeves Middle, Olympia High**

My high schooler told me that they spent 2 full days in each period at the beginning of the year last year and this year going around and discussing each child's preferred pronouns. That as to be the worst use of valuable class time I have ever heard of. — **Hansen Elementary, Thurgood Marshall Middle, Capital High**

Superintendent salary reduction — **McLane Elementary**

safety. safety. safety. No violence, no bullying, no hate — **Capital High**

Sports are a drain on our resources and should be the first area we evaluate for budget reductions. — **Reeves Middle, Capital High**

I can only suggest areas where more spending would be desirable and don't have enough knowledge of current practices to suggest reasonable cuts. — **Pioneer Elementary**

Get a new school board that makes better decisions for our kids. — **Olympia High**

Getting rid of educators that hinder student growth and enjoyment ([staff name] & [staff name] @ OHS) and replace with caring educators. — **Washington Middle, Olympia High**

No opinion. Perhaps you shouldn't cut cost with children. — **LP Brown Elementary**

Get rid of the non-value added paraeducators that are found at WMS. Given recent incidents associated with OHS your social and emotional spending is clearly not having the desired results and should be halted. Spend money to develop future young adults prepared to make a positive impact on society be learning resilience through sports and academics. Help identify college and non-college career training opportunities and share cost benefit calculations. — **Washington Middle, Olympia High**

Please look \*closely\* at middle management bloat. This is a category that can expand quite easily when needed but does not retract as promptly. — **Capital High**

No more football, too dangerous for kids —**Roosevelt Elementary**

I don't think a vice principal is very important. At least not as important as arts, activities and teacher support with paraeducators and counselors —**Hansen Elementary**

Cut Administrators and para professionals —**Capital High**

Reduce athletics, as many opportunities exist for students outside of school. Get a better idea of how many kids actually ride the bus and allow parents to opt out if they aren't going to use bus services. —**Olympia High**

Save cost by reducing payroll/positions for leadership, district office and admin staff —**Washington Middle, Olympia High**

We should spend more money. —**Pioneer Elementary**

DO NOT FOLD ANY OF THE SMALLER ELEMENTARY SCHOOLS INTO THE LARGER ONES. There is something special about living in and attending the community schools. Also do not fold reeves in WA middle school. It's too big and you WILL LOSE MANY KIDS that way. Many students benefit from small schools. They get to know the adults and other students on a more personal level. You will be making a huge mistake. Middle school is so hard as is, this change would be detrimental to mental health that the district touts as a priority, yet every step is away from that and only concerns around cost are what make policy changes. OSD should be better than this in one of the most progressive towns in Washington. —**McKenny Elementary**

Allow families back on campus for hConnect. This will save money. —**ORLA hConnect**

Ask the school staff, my guess is that they have some great ideas. —**Boston Harbor Elementary**

Budget is extremely lean already. Instead Look for more ways to get funding (grants, legislature, etc.) —**Hansen Elementary**

Email info vs sending paper home. Make firms electronic (ex field trip permission forms). —**Centennial Elementary**

Severe cutbacks to athletics. —**ORLA hConnect, ORLA Online**

Fire bad teachers/administration and those with a history of taking part in or being complicit in bullying, sexism, or racism. —**LP Brown Elementary, Thurgood Marshall Middle**

I don't know, but I appreciate your work and don't envy your upcoming decisions. —**LP Brown Elementary**

Get rid of the instructional coaches. Hire more teachers and lower class sizes. —**Reeves Middle, Olympia High**

I would like to see less of a focus on DEI. I appreciate what is trying to be accomplished but seems to be at the expense of providing a positive environment for staff and students. It's also seems to be more of a focus than helping all students recover from the educational and academic impacts of the pandemic. Please spend more time and energy on academics. —**Washington Middle**

Get rid of all of the people at the district office that make over 6 figures! —**Pioneer Elementary**

Stop spending so much money on buses. Kids can walk or bike or have their parents drop them off and pick them up. Use the saved money to create gifted programs and to raise the bar on academics. Also stop talking to my KINDERGARTEN child about BLM and that he can choose to be a boy or a girl! Have you lost your mind?! Not ok. —**Hansen Elementary**

All of the people at the DO that make over six figures. This isn't a company. This is about kids! Spend the money on their needs. —**Pioneer Elementary**

Few pay increases or none, for district administrators/superintendent. They aren't the ones in the classrooms, helping the kids. Teachers and paras are already cutting costs to the point of the kids losing out on valuable enrichment.

Cleaner classrooms....mclane classrooms hardly ever get their floors vacuumed or mopped due to lack in staffing. Post covid we should be keeping schools cleaner!!! We should not be cutting funds for janitorial staff while the classrooms are dirty and we worry about deteriorating playground equipment and get told the district may just have to condemn it rather than fix it. No more cost cutting that negatively impacts the kids. —**McLane Elementary**

Lower temperature in school, save on energy costs. —**Washington Middle, Olympia High**

Yikes! Seems bareboned as is. —**Roosevelt Elementary**

Administrative cuts —**McKenny Elementary**

Free lunch for all children —**Thurgood Marshall Middle, Capital High**

If you make a school kids feel safe at and want to be at you won't have to worry about attendance. —**Capital High**

Stop paying for expensive training in things like “anti-albeism “ and SEL curriculum. —**Olympia High**

I don't know of any easy area to cut. If anything, cut pandemic related supports, but even many of those are important. —**ORLA Montessori**

Better menu that kids would actually want to eat —**Garfield Elementary, Jefferson Middle**

I wish I could think of any at all. —**Lincoln Elementary, Thurgood Marshall Middle**

We need MORE funding more education! —**Pioneer Elementary**

Focus on educating our children in core reading, writing, math and science. Moneys spent on all the other non age appropriate items should be sidelined. —**Washington Middle**

Only give free/reduced meals to families who need it. We shouldn't be cutting costs of our districts, we should be investing more into them! —**Hansen Elementary**

Anything that gets politics and political agendas out of school. Keep the focus on teaching the basics that were once the core of education, and let families teach life. Does the district do DEI workshops or have such specialists? I'd start by eliminating those. —**Olympia High, ORLA hConnect, ORLA Online**

Cut instructional coaches and family liaisons before you increase class sizes or reduce teachers. Strong teachers and strong principals are the two most important things in any strong school system. —**LP Brown Elementary, Thurgood Marshall Middle**

Not sure but would participate in fundraiser events —**Pioneer Elementary**

Consolidate smaller schools, redrawing boundaries where needed.

Partner with intercity transit so secondary students on intercity transit lines could take city buses. Increase transportation cutoff from 1/2 mile to a mile where safe walkability exists (sidewalks, crosswalks, etc.)

Bookmobile/traveling library if libraries need to close.

Stop prioritizing athletics.

—**Reeves Middle**

None. I know that is not helpful. I am writing to my legislators to tell them to give you more money. I know it won't work, but you do vital work. It's too hard to choose what to cut. —**Roosevelt Elementary**

Start from the top – **Thurgood Marshall Middle**

Nothing. I would like you to spend more money. I don't care, tax me until it hurts. We will save money in the long run. Invest in our children! – **Washington Middle, Olympia High, ORLA hConnect, ORLA Online**

Not sure – **Capital High**

Remote learning options should be reined in to realize cost savings. Social Emotional Learning has its place, but certainly pandemic-related support should be trimmed as a cost savings. Would recommend as a cost saving measure anything SEL that would result in even marginally larger class sizes or cuts to academics/instruction. Please maintain focus and cut the mission-creep items first. – **Lincoln Elementary**

It's too late for common sense, so please just stop creating new job titles and positions until kids can actually read and write. Also, fire everyone who made decisions these past four years. That should save some bucks. – **Boston Harbor Elementary**

Additional added jobs at the district office with pandemic relief that can be downsized or discontinued. – **McLane Elementary**

Administration (top earners) should take voluntary pay cuts to protect the programs that benefit our children and to protect the employment of essential staff and educators. You found 2mill for a brand new football field, but are threatening to kill the OHS Farm School!!!! This program has quite literally turned my child's life around and you want to defund it?! [expletive] is wrong with you people that you would even consider this action before reducing your own inflated paychecks?! – **Reeves Middle, Olympia High**

early retirement incentives – **Pioneer Elementary**

Reduce Administrative overhead at the district level. – **Roosevelt Elementary**

Free or reduced price lunches for ALL students. By only offering free meals to low income families you are causing a divide and showcasing those who can't afford to pay and in turn causing a natural segregation of students by what they eat and lunches brought. – **McLane Elementary**

Add Pre-K back to ORLA and address and immediate district need. – **ORLA Montessori**

For 21%, I do not see the value in instructional coaches. Turn them into interventionists. Teachers don't need coaches. – **Olympia High**

Have the kids clean up after themselves to cut back on custodian's responsibilities, teach kids to write grants to help the school out. – **Pioneer Elementary, Washington Middle, Olympia High**

Any employee hired as temporary contingent on federal funding which is being discontinued, should no longer be funded. – **Boston Harbor Elementary, Reeves Middle**

shared resources with other regional schools such as admin redundancy, specialized teachers for special needs and facility upgrade/maintenance crews. – **McKenny Elementary, Washington Middle**

The high schools have too many football coaches – **Reeves Middle, Olympia High**

sigh...I wish we didn't have to spare any cost. All the above asks on what is important...well it is all important so we really can't cut any of it. We need it. We REALLY need the social/emotional support...more of it for students. – **Garfield Elementary**

Football is an incredibly dangerous activity and too much of our academic system revolves around this brutal sport. I know it's an unpopular opinion, but change must start somewhere to keep our teens and college-age students safe from debilitating injuries. The allure of glory on the field is too great for children to have discernment to stay safe. You are the ones in charge of their safety. This change is your responsibility. – **Boston Harbor Elementary**

I don't know, I'm terrible at budgeting and have a very loose grasp on any of this. —**Lincoln Elementary**

Eliminate Instructional Coaches. Shouldn't we be hiring teachers that know how to create instructional learning plans and teach our kids? Odd to me that we would hire instructional coaches for teachers who should already know how to teach. Maybe let those teachers go and hire teachers that can create instructional plans. —**Washington Middle**

Less admin —**ORLA Montessori, ORLA hConnect**

School grounds do not have to be perfect, just presentable and safe. Likewise, athletics are not important. Teaching kids "soft skills" about getting along with others, self-regulation, and social-emotional learning should be top priority. —**Hansen Elementary**

Have volunteer coaches, it salaried employees —**Olympia High**

Cut central office first —**Washington Middle, Olympia High**

Freeze salaries of highly paid administrators —**ORLA Montessori**

Focus on local field trips not requiring long bus rides. —**ORLA Middle School Academy**

Reduce salaries of administration , eliminate administrative positions

Stop ordering supplies from KCDA. Costco is less expensive. —**Hansen Elementary**

This is a very difficult question to answer with little known about the districts budget and what they are spending money on.

I do think less should be spent in elementary student technology. Students benefit more from hands on learning and having multiple adults available to answer questions than from a computer. I also believe there are better opportunities for extensions for students than spending money on programs like ixl. —**Boston Harbor Elementary, Reeves Middle**

I do not want to see positions in schools lost while positions in the district office remain. The first priority of OSD should be supporting students in the schools. The administrative jobs at the OSD offices, while supportive of these in school roles, do not have the direct impact on students that the day in/day out, on site staff have. Hire competent people and they should not need an administrative babysitter who answers to someone else, who answers to someone else, etc. I believe cutting fat within the OSD administrative building should be an obvious priority before we lose in school staff that are actively supporting students everyday. —**Roosevelt Elementary**

Limit maximum salary as a percentage of average teacher salary (eg, 800%) —**Boston Harbor Elementary**

Where is the legalized cannabis tax money that was supposed to support education in the state? With the amount of money coming in from that Vice there should be no budget concerns whatsoever. My property tax went up again as well. Which I am happy to pay but I am confused as to why there isn't enough for the items listed above? I suggest you make lunches free again like during the pandemic. The pay off you will get from kids that can focus on their schoolwork because they are not hungry will far outweigh the cost. —**Capital High**

Less money on sports —**Centennial Elementary, Washington Middle**

Less district admin. Less teacher "instructors/coaches". —**Washington Middle, Olympia High**

Eliminate athletics. Stop buying fancy electronic billboards that darn few people read. Instead, use the money for academics. We have way too many graduates who are good at sports but suck at reading and writing. Need an example? Pick a high school and ask every senior in that school to 1) sign their name legibly 2) ask any 10 kids in that school to read a copy of the constitution that is in cursive 3) ask any 10 kids to make change for a purchase using only their brain... no calculators, no pencil and paper. 4) ask any 10 kids to complete a generic job application by hand... with no spelling errors... and it must be legible. —**Avanti High**

Community & family volunteers to help maintain grounds? —**McKenny Elementary, Washington Middle**



We don't need new projectors and smart boards or new curriculum right now. We don't need all these chrome books and hours spent on testing and coordinating SPED teachers to supporting testing pulling them away from their classrooms. We need equity and we need trained people supporting children in trauma. The class sizes are too big for teachers and we need more counselors, social workers, teachers and para educators plugged into the needs of these traumatized children. —**Lincoln Elementary**

Reduce district office staff, reduce athletic funding (utilize outside funding sources), support instructional positions such as mentor program and curriculum leaders like music coordinator, but cut instructional coaches and higher up “teaching and learning” directors. Reduce superintendent salary. —**Centennial Elementary**

Cut administration, stop cutting the things that directly affect our kids. —**Reeves Middle, Olympia High**

Are there departments that can be combined to need fewer management positions? —**Washington Middle**

Stick to education. Leave the politics, so IO emotional health etc to families. Stay in your lane —**Olympia High**

Reduce administration, especially central office admin. —**Capital High**

Please KEEP the family liaisons! —**McLane Elementary**

Students should have a single assessment, money could be saved by not requiring both SBA and MAP testing. —**Centennial Elementary**

Close the lowest attended elementary school —**Garfield Elementary**

Drop all competitive athletics. Only have intramural sports. No more millions of dollars on stadiums. —**Capital High**

Focus on funding education priorities only and cut funding for all programs pushing a specific social agenda. OSD is not a racist school district and Olympia is not a racist community. Stop all the division and get back to the basics. Helping our kids succeed in school is your job, not all the other stuff. —**McKenny Elementary, Olympia High**

Reductions to central administration, teaching and learning, instructional coaches and anything else that is “nice to have” but doesn’t on a day to day basis serve and enhance the learning of students. —**Reeves Middle**

Make the buildings more energy efficient —**Pioneer Elementary**

Spend less money on “feel good” projects like additional counselors. Spend more money on “do good” projects like laptops or tablets for every student. Free lunches for all students no longer even a voting choice? —**McKenny Elementary**

Quit wasting money on fake racism and “equity” and hatred-based practices. Fire/excuse [accusation] from the school board. —**McKenny Elementary**

Get rid of instructional coaches for teachers, put the money into the classroom, more teachers, paras etc. —**McKenny Elementary, Washington Middle, Olympia High**

Forced IB at CHS - Allow students who are not interested in any way in the IB program materials an alternative. Forcing IB English & History is killing the interest in the subject for those not interested in IB. —**Capital High**

Eliminate unnecessary admin positions —**Olympia High**

Mental health support should take priority over sports and extracurricular activities as not everyone participates in sports —**Olympia High**

I don't know —**Reeves Middle, Avanti High**

Please ask the teachers. They will know best. —**Thurgood Marshall Middle**

It seems like the plethora of learning options implemented during the pandemic could be paired back down . —

**Roosevelt Elementary**

Use parent volunteers to get projects done (including things like assisting with grounds maintenance and custodial work, coaching extracurriculars, etc.)

Use the natural lighting as appropriate? — **ORLA Montessori**

Covid-related services — **Madison Elementary**

I think more money should be spent on students, but less should be spent on administrative work — **Pioneer Elementary, Jefferson Middle**

Lower central office administrative costs. Put the money in the classrooms. — **Olympia High**

Limit the expense of football fields/equipment — **Olympia High**

Sharing sport facilities more — **Olympia High**

Less sports — **Centennial Elementary**

Cut some district office positions, Patrick Murphy can have less staff at district.

Get rid of family liaisons at each elementary school. — **Centennial Elementary, Olympia High**

Less money spent on testing — **Thurgood Marshall Middle**

Please make an equal % of administrative cuts as those cuts that come out of our schools. OSD has a bloated administration. — **Avanti High, Capital High**

Eliminate the district office pork positions. — **McLane Elementary, Capital High**

Cut central office jobs, you'd save hundreds of thousands of dollars on admin. and these jobs have the least impact directly on students. Stop immediately the resources we are putting into DEI and gender ideology. — **Pioneer Elementary, Washington Middle, Olympia High**

Please consider soliciting needed supply donations from the community in the newsletters. As more people are downsizing and relocating, many have new or gently used materials (office supplies, art supplies, maintenance supplies, etc.) that they would be happy to donate for use by our staff and students. — **Thurgood Marshall Middle**

Focus on teachers and give them what they need to teach, not indoctrinate. Way too much money is going to administration and social work. Top heavy on jobs that don't translate to student learning. Schools are providing a product, EDUCATION. When that product is no longer of good quality, people search for another provider. That will continue happening to OSD if you don't self-reflect and listen. — **Capital High**

Family Liaisons could be split between two schools. Learning coaches could also be split between multiple schools. People that work from home at the Knox building should be required to come in to the office. Don't really need a health room assistant now especially if a school has a full time nurse. — **Garfield Elementary**

Cuts to highest paid staff — **ORLA Montessori**

Instead of closing schools, let's get rid of cheaply built portals that cause health problems for those who have to use them, and which make the students in them feel like they are lesser parts of the school. System because they are so uninviting and shoddily made. If they're so great, we can sell the building admin is in downtown and they can work out of portables permanently- or at least until every child is in a brick and mortar classroom. — **ORLA Montessori**

N/A - schools should have absolute priority. — **McKenny Elementary**

Reduce coaching - have more effective whole district measures in place — **Capital High**

Reduce the amount of social justice things taught, save it for collage. Lay off teachers who are pushing their own personal beliefs on students, reduce the salary of the highest paid administrators like the superintendent, — ***Boston Harbor Elementary, Olympia High***

End all political and social activism in schools, focus on reading, writing, math, STEM, civics, gardening, nutrition, and other tools to help kids prepare for the real world, not a fantasy world that only exists on social media. — ***Olympia High***

Get rid of split classes. They are educational malpractice. You only split classes to fix a financial issue. It's not in the best interest of student learning. Maybe reduce district staff so we can have more teachers in the classroom. — ***Centennial Elementary, Jefferson Middle***

Grounds maintenance was my lowest priority on the list. I'd prefer that no pesticides, herbicides or chemical fertilizers be applied to the grounds. Perhaps less frequent mowing, trimming and management of leaf litter could save on costs. — ***Washington Middle***

Remove employees that are not furthering education of materials you are charged with teaching, such as social workers (ask counselors how much these people actually work), family liaisons (schools are not your social justice experiment), entire teaching and learning department (teachers don't even know what this department does), & probably most of the instructional material you pay for. \$57,000 for anti-ableist training? How about hiring teachers that know how to be polite. You might as well pile all our tax dollars together and light them on fire the way you have been spending it. Who wants their kids in a district that is not teaching subjects but turning kids into Marxist robots. — ***Capital High***

Improve the energy performance of oly high school, some classrooms get really hot during summer, use some reflective 3m window film to make it cooler (not air conditioning) — ***Centennial Elementary, Reeves Middle, Olympia High***

Reduce wasteful staff expenditures at the administrative level — ***Boston Harbor Elementary, Jefferson Middle***

None. We need more money for our schools — ***Olympia High***

None — ***Capital High***

None — ***Washington Middle***

Consolidate your small schools! — ***Olympia High***

Make a big enough budget for the dang paper. — ***McLane Elementary***

If I had any way for everyone to get everything they need, I would definitely share it with you. Sorry I don't have a helpful answer to this question. — ***Lincoln Elementary***

Pause raises at the central district offices for a biennium. The central staff are well compensated and it would be encouraging to see them play their part in the hard decisions of where to budget money and resources. — ***Centennial Elementary***

Coordinate bus management, maintenance, driver training, and logistics with IT. — ***McKenny Elementary***

Stop any program that involves equity, inclusion, and social justice. Just teach our kids. — ***Capital High***

I don't know and I'm sorry everything is so hard right now — ***LP Brown Elementary***

Freeze the salary growth for the highest paid staff (>85k) for 2 years — ***Centennial Elementary***

Cut Family Liason, nothing extra to admin, reduce SEL — ***Centennial Elementary***

School districts need to reach out to state government for compensation for public records requests. Paper, staffing, time = not free, but the person making the request gets all of this for free?! Why haven't we lobbied for compensation?

There are too many administrative positions and administrative assistants at the district level. The district office should be a skeleton crew before classroom teachers are touched.

The superintendent should propose a salary cut for himself in an effort to preserve programs and classroom teachers. He is paid much more than our previous superintendent, and an acknowledgement of this impact would be meaningful to staff and community members.

I say this having been a Boston Harbor student. I love Boston Harbor Elementary, but it should be closed and the boundaries should be redrawn to send some Roosevelt students to Madison and move Boston Harbor students to Roosevelt. We closed John Rogers Elementary, and those kids all turned out fine. My sister was in 3rd grade at the time. She is not negatively affected today. Marshall Middle School should also be closed, and Marshall students should be consolidated into Jefferson Middle School. That school was remodeled years ago to accommodate 900 students.

Closing buildings, stripping the district office of excess, our superintendent taking a personal salary cut, lobbying for compensation for public records requests - these are hard things. Do the hard things. —**Avanti High**

Perhaps consolidate a smaller elementary school, such as Boston Harbor, into a larger one? It would really get families' attention and the energy could be focused to rally the legislature to fix the funding problems. —**Roosevelt Elementary**

Cut the fat at the top and all the equity stuff that isn't actually educating our kids!!! —**Olympia High**

Students should do more around the building to cut down on maintenance and custodial needs —**Madison Elementary, Reeves Middle**

I think schools are hugely underfunded, especially in the health, specialties, teacher support areas. All aspects are important to spend money on. Im not familiar enough with the district budgets to know where the opportunities to save money are, but I do think the schools/unions could advocate for less money and energy spent on standardized testing. —**Roosevelt Elementary**

Unknown —**Hansen Elementary**

Privatize athletics programs —**Pioneer Elementary**

Drastically reduce organized sports budgets and positions. Sports coach should not be a paid position. —**ORLA Middle School Academy, ORLA hConnect**

I'm not sure personally, but I'm sure faculty and staff may have some ideas! —**Roosevelt Elementary**

Spend less on technology at elementary and middle level and more on adults in the classrooms. —**Boston Harbor Elementary, Reeves Middle**

Teaching and extracurricular activities. All the woke / black life matter is losing focus on the first two. —**Washington Middle, Olympia High**

Reduction in energy use through self-generating green energy programs and increased energy efficiency through better insulation, LED lighting, and intelligent HVAC/lighting controls. —**Olympia High**

Cut the lay of district level administrators, there is no reason why the people furthest away from students having the least amount of daily impact are being paid so much. —**Hansen Elementary**

None — **Olympia High**

I honestly don't know enough about the budget to make an informed decision — **Madison Elementary, Capital High**

OHS has had two suicides this year. Invest in mental health beyond all else. None of these budgetary considerations matter if we're losing student lives. — **Olympia High**

See above. All parents/schools should have access to both the proposed building reductions as well as the central office reductions. Not disclosing that information to parents leads us to question intentions of the district and the board. — **Reeves Middle, Olympia High**

Reduce any cost spent on Social emotional support. Already all the insurance plans cover it. — **Olympia High, ORLA Montessori**

N/A — **Olympia High**

Less central office staff. Create a task force to study new equitable attendance boundaries, which may include consolidating schools (however don't have school board members spouting school closures before any data has been gathered) — **LP Brown Elementary, Jefferson Middle**

Teach administration, faculty, and staff how to more culturally competent. Stand up for what is right and obviously wrong. Ensure there are consequences when it applies, do more training, and have intentional conversations that involve cultural sensitivity when negative impact is greater than the intent. — **Hansen Elementary, Olympia High**

Combining with tumwater and north Thurston to create community districts — **Centennial Elementary**

Stop wasting paper!! — **Pioneer Elementary, Washington Middle**

Fire [staff names], for starters. Stop hiring more people and put money back in the schools where the children see the benefits — because as it stands right now, the only ones seeing benefits are the cocky corporate minded [expletive] fattening their pockets in corner offices at Knox. — **ORLA Middle School Academy, ORLA Online**

Sorry, can't think of one — **Boston Harbor Elementary**

None; would rather see increased funding — **Reeves Middle**

End remote learning option since pandemic is over — **Washington Middle, Olympia High**

If not already, turn down the heat on the weekends when school not in use. Install solar panels on more schools. Ask for volunteer community involvement (older seniors to help monitor halls?). Send more behavior issues home to parents so the majority of students don't have their day interrupted. — **Thurgood Marshall Middle, Capital High**

Cutting gifted programs and programs aimed at high achievers. — **Boston Harbor Elementary**

School liasons — **Olympia High**

Not sure at this time — **McKenny Elementary, Washington Middle**

There are too many positions at district office without clarity on their roles and functions. The funding for district office positions can be diverted to building level teaching or student support positions to continue the high quality direct services for students. — **Centennial Elementary, Olympia High**

Decreased funding for DEI, social/emotional initiatives, and other non-academic measures. — **Olympia High**

Partner with Intercity Transit to provide public school transportation — **Capital High**

Reduce the politics and political hot button teaching in school, let kids be kids, don't force adult things on them yet. — **Washington Middle**

Close Boston Harbor and rezone; transportation overhaul- unnecessary stops/ routes where kids can safely walk to middle and high school; cut instructional coaches ; eliminate split classes (NTPS eliminated years ago) —

**Jefferson Middle, Olympia High**

Instructional Coaches are not needed. Individualized Professional development is cheaper and more effective. —**Jefferson Middle**

A local church in town is fueling the Centennial issue, they need to be contacted to shut it down. Now is not the time for your super to be a coward....or is it? —**Washington Middle**

Unknown. —**Boston Harbor Elementary**

Sports —**Centennial Elementary, McKenny Elementary, Washington Middle**

I would like the district to evaluate the effectiveness of the staff at the district office. —**Madison Elementary, Reeves Middle**

Nope —**McKenny Elementary**

Heating / HVAC efficiency / secure grants/ take Solar seriously —**Garfield Elementary, Jefferson Middle**

? —**Pioneer Elementary**

less administration and instructional coaches —**Washington Middle, Olympia High**

Cut SEL. Cut all this school board mandated BLM curriculum which has been proven to be garbage and a fraud out. Get the pathetic losers off the school board. —**Centennial Elementary, Washington Middle**

Advocate to have the government consider cost savings in other areas than education as this is not where we should focus our efforts. —**McLane Elementary**

District office is way overstaffed. Cuts must be made. Instructional coach investment has not been worth it and should be stopped. —**ORLA Montessori, ORLA Middle School Academy, ORLA hConnect**

Charge more for sports pay-to-play —**Garfield Elementary, Jefferson Middle**

We don't need instructional coaches. —**Capital High**

Don't put on more trainings for staff who won't show up. Use that money to create staff buy in and happiness so they can have a desire to seek new learning themselves. —**McLane Elementary**

not sure, need more information —**LP Brown Elementary**

Better waste reduction in the forms of composting, repurposing or selling no longer needed materials and better energy efficiency. All can save money and are better choices to fight climate change. —**Jefferson Middle**

Less money on sports and admin —**Pioneer Elementary**

What do people at the district office even do? If the position isn't housed within a school building, we probably don't need it. Is there any evidence that actually shows a positive impact on student learning from anyone outside a school building? —**Jefferson Middle**

None —**McKenny Elementary**

Enough with equity. How much money has been wasted already? And do our students really seem ANY better prepared or educated? Not at all. Schools are for teaching academics. Let's stick to it. —**McKenny Elementary**

Personally I would consider looking at additional Bonds/Levees to help make up the gap. Cutting is not the answer, especially if there is a need. School ranking scores should be an indicator of a call to action... Do 4/5s cut it, or do we want our Public Schools to be 8/9/10s!? —**Hansen Elementary**

We don't need cost saving measures, we need more resources to actually fund our students! Our schools need more! —**LP Brown Elementary**

Unknown — **Centennial Elementary**

Drop the woke curriculum and training. — **Thurgood Marshall Middle, Capital High**

do not purchase options like chocolate milk that do not promote children's health — **Boston Harbor Elementary, Jefferson Middle**

Please do not cut any emotional and social support services. Our children and families have been through so much and desperately need this support. It is extremely difficult to imagine what to cut in a system already strapped. I hope the arts and sciences can be preserved and that fund raising in the community might help to fund these programs if the budget is cut. Proposition 1 may provide more free opportunities for our children's involvement and exposure to the arts. — **Garfield Elementary**

Get rid of coaches and make cuts at the district office — **Boston Harbor Elementary, Reeves Middle**

Terminate all spending on social justice platforms — **Olympia High**

Lower district administration and school board pay immediately to save schools and REAL jobs. — **Madison Elementary, Capital High**

Not sure — **Capital High**

Well with the budget destroyed by [staff name] and her [city name] school district crew how about our superintendent work for free until he retires since it was his choice to hire her. — **Pioneer Elementary, Olympia High**

Spend less time beautifying the school and more time training staff and getting proper school materials. — **Reeves Middle**

Get rid of central office roles and their existing staff members that do not work closely with students (i.e. chief academic officer, executive director of elementary education). — **McLane Elementary**

Please don't cut youth mental health programs or connectedness and belonging programs — **Lincoln Elementary**

n/a — **Roosevelt Elementary, Reeves Middle**

To consider cuts at the district level instead of in the schools. The teachers and children are affected by this. Some of the pay at the district level is ridiculous, and yet the teachers and support staff in schools are where cuts are made. Then we will just see more stressed out teachers because their support is taken. The coaches should also be a cut from what I hear from teachers is they actually don't do much. They should be helping teachers with curriculum and planning but it sounds like they are in the office areas more. — **Hansen Elementary, Capital High**

I'm a big fan of raising revenue rather than cutting costs. This is a great time to invest in our future. — **Pioneer Elementary**

I'm not sure what the instructional coaches do at my children's elementary school, or who they are. I would rather my children have a smaller class size than an extra staff member who is unknown to families. — **Garfield Elementary**

Not sure — **McKenny Elementary**

Eliminate the instructional coaches- most teachers say they don't really help... — **ORLA Montessori**

Teacher coaches should be cut 100%. T

What a giant waste of funds. — **Washington Middle, Olympia High**

Decreasing Central Office Administration Staff and Salaries — **ORLA Montessori, ORLA Middle School Academy**

Eliminate out of district student attendance and use of resources — **Olympia High**

Not receiving pay raises at the district level. — **LP Brown Elementary, ORLA hConnect**

Make Griffin part of OSD to offload their Superintendent salary. Take a close look at ESD113 and where there can be administrative cuts. Good leadership is important but if we are too top-heavy, we need to cut so students get the instruction and support they need and teachers get the professional support they need. —**Jefferson Middle, Olympia High**

Cut some of the salary's of the higher lever positions to help pay for better pay for paras, bus drivers, etc. —**McLane Elementary**

Reduce salaries and FTEs at the Knox building before making any reductions anywhere else in the district. —**ORLA Montessori**

Installing solar panels —**McKenny Elementary**

Fire teachers who do not perform to standards or meet legal obligations like IEPs. —**Olympia High, ORLA Online**

I appreciate custodians tons n tons but they don't need extra money for their budget —**Jefferson Middle**

Energy efficiency improvements —**Garfield Elementary**

Are there one time expenses that can improve building efficiency and reduce overall costs in the long term? Use native plants on grounds that require less maintenance. Attracting and retaining good staff by having a progressive and well-resourced system will reduce staff costs and improve outcomes in the long run. —**ORLA hConnect**

After school programs —**LP Brown Elementary, Pioneer Elementary, Jefferson Middle**

Cut back on bloated budget items and admin services while paying for things like soap in the restrooms and proper lighting that doesn't fall from the ceiling —**Thurgood Marshall Middle, Capital High**

If it were up to me, schools would get as much money as we give the military. I can't think of anything that has to do with my children's education that I would like to take money away from. —**ORLA Montessori**

Moving to a 4 day week, closing every building one day a week may save. Consolidating Boston harbor, may help save jobs as well as try to keep class sizes smaller in other schools by adding enough students to need more teachers. —**Garfield Elementary**

It would save us lots of money to get rid of teachers and staff that perform poorly. Let's move to a merit-based format that rewards teachers and staff for doing their jobs well and eliminates those that do not. ALL teachers and staff should be engaged with our students and work to engage and support ALL of them ALL the time. Those that do not have no place in our system. Surveys of staff by students (and their families) at the end of each semester would serve to assist in teacher growth by pointing out areas of strength and weakness, particularly since there is no choice in the matter like there is in college. This practice might assist in improvements that could help retain students who might otherwise go to running start or other programs in which instructors are more encouraged to perform at a higher level, thereby saving OHS from losing dollars when students leave. —**Washington Middle, Olympia High**

Cut organized sports —**Garfield Elementary**

Consolidate schools, cutting elementary level band/orchestra —**Madison Elementary, Reeves Middle, Olympia High**

I don't have any, you have a terribly difficult job in making these decisions and I only wish your budget were better. Good luck. —**Capital High**

Stop using money on social justice/political issues. Focus on education. —**Washington Middle, Olympia High**

Reduce the amount of resources used for distance/online learning. With the pandemic over, students should be attending school in-person. —**LP Brown Elementary**



Fire Patrick Murphy and get an independent audit of how all those covid dollars were used — ***Olympia High, ORLA hConnect***

Paper. I don't want to see cuts to teachers or art/library programs. Find more money if possible — ***Roosevelt Elementary, Reeves Middle***

Reduce power use at buildings — ***Lincoln Elementary***

Cut the cost of administration and non education related activities for kids — ***McKenny Elementary***

More volunteers and community outreach — ***Madison Elementary***

Materials and programs unrelated to academic accomplishment — ***Roosevelt Elementary***

The cost of maintaining the failed Wonders curriculum is extremely high. By not teaching kids to read using a scientifically based curriculum, you are needing to invest in extra reading specialists and kids can't excel in other subjects. The kids are not be on track to enter the world ready for their next level education or the job market. — ***McLane Elementary***

look at data and eliminate programs that don't support student growth — ***Centennial Elementary***

Make cuts to Superintendent and positions that push social justice on kids. No need for it, that's not education. Get rid of some of the board members. Because of them that's why we have 700 kids that did not come back!!!! — ***Thurgood Marshall Middle***

I don't think the district should consider any cuts. I understand it's not the district's choice, but faculty and staff have always been underpaid and under supported in public education, and any additional funding because of Covid should stay in place, as the effects of the pandemic are ongoing (because the pandemic is still ongoing, and we've barely scratched the surface of its aftermath in terms of emotional, academic, medical, and financial burdens. I would prefer to see districts stand up to budget cuts with a strike than to reduce any services. Don't settle for table scraps. Our children deserve better. — ***ORLA hConnect***

Consolidate schools with low enrollment — ***Centennial Elementary, Washington Middle, Olympia High***

n/a — ***McLane Elementary***

Reduce the load of people who work far away from kid. TOSA at district. They provide nothing to the people who are in the classrooms with the kids. The farther away from school and the kids, this is where you start cutting jobs.

You say Patrick it is a perfect storm. This is a storm of your making. You are the leader, my kids bus is canceled or late more than it should be, yet you do not do anything but blame others. I have a friend who is a superintendent on the east side of the mountains, and he drives a bus when it is needed. You hide in your office. You do not visit schools, you stay as far away as possible. You are as far away from students as anyone in this district. Your job does not add value to our district. Cut your job before you cut teachers job. In the last three years you have stayed away from the schools, how do you know what is really going on? The district has also had a mass departure of school administrators, taking lower positions in other districts, why would they do that, it points to your leadership! The common factor is you. You Patrick are the storm. You have shown no care in how teachers have been doing over the past 3 years, as you don't ever come to schools, or communicate to the people you are suppose to lead. Leadership is the problem with this district. This storm is your own making. Yet you will likely take the easy route and get rid of teachers, which in turn makes the jobs of people who work with the kids even harder. Things are only going to get worse for the most important adults in a school district, the teachers. Wonder who you will blame next year. Start cutting positions at the top. What support do may of you at the district provide to the schools. You do not step in when there is a shortage of subs or bus drivers. You were once a classroom teacher, you could covers classes from time to time, yet you don't. You just hide in your glass tower, and say it's a perfect storm when the district is facing a shortfall. The buck stops with you, you should have done a better job. This shortfall is your fault. You are the leader of the district. Take some responsibility for your failure. Best thing that could happen to our district is for us to have new leadership. You have been a complete failure. How do you not take responsibility. I have been a life long resident of Olympia, and the school district is in its worst shape ever. It was not like this under the leadership of last superintendent. You are the storm, you are the problem. Don't blame the pandemic, take responsibility for your leadership, cuts should start with the one person who is farthest from the students. You Patrick. — **Thurgood Marshall Middle, Capital High, ORLA Montessori**

IEPs are a waste of time and money. Stop throwing good money after bad. The district and the state need to stop treating bad behavior as if it is acceptable. The teacher shortage, particularly for substitute teachers in Title 1 schools, is attributable to allowing defiant and violent students to remain in school.

Only hire teachers with three years of experience. Expand your CTE offerings for dual credit; if the special education cap is lifted, qualify half the student population. Sorry for this very flippant response, but I'm trying to communicate that unless you are willing to inflict serious pain throughout the system and violate union contracts, there are few options to implement cost-saving measures. — **Capital High**

Stop spending more than you bring in. Cut the unnecessary spending and get back to the basics. Be fiscally responsible! — **Pioneer Elementary, Washington Middle**

Cut down on paper consumption, corporate sponsorship for transportation, thermostat locks, 4 10's during the summer — **Reeves Middle, Olympia High**

Remove instructional coaches. These have not been worth the money. — **Roosevelt Elementary, Reeves Middle, Olympia High**

Teacher salaries — **Capital High**

School fair to bring in funds-talk to corporations to donate — **Roosevelt Elementary**

I say this every year, but longer lunches and more recess/free time! It would give teachers more planning time (and breathing room), and allow kids to acquire life skills that are only gained outside the classroom. With so many classroom activities scheduled down to the minute mark, it seems like kids don't know what to do with themselves given unstructured free time. This is not a good thing! Let them practice it with general supervision (recess teachers, lunchroom monitors, etc.), and they won't end the school day feeling like the whole day was rushed (as they do now). They will have enough time to feel stressed as adults!! —**Centennial Elementary, Washington Middle**

See if para-educators can have more than one student. Don't maintain school grounds as much, let grass grow. Look for redundancy that can be eliminated. Grants to get solar panels on schools. See if there can be a partnership with public buses for some transpiration of middle school & high school. Rent school space to community groups & religious groups. Rent music rooms after school for private lessons. Partnering with universities for internships for graduate students in mental health, teacher & other disciplines to get extra staff in class rooms to help teachers. Apply for as many grants as possible. Ask Jeff Besos for \$ to help Washington students. Seriously! —**Olympia High**

Please install a replacement on the playground for the big toy/slide/swinging rings that were removed - the play and physical activity that took place there was significant for several of my daughter's classmates and her with neurological/behavioral differences. Without that sensory activity area they've struggled more this school year. Even if it took a levy or bond there are a lot of families that know how important physical activity and play are to the students and it was a gathering spot in our community too. —**Garfield Elementary**

charge for homework clubs and pay paras to run it. Make it at least net zero. Charge for renting out field space or the gym for after school activities like soccer.  
—**Jefferson Middle, Reeves Middle**

I am unsure at this time. —**Boston Harbor Elementary, Reeves Middle, Olympia High**

consider reducing salaries of administrators, eliminating administrative jobs, combine job duties to eliminate positions,

Eliminate remote learning from budget consideration. The 2020 school year was a disaster for students of all levels. —**McLane Elementary**

n/a —**LP Brown Elementary, Jefferson Middle, Capital High**

Biased (attention or budget?) towards popular sports (football, basketball, baseball, etc.) but less on achievements of other programs. —**Olympia High**

Incentivize highest paid staff to retire. Don't waste money on teacher training that doesn't produce concrete and immediate results. Don't waste money on new curriculum/programs that aren't needed and that teachers don't really use anyway. Introduce a scaled-cost for extracurriculars, because many parents can and will pitch in, especially for sports. Find ways to streamline all the extra supports and specialists in an equitable, but cost-effective, way. Involve the community (maybe a survey like this) in figuring out why enrollment is so low and find ways to improve it. —**ORLA Montessori**

N/A —**Centennial Elementary, Washington Middle**

Don't know enough about how the money is being spent. Reduce any money that was added for covid (no testing at school, no added health care personnel, no PPE).

I would encourage you to get all of this feedback from your students too. —**Capital High**

Stop blowing monies on race equity, BLM promoted subjects or social change issues. —**Olympia High**

Maybe forego some ground maintenance and extra counseling given for COVID. —**Garfield Elementary**

Intercity transit is free, reduce number of school bus routes, but have a staff member walk children from city bus stops nearest the school and have before and after school care walk children to these stops in the afternoon. Or eliminate bus routes for high schools —**ORLA hConnect**

1 - Consider consolidating elementary schools if it will mean you will be better able to provide a high quality education to all elementary students across our district. Small schools cannot serve our students well if they are chronically underfunded. 2 - Give building principals autonomy in choosing between family liaisons and instructional coaches vs classroom teachers. Each school is different and principals know more than district admin or school board about what their unique student populations need to be successful.

Potentially consolidating bus routes, if select routes are not fully utilized as students may instead be electing walking, biking, and/or being driven to/from school. —**Centennial Elementary**

The superintendent and central office are not transparent in what they spend or have evidence of efforts made to create solutions. The lack of administration follow through and support at [school name] is insane. Why has no principal search been announced? they put a temp that was [unsubstantiated claim] in the principal position and now they are there for how long? I never hear from the principal at [school name]. There is no community or attempts to increase relationships there. I hear from Marshall's principal weekly! The disparity between expectations at the different schools is maddening. Why does one student have obvious attention and care the other doesn't, solely because they are in a different building? STANDARDS are required for teachers what standards are required of the administration in communicating and creating community? —**[school name][school name]**

Can't think of anything. —**McLane Elementary**

If OSD moves forward quicker with implementing an inclusive school culture, there will be less need for para professionals. In turn, we all will gain many well-rounded students entering the community. Require Inclusive Schooling as part of the plan when considering Professional Development. Put the funding into learning how Inclusive Schooling is done. Bring in professionals from your employ who already know how to make this happen. Empower them to lead us into this new way of thinking, our new culture. Reduce the overhead in administration and increase the teaching staff and bus drivers with better pay. Lower class sizes and adopt the push-in mentality instead of archaic pull-out techniques when considering the focused academic support for students. Stop segregating students into groups. So old school. We all need to be in the same space to learn from each other and grow together. Those that don't believe in Inclusion need to exit and find another community that sits idle. It's time to progress forward, OSD! Be the leader, not the follower when it comes to Inclusive Schools!!! It's already happening in our state, with or without you. Why not be the example right here in our Capitol city, right now! Students should be the main focus. Regardless if WA State is unable to figure out how to fully fund education, we should always be focused on the students needs and how to help them reach their highest potential. They are your customers. Sometimes that means making cuts at the top to fill up the base where those on the front line can and do reach our kids. Nothing else really matters.

free lunches for all. why do surrounding districts have this and not mclane/olympia? —**McLane Elementary**

Not sure —**Pioneer Elementary, Washington Middle, Olympia High**

Eliminate the number of coaches for athletics at middle school and high school, but particularly high school. It is often argued that sports is what "keeps kids in school." The number of kids for whom that is the case, pales in comparison to the connections, academic and SEL growth that teachers are able to make with students when they have 20 or fewer kids in their K-5 classes. Strong connections and academics in early grades is what will keep kids in school even as they progress through the system.

Reduce the number of stipends for teachers. Most of those are for "extras" and the priority should be core instruction, SEL and equity efforts.

Consolidate all pre-K programs into one location. Stagger the non-student days for pre-K. This could help with coverage and potentially reduce the number of buses need to transport to and from.

Redraw school boundaries to increase enrollment at small schools and reduce enrollment at larger schools therefore eliminating the need for as many assistant principals. This could also have the potential of eliminating the reliance on split classes to make numbers "work".

I think the idea of instructional coaches is great but more classroom teachers is more important. — **Olympia High**

Get rid of extra programs that are taking away teachers, librarians, and health staff from our students. The majority of students benefit when these staff members are in place. — **Reeves Middle, Avanti High, Olympia High**

Look at the top to trim the biggest pieces of fat. Ensure your paras are effective and being leveraged appropriately and redistribute where possible. I have seen so many Para job postings....why so many paras? Smaller class sizes makes for happier healthier teachers and students and less need to rely on under qualified bodies for support. Stop micromanaging teachers with silly evaluation systems that leave them feeling unvalued and defeated. Uplift them or there will be none left. The system is in trouble. Focus on teachers wellness. — **McLane Elementary**

less administrators and more actual teachers for students — **Olympia High**

Pay the Superintendent less. It is INSANE that we pay the actual school staff such small amounts, and are being threatened with school closures, when the superintendent who is running our SD into the ground gets to sit on his piles of money. — **Madison Elementary**

Pay cut in superintendent, cut jobs for equity and unnecessary personnel at district level — **Thurgood Marshall Middle, Capital High**

Lean on your volunteers more!!! Do more communication about how to volunteer. Parents are so used to be closed out of school that they don't even know how to engage. We can do grounds work, janitorial work, etc. — **Madison Elementary**

Teachers — **Capital High**

Spend more tax more, I have no problem with that. — **ORLA Montessori**

Lower the pay or fire whoever is responsible for the budget deficit. Consider how ridiculous it may be to send a huge amount of the budget to testing companies. — **ORLA hConnect**

Unsure if this is already the case. Continuing education costs should be required and covered by the individual and not the school/district. That should be a benefit for districts in which individual salaries are lower. — **Centennial Elementary, Washington Middle**

No instructional coaches, they should be in classrooms with kids with these high class sizes across the district. — **Jefferson Middle, Olympia High**

Reducing the budget for family liaisons and SEL. Focus on academia. — **McLane Elementary**

Given the amount of parent drop-offs each day, I think bus routes should be combined to save money. I also don't see the need for a full-time vice-principal at this point, especially at the elementary school level. We had a part-time vice-principal and that worked well. Anything that can be reduced, should be reduced as long as the students are getting the state mandated levels of academic subject, PE and music instruction. —**Centennial Elementary**

Focus on spending at the school level and less on district office and admin —**Madison Elementary, Pioneer Elementary, Washington Middle**

None —**Olympia High**

I wish I had good ideas. But I appreciate where I have seen the district spending in the past so I trust the judgements made for the budget. —**McLane Elementary**

Remove any sex ed curriculum. —**[school name]**

The schools are admin heavy. Leave the paraprofessionals and cut administrative staff. Leave the landscapers and custodians, the schools need upkeep. —**Capital High**

They can save money by cutting anything unnecessary things. —**Jefferson Middle, Olympia High**

The superintendent needs to stop accepting a travel and car stipend. That is RIDICULOUS. He doesn't even live 3 miles from his work location! In addition, he is paid an excessive amount compared to what the previous superintendent was paid, and I am not seeing the advantages. While I do appreciate his lobby work for the McCleary funds that we deserve, it's not enough. This is public information. If you think community members are unaware; you are wrong. And we will JUDGE you if teachers are fired while he is compensated for gas money, milage, and car maintenance funds. That is SHAMEFUL. If I know about this, what other indiscretions and poor planning are occurring? If this is public, what else can I find? How many administrative assistants are employed at the district office? How many other superfluous positions are there as well? Are people too important to answer their own emails and phones at the expense of classroom teachers and students? How has this district managed to screw up money management to the point that not one but two teacher reduction in force of teachers has happened within under 25 years? Do we still trust those managing the money? I don't. DO BETTER! —**Avanti High**

I don't believe Character Strong is evidence based or an adequate SEL program. Please invest in programs that we know are evidence based or cut the program to save money. —**Jefferson Middle**

Keep class sizes small for elementary learners. —**Centennial Elementary, Olympia High**

None, all aspects of the school district should be supported without cutting costs. The district should fully invest in our schools. —**Capital High**

Less focus on mainstream athletics to put more focus on education —**Avanti High**

Athletics, hands down. —**Roosevelt Elementary, Reeves Middle**

Stop supporting intense athletic programs that endanger young growing bodies. —**Garfield Elementary, Jefferson Middle**

Have volunteers and individuals required to do community service to care for the grounds and do custodial work. Have kids be required to take out the trash and care for their own environment (like they have to help out at home) - everyone chipping in gets the job done. —**Capital High**

Stop the woke ideologies being taught —**McLane Elementary, Capital High**

Eliminating staff who are underperforming. —**Olympia High**

Probably good to go over where all the money is going and get rid of wasteful spending. Make sure the money is going where it is supposed to be going. —**McKenny Elementary, Washington Middle**

Why not budget cuts when it comes to administration, like I don't know the super intended of Olympia school district - other board members, principals pay role is much higher than most teachers. Teachers should be paid more. —**Hansen Elementary**

Get back to focusing on education! Reading, writing, math, and science. Cut out gender identity and CRT related items. —**Centennial Elementary**

Solar and energy efficiency —**Capital High**

Cut back SEL and social justice instruction and refocus on core instruction that attempts to close the ever widening achievement gap our state report card shows. —**Capital High**

I think this school district needs to get back to focusing on education. —**Capital High**

Free lunch for all —**Lincoln Elementary, Washington Middle, Olympia High**

None. It's bare bones already. —**Roosevelt Elementary**

Quit the liaison counselor social emotional crap, get parents to volunteer for para stuff (we already do), no dedicated teachers for art, music and PE, stop with new curriculum about black excellence, stop spending money to virtue signal and buying books with brown kids on the front and gay and queer stuff because it's popular (you're actually doing a terrible job of being inclusive by setting groups of kids above others and only talking about some like they are magic or special- I don't want strangers talking to kids in this creepy intrusive way, rife for abuse, and not contextualized by my family's value system or religious views, which we are free to have- by the way!).

Please just go back to reading, writing, arithmetic and STOP the rest. Second grade teacher told me they didn't have time to get to spelling in 2022, stop the other [expletive] so you have time for spelling and math and reading. I have to do WAY too much work as a parent to teach my own kids to read, I have to do the spelling, and I'm sick of it because that's your job. I moved here FOR the school district and I am close to dropping kids from district. You mandate medical choices or masks again and that's IT. —**Boston Harbor Elementary**

I don't know and I'm sorry you have to make those choices —**ORLA hConnect**

Focus on teaching basic facts. Stop using students to make political statements and to force your ideology. Cut positions not directly connected to teaching, math, ELA, sciences, music, sports, and arts. —**McKenny Elementary, Washington Middle**

Remove instructional coaches. Look back to 2013 staffing /student levels and how budgets were aligned then. We are back to those student population levels and the students were thriving. The district has lost is academic learning focus and moved too much to the social ideologies that are dividing us. —**Washington Middle**

I want more money in the school system and everything done, nothing on this list is inessential. I suppose the only thing I can see in this scenario is using money for teachers to have a more sustainable classroom experience rather than getting training from outside folks teaching programs or processes that they don't have the capacity to implement. I don't think we need to keep trying to find a better and better system, I think we need to provide for the humans that are with our children so that they can do what they are good at effectively and without negatively impacting their own health. —**Lincoln Elementary**

Not understanding why the big shortfall when our property taxes went up 40%! —**Washington Middle**

instructional coaches have largely been a waste, at a time when we need more certified professionals managing the off-track SEL among our young kids. It made sense during remote but they need to be teaching, not critiquing teachers from on-high.

Also, it's a bit frustrating that in the survey hi-cap is bundled with other focused resources for under-privileged learners. I would have rated the latter higher had it not been. This seems like an unexamined equity issue.

I understand also that school closures may be on the table, and i would only suggest that the District factors in the relative number of Free/Reduced Lunch students attend, and favor those schools with a higher percentage. But over time, it seems like taking a hard look at our small-school model is inevitable.

Lastly, given the behavior issues that abound and the learning gap, it is apparent that we need more community members engaging students in schools . however, i'm not sure that welcoming parent-volunteers is always a great option given that it's just one more (often judgey) person to manage in an unprecedentedly chaotic environment. I'm wondering (not that this would be a cost-saving measure) whether the district could grow some capacity for a volunteer management system - where cleared volunteers could be assigned to roles and given direction without it being the primary teacher's responsibility. I would volunteer regularly if I knew I'd be put where i was needed, rather than just given busy work to stay out of the teacher's hair.

Thank you for the opportunity to complete this survey. —**Madison Elementary, Reeves Middle, Olympia High**

You are already considering the things I have to contribute at this time —**Reeves Middle, Olympia High**

Lower salaries of upper management central office staff —**Roosevelt Elementary**

Could we please consider having volunteers come out and help rake/weed/clean up the school campuses? I know Mr. Kickner at OHS worked to have this happen, and it took a ridiculous amount of hoops for him to jump through to have one volunteer event. Our campuses could be greatly improved if you would let people help! We don't even have enough workers anyway, why we don't allow volunteers to help with this is beyond my understanding. —**Olympia High**

fewer district office staff that are not regularly at buildings, for example - my daughter is hicap and her teachers are supposed to have support from the instructional coach for high cap but no teacher that we have ever come into contact with has received support from this person. That to me suggests it is a wasted position. —**Lincoln Elementary, Jefferson Middle**

Cut administration —**Roosevelt Elementary**

Focusing on the learning and less on DEI -- this is important but seems to have become the number one priority —**McLane Elementary**

Administration salaries at the top. —**McLane Elementary**

Cutting administration very heavily and improving class teacher/student ratios. You know, the actual value added things that are shown in studies to help children's learning. —**McKenny Elementary**

Promote high school experiences to limit use of Running Start. Consider minimizing out-of-district transportation. Reevaluate instructional coaches. —**Centennial Elementary**

Cut central office staff and salaries. Start at the top. Ask [staff name] why we are in this position again. The mismanagement of the covid funding is egregious. —**Centennial Elementary**

Cut energy usage. Cut district administration costs. Find/use additional state and federal funding. —**Olympia High**



Is the district doing everything it can to maximize the use of Title funding? Is travel on hold for all district office workers so that airfare and gas aren't being used to travel when it's not absolutely necessary? Does the district still own the land on 26th Ave where ORLA was formerly housed? If so, what is the plan for that land? Can it be sold and funds allocated toward priority areas? Are DO positions filled by new-hires, and if so, could they be backfilled for now? Has the superintendent and assistant sups taken a pay-cut? —**Jefferson Middle**

Please cut administration before teachers and sports before the arts (more options to play sports in the community outside of school). —**McLane Elementary**

Funds for the performing arts and art program —**Centennial Elementary**

Cut administrative positions, start with the entire "teaching and learning" department. If a position is not directly supporting students, get rid of the position.

Cut high school sports to volunteer only. Stop investing in nonsense like football stadiums.

Wild cat strike and walk the entire district over to the legislature and sit on the floor and chant things until the state funds education. That's actually my most honest opinion. We are the only district capable of just walking over and protesting. It's what the unions are supposed to be for. Alas. —**Avanti High**

Save money by reducing administration size and costs. The teachers in the classrooms are most important to children's success. Cut back on administration. Fully support teachers and paraeducators - they make the most impact on children's education. —**Jefferson Middle, Olympia High**

Get rid of instructional coaches and Teaching & Learning Department. Teachers already know how to teach.....that's why you hired them. —**Jefferson Middle, Capital High**

Reduce Central Office Administrative Staff and Instructional Coaches

Reduce the number of students coming to OSD from other districts. This money that comes from this does not justify the larger classroom sizes and school crowding issues. —**Olympia High**

Central administration.

walking school buses for kids near schools; less tech or spread out tech upgrades; ask custodian, food preparers, and bus drivers for their advice; —**Garfield Elementary**

My student and I do not need to see the principal so often. I'd rather the principal was spending their time on safety, security, and administrative work —**ORLA Montessori**

Donations from families?! Not sure, this is hard, with limited ability for levies and inadequate funding for special ed etc too. I would like to note that Marshall is NOT experiencing the same loss in enrollment as other schools across the district. —**Hansen Elementary, Thurgood Marshall Middle**

No money to teachers, social & health workers & counselors that are trying to get kids to keep secrets from parents, encouraging sex changes & teaching them to hate America & be racist when they are the ones who are racist. —**Olympia High**

Get rid of instructional coaches!!! They are of little value in my school —**Washington Middle, Olympia High**

Elementary schools are fairly small in size in terms of student enrollment. That's expensive. And why provide bussing to option schools? Pulls kids out of neighborhood schools. —**Washington Middle, Olympia High**

Consolidate smaller schools and re-zoning of schools —**Pioneer Elementary, Washington Middle**

While I don't know the full breakdown of how much athletics cost in our district, from the outside it certainly seems like sports like football get large investments that I'd much rather see going to support teachers and social emotional support for students. Invest more energy in promoting athletics that have lower equipment costs.

Boost ways for volunteers to get involved in the classroom. Provide trainings for volunteers on basic classroom management support, office support tasks, etc. so that they're a helpful addition to the classroom - sort of a paralyte.

Do outreach about how the community can advocate to the legislature for more budget flexibility through other means than board meetings - social media, infographics, etc. —**Lincoln Elementary, Thurgood Marshall Middle**

Go back to the old school hours so Olympia is on the same schedule as other Thurston County schools. Hard for high school kids to find jobs when they can't get to work until 4. —**Thurgood Marshall Middle**

Cut athletic programs that only benefit a few students —**Lincoln Elementary**

Limit instruction to traditional course work. Stop wasting time and money on new age some stuff. —**Centennial Elementary**

Less spent on supporting sports and more on mental health, other types of interests for kids who do not care about athletics —**Capital High**

I think teachers could be expected to pay for their own professional development requirements. —**Pioneer Elementary**

Fire disengaged teacher that are not doing the job with the kids' best interest in mind. —**Jefferson Middle, Capital High**

I don't know —**LP Brown Elementary**

Any administration or office spending that is unnecessary. —**Centennial Elementary**

Stop wasting time and money on unproductive standardized testing. —**McLane Elementary, Thurgood Marshall Middle, Capital High**

You all have a hard job deciding on which parts of the district can take budget cuts. There is no one part that is unimportant. —**ORLA Montessori**

stop all the non core or non STEM work. Stop funding all the extra coaching for emotional support and hire teachers that can teach. Hire true psychologists and not social workers to support those students in distress. —**Centennial Elementary**

remove the social activism and instructional coaching that is distracting from students academic learning. Also why is there such a short fall my property taxes just went up 40%!!!! Doesnt that correlate to more money for schools. And the money from property taxes should go to the school in which the schools I live in. Not diverted to another part of town. —**Centennial Elementary**

These surveys are always written in ways that are not as simple as they should be to get good clear responses. They are showing bias and are skewed from the outset because of the language and vocabulary and structure. They suck. The school district is declining in value rapidly as we over focus on things other than academics. Give homework, it's equitable and necessary to prepare kids for college because of the debt they will acquire and need the ability to be successful to pay off. —**Washington Middle, Olympia High**

You really misused pandemic-related resource infusions to create ongoing resource dependencies instead of primarily one-time expenditures. Now we're in the entirely predictable situation of having some value-added programs that people don't want to lose, when we no longer have the resources to even maintain the basic education program - that's shameful, amateurish, and frankly greedy at the greater expense of our kids, many of whom have already suffered a great deal the last few years and are far behind education skills-wise.

To more directly answer your question all jobs in the central administration that are funded by ESSER funds or any other source of non-continuing pandemic-related backfill funding must be eliminated. The district does not have the funds to continue those positions, and most of them are not of sufficient value to justify diverting funds from instruction-related activities. Frankly, all of the central administration jobs in teaching and learning should be eliminated - regardless of funding source. That department has been grossly mis-managed for years, has added little of value, if any, (half the time people occupying the jobs didn't know what their jobs were and refused to offer any "teaching or learning" support to the building-level when requested). Perhaps, if building-level coaches can be retained, it would be appropriate to maintain a central administrative level director of teaching and learning, but if not, then those positions seem unneeded given their lack of overall value added and expense.

We need to open as many schools as possible to community solar projects. By donating our roof space to these projects (I don't know the exact financial arrangements, but I believe it is favorable to the district over the long run), community members can invest in solar power to offset their usage, and it directly decreases the buildings dirty power usage and costs. Not only a win for climate goals but also a huge fiscal benefit over time.

As you look at transportation fleet replacements, and meeting carbon goals, anything from small cars to school buses are beginning to have electric versions available. State and federal grants can substantially offset procurement costs.

Closure of elementary schools needs to be on the table. Boston Harbor with its low enrollment, high transportation costs, and likely economically inefficient operations would be a natural #1 option. The building should be removed and land donated for a county part with desperately needed community sports fields. —**Jefferson Middle**

Is there a way to minimize food waste of lunches? Anything to keep ALL elementary schools open. —**Pioneer Elementary**

Instructional coaches were a poor decision by the District, have only heard from teachers that they are a complete waste of money and that there was a lot spent on them; have also heard how their buildings could use 5 to 10 times the amount of para and security support. For once, could the District focus on on what the Admin and Teachers need to really help their buildings work more effectively by just asking them and trusting them? —**Olympia High**

Go back to 2013 when we had the same student counts. Stop funding the instructional coaching and all the other stuff outside of the core math, science, writing. Also why is there such a shortfall? My property taxes went up 40%!!!! —**Centennial Elementary**

Turn over athletic field management to Olympia Parks. —**Pioneer Elementary, Washington Middle, Olympia High**

Drop the instructional coaches for teachers and hire teachers that can do the job.

And given that our property taxes just went up 40 percent could you explain why that is not helping with the budget shortfall? —**Olympia High**

Unfund the instructional coaching and bring in teachers that can do the job. cut the social ideology crap and bring back core math, science, writing skills. With property taxes bills going up 40ish percent the shortfall should not be as dramatic. Look back at when the student population was equal to what it is today I think it was around 2010? The district was hopping and had a great educational reputation. Could learn a lot from what has worked in the past. Rewriting history isn't always the answer. Sometimes learning what has worked can still hold true today. — **Olympia High**

Reducing administrative salaries — **LP Brown Elementary**

I'm sorry I cannot help with the quiz, but it's like Sophie's choice. I am opting out because nothing should be taken from our children. Supporting schools financially should be the priority of our govt, so every child can be educated and have the consistency of caring, dedicated school staff regardless of their interests, socio economic background, family life, etc. Choosing between a safe and clean classroom, sports and the arts, teachers and paras is just not right. All of these things help support our kids. — **Capital High**

Do away with Family Liaisons and Instructional Coaches and instead place this money for teachers to keep their positions. — **McLane Elementary, ORLA Online**

I would like to see investments in removing children with behavioral issues to allow other children to learn in a safe environment. There used to be "alternative" schools that housed children who needed special attention. Invest in the program to help those kids receive the help they need. Most children are not receiving the education they deserve because focus is on the behavioral issues. — **McLane Elementary**

After school programs on site that are volunteer run — **ORLA Montessori**

I don't want to make any cuts. I want to fully fund education so no cuts have to be made. Can the legislature decide additional funding strategies so cuts are not a consideration for education. Also FYI the 8:00 am start is too early for elementary students. Some on our bus route have to catch the bus before 7:00 am to get to school. That's not ok for our youngest students. — **Boston Harbor Elementary**

Look at cutting the least essential expenses and under performing programs and go until we're not so far out of budget. There's a lot of extra things that this district offers which wonderful but not necessary. Unfortunately it's time to cut back and make sure the basics are taken care of first. — **Centennial Elementary**

Since school board executives don't directly contribute to the children's education their salaries and benefits need to be cut back by at least 50%. Start contributing or get out. — **Roosevelt Elementary**

Become more energy efficient. — **ORLA Montessori**

None — **Olympia High**

If you are going to reduce teachers in our schools, you must first reduce the size of the district office. If you are going to take things back to the 2014 school year, you must remember that there was a superintendent and assistant superintendent. That is it. All of the departments within the district office were smaller as well.

Long term, I think you need to look at consolidating schools. This is not something that can happen right away, as schools do not currently have capacity (besides McKenny). In this process, you need to close the alternative programs. We should be putting all of our resources into traditional schools that are sized to meet the prototypical schools model. You should have been thinking about this in your Bond efforts (expanding school capacity). It needs to be a priority from this point forward. — **Washington Middle, Olympia High**

Increase in principals salaries — **Capital High**

While I don't think this is a cost saving measure, per se, I am concerned about the large amount of the athletic budget that goes toward the football and girls and boys soccer teams, leaving other deserving and winning teams with limited locker room and practice space and limited resources. I would love to see the athletic budget more equitably allocated across all the teams. Additionally I am concerned that large budget cuts may mean losing the AP courses at the high school. I hope this won't happen, as Olympia High School's academic excellence is one of the things I value about this district. —**Olympia High**

Have students engage/ participate in caring for the ground maintenance. —**Thurgood Marshall Middle, Capital High**

Cut remote learning. Kids should be in person —**McLane Elementary**

N/A —**Hansen Elementary**

Programs added that were funded with COVID money and district level administration. \$ needs to go to help the most students possible. —**Garfield Elementary**

none that i can think of —**McKenny Elementary, Olympia High**

Part time days feel like an inefficient use of resources, such as bus drivers, teachers, etc. —**Garfield Elementary**

OSD administrators have the highest wages, yet impact student outcomes the least. These jobs should be cut before anything that would directly impact students day-to-day. Cutting funding for student programs before removing erroneous administrators is an insult to the goal of a school district. —**Avanti High, Olympia High**

Commit to iterative improvement--more reflection and more thoughtfulness about the worth of each dollar spent. The frontline folks spending the money, running the activities, and working with the students, should offer up feedback on an ongoing basis to suggest and consider improvements and adjustments. I happily offer up my tax dollar if it is well-spent. My tax dollar wasted on poorly run, poorly reviewed, and unimproved programs and operations is exactly that--a waste. —**Pioneer Elementary, Washington Middle, Olympia High**

Reduce bus service where facilities exist for walking and biking by expanding the walk zones —**Roosevelt Elementary**

I would look at looking at district growth for specific schools and focus resources accordingly. Some schools are growing and need additional support. Also look at prioritizing mandated support and services with the going away of ESSER funds. —**McLane Elementary, Jefferson Middle**

Instructional coaches are not effective. Individualized PD for teachers is more likely to result in a change of instructional practice. —**Jefferson Middle**

Do not fund instructional coaches. —**Jefferson Middle, Capital High**

Installation of solar on district buildings, electric vehicles (buses), and hiring of actual cooks instead of contracted Pre made food services. Federal grants should be available for electrification of facility infrastructure and vehicles, e.g. federal infrastructure bill that passed last year. —**Garfield Elementary**

I would like to see the district involve more of the community in cost saving measures. Being transparent and communicating opening with families, caregivers and staff about on going budget issues. Creating a committee to help teachers, staff and PTO/PTA's with finding grants and writing grants. Involving caregivers in the process is a missed opportunity. Many caregivers are reluctant to go to OSD board meetings and be involved with PTO/PTA's, as a community we need to find creative ways to get more families involved and build community. As the pandemic and this year has shown us, many decisions made by the board have become an "us vs. them" situation. It continues to divide the district from staff, families and students. How can OSD become a community that leans on each other instead of fighting against each other? How can the community be brought together for the one thing we all have in common? Doing what is best for the students. Instead of working together on this, there is so much conflict and its not productive. How can the district and its community, that is diverse come together? —**ORLA Montessori**

I would like to eliminate any costs surrounding standardized testing. —**Lincoln Elementary**

I do not think school athletics should be prioritized as much as they are (facilities etc.). I think money would be better spent to teach wellness, fitness, and health classes that have potential to positively impact more students (not just those that are athletically gifted or who have had access to outside opportunities in sports). —**Olympia High**

Stop spending money on programs that divide our kids by race or otherwise. —**Reeves Middle**

Organized athletics consumes far more resources than is necessary. —**Thurgood Marshall Middle**

Consider needs of each school and divide budget by need, not on a student number basis —**Hansen Elementary**

I would like to see fund be reallocated from highly funded sports like boys football to other sports and activities that are not as well funded, in order to keep the maximum number of activities available to students regardless of ability to self-fund. I also hope that AP classes will not be retained at the expense of programs like Freedom Farmers and Heritage class (Kate Chan's program) that serve a unique and underserved population. College bound students are already well-served by CIHS and running start programs and this should be considered if programs are cut. —**Olympia High**

Reducing the budget for remote learning —**Centennial Elementary, Washington Middle**

Stop social emotional curriculum —**Capital High**

Less equity focused positions —**Madison Elementary**

REMOVE INSTRUCTIONAL COACHES —**Capital High**

There should be better distribution of opportunities across all levels of learning. It should not all be focused at the lowest end. It feels as though the school district is continually lowering standards to have "equality". This does a disservice to a large portion of our children. Higher expectations and growth opportunities for students at all levels should be equal. —**Thurgood Marshall Middle, Capital High**

Please be forward thinking with future budget decisions. It feels like Esser funds weren't utilized from a sustainability perspective. Rather we got greedy with the money and didn't make wise and thoughtful decision for the long term. When hiring and creating new positions, did we ask how will be able to sustain both the services and the people we hired? —**Olympia High**

I don't have enough information to answer this question. —**Pioneer Elementary**

Find funds from local community members to continue services. Maybe partner with others in our area, work with them and have them fund tutoring and academic supports for all students. Consider implementing College in the High School at both high schools, so we don't lose money to Running Start students. —**Capital High**

Cut unnecessary administration positions and put that money into student support. —**Roosevelt Elementary, Avanti High, Olympia High**

Cut DEI spending – **Thurgood Marshall Middle, ORLA Montessori**

Student accountability – **McKenny Elementary, Washington Middle**

Eliminate all programming that is not directly related to students' academic learning (with the exception of sports and extracurricular clubs and activities). – **Pioneer Elementary, Washington Middle, Olympia High**

Admin is paid way too much. Nobody needs to make \$120k a year, especially when teachers are making under \$50k. Better distribution of equitable pay scale. Also, less monies towards football, basketball, and redistribute to programs/classes/curriculum that teaches kids how to be adults, skills that will help them launch from graduating and into independent young adults. – **Thurgood Marshall Middle, Capital High**

maintain experienced and trained staff at the DO for consistency  
move to a 4 day school week, – **Olympia High**

Don't spend any more money on balanced calendar considerations. Keep our current calendar and continue to fund the programs we already have – **Lincoln Elementary, Jefferson Middle**

There must be low to no cost solar initiatives that the district could take advantage of. Other districts I have lived in have received solar panels (which the solar company owned) for a net zero cost of electricity to the district. This would also be in line with statewide goals of lowering our carbon footprint. – **Washington Middle, Olympia High**

I wish there had been more thought in how the ESSER funds were spent, we really could have put some systems in place that would help OSD students for years to come...but, it seems it was arbitrarily spent. Our students need ongoing mental health supports in our buildings. For all students with private or public insurance. – **Capital High**

Increase pay-to-play fees in order to pay for current and additional programs. – **Garfield Elementary, Jefferson Middle**

Learning labs for teachers, equity funding for schools with higher need, deprioritize levee funds. – **Hansen Elementary**

Bring in Bachelor's and/or Master's level social work interns from area colleges (Saint Martin's University!) to provide support for district-employed family liaisons, counselors, social workers, and behavioral intervention specialists. – **Hansen Elementary, Thurgood Marshall Middle**

Reduce the School Administration Budget. – **Jefferson Middle, Olympia High**

Cost-saving measures to consider are office staff, assistant principals. – **Hansen Elementary, Thurgood Marshall Middle, Capital High**

n/a – **Washington Middle, Olympia High**

To not put money toward ideological agendas, but to put it toward student learning. – **Washington Middle, Olympia High**

More coordinated/consolidated work/schools might necessitate less staffing expenses. – **Lincoln Elementary, Olympia High**

Cut football and grounds – **Olympia High**

Get rid of staff at district office. Too many redundant positions filled by people who are just there to collect another pension. This in no way serves students. – **Olympia High**

Make substantial reductions in district and school assistant/vice/deputy level administrative staff. Too many duplicative, excessively highly compensated positions exist that offer too few benefits to students. – **Olympia High**

Charge a fees for students using district transportation!!! Cut online learning opportunities. There are so many online learning opportunities within the state they do not also need to be duplicated at the district level. Decrease salaries at the administrative level. There are pay to play fees for sports, fees could also be added for the arts such as participating in school plays or competitive bands/choirs. Please DO NOT cut arts programs!!!! There are many students that the arts are their means of engagement to the school. Choirs (at all levels), bands, orchestras and theatre provide students with amazing opportunities to challenge themselves and built self confidence as well as developing social-emotional and interpersonal skills. —**Olympia High**

Fewer admin at district level and more teachers and paras. —**Pioneer Elementary, Washington Middle, Olympia High**

Focus on reductions at the central office —**Washington Middle, Olympia High**

I understand the need for OSD to be looking at cost savings, however---my message here is that reducing school funding at any level and for any reason is absolutely the wrong approach for our cities and for our region. Our schools are already experts in doing more with less. We should be investing high dollars--more dollars--in creating the most robust, supportive academic environment we can; one in which teachers and administrators are valued according to their dedication and contributions, and where they can rely on continued training and support. OSD plays an important role in maintaining Washington State as a leader in the nation on all kinds of topics, not least of which is preparing the new generations of well-rounded, compassionate, critical thinkers to be our next leaders. —**Olympia High**

I'm not sure what the goal of this exercise is. It may be helpful to have the prior year budget and the forecast for this year. Reductions based on the random thoughts of people not associated with the school are a nice gesture but it seems ill suited to solve the budget woes and provide the programs, services and support you've been covering. When you get down to the cost of educating a child, it should be easier to allocate funds. If the goal is to cover the myriad of services and programs now inclusive in the budget, you cannot cover all those things with the reduction in funds. Cuts have to be made either across the board or in a targeted manner placing the emphasis on education essentials and if nonessential programs are to be kept, finding new and creative ways to fund those experiences. You cannot have your cake and eat it with the frosting. Cake without frosting is what your new school year will be. —**Olympia High**

I believe we do not need the added expense of anything related to “social emotional “ learning. (What we do need is more opportunity for faith based (all faiths) spaces for students to gain hope and understanding. ) I also believe we do not need instructional coaches teaching the already qualified teachers to teach. —**Olympia High**

None except excessive wages for executives. We need to invest in our children. More human touch. —**Avanti High**

Honestly, everything is so important and hard to choose. Staff are already paid less then what they should be, bus drivers way lower then they should be. I really think they need to look at higher ups pay and admins pay. Admins shouldn't make more then bus drivers or teachers in my opinion. —**Centennial Elementary, McKenny Elementary**

How can current resources be used more efficiently? For example, robust MTSS implementation can reduce special education identification, thus reducing costs. I've heard very little progress about MTSS in my 4 years as a parent in the district. In fact, I just made a special education referral for my child because of the lack of MTSS. In our prior district, my child received tier 2 supports that prevented us from needing special education. —**Capital High**

Reduced or eliminated funding for after school sports. —**Capital High**

Sorry I don't have any cost saving ideas I think you have been doing a great job and hope you can hang onto the good teachers and administrators that you have. —**Jefferson Middle, Olympia High**



I would like there to be some intramural sports offered after school, less competitive and less time commitment compared to the sports that are offered. This could serve a lot of kids for a relatively cheap amount. —**Olympia High**

generate revenue and rent out OHS fields and stadium and other facilities, cut Superintendent's salary and perks —**Olympia High**

This is tough stuff and I appreciate the thoughtfulness around it. —**Capital High**

Lower superintendent salary. —**Olympia High**

Pause new curriculum and textbook acquisitions —**Roosevelt Elementary**

I don't envy the position you are in. I think you need to get the community and parents involved in petitioning the legislature for more funding. I am talking large-scale marches on the capitol and contacting our state reps. —**Capital High**

Cut admin and office support wages ASAP. Keep services for students. —**Washington Middle**

Turn off lights at night- schools are lit up all night long! —**Hansen Elementary**

More electronics communications preferred over paper slips going home. —**Roosevelt Elementary**

Admin salary —**Pioneer Elementary, Jefferson Middle**

Look at the district office for cost saving before cutting anything in schools. Are there any unnecessary roles or spending? —**Centennial Elementary**

Eliminate instructional coaches —**Reeves Middle, Olympia High**

I would love to be able to directly donate to the school for various programs instead of through events (fun runs, etc) that take a portion of the donation —**McKenny Elementary**

Not sure —**Thurgood Marshall Middle**

Engage more college age kids to volunteer in schools and become teachers - utilize willing volunteers in community —**Boston Harbor Elementary**

Cut out money-leeching equity related stuff and get back to basics. —**McKenny Elementary**

I am concerned that the district is choosing to sustain ESSER funded positions, including instructional coaches and family liaisons, at the expense of teaching staff. ESSER funds were always temporary and no continuing contracts should have been issued (in good conscience) for positions sustained by these funds. There are many wonderful individuals employed as instructional coaches and family liaisons, however, in the face of a significant budget shortfall, we cannot preserve OSD staff who are not employed working directly with students in an instructional or support capacity in classroom environment each and every day. These positions need to be eliminated until the district is in a financial position of surplus to reinvest in these roles. I am also concerned about the size of OSD's central administration. How much has central administration grown since the 2013-2014 school? If OSD teaching and paraprofessional staff face a RIF this spring, reducing the OSD work force to 2013-2014 staffing levels, it is absolutely vital that central administration does the same. Thank you for the opportunity to share my priorities and cost saving measures. Please protect the critical, certificated teachers and support staff who carry out the educational and equity with students, in classrooms each and every day, as much as you possibly can. —**Boston Harbor Elementary, Reeves Middle**

Please stop funding things that have very little to do with academics. Leave the social/emotional/cultural learning to families. —**Olympia High**

No pay increase for admin staff including Superintendent. Teachers who are engaged in teaching should get salary increases, not just across the board increases. Too many deadbeat teachers in middle and high school. Voters are losing faith in our schools because of poor leadership and ridiculous decisions being made by our school board (no SRO, COVID restrictions and appointing unfit people to the school board) just to name a few. This is why enrollment is down and we will start to see levys and bonds start to fail.

As a CHS alumni and also having my own children attend CHS, I can clearly see that OHS is favored. Better facilities, more money for athletics and arts. Where's the equality I hear the board preaching so much about? — **Capital High**

Please just focus on the bare bones of what makes a school successful-- does it support a child's ability to learn and be successful in school? If the rating is high, keep it well funded, if the rating is low, reduce the funding. I don't see remote learning as essential anymore, so I would definitely consider cutting that back or entirely. — **Pioneer Elementary**

OSD must consider that underfunding SPED and alternative programs that create equity for neurodivergent and disabled students to give them relevance in the school community and greater world, and then overspending on massive athletic events is irresponsible. Please don't cut athletics, but stop funneling money into massive coaching teams, traveling costs, dedicated busses, etc. — **Lincoln Elementary, Olympia High**

Pay central office staff less and move the money to teachers and support staff to invest in the students and our community directly. — **Olympia High**

I don't envy the decisions you need to make in these circumstances. I'd suggest focusing funds on educational needs and safety (physical AND emotional) of students. Thank you for all you do! — **Thurgood Marshall Middle**

Remain cognizant of your previous and upcoming audit reports and ensure that you are fixing any issues brought up - even the exit items the public is unaware of. Focus on reinforcing our already set, tried and true, parts of our core foundation before trying to add bells and whistles, poke at controversial issues, etc.

Note that anything controversial enough to be considered controversial, should be cut. The District and Board have a strong and well known reputation to be tyrants about personal political opinions and theories.

Taking so much focus off trying to change things that aren't broken, such as the balance calendar. Look at what is already in need of true correction. The District is so focused all the extras that problems already existing are not being addressed. — **Centennial Elementary, Washington Middle, Olympia High**

See previous — **McKenny Elementary, Washington Middle, Olympia High**

Cut back a little bit everywhere, don't just axe entire programs. — **Hansen Elementary**

None — **Centennial Elementary, Olympia High**

Go back to fewer specialists (PE, music, art) in elementary schools. Hold elementary teachers to their full contact time-- the elementary school day was shortened for some reason post covid, and the extra specialists give them more time than contractually required without students. Maintain small schools with more itinerant staff if needed. — **Madison Elementary**

I think closing buildings is a good idea. — **Jefferson Middle, Capital High**

Class sizes need to remain manageable and arts need to be a continued focus. — **Boston Harbor Elementary**

Get rid of so many administrators. Olympia is running people away by trying to be so “woke”. Enrollment is down because Tumwater actually treats everyone equally. Olympia is racist against white kids. — **Olympia High**

Determine level of class size impact on out of district transfers — **ORLA Middle School Academy**

efficiency — **Olympia High**

Focusing on sports only for sporty kids — **Olympia High**

Remove remote learning options through OSD, if they are available through the state. — **McKenny Elementary, Washington Middle**

student jobs at school to reduce costs of full time staff where applicable — **Roosevelt Elementary**

If possible, remove school staff members who have been there for over 20+ years, employ younger/newer members at a lower employment cost. Cut down on school staff and administration. Cut all raises for those earning over 100K. Do not focus efforts on equity, race, or LGBTQ+. — **Centennial Elementary, Washington Middle, Olympia High**

Reduce # teachers, reduce teachers pay (Grown too fast) — **Washington Middle, Olympia High**

Staff costs are the largest component of the district's budget, so salary freezes for all staff should be considered. Contrary to popular narratives, McCleary has resulted in significant salary increases for OSD instructional staff during the previous few years, thus allowing for the temporary weathering of salary freezes during a time of district budget constriction. Central office staff should be frozen or reduced - they are farthest away from the classrooms. School consolidations should not be considered - the process is too painful and damaging to the district's strongest advocates. — **Garfield Elementary, Jefferson Middle**

Provide homeschool families the opportunity to have some curriculum taught at home, count towards a diploma granted by the district. — **ORLA hConnect, ORLA Online**

Make core curriculum (Math, English, Art) more of a focus and less about feelings and politically divided topics. Let the governor fund his expensive policies. — **Olympia High**

Possibly making some full-time positions part time without completely eliminating the service/position. — **McLane Elementary, Thurgood Marshall Middle**

n/a — **LP Brown Elementary**

Not sure. Feels like everyone is stretched right now. — **Olympia High**

Social workers can be paid for by HCA Medicaid and non-Medicaid funds. Do not continue this investment — **Boston Harbor Elementary, Reeves Middle, Olympia High**

I would like to see the central administrative costs be reduced before the consideration of closing two elementary schools. Also, the ESSER positions were created as temporary positions with temporary funding. I think as valuable as the family liasons and additional health room staff have been, it is time to refocus on the core of education and primary focus of retention of teachers and schools. — **Boston Harbor Elementary**

I like how family members can volunteer once a week and work with the students on an activity. It gives the students a bit of variety and helps the teacher with managing the class, for free. And parents get to see how class goes. — **McLane Elementary**

Cut district level administrative spending. The superintendent salary is more than the governor of the state. — **Hansen Elementary**

Less investment in sports and sport facilities — **Madison Elementary**

Entirely cut busses, or at least to elementary schools. They barely run and this can be farmed out to parents, the city bus like Seattle does (which is free), walking etc. Yes it is a burden, but consider how much it will cost to transport students if schools close! Busses mean staff, certainly, but if we have to prioritize then I choose teachers and office staff first. This could save the district something like \$6 million a year. The district could also think about creating an app to connect ridesharers together. Raise lunch prices, but expand the eligibility for free and reduced to offset the impact while still bringing in more revenue (essentially making the "wealthy" pay more). Find a way to raid the capital budget and stop building new theaters, etc. if possible. —**Madison Elementary**

4 day school week —**Capital High**

WAY too much emphasis on sports at OHS! —**Olympia High**

Do NOT cut educators within schools with high levels of low-income student populations. If cuts are necessary, consider personnel that don't directly work with students on a daily basis. —**LP Brown Elementary, Jefferson Middle**

NOT in favor of any consolidations of schools —**Boston Harbor Elementary**

I do not feel there is a point as the district (Board) doesn't listen and is not willing to change —**Capital High**

Reduce Teaching and Learning staff and central administration - focus on teachers and class sizes, time for the other stuff to go. Do not close any schools. —**Boston Harbor Elementary, Reeves Middle**

alternative learning programs such as the elementary Montessori or HConnect —**Boston Harbor Elementary**

Use Biden's Build Better School grant/funding to update energy efficiency and HVAC, possibly getting solar power into our school buildings.

<https://www.whitehouse.gov/briefing-room/statements-releases/2022/04/04/fact-sheet-the-biden-harris-action-plan-for-building-better-school-infrastructure/> —**Roosevelt Elementary**

Consider ways to help increase enrollment, retain teachers and staff that have given so much to the kids in this community. —**Centennial Elementary**

School closures should not be on the table for cost saving. Population growth, home value growth, property tax increases should all provide ample revenue. School closures are a temporary band-aid that do not solve the core problem and cause irreparable long term harm to the surrounding neighborhoods. Do better! —**Boston Harbor Elementary**

Cutting costs at the district level (Knox building) and redistributing it into the schools. District does not support the staff like it needs to at the school level. —**Olympia High**

ATHLETICS-they are always given untold funding, and while it is a piece of the school experience, it matters less than other important funding recipients...

It seems an untold amount of money is spent on uniforms, supplies, equipment, etc. It is not equitable —**Reeves Middle, Olympia High**

Cut the program for the pandemic. Cut the things that benefit the least amount of people. —**Olympia High**

Require parental involvement. Institute mandatory volunteer hours...for ground maintenance, custodial requirements, office work, library, art departments etc —**Olympia High**

- Eliminate [school name] Principal salary. The salary is being wasted, the principal is rarely there and is ineffective when present.
- Eliminate "Dean" roles district-wide and "Vice Principal" role at elementary schools especially at [school name] School. At [school name] the Vice Principal is also a [grade] teacher who regularly requires a substitute which is BAD for kids. The inconsistency is terrible for the students. The VP role is unnecessary in comparison for the need for a dedicated [grade] teacher.
- Spend less money on supplies for political efforts (example: solo cups for promoting political messaging (BLM) )
- Eliminate discriminatory programs that do not provide equal access to all students, like JAMS, etc.
- Eliminate art at elementary school. They do art as part of their basic curriculum (coloring, etc) on the daily.
- Require expenditures be tied to outcomes for children.
- Ask caregivers and community members if they are willing to donate time and/or materials etc. to cut down on costs.

—[school name][school name]

Cutting the Options program and returning Lincoln to it's intended use as a NEIGHBORHOOD school. —**Pioneer Elementary, Washington Middle, Olympia High**

Admin staff —**Olympia High**

Football program. —**Olympia High**

Cut central staff, superintendent salary, pandemic recovery programs. —**Pioneer Elementary, Jefferson Middle, Olympia High**

On-line learning should be reconsidered as an option. —**Olympia High**

More pay for the transportation department to effectively pay a higher wage to drivers. Retention of drivers is important to a lot of families needing this service for our students. —**Pioneer Elementary**

Stop giving lazy teachers raises, cut the lowest performing teaching staff, and stop investing in CRT/DEI programs - the kids are alright as is. —**Olympia High**

Online student to teacher ratio is very low for an online program. Consolidate pt teachers to create ft positions. Cut way down on paper packets. Hire or utilize an outdoor learning coach to utilize grant money provided by Gov Inslee (if not already being done so). Use lab fees in classes such as art and science (obviously waiving fees for families in need). Attract out of district online students with full marketing of the program. —**Reeves Middle, Olympia High**

Perhaps it is possible to develop a program to involve the students in the classroom and school administration low level work, on a volunteer basis at first. If the programs has good results, students could be given responsibilities on a rotating basis. No more volunteers, but comprehensive participation (mandatory). Education is a privilege; along with privileges come responsibilities. Getting students involved, giving them a meaning and keeping them busy with work and duties may also help with the mental problems that are visiting our community at present. —**Olympia High**

DO NOT close elementary schools like Madison or Boston Harbor. They are the heart of the community —**Boston Harbor Elementary, Reeves Middle, Olympia High**

ground keeping —**Centennial Elementary, Olympia High**

Cutting art programs will make all kids suffer and will decrease enrollment. —**Reeves Middle, Olympia High**

Get rid of the bureaucracy at the DO. 21% of the \$180 million (\$37.8m) is allocated to instructional coaches to deal with learning loss. There is no doubt the school shutdowns have created learning loss but throwing that kind of money to brainstorm and implement plans is a waste of resources. The cost significantly outweighs any perceived benefit.

Hiring more paras and reducing class sizes will have a much greater impact on student learning than a top down mandate from the DO that they will have no evidence that it will benefit our students.

—**Olympia High**

If something has to be cut, better be the material assets before people. Not a fan of remote learning capabilities, did not work well for us. Thank you. —**Olympia High**

Cut positions at district and hold Jennifer Priddy accountable for this deficit. —**Centennial Elementary, Olympia High**

Cut administrative positions, unless they're in schools. Boost new teacher mentoring to reduce costly, disruptive and demoralizing turnover. Encourage students to do basic cleanup tasks as part of a learning community. Avoid the temptation to cut back the highly capable program so you don't waste promising human capital; few things are more disheartening to a student than being bored. Model "management by walking around" by administrators and other staff in schools. Don't get dispirited by the budget challenges. Education, done well with caring and hope, is a noble calling, and very few careers are more important. —**Roosevelt Elementary, Jefferson Middle, Olympia High**

The number of paras needed for the special need kids... It is nuts the 1:1 ratios. —**Boston Harbor Elementary, Olympia High**

the only position that should be funded at the district office is an internal auditor —**ORLA Montessori**

Eliminate highly capable program. It only helps high income families. These students can easily afford courses on online high school programs such as BYU online. —**McKenny Elementary, Olympia High**

Streamline administrative roles

Stop devoting so much budget towards sports —**Olympia High**

Push off deferred maintenance projects, if possible. —**Pioneer Elementary**

I don't believe athletics are essential in a K-12 academic system. Physical education and health education, yes. But competitive athletics do not support academic achievement and can actually be a distraction from student cohesion. I enjoy athletics. My family attends sporting events and my kids are enrolled in Y sports. But they are not critical for academic achievement. —**Pioneer Elementary**

Simplify sports by offering some sports opportunities that involve less travel and less time commitment. Intramural sports could be offered within a school or in a small league with the most nearby schools. This saves money by not needing school buses going all over the place, it saves time of students in transit, saves gas, and makes athletics more accessible to more people. —**Olympia High**

No new curriculum —**Olympia High**

Administrative costs. —**Madison Elementary**

Stop buying curriculum in the form of text books. They are outdated by the time they are printed. —**Garfield Elementary, ORLA Montessori**

Stop funding "exceptional student" programs. Those kids will be fine. Have them help. —**Pioneer Elementary, Washington Middle, Olympia High**

There are many administrative positions that do very similar jobs, combining these would be a good start.... —**Lincoln Elementary**

Let go of whoever writes the 'oly way' at OHS. It reads manic with bad grammar - I do not want to miss out on new information, so, I power through all the !!!! and ?!?!?! but it is a repeat of information I receive already. —

**Centennial Elementary, Olympia High**

Second step has never seemed at all useful. — **Pioneer Elementary, Jefferson Middle, Olympia High**

Less expenditures on trying to promote their narrative. The families should be where kids learn about gender and roles and politics, etc. Cut out everything that the district is spending on pushing their values on the kids. —

**Olympia High**

Invest in maintenance of school property for renting to city and community groups, like sports leagues and events. School property is under-utilized for rental value. — **Thurgood Marshall Middle**

Consolidating schools — **Centennial Elementary, Washington Middle**

The district needs to cut instructional coaches and other district office positions that do not directly impact students. There is no data showing that these positions directly positively impact student learning. — **Centennial Elementary**

it seems like consolidating smaller school is going to be the most cost effective if there are schools that can facilitate more students. — **Centennial Elementary**

Cut salary of administrators — **Boston Harbor Elementary**

Stop buying into the shock doctrine of "learning loss" — **LP Brown Elementary**

Cost savings at the central admin office, delay maintenance. NO SCHOOL CLOSURES! — **Boston Harbor Elementary**

Stop investing heavily in district level jobs. Prioritize teachers and keep classroom sizes manageable and small. Do not consider overworking teachers and plummeting student learning by overcrowding classrooms. Research proves this is the worst way to reach - everyone loses. What a legacy you will all leave if you do this: the superintendent and school board who destroyed Olympia's reputation and record for having solid food schools. —

**Boston Harbor Elementary, Reeves Middle, Olympia High**

Cut high-level administrators salaries, reduce grounds maintenance, reduce high-performance programs — **LP Brown Elementary**

none — **Centennial Elementary, Olympia High**

District office staff and contractors, lottery programs, homeschool supports and instructional coaches. Also, if doing these surveys please use the results to give families and teachers what they want not you few disconnected adults in a room that do not put in time with with kids. — **Madison Elementary**

Sports — **Olympia High**

Nothing to save money, but please do NOT close any schools. That would be harmful to our communities. — **Boston Harbor Elementary**

Reducing expenses on health workers, family liaisons, and other auxiliary social work functions, and re scoping and consolidating these responsibilities to work with appropriate agencies outside of the district (OPD, HHS, Etc). — **LP Brown Elementary**

Fire the [school] [sport] coach. He's terrible with teens and tries to force-feed them a toxic "win at all costs" mentality rather than nurturing skills and enjoyment of the game. It's high school [sport], for god's sake! Hire someone else who can teach more positive social skills. — **[school name]**

Reduce athletic costs by cost sharing w/ Olympia and Thurston Co parks depts or moving some athletics entirely over to the community side thru parks depts or YMCA. District support for football should be the first to go. —

**Lincoln Elementary**

I understand how difficult it must be to teach diverse group of students, but too often my kids report disruption from other students gets in the way of learning and activities they were looking forward to. While I value the diversity of students and fairness of allowing all to participate, it would perhaps, be worthwhile to have more help/alternatives available to teachers in these situations when they occur regularly and prevent/significantly disrupt learning. —**McLane Elementary, Thurgood Marshall Middle**

No more out of district students —**Olympia High**

Open a student store, with reasonable prices that the students can help run. Sell needful things like pens and paper etc. , and also snacks, and posters and things kids like. Use the money to help the school. —**Reeves Middle, Olympia High**

Hard to think of any waste in a system that needs more support all around! —**Capital High**

DO NOT CLOSE BOSTON HARBOR ELEMENTARY —**Boston Harbor Elementary**

Yes, we want simple education. People will move out of the district if you implement confrontational subjects!! People moving equals less funds!! —**McKenny Elementary, Olympia High, ORLA hConnect**

The large amount of money towards all of the positions at the Knox building —**Pioneer Elementary**

Freedom Farmers is an exceptional program that needs funding —**Olympia High**

OFFICE - REDUCING THIS CRAZY SURVEYS. YES OR NO. GET STRAIGHT TO THE POINT. —**Olympia High**

The remote learning option costs may not be sustainable. —**Olympia High**

Not having school based team athletics in middle school —**Roosevelt Elementary, Reeves Middle**

I wish I had an idea. I would support just about anything that doesn't require OSD to shut down and consolidate schools. —**Boston Harbor Elementary**

Not sure. —**Jefferson Middle**

Cut administrative costs and programs that push ideologies on students —**Olympia High**

I would support cost saving measures in an effort to bring SROs back into the high schools. It seems that some sports get a disproportionate financial contribution and a more balanced approach to this may provide some savings, fewer electives at the school with a collaboration with the community college to balance those opportunities and provide more diverse elective options. —**McLane Elementary, Jefferson Middle**

\$18 million is a massive amount to cut. But getting creative on the supplies used, minimizing one time use supplies whenever possible and utilizing reusable materials (chromebooks, white boards, etc) could help to cut some costs. Give your staff the opportunity for input on cost cutting measures. They will come up with creative things. —**Olympia High**

Family liaisons, instructional coaches, anyone who isn't in direct contact with kids in classrooms. —**Reeves Middle, Olympia High**

Decrease district wages and increase wages of the employees who work in the schools full time —**Washington Middle**

Sports and guidance counselors, printing costs (everything is digital/ social media), energy savings (LEDs) wherever possible. Sports (shorter seasons) or coach shares between high schools for training sessions). No bus service if school is less than 5 miles away. —**[school name]**



Genuinely: stop prioritizing athletics over actual in-school classes and activities. You didn't even qualify athletics as classes - they're just extracurriculars. While they are important and give many students great life opportunities, music does EXACTLY the same thing. It is never a guarantee that a student gets an athletic scholarship or does sports in college at all - music is forever. The opportunities to travel, be involved in the community both at home and abroad, are guaranteed in music. Give the arts more support. And hire more teachers to lower class sizes! It is no wonder that there is immense teacher burnout and shortages - stop lining administration pockets and prioritize what schools are actually about: teachers educating students. —**Roosevelt Elementary**

Pouring money into alternative school options online, homeschool, etc. takes away from what schools can do for the kids that are there. While we had to pivot during the pandemic, it's not the public school's job to offer families ALLLLL the options in the world to educate their kids. If resources were pooled into the main school system we could offer smaller classes and more support for kids IN THE SCHOOL. —**Boston Harbor Elementary, Olympia High**

Lower administrative salaries starting at the top. —**Boston Harbor Elementary**

Look to find redundancies and efficiencies —**Olympia High**

Focus on education. Way too much district \$\$\$ spent on sports etc. Make education the first priority. —**Boston Harbor Elementary, Reeves Middle, Olympia High**

Drop the instructional coaches. Hire more strongly qualified teachers in the first place.

The district screened movies and hosted info sessions on the damage of 1:1 computers on children, then sent everyone home with a fully loaded laptop. Do laptops actually make student learning better, help parents understand their students education better, or teaching quantitatively more effective? I'd drop the laptops. Laptops for every student requires more tech support and ongoing maintenance costs, and less oversight + engagement for parents. —**Boston Harbor Elementary, Jefferson Middle**

We knew from the beginning that the ESSER funds were going to end. We understood that once they ran out, the positions they were funding were going to be eliminated. I am aware of the budget shortfalls that the OSD is facing. One way to decrease this, is to eliminate the positions the ESSER funds were funding which we were expecting. It is extremely upsetting and disappointing that the school board would seriously consider closing schools when there are other ways to make up for the budget shortfalls. Why is the most extreme measure, specifically the closing a neighborhood school which is the foundation of the community, being considered without actually exploring other avenues? Other avenues could include eliminating/not adding administration positions at the board level such as the DEI director. It is also disturbing that in the work session on march 2nd, the school enrollment statistics used to discuss the budgets were completely outdated. Additionally, it was disingenuous to send out the budget survey BEFORE the OSD board meeting on February 23rd where closures were discussed. It is as though the board wanted to use data from that very survey to support an agenda that was already decided upon. There seems to be a lack of transparency surrounding the plans for the OSD's budget. —**Boston Harbor Elementary**

Wish I could help you here, but I have no idea. —**Lincoln Elementary**

Join King County school district suit again social media —**Olympia High**

I feel athletics receives too much funding and the money could be used elsewhere. —**Olympia High**

Maybe you have too many paraeducators in math class, they keep asking my student if they can help, but my student had never needed help, so it is an annoyance; maybe in middle school they should put the academically motivated kids together, and those who need help together, because motivated kids are being dragged down. Then focus the help where it is needed. Also, I don't know that you need to spend money on extra covid cleaning if that is still happening, that can probably go back to baseline cleaning. —**Reeves Middle**

Hire an actual financial professional to intelligently optimize the budget and quit proposing poorly thought out measures such as “closing schools”. These options are too simplistic in thought, are going to result in other problems like overcrowding, and will cost more over the long run. This will merely defer our problems to a future date rather than just solving the problem now. —**Boston Harbor Elementary**

cut athletics and let the Boosters handle extra expenses; concentrate on academics. —**Capital High**

High school athletics isn't as important as learning. Cut funding to athletics. Boosters can foot the bill for extra athletic costs. Invest in the programs that creating scientists, engineers, doctors, and statesmen/women. Athletics will find a way to survive as they get the most publicity and support from the public. —**Washington Middle**

What about looking at how Levy's are spent? Also what about salaries of Administration? Is it reasonable to assume that district salaries have an effect on teacher FTEs?

What about the school property on 26th Ave? The old John Rogers school that is just sitting there empty? What about selling that property? —**Reeves Middle**

Cut professional development. Have parents pick up the cost for clubs. Cut athletic funding and let parents pick that up. —**Olympia High**

Investments should be allocated based on student impact. Our district should maximize its savings by utilizing the existing instructional materials instead of buying new ones. —**Washington Middle, Olympia High**

Position and budget cuts at the District Office Level.

In the event of school consolidation, make decisions based on student need vs. highest achieving test scores or a vocal community presence.

Re-distribute resources so that fundings are equitable and not equal. ie. schools that have higher family wealth/family income do NOT require the same level of OSD/School District support as families in poverty, invest in staffing at schools according to need beyond LAP funds. This means that some schools may have additional staff, smaller class sizes etc. to make up for lack home support or wider classroom academic differences while other schools see larger classrooms and less staff.

The goal should be to have academic results consistent across the district and not reflective of income levels. This means, investing more in some places and not others, so that outcomes are consistent.

Consider shifting school family liaisons at every school, with qualified social workers at the schools that need them.

Cut speciality programs that use unnecessary resources, like Lincoln Options and/or HAP. —**Hansen Elementary, LP Brown Elementary**

I believe that investing heavily in early childhood education will save the district money in the long term. —**Reeves Middle, Olympia High**

Cut admin and salaries for them. —**Olympia High**

Instructional coaches and liason sounds like what the pre covid staff was already doing. I think they need more funding than new programs. I really appreciate this survey! Thank you! —**Boston Harbor Elementary, Reeves Middle**

Non-academic budget —**Olympia High**

Focus budget at children EDUCATION, safety, support, with addition to teacher support, and cut all other programs. Consolidate managers for schools and not schools for managers. No reason to have a part time principle making 148k/year in each school when you can have 1 full time principle managing multiple schools. This goes for superintendents, vice superintendents, principles, vice principles etc. —**Boston Harbor Elementary**

Not huge pay increases when there is deficit, in Central district office. —**Centennial Elementary**

Rent facility space to offset costs. Energy efficiency —**Capital High**

Don't cut the farm programs!! Stop with any grounds keeping that is purely for aesthetics. —**Olympia High**

Reduce the superintendent's salary. Eliminate sports and athletics. —**Madison Elementary, Reeves Middle, Olympia High**

Administrative costs within the district office. Superintendent and cabinet's salaries. —**Madison Elementary**

Make parents help supply the school with materials. Snacks, etc —**Madison Elementary**

Automate processes where possible —**Reeves Middle**

Security: I don't know for sure how much may be spent on security guards, but if there is any I'd direct that \$ elsewhere. —**Pioneer Elementary, Washington Middle**

Scaled back athletics? I don't know. These are incredibly difficult decisions. I know many students and families depend on athletics and the camaraderie and support students receive. And I also can't help but notice that the many students who are not engaged in athletics don't seem to have what they need at the high school level. —**Olympia High**

We do NOT want the district to cut music and arts programming. —**Washington Middle**

Cafeteria food is sometimes difficult to eat when you have allergies, and for students with more than one allergy, it is even more restrictive (for example, when the a pizza has a gluten free crust but also has cheese on top). Please consider offering food/snacks with ingredients to benefit students with BOTH gluten AND dairy allergies. Thank you! —**Capital High**

Stop spending and prioritizing athletics so much at the expense of other programs. —**Avanti High**

Stop spending on additional technology, online and virtual access.

Minimize lighting and electrical use at school during off hours.

Decrease teacher reporting mechanisms and streamline into one, accessible system overall that captures progress across different school approached and grades.

Decrease mandatory huge, in-person pre year trainings (Aug) for faculty and staff and replace with individual schools co-hosting, co-leading customized opportunities and learning and teacher cross mentoring.

Please invest more in experiential/interdisciplinary ed, mastery based learning, diversify equitable learning approaches for teachers ongoing training. —**Avanti High**

Sexual or gender-based health —**Washington Middle, Olympia High**

I would like a strategy that is proactive rather than reactive. I would like legislators committed to making sure children's educational needs are prioritized and funded rather than justifying why and how to take away more and provide as little as possible. —**Hansen Elementary, ORLA Middle School Academy**

At a time when we should be investing ever MORE in education I simply cannot support cuts especially if they are being driven by unfunded mandates by the state. —**McLane Elementary**

athletics —**Olympia High**

Fewer laptops for elementary and junior high students —**Lincoln Elementary**

Eliminating wasted funds on liberal false narratives and Socialist / Marxist agendas. Stick to teaching not indoctrination. —**Olympia High**

Less money for sports (especially big ones ie football, basketball). —**Olympia High**

Sports are an expensive and uniquely American indulgence that contribute little to nothing to academic achievement. In a time of budgetary austerity, their continued funding is not defensible. —**McLane Elementary**

I would love to see more partnerships with local organizations like churches to help cover some costs (like supplies) and perhaps even do some service such as school beautification so we can reduce spending in those areas. —**McKenny Elementary**

Services should be increased at the schools with higher levels of poverty/free reduced lunch percentages. And decreased at schools with lower levels. The compounding effects of the pandemic and just general shrinking support for all the social and behavioral issues that disrupt learning and lives in these schools is out of hand. There needs to be more support. —**Hansen Elementary, Thurgood Marshall Middle**

Cut costs at the central office level —**Capital High**

Eliminating the instructional coaches. Teachers say they aren't helpful. It's a waste.

Administration budget should be evaluated for potential savings. —**Boston Harbor Elementary, Reeves Middle, Olympia High**

1. Reduce central office administrative staff to 2018-19 levels (focus on teaching and learning dept.)
  2. Furlough all certificated central office administrative staff -- 5-7 days, classified staff 3 days. Furlough all building administrative staff 3 days.
  3. Reduce high school athletic director positions to half time.
  4. Implement a surcharge on high school athletic teams renting facilities--swimming, golf, tennis, and gymnastics.
- Capital High**

before you even consider cutting \*anything\* related to the teachers in the schools, you best look at cutting your overhead in the central office. you need to make sure that you do not reverse course on the positive steps you've made at lp brown specifically, a school this district has ignored and neglected for years by the district and by its board representative. cut anything that does not relate--directly--to teaching students and by supporting the schools that need the support. —**LP Brown Elementary, Jefferson Middle**

Weed out the Teachers who do not care and have settled in with tenure. My student has not learned hardly anything since the start of the pandemic and learns more from us traveling. —**Reeves Middle**

Not really sure but possibly reduce Central Office staffing through 3rd party outsourcing of accounting, finance, and technology. —**Boston Harbor Elementary**

Going to a 4 day a week school week? With maybe Fridays remote or consolidated at specific schools for the day, study hall or additional reading and math service focused? I don't want any schools to be closed or have to be consolidated with others. Retention of teachers is important, they are valuable. —**ORLA hConnect, ORLA Online**

Before deciding to close any schools or change resources at schools, first look into equitable school zoning and boundaries. This must be done in a methodical and data based way with planning and committees to make sure all stakeholders are represented. Currently we have the lowest income and families who need the most resources traveling a long distance to get to their child's school. Many of these families do not have transportation.

Also, before saying that it takes a certain number of students to equal the cost of positions like principals and counselors you must also say what the needs of those students are. If less students need more resources the district must find a way to make that happen. Only relying on the cost of positions totally takes away the needs of each student and school. —**LP Brown Elementary, Jefferson Middle**

Administration salaries and headcount. —**McKenny Elementary**

Building better efficiency in areas expected and unexpected. Budgetary audits which kindly yet honestly review spending to see if there is any wasteful or careless spending. —**McKenny Elementary, Washington Middle**

Reducing athletics budgets —**Pioneer Elementary, Olympia High**

Cut admin district level positions —**McKenny Elementary**

Na —**McKenny Elementary**

I believe that virtual academy and the homeschool and middle school programs at orla should be assessed. There are many administrators and leadership personnel for a small population of students at this choice school. We were previously at orla in the hconnect and Montessori programs. The disparity of offerings between them programs was very concerning. The Montessori students have historically not had a pe teacher while the choice homeschool support program has had a variety of options. I feel like this school is using a lot of resources for homeschool and virtual students that could be spent on in person full time students in the Montessori program and in the district as a whole. —**Madison Elementary, Washington Middle**

We obviously need an updated budget to reflect modern needs post-pandemic. I do support needed cuts to staffing to accomplish meeting the current budget while refocusing and doubling down on community efforts to increase permanent funding. I do not support cutting or closing down any faculties at this time. —**Boston Harbor Elementary**

Right now OSD's elementary school structure is draining resources at the secondary level. I cannot support cuts to the middle and high schools to sustain smaller elementary schools as painful as it is to write that smaller schools need to be addressed. If the communities of the smaller schools want to them to continue to operate, then they need to receive a staffing allocation that represents those small schools and adjust accordingly. For example, at Pioneer, we had a 3/4 split. I would rather see elementaries do more classes that are grade splits than see any more cuts to Career and Tech ed or other secondary programs. At Pioneer, the art teacher picked up a reading intervention portion. Is that happening at all the elementary schools? I think it needs to if those smaller schools want to continue operating.

Consolidation of elementary schools may make sense. However, you need to be very thoughtful about it and what it will do to the feeder middle schools. If some elementary schools are shrinking, roll that forward a few cohorts- will it also shrink some of the middle school enrollments? Will we see one middle school not having enough FTE? If so, I ask that you take time to think through what you want those middle schools to look like in a few years, and make sure as you redraw boundaries or consolidate, that you will have enough enrollment at the middle schools 3 years from now.

I wish we could think about redrawing some cross town boundaries, but until the Legislature weighs in on Capital Lake, that needs to be on pause. If the Legislature does go forth on the estuary option for Capital Lake, you will need to better understand the construction impact removing the dam and how it could impact transit time.

I also think the district needs to reconsider the new high school. Is that still needed? Will it be if enrollment continues to decline.

I also think that a lot of the extras that were added with ESSR recovery funds probably need to be cut. If the district finds that the community most wants to keep all the elementary schools open, then they need to make other cuts like the extra supports from ESSR. It can't just cut into the secondary budgets to balance. —**Pioneer Elementary, Jefferson Middle**

Find the experts within to grow your capacity for instruction. Don't waste money on fancy consultants or curriculum, like Project Lead the Way. —**Centennial Elementary**

Get rid of the football program. Put projects that involve sports on hold. —**Jefferson Middle**

Streamline & consolidate the layers of administration at the central Office and in the buildings — prioritize teaching and investments in curriculum that directly impact our children. —**Olympia High**

Reduce overhead —**LP Brown Elementary, Jefferson Middle**

Instead of cutting costs raise revenue by taxing wealth of Top 10% —**Hansen Elementary, Jefferson Middle**

Please stop spending so much money on sports programs and redirect those monies to alternative learning environments like farm and career fields —**Avanti High, Olympia High**

Supplement school lunches with food raised from the farm, have students rotate through washing dishes and general maintenance —**Avanti High, Olympia High**

The school district's job is to educate students. Stop taking accountability for all the social work and programs that should be run by county/ city support programs. We give them money to do that job already. Politely I'd like to say "Stay in your lane." —**Boston Harbor Elementary, Roosevelt Elementary**

I worked for Renton School District as a school nurse prior to our move to Olympia. RSD is a large school district with some of the most diverse population of students in the state. The schools I worked at also had some of the lowest income students in the area. We only had family liaison services as one of the schools I worked at and they were part time (presumably 0.4 or 0.5 FTE). I would propose that at least some of the family liaison services would be cut and portioned out throughout the school district based on student needs and size of student body. We also did not have social workers. I do understand the benefit of the social workers (I can remember many situations that I would have loved to collaborate with them!) but I don't know that we need to staff 4 of them.

I do appreciate the idea of reviewing the school zones to even out attendance, as this would keep schools open for possible future growth. Olympia has become very appealing to many Seattle-area tech workers and I anticipate that trend to continue. Our family is a good example of Seattle-area employees taking advantage of the lower cost of living and better educational systems in the Olympia area. I have many other friends who have also considered this move and may consider it in the future. Another benefit that I see to re-zoning is that impacts would be distributed across the district and would not be isolated to one or two communities. For an area like Boston Harbor, the appeal for families to move here would decrease without a neighborhood school. This would have deep impacts to our community and may ultimately impact the worth of our housing investments. In addition, we have more land in this area than anywhere else in the district and there is more space for future growth and development in our area than other communities.

I know that RIFs will need to occur in order to meet the anticipated budget. Olympia SD has many seasoned educators. If positions are extended based on seniority and experience, you likely will have a staff of very tenured educators. As a result, I don't see the need to continue the coaching services at this time. If staff feel that they were beneficial, they could be reinstated once the budget has stabilized.

I think for this particular cohort of students it is important to keep in mind everything they have already endured. It may feel as though we are moving backward to remove some of the positions that the federal funds allowed for during the pandemic. Although we may have a clearer understanding about what an ideal model should look like, now is not the time to try to achieve some idealistic school setting. Our kids need everything that is reliable and familiar. I think it is something that we can strive towards in the future, but we need to get through this crisis first. At the very least, families deserve a detailed extended plan if there was a need to close any school. We could start by not taking any Kindergarten enrollment and give existing families the option to choose if they would like to stay in their neighborhood school for the time during the transition (ideally 1-2 school years) or begin attending the school that would absorb these students. Feeling like we have some ability to choose what is right for our students and for our family would make a big difference in how the transition was perceived and likely would impact the level of support the community would give the board moving forward. —***Boston Harbor Elementary***

While Madison maybe one of the smaller schools in the district, closing it will not solve the district's budget deficit. The cost cutting needs to come from across the district, including administrative services, so one community is not disproportionately impacted. —***Madison Elementary***

Administration salary reduction —***Olympia High***

I'd like to remove the focus on technology that is used in lieu of teacher/human instruction in the classroom. —***Centennial Elementary***

Reduce the amount spent on athletics and consider more inclusive athletic options. —***Olympia High***

Raising taxes. I know this isn't really an option, but I'm not sure what else to do. Given how many students have vanished, maybe finding some truant officers to bring them back, which is something other districts routinely do. —***Lincoln Elementary, Washington Middle***

Longer recess time and lunch time; Invest in generating our own energy with solar panels to decrease long-term utility costs; —**Centennial Elementary, Washington Middle**

As “alternative” as this sounds, most schools we attended before OHS required family volunteer hours to help with maintenance, etc. If me running a floor polisher down a hallway makes more time for a custodian to do a skilled job, then sign me up. —**Olympia High**

Area non-profit organizations are partnering with other school districts to offer important wrap-around services that are not funded through the traditional funding model. Anecdotally I have heard OSD has a poor reputation when it comes to partnering with area non-profits when compared to neighboring districts. I encourage OSD to work to form stronger bonds with nonprofits to explore these options.

I have additional input that I'll add here because there is no other spot for it. I strongly urge you to consider a different approach to this survey in future years. At best, it is scientifically flawed at worst it is misleading and disingenuous. It has a number of significant flaws and it is problematic to use any of the data obtained as a result. First, it lacks scientific credibility for a number of reasons, most importantly the answer options are not randomized. Additionally, there has not been proper or adequate messaging around the connection of this survey to the budget challenges the district is facing and the options the district and school board are considering as a result of those challenges. If one option on the table is school consolidation, it is disingenuous to not offer this possibility as an option on this survey. —**Boston Harbor Elementary**

I don't know. When you receive funds that aren't expected to continue, maybe plan on what to do with those people/positions when funding runs out? Or don't fund them at all if you have no plan in place?! It's incredibly frustrating to see this happen time and again with government. What's even worse is to hear the board double down on their decision knowing what they know now.

Regarding Instruction Coaches: talking w/teachers, majority think this was a complete waste of money. Notwithstanding the fact that when hired, coaches were promised they had priority over teachers in the building should funding run out. What does this say to current classroom teachers?? Basically that they don't matter is what your messaging says. But go ahead.....tell everyone how you'd do the same thing again. Seems about right. —**LP Brown Elementary, Jefferson Middle**

I do not think Hi Cap services need to be funded. There is a lot of research to show those programs are not super valuable.

I would see if retirements for teachers on the cusp can be incentivized to free up dollars. —**Pioneer Elementary**

As the State is not fully funding those teacher/para salaries above the state average, consider an early retirement package (5 year time/age) for those teachers who qualify. Also consider allowing retirees to continue to participate in WEA medical coverage at subsidized rates to age 65 (Medicare age). —**Boston Harbor Elementary**

Strengthen the free/reduced lunch application —**Olympia High**

Shorter school day calendar (less scheduled days —**McKenny Elementary**

Change athletics in the Middle Schools to an intramural system, not playing other schools except maybe one big jamboree where each school may bring an "All-Star" team to a round robin tournament. More students would get to play and learn skills so that the high schools would actually be fed with more skilled sports players. Bus expenses would be eliminated.

I know this system works because I attended a large school district in which this system was used and we were consistently state champions in several sports. —**Reeves Middle, Thurgood Marshall Middle, Olympia High**

Reduce Administrative staff salaries at Central Office —**Olympia High**



N.A. —**McKenny Elementary, Jefferson Middle**

Hiring more ethnic americorp or hbcu graduates. There is not enough diversity in this school district particularly in the High Schools —**Olympia High**

## OSD Staff Member

### Describe what you value most about our school system.

Social workers are absolutely critical to support students who continue to be impacted by trauma —**Olympia High**

Commitment to Equity. —**Avanti High**

Excellent responsive services for students and families with higher needs. Inclusive atmosphere. —**Garfield Elementary, Hansen Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Roosevelt Elementary**

Excellent responsive services for students and families with higher needs. Inclusive atmosphere. —**Boston Harbor Elementary, Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, LP Brown Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, Washington Middle, Avanti High, Capital High, Olympia High, ORLA Montessori, ORLA Middle School Academy, ORLA hConnect, ORLA Online, Transition Academy, Transportation, Support Service Center, Knox 111 Administrative Center**

To be honest, it is hard to answer this question. We are all over worked and with budget cuts looming, it is frustrating that schools are not fully funded by the state. I am not sure how that will ever be fixed. —**Knox 111 Administrative Center**

I value the way that OSD puts the well being of our students first. —**Washington Middle**

Adults in the buildings is the most important thing. Kids need as many adults in the buildings, with specific job descriptions, as possible —**LP Brown Elementary**

That students receive a robust academic education in a supportive learning environment that considers culturally relevant learning. —**Knox 111 Administrative Center**

Community commitment —**Support Service Center**

We value making the effort to give each student what they need to be successful. I know this is incredibly expensive to do, but through intelligent and careful implementation of the right technologies and systems, we can more easily and quickly determine what each student needs, and free up staff time to help provide for those individual needs. This is, of course, the essence of equity; that education is tailored per student to give them what they need to be successful no matter their individual challenges. —**Knox 111 Administrative Center**

The Community —**Capital High**

Equity focus —**McKenny Elementary**

Specialists, supports for our most vulnerable students, family liaisons, smaller class sizes. —**McKenny Elementary**

Classified Staff —**Transportation, Support Service Center**

Teachers who care about the students. —**Capital High**

Teachers—teachers need lower class sizes. Paraprofessionals—schools would not be able to run effectively without them —**Centennial Elementary**

Inclusion work —**ORLA Montessori**

The support the teachers give to each other —**Roosevelt Elementary**

n/a —**Capital High, Olympia High**

Classroom teachers

Support from Teaching and Learning, tech PD, paid PD, quality coworkers and admin —**ORLA hConnect**

For the first time in many years, I feel like OSD started investing in the learning and professional growth of this district. Having instructional coaches and valuable PD sessions has made a significant difference in my efficacy, and I have seen this reflected back in students. From equitable grading to teacher resiliency to equity trainings about racism. Please find a way to keep professional development and instructional coaching services which are giving me purpose to remain an educator in OSD. —**Jefferson Middle**

The skill set and dedication of our educational community. —**McLane Elementary**

We need budgets for training bus drivers —**LP Brown Elementary, Jefferson Middle, Capital High**

Teaching how to learn. I Value parents families and churches teaching children about values ethics and mental health. I value school leaving students social emotional learning to their parents and not having teachers involved with these goals. —**Olympia High**

Teachers. —**Olympia High**

AMP program for elementary students —**McLane Elementary**

The different opportunities for students. —**Capital High**

The lense on equity. —**McLane Elementary**

Students need to be known and the only way to do that is more adults in the schools. —**Reeves Middle**

Transportation and teachers —**Transportation**

I value that our students have access to the arts and music in our schools.

I value the Freedom Farmers program. It is a program that serves kids that can't manage in our traditional comprehensive HS model. This is a vital program for students in OSD and should absolutley be maintained. —**Olympia High**

We need to keep as many teachers as possible and trim down in other areas. —**McLane Elementary, Capital High**

Community —**Washington Mlddle, Olympia High**

Wholistic support for all students. —**LP Brown Elementary, Roosevelt Elementary, Capital High**

The focus on integrity and ethics. —**Washington Middle**

The equity-centered work that is being done now is a great step. Our students need to be seen and heard. Our district has many positions that center marginalized voices such as ELL, BIPOC, and those struggling with housing instability. It seems like there is a lot of forward motion and I hope to see it continue. —**Hansen Elementary**

Lower class sizes! Class sizes are still to large in the upper elementary - 20 students per class would eliminate many behaviors and need for extra support staff. —**McLane Elementary**

Small class sizes —**Roosevelt Elementary**

Positive attitude —**Capital High**

There are good kids and teachers.

small class sizes and social emotional support —**McKenny Elementary, Roosevelt Elementary**

Amazing colleagues and para educators – **Olympia High**

The relationship the district has with OEA. – **McLane Elementary**

Teachers

I value our Dean of Students at L.P. Brown. She is vital for our schools success and her partnership with Mr. Shaughnessy has made our school function. She should be a Vice Principal as our students absolutely need their partnership. I cannot state it enough, without a Dean of Students or Vice Principal, L.P. Brown will struggle again as it is too much for one leader alone. If we are a school district truly focused on equity and meeting students needs, then I hope the district will keep the promise made the L.P. Brown will retain a Dean of Students. – **LP Brown Elementary**

The opportunity for all students to have an enriching education. – **LP Brown Elementary**

Mental health services for students is essential but it would be nice to know there are mental health services within the buildings for teachers as well. Other professions see the value in making sure all staff are supported. This year was hard emotionally for me and I was able to reach out to a personal councilor however there were many times when I needed someone to just listen. Without the support of our behavioral therapist I would have had to take a leave of absence. – **Roosevelt Elementary**

Understanding that what students need post Covid-closure is continued smaller class sizes to help them get caught up. Understanding that small community schools create an atmosphere of belonging that low income students require. – **LP Brown Elementary**

I am having difficulty answering this because there are so many things wrong and it trickles down from Central Office. There is no consistency in language, protocols, or practices across the district. The district officials that make the decisions are not connected to the daily happenings IN the schools. They need to spend more time there to see what we are actually dealing with.

My particular school is falling apart. There are pieces of drywall falling from the walls in chunks, the grounds look terrible, and nothing works properly. The budget has been mismanaged. I had to buy ALL my school supplies this year as nothing was ordered for the the Special Education department (pencils, crayons, paper, glue), CURRICULUM!

I think we have the potential to be a great district. We have wonderful teachers, administration, families and students. We need to begin the work in the district office creating uniform policies, procedures, and language that is used in ALL schools. I do not think we should all be an island. This is what has made it difficult to work here.

– **Hansen Elementary**

I value the district's focus on students' overall wellbeing, especially efforts to support those farthest from educational justice (BIPOC, Special Ed., Low-Income). I appreciate that teachers feel valued and efforts are always made to retain teachers even in the face of budget cuts. I value the commitment to maintaining high access and quality of technology for our students and staff. – **Centennial Elementary, Washington Middle, Olympia High**

smaller class sizes – **McKenny Elementary**

Investing in students' emotional health so they can actively learn in class – **Thurgood Marshall Middle**

This building is highly collaborative and supportive. There are scaffolds in place to help teachers be as successful as they can and that helps students so much! The support as a new to district teacher has been excellent. – **LP Brown Elementary**

The ability to access education – **Roosevelt Elementary**

n/a – **Garfield Elementary, LP Brown Elementary, Jefferson Middle**

I value the direct impact we have on students' lives and educations. – **Thurgood Marshall Middle**

The strong community the is currently in place. It is a well functioning team. The support from admin has been great. —**McLane Elementary**

(the potential) to be a cornerstone of community care and services. Predictable and reliable place for students to be emotionally supported and academically successful. —**LP Brown Elementary**

My colleagues —**Pioneer Elementary**

Arts education and supporting students —**Boston Harbor Elementary, Hansen Elementary, Lincoln Elementary, McLane Elementary, Roosevelt Elementary, Thurgood Marshall Middle**

My students and coworkers. Great place to be! —**Capital High**

Efforts of teachers and traditional school supports (paras) —**LP Brown Elementary**

I value low class sizes, student social emotional supports, and administration support at the school level. —**Hansen Elementary**

Social worker and family liaison supports —**Pioneer Elementary**

SEL Support —**Thurgood Marshall Middle**

Our incredible teachers. They work so hard to give students a good education despite the exponentially increased challenges of teaching since the pandemic. I worry that they are going to burn out from post-pandemic behavior issues and potentially larger class sizes. —**Thurgood Marshall Middle**

Small class sizes —**LP Brown Elementary**

n/a —**Roosevelt Elementary**

Free public education for ALL. —**Hansen Elementary, Madison Elementary, McKenny Elementary, Roosevelt Elementary, Reeves Middle, Olympia High**

Teaching the students how to make informed decisions and choices on how to deal with people and situations. —**Thurgood Marshall Middle**

Small class sizes and multiple ways to support students academically and socially. —**Roosevelt Elementary**

People. —**Pioneer Elementary**

Olympia has great staff and schools that care about student learning. —**Roosevelt Elementary**

I think our strength is the amazing teachers and paraeducators who go above and beyond to teach the kids in our district. I have been disappointed in the way in which the district spent so much money in the Teaching and Learning department and it feels like we have less support. —**Pioneer Elementary**

The quality teachers and nurses in our district. —**Boston Harbor Elementary, Pioneer Elementary, Washington Middle, Olympia High**

We continually pass our levels and have support from the community. —**Pioneer Elementary**

We have some very hard working and dedicated employees at the district office, and they do not get enough recognition for what they do to keep the schools running smoothly (especially in difficult times). —**Knox 111 Administrative Center**

I love that you have asked these questions! —**Thurgood Marshall Middle, Washington Middle, Capital High, Olympia High, Knox 111 Administrative Center**

Inclusive and respectful of individuality of staff and students; Progressive and fervent pursuit of excellence without sacrificing standards or quality; High quality schools that are clean, technologically advanced and provide attractive and inviting centers to learn. —**Knox 111 Administrative Center**

I value the focus on accessibility for students in the community. There are many programs that allow a variety of studies for the student population. Many times I notice staff wanting the best for their students and there is also value in that. —**Knox 111 Administrative Center**

I value the amount of support you provide students with. I think having highly trained people in the buildings and coaches to help support instruction is key to student success. Olympia chooses to invest in its staff, therefore invests in its students. —**McLane Elementary, Knox 111 Administrative Center**

Support Staff —**LP Brown Elementary**

Excellent faculty and staff —**Washington Middle, Olympia High**

I value the districts commitment to equity and hope that we continue to focus resources on smaller class sizes and direct student support. —**Roosevelt Elementary**

The high professionalism and collaboration at my building —**LP Brown Elementary**

The collaboration among teachers and other support staff —**Garfield Elementary**

Supportive faculty and staff —**Garfield Elementary**

Students health and well being —**Olympia High**

Creating a safe, welcoming space for learning —**Boston Harbor Elementary, ORLA Montessori, ORLA Middle School Academy, ORLA hConnect**

Our district continues to honor the wishes of the community it serves by placing high priority on the arts as an essential part of a well balanced education. —**LP Brown Elementary**

I think kids should be the TOP priority and that starts with smaller class sizes. —**Garfield Elementary**

I value making kids a priority and making smaller class sizes to see that this can happen. —**Garfield Elementary**

the sincere caring and academic support our staff gives each of our students —**Centennial Elementary**

. —**Pioneer Elementary**

Building principals who value their staff and actually care and support them. —**Thurgood Marshall Middle**

The staff —**Hansen Elementary**

n/a —**Capital High**

As an educator, it was very difficult to fill out this survey, as we know every single one of the positions / supports listed are crucial. That being said, I answered this survey with a student-focused mindset. Even though I (myself) might benefit more or have an easier teaching assignment if I had selected differently, I do think it is important to move forward with budget cuts in a way that prioritizes what STUDENTS need. For sure, the SEL / social worker / mental health supports need to continue. We simply cannot lose that. This is especially true coming from our building, which has had several deaths related to suicide--we cannot afford to take away any mental health or SEL support. —**Olympia High**

. —**Thurgood Marshall Middle**

Our robust library system in our district which helps provide our students with more equitable access to materials and tools. —**Garfield Elementary**

x —**LP Brown Elementary**

Dedication of staff members who care deeply for the students and strive to make school the best place for our students to learn. —**Garfield Elementary**

The amazing and supportive building administrators I have had the honor of working with. —**Reeves Middle**

supportive community — **Thurgood Marshall Middle**

The dedication, perseverance, and resilience of the staff - certs and paras. — **Garfield Elementary**

I like the fact that we have a diverse population and we have at least started the conversation about equity and racism. — **Hansen Elementary**

The students. Anything that impacts them directly is my number one priority. — **Reeves Middle**

the students — **Garfield Elementary**

That each student gets what they need to be successful. — **Garfield Elementary**

The mentor program doesn't seem to be listed and is one of the best new programs in the district. — **Reeves Middle**

Strong level of support with paraprofessionals to assist students — **Thurgood Marshall Middle**

ACADEMICS! And closing the achievement gap. — **Garfield Elementary**

Inclusive community — **Pioneer Elementary**

Teachers — **McLane Elementary**

Support and instructional support for students — **Roosevelt Elementary**

Quality teachers who are able to teach student without interference from administration and outside influences. — **LP Brown Elementary**

Hands on learning, and the art. — **Lincoln Elementary, Pioneer Elementary**

We need to meet the needs of students with teachers, paras and counselors. I value students in class learning from a teacher who is not overwhelmed with too many students. I value having a budget to purchase materials for my project based learning classes. — **Jefferson Middle**

Academic learning for students- hands down! — **Jefferson Middle**

Prioritize student with their whole well being: Emotionally, Physically, and Academically — **Knox 111 Administrative Center**

I am very grateful for all of the wonderful people who genuinely care for kids in our district. — **Jefferson Middle**

The teachers in classrooms every day working to provide children with the best possible learning opportunities! — **Jefferson Middle, Thurgood Marshall Middle, Capital High**

Team time during the work day and my principal. — **Pioneer Elementary**

I really value the care we put into a wide range of students and families. I believe that many families feel supported by the school staff. — **Jefferson Middle, Olympia High**

Commitment to equity — **Hansen Elementary**

Student safety and learning — **Hansen Elementary**

Strong instructional materials and teachers helping educate our future civilization. — **Hansen Elementary**

Teachers and paras who work directly with students and families. — **Hansen Elementary**

The current lower class sizes that support student learning, social emotional learning, and community. The intervention team that supports academic learning for struggling learners that get lost without small group learning. The 2 music classes, 2 PE classes, art class, and library that students get each week to support well rounded learning for students. Neighborhood schools. Para educators that support our students. — **LP Brown Elementary**

The excellent teaching staff. — **LP Brown Elementary**

in the classroom support and reducing class sizes —**McLane Elementary**

support staff —**Pioneer Elementary**

Educators —**Hansen Elementary**

Children and what is best for them —**Pioneer Elementary**

I value the the teachers and paraeducators the most in our school system. —**Madison Elementary**

The ability to get support needed for students —**Hansen Elementary**

Having collaborative rather than adversarial engagement with students —**Hansen Elementary**

Kid centric —**Garfield Elementary, Hansen Elementary, LP Brown Elementary**

Classroom teachers and para support for classroom, recess, and lunch, school counselor and health room staff, bus drivers —**Hansen Elementary**

I value our students and their families. The Olympia community is filled with wonderful people. —**Jefferson Middle**

The investment by the teachers, paraeducators, and building administrators. They care SOOO much. —**Olympia High**

The people who work with students daily —**McLane Elementary, Jefferson Middle**

Support for students and staff. Paras for lower elementary, especially. Counselors for students in need. Behavior specialists and supports. —**Garfield Elementary**

Community —**McKenny Elementary**

Direct supports to students and families —**Capital High**

School community unified for the whole child —**McLane Elementary**

I love that our district has a few programs for the alternative education —**Olympia High**

Teachers supporting each other because this job is HARD! Paraeducators sucking it up with horrible pay and crappy benefits so that the kids can have the extra support they need. —**Roosevelt Elementary**

The caring, hard working staff. —**Olympia High**

I'm not sure at this point. There is no continuity between the schools. Everyone teaches whatever they want. Students are not learning to read and the District needs to teach teachers how to teach reading-directly and with focus. I think the autonomy should go. There is no Equity in it. —**Garfield Elementary, Hansen Elementary, McLane Elementary, Pioneer Elementary**

That the students have the opportunity to explore several extra curricular activities from a young age and find out what they love doing. —**Garfield Elementary**

Opportunities that the students have to participate in learning and growing their abilities and interests. —**Olympia High**

The people that work the hardest for the least amount of pay, which is really not a value but a shout out to those that do it. —**Knox 111 Administrative Center**

I value the support of my coworkers and administrative staff. Sometimes I feel like I couldn't go on in the current environment without them. —**Washington Middle**

Special education services —**Washington Middle**

Our school system provides high quality education to an increasingly diverse community, and we strive to give every child the resources and teaching they need to be successful in school and in the world when they leave our classrooms. Our teachers and support staff are incredibly hard-working, and are committed to doing what is best for students, even when unexpected challenges arise. —**Olympia High**

Our schools should focus on instruction at the expense of social services —**Olympia High**

Array of programs available, along with fully staffed libraries at middle and high school for student and teacher support and curricular enhancement —**Olympia High**

Special Education —**McLane Elementary**

The kids! —**McKenny Elementary**

Our family liaisons are extremely important to our school system. —**Jefferson Middle, Thurgood Marshall Middle**

OSD's efforts towards equity in all aspects of the school system. —**McKenny Elementary**

The in-the-trenches teachers and principals that deal with hundreds of students EACH every day, seeing to the central mission of schools: Face-to-face interactive teaching young students. —**Olympia High**

An Administration that makes working groups of teachers to make changes in the district.

An administration that talks with its teacher personally in all the classrooms. —**ORLA Montessori**

I enjoy my building but haven't gotten a good enough feel about the district overall to say what I value most. —**McKenny Elementary**

Collaborative planning of teachers in departments. —**Capital High**

District and Administration support —**Jefferson Middle**

I value being able to connect with students, which rarely happens in a class of 30 or more students. We need smaller class sizes. —**Washington Middle**

Teachers and Paras and the nurse. —**ORLA Montessori**

Small schools and class sizes —**Capital High**

Students, students, students. Please maintain funding that directly impacts them.

My class sizes are very large this year (larger than they've ever been) so I'm confused about listing above that says that additional funding is/was used to decrease sizes.

Manageable secondary class sizes —**Washington Middle**

TBD —**McKenny Elementary**

I value the way that Olympia School District supports the individual needs of each elementary school students through things such as reading intervention teachers and small schools. The importance of reading teachers at the elementary level cannot be overstated. When students who are struggling have additional learning opportunities within a small group, they have an opportunity to experience more success, which supports their SEL as well as their academics. They have an extra adult who cares about them and has the time and bandwidth to focus on their individual needs and strengths. Students thrive, emotionally and academically, under this individualized care. Another example of valuing the individual needs of students in small schools. Small schools allow students to be known as individuals. They allow a school, such as Madison, to become almost a charter school, a joyful place with unique character, that parents can choose to meet the needs of their children. Sometimes, students can thrive at Madison in a way that they cannot at larger schools. Please continue to fund reading intervention teachers and please expand the boundaries of Madison Elementary. —**Madison Elementary**

Variety and passion for education —**Knox 111 Administrative Center**



having long term goals, being consistent —**Reeves Middle**

I value small class sizes and our excellent teaching staff. —**Capital High**

Teachers, access to healthcare professionals and counselors, paraprofessionals who help in classes —**Olympia High**

I love how our teachers support each other and work with each other. I also love the support we get for athletics. However, we are in dire need of a district AD to oversee our school ADs. —**Olympia High**

Teachers, School Admin, In-House Social Worker —**Olympia High**

The teachers in our building are looking for ways to help each other —**Olympia High**

I most value when teachers are given time and support to be responsive to the needs in their classroom. —**Boston Harbor Elementary, McKenny Elementary, Knox 111 Administrative Center**

I value the community, their support of the district and the strength of teachers in the buildings from K-12 levels. —**Centennial Elementary, Washington Middle, Olympia High**

Student Social Emotional Support —**Olympia High**

The coaches, social workers and counselors work so hard to provide staff and students with important supports and tools so they can do their jobs. —**Knox 111 Administrative Center**

Opportunities to collaborate to support students socially and academically —**Hansen Elementary**

Understanding its role in the community, and getting out in front of misperceptions. —**Capital High**

Student/family supports put in place. They were needed prior to the pandemic and are still needed to continue. —**Madison Elementary**

My fellow classroom teachers —**Olympia High**

Focus on supporting Classrooms —**Lincoln Elementary, Thurgood Marshall Middle**

Athletics —**Olympia High**

We have a variety of programs that foster learning and exploration but we lack programs for marginalized populations. —**Olympia High**

The Olympia High School Freedom Farm. —**Reeves Middle, Olympia High**

Student and staff support. So services like ELL, Sped, and Para educator support all make it better for students and easier for certificated staff. —**Washington Middle**

early intervention and support for those k-5, reading specialists and supports —**Madison Elementary**

smaller class sizes —**Washington Middle**

Students feeling known at our schools. Smaller class sizes. No split classes. Both of these are important for students to maximize social emotional growth as well as learning standards. Students that are in unintentional split classes are not getting the same access to education as in the other schools in our district. This is not an equitable practice. It is also unfair to expect teachers to teach multiple grades without proper support. We have amazing teachers doing amazing things in their classrooms but it is not equitable to ask teachers at smaller schools to do more than other teachers in the same district. Being a part of a small school I have seen it's value. Most of the students know each other. They cheer each other on in assemblies and they care to help each other succeed. I feel that many students feel known at a small school by their principal, staff, as well as other students.

When a school does not qualify for federal services it is important to keep the class sizes small so that students can have their emotional, and academic needs met. —**Boston Harbor Elementary**

What I value most is when the budget cuts are kept the furthest away from the students. I value when all decisions are based on what is best for kids. I value a school system that works to provide an equitable education for all. Students need other people to provide support throughout the day which is often counselors, admin support staff, librarian, and para professionals. We need everyone to make a difference for our kids. Budget cuts should not eliminate staff who interact with students each and every day. — **Washington Middle**

I value our teachers & our librarians. We cannot lose librarians. — **Washington Middle**

The support I have in my role. — **Washington Middle**

Lower class sizes and class room materials — **Washington Middle**

Choices for students, high expectations for staff and strong sense of community — **Olympia High**

High standards for staff — **Olympia High**

There are many trained special education specialists (OTs, SPLs). Overall, the communication is pretty good within the district. — **Washington Middle**

Supportive of students and staff, hands-on and in the classroom district office staff, experienced teachers/teaching experience — **Washington Middle**

Low class size - teachers — **Olympia High**

Quality teachers — **McLane Elementary**

Teaching students how to access all types of resources. — **Olympia High**

Teachers (at my school anyway) are treated with a lot of respect from both the district and the community. — **Olympia High**

I appreciate the investment in equity for our students and our community. Antonio McClinton's mentor program is wonderful. Tech support has been great. We have capable and caring Admin in our building at OHS. Students are a delight to work with. — **Olympia High**

The willingness to support students' needs across age and ability spectrums. — **McKenny Elementary**

The Arts. Job training. Financial literacy education. — **Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, Washington Middle, Capital High, Olympia High, Knox 111 Administrative Center**

I'm not sure — **Hansen Elementary**

As a high school classroom teacher, I value the support by OHS administrators. — **Olympia High**

Smaller class sizes and para support for classroom teachers. — **Centennial Elementary, Olympia High**

Small neighborhood schools with a family feel — **Reeves Middle**

The many alternative options our district provides to meet individual needs of families/students. — **ORLA Montessori**

The great teachers that go in and do their best every day often without any support or recognition. — **McKenny Elementary, Capital High**

The ability to promote social justice through teaching about. BLM, STI, and Pride. — **McLane Elementary**

small class size — **Hansen Elementary**

I value reasonable class sizes and no split classrooms. I value additional administrative support for high poverty schools. The team you have helped to put together at LP Brown this year has given us our first successful year in a very long time. Please do what you can to continue this support for our school. — **LP Brown Elementary**

I value that in our school system we make a point to continue aiming higher to improve equity and to teach a more complete history of ALL Americans. Also, I also value our aim to accept and embrace every student regardless of race, culture, sexual orientation or gender identity, as well as academic aptitude or learning disability. —**Boston Harbor Elementary**

Masterful teachers, class sizes equal to or below the legal ratio threshold, and responsive school wide and classroom level supports for MLL and students with IEPs and 504s. —**Reeves Middle**

support from admin regarding students and their safety —**Jefferson Middle**

Prioritizing the social emotional health of our students AND staff —**Olympia High**

Giving students what they need and a safe environment to learn (small class sizes). —**LP Brown Elementary**

The fantastic teaching staff. We cannot afford to lose any of them. —**Washington Middle**

Direct contact with students: teachers, paras, social-emotional support staff -- class size feels like it has a huge impact on learning and increasing the class size will likely lead to continued decrease in enrollment. —**Avanti High**

Community and support the staff give each other —**Olympia High**

Teachers and their class sizes. Having the resources available to teach quality curriculum within the set school day. —**Hansen Elementary**

Classroom teachers having class sizes that are manageable and the resources needed to support students academically. —**Reeves Middle**

Trusting teachers to teach. —**LP Brown Elementary**

Clean schools and buildings to prevent disease being passed —**Olympia High**

small neighborhood schools —**McKenny Elementary**

the schools —**Boston Harbor Elementary, Reeves Middle**

The artistic opportunities our schools have to offer children to enrich their lives are what I value most about our school system. I cannot believe "music/arts" is on this list as a topic of things to "support," as if it were an extracurricular activity like sports. I do not see "math" listed on there, or "social studies" listed as a topic that the school district would like to "cut funds" in. Music and arts are huge educational classes that all students must have access to. If you're going to put "music/arts" as a topic to cut, you have to put every other class subject on the list, too, otherwise you are targeting a subject that brings joy into students lives. I thought one of the district's pillars to uphold was social and emotional learning? Music and art are fundamental in supporting students' emotional and social health, just as much as "sports", but the difference is that music is a class for students to take while sports are extracurriculars. So the fact that it is on this list, while no other class subject is on this funding list, is really telling about how OSD does not appreciate its music and art groups... how deplorable. (I'd also like to point out that I am NOT a music teacher, just fyi, and I can see how unsupported those teachers and groups are... ) —**Olympia High**

Schools are very good with qualified Principals, Teachers and Support Staff. OSD Staff in all departments are dedicated and compassionate. I really enjoy working for the District. —**Support Service Center**

We need to prioritize the number of staff working directly with students and minimize the number of staff working in the district office. —**Capital High**

choice programs —**Madison Elementary**

Our teachers. —**Centennial Elementary, Lincoln Elementary, LP Brown Elementary, McLane Elementary**

Clean schools in good operational shape for teaching and learning. —**Support Service Center**

Custodial Crew —**Capital High**

Other than my employment not much these days, it's too socialist/liberal. There's no room for conservative values. If you're a person of faith, family and have love for our country, you best watch your back, stay quiet so that you will not be targeted.. —**Support Service Center**

Social Workers, SPED services, School Psychologists —**Washington Middle**

Supporting all students with low(er) class sizes. While specific student groups may benefit from individual program support, all students in general ed and special ed benefit from smaller class sizes, so it is one area of this survey (although not the only one) that has a huge impact on the number of people it benefits. It has the added benefit of decreasing teacher burnout, a problem that is plaguing our district and is not being addressed. —**Washington Middle**

That I work alongside so many dedicated people who come to school everyday to love and help children —**Hansen Elementary**

Great team culture at Hansen elementary. A good workplace. —**Hansen Elementary**

the kids are back full time —**Support Service Center**

Caring teachers who go above and beyond contracted language to meet the needs of our students. —**Reeves Middle**

Lower class sizes —**LP Brown Elementary**

Low class sizes and individualized academic support —**Washington Middle**

smaller class sizes, more social emotional work —**Garfield Elementary**

People who are willing to make changes that allows students to make growth and feel empowered. —**Centennial Elementary, Pioneer Elementary, Knox 111 Administrative Center**

I value the focused academic support for our students such as reading and math intervention. I feel these help students feel more supported and increase their confidence in the classroom. I also feel that social and emotional support is extremely important for our students. These supports help them in and outside of school. —**Madison Elementary**

The addition of a school social worker at OHS has been invaluable. Thank you! I don't know what I value most, though. It's been a tough time to be team OSD. —**Olympia High**

teachers and school staff —**Washington Middle**

Full time Social Worker and Mental Health Counselor at each school. The current Mental Health Counselor we (OHS) have access to only sees 12 students max, and the students have to be on State insurance. The Social Worker that we currently have is amazing and we would be incredibly disappointed to lose her or that position. —**Olympia High**

? —**Centennial Elementary, Reeves Middle**

The support system within our schools. I feel connected to the other staff and don't feel alone in my struggle because of them. I highly value paraprofessional support in all of our schools. —**Washington Middle**

What I see at our school is that staff really cares about students and families. Staff treats students respectfully and are teaching them more than academics. —**Olympia High**

I value our staff and students the most. Any measures we can take to avoid a RIF should be prioritized. —**Capital High**

Olympia School District is a supportive environment for learning that is welcoming to most families. We embrace creativity and value our unique students. Teachers and staff are well supported in our district. —**Knox 111 Administrative Center**

Options for secondary learning besides college prep —**Reeves Middle**

Students having access to many programs —**Madison Elementary**

Students having support from caring adults —**Capital High**

That teacher expertise and knowledge is honored and respected. —**LP Brown Elementary**

The diversity of Staff —**LP Brown Elementary**

Its consistent ability to spend more than it receives, lets cut some of our lowest paid workers. That should make up the 20,000,000 deficit right? —**Pioneer Elementary, Olympia High, Support Service Center**

The personnel who clearly love their jobs and work hard to make a difference in the lives of thier students. They put in more than the job describes and make their class(es)/school great. —**Garfield Elementary, Jefferson Middle, Capital High**

The community —**Avanti High**

The students —**Jefferson Middle**

Student supports. —**Capital High**

Most recently, I value the investment made to support teachers and staff, especially at the elementary level with in house substitutes. The communication of my administration has been invaluable, I feel lucky to work with my principals. —**Hansen Elementary, LP Brown Elementary, McLane Elementary, Thurgood Marshall Middle**

Supports for special education —**Knox 111 Administrative Center**

I value the low class sizes we used to have, wish we could have that back. It creates the community feel that makes Olympia unique. I value the experienced teachers and staff. —**Centennial Elementary, Washington Middle**

communication —**Support Service Center**

more maintenance and custodial workers to properly clean schools —**Support Service Center**

From a funding stance, having current and quality curriculum and facilities for learning. —**Knox 111 Administrative Center**

Taking care of each student. —**Thurgood Marshall Middle**

N/a —**Capital High**

Small class sizes, para support, caring principals —**Garfield Elementary**

Our community is very supportive. Ask them and they will help! —**Olympia High**

student learning. —**Boston Harbor Elementary, Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, LP Brown Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, Washington Middle, Avanti High, Capital High, Olympia High, ORLA Montessori, ORLA Middle School Academy, ORLA hConnect, ORLA Online, Transition Academy, Transportation, Support Service Center, Knox 111 Administrative Center**

It is a clean, safe and friendly environment for staff and students to teach, learn and grow. —**Support Service Center**

I don't know what I 'value' really, I just think its important that our school district does whatever it can to retain its staff. Consistent staff is so key to forming that irreplaceable bond of trust with our students, and especially given how many of these kids have had a large chunk of their academic careers interrupted, those staff that have stuck through all this should really be a priority to retain, and yet I see pay raises that aren't satisfactory. I am confused by what the Olympia School District values the most. —**ORLA Montessori**

The Arts! The OSD has a rich history of high-achieving music, drama, and visual arts programs... all while being under-funded/supported at times. Throw money at these successful programs! Work to retain the highly qualified staff we have and to keep class sizes reasonable. Money that directly contributes to a classroom is money best spent. —**Olympia High**

The arts. These programs have been successful so continue to support them. I value class time and the ability to teach without disruption in scheduling. We need longer class times with less time spent on early release collaboration and homeroom. —**Olympia High**

Strong academics —**Jefferson Middle**

Our students and teachers. —**Garfield Elementary**

That everyone has an opportunity to make an impact. —**Knox 111 Administrative Center**

Dedication to equity and inclusion —**McLane Elementary**

Opportunities for middle school and high school students to explore trades through electives. —**Garfield Elementary, Hansen Elementary, Jefferson Middle, Reeves Middle**

Rigorous academic environment and arts —**Centennial Elementary, Pioneer Elementary, Washington Middle**

Teachers, paras, and school admin. Sports, extracurricular activities, and things that get students involved outside of the school hours. —**Olympia High**

Students in Special Education need the support from Paraeducators —**Capital High**

I value the relationship between families and the school system. That seems to have been eroded in recent years due to the high drama and lack of trust :( —**Boston Harbor Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, Pioneer Elementary, Washington Middle, Capital High, Olympia High**

Supportive parents —**Centennial Elementary**

I value the teachers, paras, students, and health room workers, bus drivers, and custodial staff. —**Madison Elementary, Pioneer Elementary, Reeves Middle, Olympia High**

I work with amazing teachers, paraeducators, students and families. —**Centennial Elementary, Olympia High**

Ability to make a connection to my students to ensure engagement and learning taks place which= lower student to teacher/para ratio. —**Reeves Middle**

focus on equity —**Hansen Elementary**

Academics and the arts —**Washington Middle**

The social workers at the schools have helped provide services to students and families but also followed up with families when they need extra support. The social workers all came together at OHS when two students passed away and provided support to the students and faculty in the Wellness Room. —**Reeves Middle, Washington Middle, Avanti High, Olympia High, ORLA Middle School Academy**

I value our building administration and staff —**Reeves Middle**

Small class size and as much paraeducator support for the students as possible —**Centennial Elementary**

We love small schools and being different than surrounding districts. Please get rid of split classes. They are detrimental to student learning. —**Boston Harbor Elementary**

social/emotional learning along side academics, smaller adult:student ratio —**Olympia High**

Flexibility —**Thurgood Marshall Middle**

I value teachers have the support and resources to teach children with a variety of needs and learning styles. I value the time that it takes for teachers to plan and prepare quality learning experiences for students to learn new content. I value students having quality, trained professionals to teach them art, music, P.E. and SEL. I value parent relationships. —**ORLA Montessori**

Music, Drama, and the Arts. —**Olympia High**

The drive, dedication, compassion, caring and experience of the teachers. —**Roosevelt Elementary**

The staff (ALL STAFF) and their passion for education and the children we serve. —**McKenny Elementary**

Since COVID, our district is finally making progress with the training offered to teachers and making quality moves on equity. I do not know how OSD will continue to grow without the supports (training, curriculum, coaches) in place that offer educators the opportunity to flourish. When educators flourish, students flourish. —**Knox 111 Administrative Center**

I value the people that surround me and support me in my work (administration, fellow teachers, office staff, teaching and learning, etc...). —**ORLA hConnect, ORLA Online**

Teachers and teacher needs MUST be put on the forefront. Class sizes and student learning must be what the district puts the money toward. —**Boston Harbor Elementary, Knox 111 Administrative Center**

Dedicated staff —**ORLA hConnect**

I value the community building at our school and how much we help students with more than just academics. —**Garfield Elementary**

Small class sizes to meet the needs of students. Behavior and social emotional supports in the form of principals, dean of students, social workers, behavior techs. Professional development that teachers can use immediately. —**LP Brown Elementary**

Support when needed such as 1:1 para's and staff to support higher needs students —**Boston Harbor Elementary**

flexibility

Arts, social-emotional health, safe space for marginalized students —**Olympia High**

Teachers —**Olympia High**

Providing a good education and preparing children for whichever path they choose. —**Olympia High**

As a person of color, I value the direction our district is taking with regards to our Student Outcomes and the Equity Work that we continue to support. My hope is that our district will continue to keep equity as our focus (not necessarily equality), and truly continue those equity-related positions that support our BIPOC students, teachers, and administrators. I also value the cadre of Instructional Coaches and Family Liaisons that were deployed these past two years because they are filling needs that we didn't realize were so critical to the success of our staff, students, and families.

Job-embedded supports that instructional coaches are available to provide teachers before, during, and after the school day is hugely important. Teachers are receiving timely professional development and training, as well as Student-Centered Coaching Cycles to improve teacher instruction, student engagement, and student achievement. When teachers have access to an instructional coach in the building, they have access to information that would otherwise be left to after-school professional development time and/or delayed (and sometimes never answered) responses to questions from staff in the district office. Instructional Coaches are the bridge between the district office and the school buildings and oftentimes fulfill roles/responsibilities outside of their job description due to all the vacant positions that are unfilled in our Teaching and Learning Department.

Family Liaisons have been integral in creatively bridging resources and getting communication out to our neediest families. They are also providing free after school programming/activities as well as building essential relationships with families, which oftentimes is left to the building administrator (who already has a very demanding role in our schools and may not always be able to provide the level of support that our Family Liaisons ensure). Family Liaisons bridge school and home relationships and create authentic partnerships with families of students in our buildings.

Thank you for seriously considering these priorities. I appreciate being able to provide my feedback. —**Roosevelt Elementary**

Great team environment —**Transportation**

Equity and inclusion, strong support for teachers, and strong support for the arts. —**Lincoln Elementary**

I value two things most in our school system: innovative and hard working teachers and smaller class sizes that allow for meaningful instruction. —**Washington Middle**

Supporting equity for our poverty families, providing interventions for academic delays other than sped., —**Lincoln Elementary**

T. E. A. C. H. E. R. S. —**Washington Middle**

Great school Boston harbor small and have a history of high academics —**Boston Harbor Elementary, Pioneer Elementary**

Our fabulous students —**Hansen Elementary**

Teaching! Small class sizes so students can get the attention needed to learn! Para support is key! —**Boston Harbor Elementary, Roosevelt Elementary, Reeves Middle**

Students getting access to nutrition. —**Olympia High**

We have lots of caring teachers and great families and community support. —**Washington Middle**

Experienced colleagues who are willing to go above and beyond for their students. —**Capital High**

I appreciate that the Whole student is the focus of the OSD Board members and the Admin departments. —**Knox 111 Administrative Center**

TEACHERS! —**McKenny Elementary**



Supportive staff to meet students needs, including caring librarians, paras, family liaisons. Small community based schools. Commitment to equity and social justice —**Knox 111 Administrative Center**

teachers & counselors —**Olympia High**

I value the focus on Equity and on meeting the social/emotional needs of students. —**McKenny Elementary**

I value the people that work directly with students, especially struggling learners. —**Jefferson Middle**

The ability to interact with students with all types of learning capabilities —**Olympia High**

The staff in each building; we are like a family. —**Washington Middle**

Our students and their well being emotionally and academically. —**Washington Middle**

Students FIRST —**Washington Middle**

Our commitment to equity and inclusion —**Thurgood Marshall Middle**

The ability to offer a wide variety of classes (arts, music, sustainable agriculture, etc) with small class sizes so community can be built and teachers and have strong relationships with their students. —**Avanti High**

Support staff - our amazing office managers, paras, custodians, bus drivers, lunch ladies etc. - backbone of the school system —**Avanti High**

The caring staff in the schools who give and give and give--it is truly remarkable!! —**McLane Elementary**

The classroom teachers and paras —**Hansen Elementary**

There seems to be a general feeling of commitment to the students here, despite any problems there may be. The staff truly cares about the kids and their roles. —**Lincoln Elementary, McLane Elementary, Olympia High**

I value a wide variety of direct-to-student benefits like smaller class sizes, more para support in classes, open/additional access to libraries, arts, sports, and additional mental health resources like counselors, family liaisons, restorative educators, etc... —**Thurgood Marshall Middle**

Manageable class sizes at the secondary level —**Washington Middle**

Our teachers and paraprofessionals

Value being valued no matter what position you are in. —**Avanti High**

Opportunity —**Jefferson Middle, Thurgood Marshall Middle, Capital High**

The option/alternative programs. Students and families deserve choice. Our para educators; students deserve more caring and safe adults to mentor and support them. Our teachers benefit greatly from the additional support, especially in large class sizes. —**Avanti High**

I value children, feeling safe, and every child having the opportunity to learn. —**Thurgood Marshall Middle**

Our effort to close opportunity gaps. The only way to live up to that challenging goal is to continue to reduce class size and increase supports for marginalized communities (including but not limited to BIPOC, ELL, people experiencing homelessness/ food insecurity, LGTBQIA+, Differently abled people, etc). The selections I made were chosen because getting as many loving adults on staff as possible is crucial.

We have never experienced the social and emotional challenges and the magnitude of trauma our children are carrying with them. We have young children who have never been around people before, we have more families enduring such significant hardship- which puts them at higher risk for abuse and neglect, not because anyone is a bad person, but because they don't have the skills, and they are struggling.

Lastly, the biggest thing missing from this survey is about the price of school meals. Bringing back free meals for all students would reduce hunger in our child population.

If we want children to read, write, and excel academically, first we must make sure they are fed, they have had a safe place to rest, and we must teach and remind them every day that they are safe with us. —**Lincoln Elementary**

Each school has a small school feel set in their own communities. —**McLane Elementary**

—**Centennial Elementary**

Individualized support for students —**Boston Harbor Elementary**

Health and safety of our students —**Madison Elementary**

collaboration across departments to address student needs —**Washington Middle**

We have been a staff who are willing to put kids first. This includes volunteering more of my personal time to arrange for a sub so I can participate in integration work that was begun before Covid. This includes working 12-14 hour days during covid to make videos and create instructional materials, when my school district opted not to purchase a packaged program that would allow its teachers to take care of themselves and their own families during the pandemic. This includes coming in on weekends and staying late during the week to make sure my students' needs are being met. —**Centennial Elementary**

Being responsive to the safety needs of staff by supporting administrative measures and discipline to keep all safe and learning. —**Capital High**

The kids. 100 percent, the amazing, wonderful kids that we have in our school district. —**Boston Harbor Elementary**

The ability to prepare our students for life beyond high school. —**Capital High**

I used to value a lot of things, but not anymore. The decisions by the district and school board have made it clear that we are not valued, or respected. —**Centennial Elementary, Lincoln Elementary, LP Brown Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Washington Middle, ORLA Montessori, ORLA Middle School Academy**

The efforts to move towards greater equity practices and value systems. —**Lincoln Elementary**

Most staff are willing to go above and beyond to provide a quality learning experience for students. —**Boston Harbor Elementary**

I value the flexibility of the amazing staff at the schools, especially the underpaid paras. Staff members have been giving up planning periods to cover their coworkers classes more that ever and the paras have been working harder than they are paid for. —**ORLA Montessori, ORLA Middle School Academy**

We need to focus on the bottom up. If we paid bus drivers, custodial staff, and paraprofessional more, we would have more candidates who are more qualified. Instead we have shortages all around and it has a negative affect on the whole school system. —**Capital High**

The interaction between the students/community/staff —**Knox 111 Administrative Center**

Students having a safe environment to learn. —**Capital High**

The tech department —**Jefferson Middle, Capital High, Transportation**

teachers, quality education, lots of opportunities for a variety of kids —**Capital High**

Students having options outside of the "core" classes such as visual arts, performing arts, school of rock, etc. where they can express themselves and find a true passion for the world around them. —**Capital High**

The dedicated teachers, paras and support staff. —**Capital High**

Community —**Olympia High**

The desire to support students adequately —**Avanti High**

Supporting teachers and activities that students can be involved in. When teachers are supported (small class sizes, respected etc) we can support students. —**Capital High**

That we come up with a plan that fits the unique needs of students. —**Capital High**

CTE Programs —**Capital High**

Low class sizes. —**Roosevelt Elementary**

I value the autonomy that educators have but I also believe there are some things that we should standardize about the school district. (i.e. equitable grading practices) —**Capital High**

Equitable access to learning, focusing on the right to feel safe at school emotionally which allows students the opportunity to learn. All children being taught to read using research backed instructional approaches with corresponding PD for teachers. —**LP Brown Elementary**

high quality teachers —**Capital High**

small classes, counselors, administrators, paras —**Capital High**

You have absolutely ruined Olympia School District. —**Capital High**

Variety of course offerings, small class size, adequate funding for English Learners and students with special needs —**Capital High**

community —**Capital High**

The teachers and paraprofessionals working with students. —**ORLA hConnect**

The engagement of highly trained teachers and counselors with students. —**Capital High**

The highly effective and dedicated teaching staff. —**Pioneer Elementary**

The diversity of our small but might school! —**Madison Elementary**

Supporting the whole child. They can't learn if their emotional and physical needs are not met. —**Lincoln Elementary, Avanti High**

I value the quality of our teaching staff. I value teachers that are skilled and care about the education they offer their students. Also, I value community building events and activities, exemplified by Lincoln Elementary (ie: dia de los muertos, drive-in fundraisers, harvest festival, science fair, ice cream social, etc) —**Capital High**

Multiple learning options —**ORLA Online**

Teachers, paraeducators, support staff —**Roosevelt Elementary**

Solid schools and programs during the academic day. —**Reeves Middle, Washington Middle, Capital High, Olympia High**

I really value the efforts our district and schools have made to be more openly inclusive of all people. Of course there is always more to do, but I have seen huge changes since I graduated from this district nine years ago. —**Olympia High**

The hard working staff in our schools that give 110% working with students. —**Centennial Elementary**

How hard teachers work and also the paraeducators that support them. —**LP Brown Elementary**

The small neighborhood schools that involve communities and families. Family input on school activities to meet the needs of all students.

Opportunities for students to prepare for their future in a variety of settings, both in and outside of the classroom —**Capital High**

I think that ORLA gives a lot to offer for different types of learning. I feel our program is growing and that over the next few years we can increase our growth now that we have an amazing staff and supportive administration. —**ORLA hConnect, ORLA Online**

Busing system. Class times for older students. —**Transportation**

Teachers —**Capital High**

Programs to meet the needs of diverse students-- library, music etc are a life-line to many —**Lincoln Elementary**

## **Describe any cost saving measures you would like the district to consider.**

Promote MTSS to reduce reliance on special education paraprofessionals. This will result in a reduction in paraprofessional staff over time. —**Garfield Elementary, Hansen Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Roosevelt Elementary**

fixing the teacher ratio. working from home —**Boston Harbor Elementary, Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, LP Brown Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, Washington Middle, Avanti High, Capital High, Olympia High, ORLA Montessori, ORLA Middle School Academy, ORLA hConnect, ORLA Online, Transition Academy, Transportation, Support Service Center, Knox 111 Administrative Center**

We should look at combining elementary schools. This could save the district money over time in costs associated with running the buildings. We need to cut the CBA's with the OEA. There is too much money tied up in their contract and with their current salaries, they make plenty of money. Each item within that CBA needs to be reviewed and cut if necessary to allow us to maintain the support staff that OEA needs to teach the kids in our classrooms. We have teachers currently making more than principals and administrative staff. —**Knox 111 Administrative Center**

If family liaisons are kept at the elementary level there should be fewer of them. Those that are kept on staff should be deployed to elementary schools with the highest free and reduced lunch rates. —**Washington Middle**

Cut back on District office staff- too much middle management for a district as small as ours —**LP Brown Elementary**

Elimination of 1 on 1 para support for resource students in special education. Would rather focus on staffing programs. —**Knox 111 Administrative Center**

use attrition to reduce staff. —**Support Service Center**

Learning and instruction coordinators. —**Capital High**

The school superintendent and the board should be less concerned with social justice issues and implementation of programs and more concerned with WHY teacher, parents, students are leaving. THUS THE BUDGET CRISIS. The school board has an agenda and come hell or high water they are going to do what they want to do. Asst. Superintendent Jennifer Priddy noted in Feb of this year "...a very alarming view of our budget as an outlook." - I WONDER WHY THIS IS?? You are defending criminals who are board members who by all accounts [allegation]. Those are people making decisions for our students. I think cost saving would be stop implementation of what you are doing, do a u turn and you will watch families come back. —**Capital High, Olympia High**

Offer stellar teachers at each elementary a small stipend and extra hours to be an instructional coach, instead of making an entire position out of it. Use those positions for classroom teachers instead. Class size is so important. —**McKenny Elementary**

4 day school week —**Transportation, Support Service Center**

Please do not lay off teachers if possible. —**Capital High**

Instructional coach positions should be discontinued. It would be a more valuable use of the money to employ adequate numbers of classroom teachers to keep class sizes as low as possible. —**Pioneer Elementary, Jefferson Middle**

Groundskeeping, cuts at the district office—so many people hired these past few years at very high salaries —**Centennial Elementary**

Mindfulness meditation instructor or train teachers to include mindfulness to reduce behavior issues/ mental health problems. —**ORLA Montessori**

n/a —**Capital High, Olympia High**

Instructional coaches are a wonderful addition to a functional district system with appropriate class sizes and supports. We do not have that in our district, and OSD is not currently at a place where this is an appropriate use of funds. I am supposed to teach a split class (with no help for delivering two years of math/reading curriculum in one year) with a projected five students in overload next year. This year I'm also in overload and the academic needs are significant. The two years prior were grueling Covid years with distance learning. Give me reasonable class sizes, please, so I can do my job well and get the kids the skills and attention they need. 27-28 third graders and no intervention support is not tenable, and it's not consistent with other districts throughout the state.

Remove all staff from schools who are not directly involved with teaching or building and administrative support. Cease all busing and transportation except for very limited busing for elementary school age children. —**Olympia High**

Cut central office. Cut instructional coaches and assistants in the district office. —**Olympia High**

fewer instructional coaches - more effective instructional engagement from knox —**McLane Elementary**

Relooking at superintendent costs and benefits. —**Capital High**

Focus on adults in schools rather than more technology. —**Reeves Middle**

Getting rid of grounds I see lots of grounds employees for one job when one or two people are needed —**Transportation**

Have librarians service 2 buildings, part time in both. Consolidate schools with low building numbers, no buildings under 250 students. Reduce staff at district office in all departments. —**Roosevelt Elementary**

I would like the district to consider requiring families that participate in choice school programs (ORLA, Lincoln, JAMS, etc) to provide personal transportation for their students. These programs are not available to all students and do not benefit all students. If parents choose to place their kids in those programs they should be responsible for getting them to and from.

As a secondary staff member I am unsure what the instructional coaches roles are. I would like the district to reconsider how those TOSA positions are being used and if it is the best use of funds. —**Olympia High**

While I understand the value of an instructional coach in theory, I have not seen a return on that investment as a teacher. —**McLane Elementary, Capital High**

Decreased expenses on instructional coaches, LID days, family liaisons, expensive audio visual equipment, athletic coaches —**LP Brown Elementary, Roosevelt Elementary, Capital High**

Cut out sports, they are optional, not mandatory to graduate. —**Washington Middle**

OSD is extremely top heavy. Invest more in positions that directly impact students and families, especially social-emotional supports and mental health services. Coming out of a pandemic, dealing with ongoing mental health crises, we need these services more than ever. —**Hansen Elementary**

Counselors can do what the family liaisons do. Are coaches really needed? The teaching and learning department has offered 0 trainings this year - why is [staff name] there when there is no support for teachers in ELA? —**McLane Elementary**

Shut small schools and consolidate. Consider elementary level band and orchestra for cutting —**Roosevelt Elementary**

Four day work week, one day remote learning —**Capital High**

Cut the fat. There are way too many positions at HQ. Start there and then work your way down. Stop spending money on frivolous things to prove a point.

decrease central office —**McKenny Elementary, Roosevelt Elementary**

CISPUS can go, seems like a bigger headache than it's worth. —**McLane Elementary**

Get rid of cispus

As much as I appreciate our hard working instructional coach, it is not necessary. —**LP Brown Elementary**

Utilizing more online materials that cost less. —**LP Brown Elementary**

Eliminate all instructional coach positions. Somehow merge family liaison responsibilities with office staff responsibilities. Reduce interventionists (if schools have more than 1) and offset with increased para professional support. —**LP Brown Elementary**

Consumable workbooks are much cheaper than making copies (paper, ink are more costly)

—**Hansen Elementary**

I would really like to see the Instructional Coach positions greatly reduced or disappear completely. I do not believe it is money well spent and most teachers I interact with have similar frustrations. I believe our teachers are full of creativity and innovation and that we learn best from each other. I would 100% spend time with my colleagues learning from them over bringing in a coach that is unfamiliar with my role, students, and building community. Bringing in these instructional coaches (none of whom actually have experience teaching my subject area) communicated to teachers that if only WE could be more effective we could solve the problems caused by the pandemic, when in reality we too were impacted and go above and beyond already to reach our students. In recovering from learning loss after the pandemic, what was REALLY needed was more paras in buildings to support our students directly who have been most negatively impacted. The increase of social/emotional/mental support personnel WAS immensely helpful and worth every cent. As I'm sure any counselor and social worker in the district could tell you, even more is still needed. —**Centennial Elementary, Washington Middle, Olympia High**

Alleviate Executive Director of Elementary Education —**McKenny Elementary**

Scale down at KNOX--less instructional coaches, technology department, administration —**Thurgood Marshall Middle**

close some smaller schools or combine schools to cut down on overhead —**Thurgood Marshall Middle**

Don't pay the superintendent such an exorbitant amount of money. —**Madison Elementary**

Please keep a focus on reduction of class size as the heart of decisions you make. Meeting needs is difficult when class size grows. Also, the supports for social-emotional learning are still needed. Students have missed a lot of growth in that area. —**LP Brown Elementary**

Not funding positions that have no direct work with the school or any idea of what is happening in the schools because they never visit —**Roosevelt Elementary**

n/a —**Garfield Elementary, LP Brown Elementary, Jefferson Middle**

Contract out our transportation services to cut down on employee cost and liability. —**Thurgood Marshall Middle**

Positions at the district office that could be decreased or discontinued. We NEED teachers. —**McLane Elementary**

Shielding impact of budget cutting measures from schools within the district that serve the highest populations of historically marginalized students (i.e. more affluent/ well-resourced schools in the district seeing larger impact of budget cuts). —**LP Brown Elementary**

instructional coaches were a waste of money, most stayed in their offices and occasionally sent emails. total waste, t&l has been a huge disappointment for the last few years, high paid folks doing nothing and then leaving, no return at all on their huge salaries, —**Pioneer Elementary**

Less people at the district office —**Boston Harbor Elementary, Hansen Elementary, Lincoln Elementary, McLane Elementary, Roosevelt Elementary, Thurgood Marshall Middle**

Eliminate positions at the district office and/or cut salaries. I believe we have too many directors and assistant directors and then the assistant to the assistant. For example: Director of the Whole Child, SEL Instructional Coach, Chief Academic Officer. OSD has directors and way too many assistants. Instructional coaches should also be eliminated. —**Capital High**

Instructional coaches-- have not seen a return on that investment. Family Liaisons-- also very little to show for student achievement and district outcomes. Teachers can do more for students with smaller class sizes, get rid of the extra positions, they just complicate things. In addition, there is a lot of talk about student SEL and mental health, but the elementary counseling role is shifting to focus more on guidance and college/career readiness than supportive services for students since it has moved out of the Student Support department-- that should change back and get rid of the Teaching and Learning leadership positions overseeing it. **—LP Brown Elementary**

Put instructional coaches in the classroom, save on PD by offering asynchronous options, rethink CISPUS and better organize the central office. The central office is confusing and doesn't respond to teacher requests so I'm confused on what people do with their day. **—Hansen Elementary**

It would be a benefit to eliminate coaches and increase MTSS supports with interventions that are not SPED which can be expensive **—Pioneer Elementary**

Reduction in Teaching and Learning Staff **—Thurgood Marshall Middle**

Teaching & learning department and instructional coaches do not seem to bring a measurable difference to schools as well as having pulled really phenomenal people/teachers out of the classroom and into the central office. Family liaisons seem like a wonderful idea but I'm uncertain whether there is any way to measure or monitor whether having family liaisons actually makes a difference re: attendance. I also think we need better supports for students with social-emotional needs, including focused classes when appropriate. I hear from many general education teachers that the social-emotional and behavioral needs post-pandemic are draining them in ways they have not experienced throughout their careers. Education is just a really tough job after the pandemic regardless of whether teachers are in elementary, middle or high schools. I hope that we can invest our \$ into retaining really good teachers whose class sizes are small enough that teaching feels manageable and that they want to stay in the profession. I say this as both an educator and a parent of a student in OSD :) **—Thurgood Marshall Middle**

none **—LP Brown Elementary**

n/a **—Roosevelt Elementary**

Get rid of CRT agendas & any agenda that outcasts any population of people; do not raise one race above another- they are all equal. Get rid of the socialist agendas and get down to teaching the needed: reading, writing, math, and STEM; teach job skills; focus on including ALL people- even straight & white people- too many materials are teaching to hate the white people, and excluding straight white people- that is one reason the enrollment #s are down. **—Hansen Elementary, Madison Elementary, McKenny Elementary, Roosevelt Elementary, Reeves Middle, Olympia High**

None at this time **—Thurgood Marshall Middle**

Put resources in the classrooms for students, not coaches and administration! **—Pioneer Elementary**

Band and orchestra at the elementary level cuts heavily into instructional time and requires extra personnel. Students in elementary already have music as a specialist. Consider putting new curriculum adoption on hold and focus more of the PD opportunities on ways to adapt what we already have. Consider North Thurston's model for PD where there are three no-school days for students spread out through the year and teachers get their extra PD hours all at once on those days. Might require less staff to be constantly creating PD opportunities throughout the year, those staff could be focused more on other duties that have a broader district impact. **—Roosevelt Elementary**

1) Cutting Instructional coaches. 2) help older teachers retire at full benefits and hire younger, less expensive, younger teachers of color to reflect our changing population. **—Pioneer Elementary**

I would request we keep the cuts away from those who work closest to the students. Please keep K-2 class sizes down. **—Hansen Elementary**



Maybe consolidate some of the smaller schools. —**Roosevelt Elementary**

PLEASE put instructional coaches back into the classrooms at the Elementary level to reduce class size. PLEASE have intervention teachers full-time at all schools. PLEASE retain Melissa Hayes as the K-5 Math support person and Carmen Kardokus as the K-12 Science support person. Both of these staff members are so involved in our schools and so valuable to help teachers deliver the best lessons possible. At Pioneer we need an intervention teacher so we don't have to put every struggling kid into SpEd. —**Pioneer Elementary**

Less administrations and more people doing the work for the kids. Our Administrators make up all these new ideas but can't afford to implement them because they don't hire enough people. Like why do we have someone passing out parking tickets to high schoolers that need to get to school. Our district does not provide safe and on time routes for busing. So why penalize kids for going to school. we are short Para's around the district, but yet have someone making copies on our paper using ink and a staff member to give out tickets. Who made that dumb decision? We have two bus drivers in jail cmon Olympia get it together. —**Boston Harbor Elementary, Pioneer Elementary, Washington Middle, Olympia High**

I would like to see the district really focusing on adding interventionists to all schools. With the pandemic we have so many students needing additional support and it is very difficult for teachers to meet all of the needs of the students with the gap spreading even further due to the past few years. —**Pioneer Elementary**

Scrutinize the OEA contract. It is outrageous all of the add ons that they are paid for, and the contract language is not written in such a way to narrow or eliminate various interpretations. Also, these staff members have had huge pay increases in the past 5 years. It is not sustainable to continue with this practice. If we are going to pay such high rates, then the only way to keep the district running is to decrease staffing and I would hope this would impact those staff and not other groups who have had more modest salary increases. Also, be more mindful that ALL decisions must be vetted for the cost impact. The district too often makes decisions (or says yes to requests) without realizing or research first what the cost impact to the district will be. Something as little as allowing for an additional sporting category can have negative cost impact and these items have gotten out of control in the past 5 years. All these small items can add up to big cost factors over the course of time. —**Knox 111 Administrative Center**

Please discontinue building coaches and family liaisons, as they are not really being utilized. Family liaisons can cover multiple buildings and we don't need coaches at all, or one coach can cover multiple buildings. —**McLane Elementary**

reduction of 1:1 paras. I see many getting more in the way and creating dependency. —**Thurgood Marshall Middle, Washington Middle, Capital High, Olympia High, Knox 111 Administrative Center**

Closing and combining schools that have too few students to be financially justifiable. Consider leasing those spaces for daycares, public events, churches, or office spaces in the interim to generate revenue. Take a look at staffing opportunities to combine positions and eliminate those doing the same tasks where feasible, reduce contracts by a few days, freeze salary increases for a defined period, implement hiring freeze, freeze travel, review positions that could be less than full time to reduce costs and consider offering job sharing options where two people could share a position, reduce or cut stipends and prof dev days in contracts, contract out bad debts to collection agency to recoup revenue losses from unpaid fees, fines, rentals, etc. Reduce supply budgets significantly. Consult with energy management expert to identify cost savings of HVAC and lighting control district-wide which could save tens of thousands monthly in energy costs, look for opportunities to contract out work outside the scope of CBAs that could be done by third parties at a lower cost, combine and eliminate redundant software that is underutilized or do similar functions, cross train employees to be more efficient and able to take on additional responsibilities in support roles so that they can be utilized fully to fill in where needed as needed-in essence, ensuring support staff can add value to work and be multi-capable rather than paying employees who can only do limited portions of a workload and are not multi-capable; do surveys of all staff, not just certificated about intent to return for the next school year to get a better idea of attrition and retirement intentions for planning; stronger HR onboarding, training and offboarding processes to retain the best employees and similarly better systems to ensure return of equipment/uniforms/keys by both employees and students when they leave to reduce losses. —**Knox 111 Administrative Center**

Admittedly I have a limited perspective of the big picture from my position. To summarize, I believe we need to determine what the baseline of service to the community is and trim the excess for the time of reduced enrollment. There could be an increased workload expectation from staff members as we face reduction of staff. Cross Training positions will be necessary. Custodial responsibility could be delegated to students in some regards; for example, cleaning rooms after use or cycling through a roster of students who could attend to the grounds outside the building. We face a great opportunity to unite the community to Keep the school district functioning through a deficit. Instilling a sense of pride in ownership due to increased responsibility. —**Knox 111 Administrative Center**

Elimination of programs like outdoor school, evaluate the use and purchase of consumable curricular items (wonders workbooks, etc.), consolidate smaller schools. Consider the value & usage levels of additional technology subscriptions (IXL, schoology, nearpod, etc.). —**McLane Elementary, Knox 111 Administrative Center**

none other than above —**Roosevelt Elementary**

Consumable workbooks from Bridges and Wonders..is it cheaper to skip having those ordered and instead let teachers run the black-lines they need? IXL..do enough classrooms use it? Redraw the boundary lines. —**LP Brown Elementary**

Reduction of central office administration. Buildings do not feel the support from the admins at all. It is a waste of tax dollars. Teachers who put in more time and effort should reap the rewards of additional funding. —**Garfield Elementary**

Not sure —**Garfield Elementary**

Teaching and learning department —**Olympia High**

Instructional coaches, the entire Teaching and Learning Department needs to go. —**Boston Harbor Elementary, ORLA Montessori, ORLA Middle School Academy, ORLA hConnect**

Eliminating positions that do not serve classrooms and teachers directly. —**Garfield Elementary**

Eliminating positions that don't serve classrooms and students directly. —**Garfield Elementary**

cut down on the top heavy, high paying Knox building management. Money should be spent on students and teachers and not exceedingly top heavy management. Also at this time there is absolutely no reason or excuse for ANY staff member to be "working from home". It is unproductive and encourages low performance and distractions. —**Centennial Elementary**

. —**Pioneer Elementary**

Streamline how buildings are run. We can't afford to have every school be it's own special little kingdom. Every building should have the same budget, the same forms, the same everything. We lose so much to inefficiencies and loss of institutional knowledge. We lost our long time front desk person this year, and WAY too much of how things were run went through her. There should be district level protocols in place for this stuff. No one should come into a building and not be able to easily understand how the budget works. —**Hansen Elementary**

Don't waste any curriculums that OSD never use. Making good plannings before start —**Capital High**

We do not need instructional coaches. We could consider keeping all services and go down to a four-day school week. This is a dream schedule of mine, where teachers and students are on campus for 4 days a week, and teachers still are contracted for 5. That 5th day can be used for planning, parent contact, meetings, PLC collab, etc. We could consider having that 5th day be a work from home option, saving money on building costs, transportation costs, para costs, etc. I know this is a radical idea, but could be a solution that also addresses other concerns in our community, like teacher workload, student free time / SEL, and staff shortages. —**Olympia High**

Renewable energy such as solar power in buildings, electric busses, etc —**Thurgood Marshall Middle**

Put our instructional coaches into classrooms to give us smaller class sizes! You're already paying them, and some you're paying ALOT. I believe they would be better placed in classrooms so we can serve our students with closer attention to their needs. —**Garfield Elementary**

x —**LP Brown Elementary**

Instructional coaches —**Garfield Elementary**

Decreasing positions at the district office level so that investment can be made in smaller class sizes. —**Reeves Middle**

lose the instructional coaches, keep the family liaisons. —**Garfield Elementary**

less people in the district office and more teachers for smaller class sizes —**Thurgood Marshall Middle**

There is a TON of money wasted on landscaping. They come and mow our field repeatedly over certain time periods where we can't even tell the grass has grown/doesn't make mowing marks. We see that in other landscaping areas/campuses as well. Sports is an area which has an incredibly unbalanced amount of money put into it. There is no other single program (that we know of) that is equitably funded - or even close to it - for 'non-sports programs'. There are plenty of students in STEAM categories with little to no funding. That money should be evenly distributed between all the different programs for students, not solely sports. That disparity has been continued/grandfathered for far too long. —**Garfield Elementary**

I do not feel that the instructional coaches have contributed much. We have people with very limited backgrounds being hired for these positions. —**Hansen Elementary**

Reducing the staff at the district office. —**Reeves Middle**

coaches are useless  
—**Garfield Elementary**

Use funds toward smaller class sizes. Defund instructional coaches, extra principal time, and paraeducator positions. —**Garfield Elementary**

I believe that the monies paid for the instructional coaches could be better spent elsewhere like additional support in the trenches in the buildings —**Garfield Elementary**

Buildings should be staffed first with teachers and admin and counselors, and transportation and food services. Then whatever funds are left should be used for other central office staffing like Teaching and Learning. —**Reeves Middle**

Reduce upper admin positions. —**Garfield Elementary**

Remove instructional coach as a job position. Better utilize the wealth of teacher experience in our district by offering teachers meaningful leadership positions in the central office. —**Pioneer Elementary**

Ensure that the staff who work directly with the students are spared any disruption in their incredibly important positions. —**McLane Elementary**

Get rid of instructional coaches- they are a waste of money —**Roosevelt Elementary**

Smaller class sizes are hugely important, as educators are leaving the profession in such large numbers. Let's spend less time on professional development of teachers who are already certified! I don't understand why we spend money on branded water bottles, swag bags for back to school events, or instructional coaches when we need actual bodies in classrooms. Many teachers are leaving for virtual jobs and families are going that way as well. Cut admin, cut "retreat" workdays, and cut services that don't decrease class sizes. —**LP Brown Elementary**

Eliminating instructional coaches, and increasing reading specialists and so that fewer students get referred to special education. —**Lincoln Elementary, Pioneer Elementary**

I have almost no interaction with Teaching and Learning. I don't understand their role and don't see the value of TOSAs. —**Jefferson Middle**

Fluffy admin extras - soc emotional extra stuff - tosas- extra directors of services —**Jefferson Middle**

Remote Learning, Instructional materials, other equipment —**Knox 111 Administrative Center**

Paras that are ineffective in the classroom (don't fully engage with students) or paras being used outside of the classroom while some IEP accommodations are not possible in the classrooms without para support. Also I believe a strong teacher to teacher mentorship program could take the place of the need for instructional coaches. —**Jefferson Middle, Thurgood Marshall Middle, Capital High**

Less TOSA teachers. Less District office employees. Move them to buildings to work directly with children and keep class sizes low. —**Pioneer Elementary**

The district should cut the majority of instructional coaches. The SPED instructional coaches do help a lot and are actively involved in the classrooms that they work with, but I have not seen the same amount of support or involvement from institutional coaches in other areas. I do not think this is an appropriate allocation of money as teaching positions are being cut and class sizes are increasing. —**Jefferson Middle, Olympia High**

Allow teachers to flex some percentage of PD toward planning time (saves on hiring presenters, room use costs, etc). —**Hansen Elementary**

Cut from the top first. —**Hansen Elementary**

Please make the deepest cuts at the central office. We have too much change and dysfunction that is wasting money that would be better spent on students in the local schools. —**Hansen Elementary**

TOSAs Instructional Coaches were a negligent use of Covid funds. I feel the district/Superintendent twisted the public feedback about spending priorities to justify these expenditures. I, as a teacher, was never informed that their purpose was to create and implement plans for student learning loss recovery. We need more PARAS & TEACHERS IN THE CLASSROOMS to help with learning loss recovery, NOT people who sit in offices and have no interaction with students. —**Jefferson Middle**

Remote learning. Special programs such as Hi-cap classes, support for home schooled children. —**LP Brown Elementary**

Make the ORLA building a regular elementary school. Close schools with low enrollment and /or buildings that are in disrepair. Implement UDL in all schools and eliminate optional programs. —**LP Brown Elementary**

reducing admin at the district level and programs that are not going to be consistent (CISPUS) —**McLane Elementary**

get rid of so many district office admin and instructional coaches —**Pioneer Elementary**

Better account of resources and expenditures. —**Hansen Elementary**

Less people at the district office —**Pioneer Elementary**

The district should consider saving measures at the central office, the instructional coaches, and some counselors. They avoid the real issues our students are facing. —**Madison Elementary**

Get rid of coaches and family liaisons —**Hansen Elementary**

Idk. My school seems to run on a shoestring budget already —**Hansen Elementary**

Less paper —**Garfield Elementary, Hansen Elementary, LP Brown Elementary**

No more instructional coaches in each building (none of them are needed), cut family liaison to one for 2-3 schools, cut admin salary —**Hansen Elementary**

While professional growth is always important, I don't see how instructional coaches have been helping in that area. The model was not implemented well and is not making any positive impacts on student learning. There are more cost effective ways to support teachers.

The people who spend time working with students have no idea what the people at Knox even do. How can that be an effective use of funds? Please support people in buildings over people who don't see our students. —**Jefferson Middle**

Focus on increasing attendance and you will lower a lot of other costs. —**Olympia High**

Top salaries of administrators could be frozen (NOT building admin). Really not much else. Everybody else is already too stretched out. Over worked and paying for many classroom items out of pocket. More duties keep landing on us with no additional compensation. —**Olympia High**

I honestly have no idea —**McLane Elementary, Jefferson Middle**

From my vantage point there appears to be several management positions at the district level, and it is not clear to me what supports those positions provide to buildings and families. —**Capital High**

More retirements —**McLane Elementary**

TOSA positions, Instructional Coaches...most worthless job I've seen in this district, busing staff to the stadium for beginning of the year PD, travel for sports (split OHS into 2 schools so more travel will be local!) —**Roosevelt Elementary**

Paying for Uber type transportation for individual students. More energy efficient district vehicles. Reevaluate some of the 6 figure positions at the district level. —**Olympia High**

Coaches are not worth it. Interventionists need to be monitored and well trained to take that position. Train staff well and increase numbers. Get rid of people at the District Office who work remotely or demand that they work in-person at all times. We ALL need to be present, not just the lowly teachers doing the bulk of the most difficult labor. —**Garfield Elementary, Hansen Elementary, McLane Elementary, Pioneer Elementary**

Cut from the top down. If it's not DIRECTLY serving/affecting the students, it should be considered first for cuts. The DO is a bloated bureaucracy. —**Jefferson Middle**

Get rid of the speakers and presenters. Watch on line if need be. Stop spending so much time on equity and materials and black lives matter stuff. So much time is wasted that could be used for basic instruction - Reading, Math, Writing, Technology, Science! —**Olympia High**

Eliminate TOSA positions and many admin positions at the district office —**Jefferson Middle**

Get rid of the six figure admin positions and all of the teaching and learning made up positions. —**Knox 111 Administrative Center**

Consider eliminating programs such as Cispus, Kindergarten information at CHS (this could be done at the building level), and no back to school events like the one that took place this year at OHS stadium. Also could we consolidate testing such as MAP, SBA, etc. (do we need so many different tests that gather the same information?) —**Centennial Elementary**

TOSAs, unnecessary Knox staff —**Washington Middle**

Cut the superintendent's salary —**Washington Middle**

Get rid of instructional coaches. They are not needed. —**Olympia High**

The district needs to seriously consider the value of central administrative jobs before making cuts in schools. For example, a LOT of instructional coaches were hired, but none of these folks have made a meaningful impact in the classroom in any way that I have seen. I'm sure they are well-qualified and well-meaning folks, but that money could have been directed into school and classrooms directly, and there may be other centralized jobs that are similarly good ideas, but not actively serving students. —**Olympia High**

Remove the social services we offer, our focus should be on instruction —**Olympia High**

Pay subs by the hour instead of half and full days; discontinue TOSA's at Knox —**Olympia High**

Family liaison positions —**McLane Elementary**

Hire some younger teachers which brings in new ideas and are cheaper. —**McKenny Elementary**

Consider spending less money on unnecessary technology. Our District has an abundance of technology that could be reduced. Also consider investing less money on athletics at the middle school/high schools. —**McKenny Elementary**

I don't know enough about ALL the positions at the district office, but the "talk" is often of bloat or high turn-over with leads to inefficiency. So, IF cuts must happen, that would be a bigger target than classroom personnel. —**Olympia High**

Put the Montessori Program at McKenny in their own wing to fill it up. It has a kitchen and doors that go outside and gardens all a big part of Montessori. —**ORLA Montessori**

I don't have any suggestions. —**McKenny Elementary**

Instructional coaches could be teaching students instead of acting as catchalls or drop-alls. —**Washington Middle**

Administration salaries are a parasitic drain on instruction and what actually matters in the classroom. Lower the class sizes, please. —**ORLA Montessori**

The Teaching and Learning section of district office seems quite large, but I don't have much interaction with them. I'd appreciate the district taking a hard look at how those positions are impacting student learning. When the idea of RIF's and closing schools gets floated around it'd be nice to hear district office positions are also being stream lined. —**Capital High**

Re-allocating instructional coach dollars to classroom FTEs

Eliminating JAMS and CSI. —**Washington Middle**

Prioritize what matters most - student learning. Reduce class sizes, increase teachers, eliminate instructional coaches and district admin positions. Abandon the never-ending disaster which is teaching and learning. Get kids to school instead of canceling bus routes. —**McKenny Elementary**

The district is top-heavy. OSD could cut costs by eliminating positions at the district office as well as eliminating instructional coaches. In this time of budget cuts, we need people at the schools doing the actual work of teaching, rather than people at the district office telling people what to do. —**Madison Elementary**

Please pursue furloughs or hour reductions in lieu of losing full positions. Some people would actually perform better with less hours per week. —**Knox 111 Administrative Center**

Don't give us swag at the LID Days. —**Capital High**

Cutting central office or administration costs —**Olympia High**

Eliminate Tosas and district office personnel. The math tosas have been non-existent at OHS this year, we are unsure why there is a position for them. They have yet to attend any of our meetings or trainings. Coming from a district that utilizes their Tosas very efficiently. I haven't even met our new math tosa. —**Olympia High**

Eliminate Instructional Coaches, Remote Learning Resources, Central Office Supports. —**Olympia High**

Please consider removing the instructional coach at the secondary level. Many were hired and most teachers in buildings question their impact. Please reconsider some of the positions created at the central office. How many could be reconsidered? Class sizes are enormous. We need more teachers. —**Centennial Elementary, Washington Middle, Olympia High**

None —**Olympia High**

Evaluate whether the amount of resources used by custodial staff are necessary. Ex: Can waste basket plastic liner bags be re-used more? —**Knox 111 Administrative Center**

Cuts to all the special projects and/or staff. The TOSA's do not seem effective. OSD seems to have created a top heavy system. —**Capital High**

Cut back on standardized testing. I get far more accurate and useful information from classroom-based assessments —**Hansen Elementary**

Keep Teaching and Learning staff at the bare minimum and take a break from having instructional coaches. Their impact has been minimal, at best. —**Madison Elementary**

Instructional coaches at the high school level have been a huge waste of funds. —**Olympia High**

cut all instructional "coaches" and other central office administrators, use that \$ to support hiring/retaining classroom teachers, school counselors, school administrators. —**Olympia High**

DO NOT Take away high poverty support from schools. —**Lincoln Elementary, Thurgood Marshall Middle**

Decrease the salary of OSD office employees, so more useful staff can be employed/ retained. —**Olympia High**

Stop creating positions at the district office that have creative titles but nobody knows what they do. —**Olympia High**

Teaching and learning needs to be trimmed back. With that chunk of the budget we could fund several additional supports. —**Washington Middle**

paperless payroll, use of solar panels on school and district buildings to cut energy costs. —**Madison Elementary**

Not having the budget available to look over this is a difficult question to answer. I feel that staff members that are not directly working in schools should be downsized. The purpose of a school is to serve students fully. This means social emotionally, physically, as well as academically. If we are not putting that first we should rethink what we are spending money on.

I fear if we cut resources to schools in any way the funding will not come when the budget increases. —**Boston Harbor Elementary**

No instructional coaches, no out of state travel, no workshop/conference that requires overnight accommodations, and eliminate the Principal Conference in Spokane. —**Washington Middle**

Reduce Central Office Administrative Staff and Instructional Coaches

Reduce the number of students coming to OSD from other districts. This money that comes from this does not justify the larger classroom sizes and school crowding issues. —**Olympia High**

Reduce allowance of out of district students —**Olympia High**

Consolidate classes/school buildings if student enrollment does not support a full staff. Consolidate positions within the district office when possible (e.g., instructional coaches). Does the Teaching and Learning department need to exist? I'm unclear on their mission and purpose. —**Washington Middle**

There was a lot of hiring at the district office level that I do not see the positive impact on students. Maybe this is a PR issue, but I think fewer (not none) people at the district office and. more in schools. —**Washington Middle**

Slash DO. New asst superintendent of finance —**Olympia High**

Too much weight is put on athletics —**McLane Elementary**

Central office positions seem excessive. What do they do? —**Olympia High**

Fewer instructional coaches. Balance out school enrollment or collapse multiple tiny schools into one to save money on building costs, utilities, administration, and staff. Class sizes and school enrollment is so unbalanced across the district (OHS and WMS are HUGE compared to other schools in the district). —**Olympia High**

There is probably some trimming that can be done at the district office such as instructional coaches. I haven't seen one at my school all year. —**Olympia High**

My hope is that folks who are in the know about what is essential will make this determination and not rely on public outcry (or this survey) to determine make-sense cost cutting measures. But, for one idea... let's not spend \$ on a district-level "welcome back" for instructional staff next year. —**McKenny Elementary**

When raises are giving anyone over 100k is capped. —**Hansen Elementary**

Do not continue Instructional coaches in the high school level! —**Olympia High**

Cut District Office administration and instructional coaches, family liaisons. Put more money for smaller class sizes and para support to help students. —**Centennial Elementary, Olympia High**

Cutting the number of redundant administrative people. The size of our high schools don't warrant multiple assistant principals. —**Reeves Middle**



Downsizing the ineffective excess happening at the district office is my desire for the new budget. Instead we are hearing about having to cut teachers at our school, a school where the majority of our classes are in overload already. A school where the majority of the teachers are getting hundreds of extra dollars a month because their classes are overfull. And we're talking teacher cuts. The fact that 21% of our ESSR funds went to Instructional Coaches is disgusting. I could not name an instructional coach or pick one out if they were in the halls or visiting our school. You know why? Because in the two years of their deployment, I have never seen one, been in a meeting led by one, attended a PD led by one, or had one pop into my class to check out what I'm doing. Never. Not once. 21% is a shameful and excess waste of resources that could have gone towards student AND TEACHER MENTAL HEALTH. Real help that was needed. And now, those coaches are being offered continuing teaching contracts in our district and might bump teachers who were here before them. When I was hired into OSD, everyone praised the district for how efficiently it was run, how organized and autonomous the schools were, but I have never seen that. All I've seen is a disorganized district office which has bled out the employees who care about the district and squandered funds intended to support students. —**Olympia High**

Transportation - bus routes. —**ORLA Montessori**

Student learning and classroom teachers should be the top priority. I would like to see positions at Knox cut rather than lose staff at the schools. —**McKenny Elementary, Capital High**

Though I respect both our Liaison and Instructional Coach, the money from both these positions should be given to keeping teachers' jobs. —**McLane Elementary**

cut the fat at the district office. quit the politics —**Hansen Elementary**

I believe you could get rid of Art/Music/PE at the elementary level. I also believe you could eliminate band and orchestra at the elementary level. —**LP Brown Elementary**

The elimination most, if not all positions created and maintained with ESSER funds. These funds were temporary and were never intended to sustain permanent positions — and they cannot be sustained at the expense of certificated and critical teaching staff — who carry out the district's instructional and equity work each and every day. There are many wonderful staff employed in ESSER positions, however, during a this most significant budget shortfall, any and all district staff who are not working to support students all day everyday including, family liaisons, instructional coaches, the majority of T & L department, and central administration staff hired since 2020, need to be eliminated. Moreover, if district teaching staff is going to return to 2013-2014 levels then it is urgent and vital that the central district office also returns to these reduced staffing levels. —**Reeves Middle**

quit paying admin and the "hire ups" so much and invest more in support services (bus drivers, food services, custodians and grounds/maintenance) —**Jefferson Middle**

First and foremost, cut the instructional coaches. It is appalling that 21% of our emergency relief funds were spent on something so unnecessary and only 4% on social workers and health assistance respectively. —**Olympia High**

All instructional coaches and district office positions. —**Olympia High**

Consolidating or re-defining Central office positions —**LP Brown Elementary**

Cut the central office. —**Washington Middle**

Cut administrative positions at the Knox building —**Avanti High**

Looking at reducing coaching/instructional positions at the district office/central office. ESD 113 has specialists that can be utilized. —**Olympia High**

Travel freeze, this is something that can be reinstated later. Reduce the number of Directors/Administrators in T&L. Pull back on unneeded expenses for principal's that do not benefit student outcome. Close schools that had a small number of students, reducing the overall expense of salaries/building/transportation/food service. —**Knox 111 Administrative Center**

Reduce district office staffing. Get rid of instructional coaches-- they are needed in classrooms. —**Reeves Middle**

Make sure all the lights are out at night and on weekends. Encourage teachers to print double sided. Don't replace garbage bags that aren't dirty/used. There seems to be an abundance of administrators at the DO. —**LP Brown Elementary**

Stop giving anyone who makes over \$90,000 a 10% raise every year. —**Olympia High**

cut district office staff, lower administrator salary, anything that will keep elementary classroom size numbers down: turn the heat down 1 degree, cut full-time PE, Music, and Art positions, cut custodial hours —**McKenny Elementary**

We could cut down on instructional coaches and the number of extra administrators that the central office has hired. Please do what you can to support teachers in their classrooms, we are not okay. (I am seriously considering quitting, the stress is not worth my health. I have 30 additional students, up from 120 students last year to 150 students this year. I cannot keep up with the amount of work, nor the classroom management issues this number creates.) —**Olympia High**

Increase Facility Rental charges, Utilize existing text books / lower Instructional materials expenditures —**Support Service Center**

I don't understand the role of Teaching and Learning in our district. They are so heavily staffed, yet I don't know what they are doing and how it is directly impacting students. —**Capital High**

revamp the transportation department- increased walking/biking to school distances and reduce routes; shutter Boston Harbor- smallest school and all kids ride bus anyways; look at reorganizing Avanti/ORLA and better use those buildings- Avanti is going through a major renovation/ millions of dollars yet only 150 kids go there; eliminate instructional coaches when the district primarily hires experienced teachers; eliminate district office admin positions- they have been a revolving door of new people coming and going without doing effective work ; eliminate split classes —**Madison Elementary**

Have a position that constantly applies for grants since the legislature can't get their act together. —**Centennial Elementary, Lincoln Elementary, LP Brown Elementary, McLane Elementary**

Purchasing better quality equipment and supplies that will last longer and not need constant repair/replacement. —**Support Service Center**

Getting rid of Para educator ( not useful) —**Capital High**

I would assess why we have so many para educators, I would also look into hiring more security staff since on my end of what I do for employment with the district, we repair a lot of vandalism from the students. And with a zero consequence policy basically within the schools I do not see anything changing but the worsening of the vandalism. —**Support Service Center**

Removing Instructional Coaches unless they have Title I funding to support only 1 building per coach (elementary schools) —**Washington Middle**

Cut the useless and meaningless T&L positions that were added that have so far provided no benefit and are not even understood by the people they are supposed to be serving. —**Washington Middle**

I don't think we need the best playground equipment or state of the art facilities to be considered exemplary institutions of student engagement and learning —**Hansen Elementary**

Admin making over 100k could perhaps look at cost reduction measures —**Hansen Elementary**

not sure —**Support Service Center**



John Hattie's research supports that the biggest impact on student success is the teacher. While the majority of teachers are great, I've come across some that are clearly showing up for the paycheck or breaks - not to make a difference in the lives of their students. Their classrooms are in disarray, their students are misbehaved, and the effects of missed learning opportunities are traceable in lower student test scores for at least three subsequent years. Holding teachers to high standards and dismissing less effective teachers in favor of hiring more dedicated ones would have a tremendous impact on OSD's top priority: the educational outcomes of its students. —**Garfield Elementary, Jefferson Middle, Capital High**

none —**Jefferson Middle**

Consider having College in the High School at both high schools instead of losing students to running start. Is there a way we can partner with affluent community members in our district, to help with funding deficits so services don't have to be cut? —**Capital High**

- 1) incentives for paras to get their emergency certs (so they can cover for teachers- especially in DLC/Lifeskills) which saves \$ on subs, possibly a small one-time bonus for getting certified
- 2) Examine 1:1 student para educator procedures when a student A) transfers in district or B) moves from resource to self contained C) develop system for periodic review of 1:1 para needs for students with 1:1 para, develop systems for fading out, reducing times, etc.
- 3) Rethink bus monitors- can 1:1 para educators be required to ride bus for the student they are assigned to if that student needs a monitor/bus para?
- 4) If a student with a 1:1 para is absent, create a system to send para elsewhere- reducing inefficiencies/sub costs
- 5) preschool teachers 0.8 FTE?
- 6) in-house right response training
- 7) allow all out of district transfers to come to OSD to increase enrollment
- 8) Do we have to use edjobsnw? It is inefficient/not user friendly- we would reduce our dependency on agency paras if we had a better recruitment plan and edjobsnw was easier to use/advertise and edjobsnw sent admin notifications when new person applies to a job —**Knox 111 Administrative Center**

Decrease central office staff, eliminate instructional coaches, find alternate funding sources for athletics and after school activities. Curricular classes and activities should not suffer because we are prioritizing sports and other extra-curricular activities if we cannot afford both. —**Centennial Elementary, Washington Middle**

make the kids ride the bus —**Support Service Center**

Staffing —**Knox 111 Administrative Center**

N/a —**Capital High**

instructional coaches in buildings —**Garfield Elementary**

There are too many small elementary schools and inefficiencies associated with them. I know it's unpopular, but facing a budget shortfall as large as this requires some deep cuts.

Additionally, our central office has become quite bloated over the past few years. We can't seem to replace retiring teachers, but there's always room for an Executive Director or new Director level (see T&L office if you'd like an example). Why? What is the purpose?

Instructional Coaches are a waste of money. I have not seen one in my building all year. I have had minimal exchanges with her and I am the head of a major department! It's ridiculous that we spend a full salary on this. —**Olympia High**

Cut over spending. —***Boston Harbor Elementary, Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, LP Brown Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, Washington Middle, Avanti High, Capital High, Olympia High, ORLA Montessori, ORLA Middle School Academy, ORLA hConnect, ORLA Online, Transition Academy, Transportation, Support Service Center, Knox 111 Administrative Center***

How much is the Superintendent paid? How much is every 'Administrative professional' and educational lobbyists paid compared to the teachers, paras, support staff and more? Cut the pay of the admins and pay our teachers more. —***ORLA Montessori***

Get rid of the instructional coaches. The bureaucracy at the OSD district admin level is ridiculous, and could be trimmed. —***Olympia High***

I feel like our district office staff numbers have increased since I have been in the district (I've been here for 11 years). I think a list of each position, job title, and department would be helpful. I feel like making a survey like this but with district office positions would be helpful too. —***Olympia High***

Get rid of the instructional coaches and trim the bureaucracy at the district office. Simplify our schedules. —***Olympia High***

reduce TOSAs to put more teachers in the classroom. —***Jefferson Middle***

Eliminate instructional coaches. Work with less administrative positions —***Garfield Elementary***

Look into time wasted for meetings that could be done via reading an email. Cutting additional hours. —***Knox 111 Administrative Center***

N/A —***McLane Elementary***

consolidate smaller schools —***Centennial Elementary, Pioneer Elementary, Washington Middle***

Get rid of the instructional coaches. They were the biggest waste of funding, and they haven't lived up to even a fraction of what they were promised to do. An absolute joke of a decision from the "leadership" of our district. Our school board and district admin should take a pay cut after the horrible budget decisions that have been made, which have put us in this mess. We all knew that this would happen, but you guys chose to look the other way, and put out young teachers job security at risk. Thanks for continuing to serve yourselves!!! —***Olympia High***

Look at the district office and see if any cuts can be made. Keep cuts far away from students. —***Centennial Elementary***

Please remove the newly hired instructional coaches. This has been millions of dollars of wasted money and time. It does not directly impact teaching or student success. They are never visible or in buildings. We would rather have had an interventionist that works directly with students. This would have also lowered your special education costs. When you cut intervention at schools you left no additional supports for students. We saw an increase of qualifying kids with disabilities as a way to provide these intervention supports. This is then a violation of least restrictive environment because sped services were the only option at some school. This is not equitable across the schools.

Go back to prepandemic support staff at the district office. Cut admin staff at the district office. Positions have been created and no direct increase to student success and no accountability of all these positions. —***Madison Elementary, Pioneer Elementary, Reeves Middle, Olympia High***

Please make cuts at the district office - there are way too many adults working at the district office who do not help our students. —***Centennial Elementary, Olympia High***

Last resort is to remove the number of teachers/ paras that interact EVERY day directly with students. NOTHING is as important as these connections. Thank you for asking. —***Reeves Middle***

consolidating schools with low enrollment —**Hansen Elementary**

Less emphasis on topics influenced by shifting cultural and political norms —**Washington Middle**

Reduce staffing at the district office before directly impacting schools and frontline staff —**Reeves Middle**

Cut way back on TOSAs and positions added at the district office recently and redirect that money on positions that directly touch students the most: gen ed classroom teachers, para educators, class size. —**Centennial Elementary**

Get rid of the coaches and decrease district level staff. Change boundary lines rather than closing schools. Stop building up staff levels at the district office. —**Boston Harbor Elementary**

not sure —**Olympia High**

T&L —**Thurgood Marshall Middle**

Close Schools:

Turn Lincoln into a regular elementary and then close Madison, splitting them between Roosevelt and Lincoln.

Eliminate the JAMS program sending those students back to their home schools. With the new space in JMS, close TMMS and send those students to JMS.

If you want to get really aggressive, close McKenny and send them to Centennial and Pioneer.

OR

restructure ORLA into a regular elementary school and fill it with the student body from Madison, McKenny, and part of Roosevelt. Close Boston Harbor and send them to the new space in Roosevelt.

The savings from fewer Admin, Secretaries, Custodial, Itinerants, and energy will be substantial. —**Olympia High**

Please audit what we are spending on timesheets on teachers especially the SPED department. Eliminate assistant principals from schools with multiple principals. Eliminate paying administrative substitute in schools with multiple principals. Combine Avanti and Madison principals. Travel restrictions. —**Knox 111 Administrative Center**

Consolidating schools with low enrollment —**Pioneer Elementary**

-Eliminate instructional coaches in each building. Use those funds to reduce class size instead or at least hire more para educators. We need more bodies to work directly with kids. If money were no option, then coaches could be good.

-Encourage/fund teachers to work with each other again. We used to have grade level meetings and we could help each other instead of the cost of coaches.

-Keep/expand/utilize the math, science and ELA TOSAs. We used to have a good model. Go back to that.

-Revamp the central office.

- —**Roosevelt Elementary**

Someone at a board meeting said that coaches could be part time in the classroom -- I think this could work to keep some of the program sustained until there is funding to build it back up again. At the secondary level, I think teaching 2 classes and coaching/mentoring the rest of the day in the same building could be effective. I don't know how this would work for elementary coaches. Maybe like social workers are now, schools could share family liaisons. I also heard at the board meeting that there will be a need for staff to implement the equity policy work -- why not make that the role of a few coaches? It might be more cost effective and keep the work closer to schools and not in the central office. —**Knox 111 Administrative Center**

It's so hard to omit things because they all work together to make teaching successful. —**ORLA hConnect, ORLA Online**

The district should keep family liaisons but restrict the amount of hours depending on the needs of each building. Each school would have access to a FL but they do not need to be at only one elementary school. —**Boston Harbor Elementary, Knox 111 Administrative Center**

Huge disparity between the lowest paid employees and the top admin which is a true shame as the system would not function w/o all. —**ORLA hConnect**

I felt the lid day held at the stadium was not needed. That would be the only thing. I wish we were fully funded and recieved more money for more staffing. —**Garfield Elementary**

1)If consolidating schools is an idea- there must be a plan backed by data before bringing the idea to the public. It is irresponsible for the school board members to tell schools that your school may close before any work from the district has been done. Other districts spend quality time gathering data and making plans with committees before this option is told to the public. First it is important to look at equitable boundaries within the district. Currently we have some of the neediest students in the district living at the lowest rent apartments attending a school over 3 miles away. Many of these families do not have cars, this leads to lower attendance and less family engagement. School consolidation should be based on what is equitable for students and best for students with the proper planning and time to make the best choices.

—**LP Brown Elementary**

Cut back on positions not directly in the classroom (instructional coaches, etc. ) to facilitate smaller class sizes —**Boston Harbor Elementary**

Reduce Admin raises while front-line employees get little besides COLA.

Reducing central office staff. Make cuts there before impacting direct classroom help or custodial staff. Reduce grounds - it seems like there can be better for the environment and self maintaining landscapes other than lawns. —**Olympia High**

Get rid of district office personal and hire in class teachers and paras. —**Olympia High**

Focus on education, not equity and social issues. —**Olympia High**

Consolidate schools. —**Roosevelt Elementary**

The largest cost above is for instructional coaches, and as a middle school teacher I have not had any support (to my knowledge) from this program to assist me with addressing student learning loss. Instead, I have spent countless hours outside of my contract time to source, create, and implement instructional changes and engaging activities to address student learning loss. I would like the district to consider reallocating these funds before choosing to reduce their teaching staff.

—**Washington Middle**

Love the idea of eliminating orchestra and band at elementary and allow more exploration in these areas at middle school; instructional coach money should go to help provide direct interventions for students —**Lincoln Elementary**

CUT THE FAT AT THE TOP —**Washington Middle**

Administration pay cuts —**Boston Harbor Elementary, Pioneer Elementary**

cut from the top - admin —**Hansen Elementary**

No liaisons needed. We have school counselors for a reason. —**Boston Harbor Elementary, Roosevelt Elementary, Reeves Middle**

To not make employees repeat the same exact trainings every single year. For example yearly Right Response. — **Capital High**

Have students clean the schools. Schools in Japan do it, even with Elementary students. It reduces the need for having so many custodians. It helps students develop a respect for their school facilities. It reduces litter since students learn that they have to clean it up themselves. It helps students develop cleaning skills that they will need as adults. Students can take pride in their school's cleanliness. — **Olympia High**

I need to see a break down of the district's expenses to have a better idea of how to answer this question. Trim as many staff as possible from the teaching and learning department. It is the general sense of teachers that T&L does not make our lives better/ easier in the classroom. — **Washington Middle**

OSD needs to consolidate our smaller schools. — **Capital High**

Does the OSD Board actually know what the OEA staff is getting paid? Does HR ever "run the numbers" when negotiations are occurring? Does the Business office ever take a look at what negotiations are going to cost OSD? If so, maybe we wouldn't be in such a budget crunch this year. — **Knox 111 Administrative Center**

KEEP YOUR TEACHERS AND CLASS SIZES SMALL THAT IS THE MOST BENEFICIAL FOR OUR KIDS. SCHOOLS SHOULD BE SMALL. MASSIVE ELEMENTARY SCHOOLS IS A TERRIBLE IDEA. our students are still behind and recovering from covid. We need smaller class sizes to help them catch up. — **McKenny Elementary**

Re-engagement services for students who are leaving our district (Gravity, Running Start) — **Knox 111 Administrative Center**

less district roles, more focus on direct contact with students. Involve MORE PARENTS in schools as volunteers. Request more time of these families to play a larger role in education. — **Olympia High**

Eliminate intervention teachers, lower primary class sizes, and invest in a scientific foundational skills program (such as UFLI), so we have 90% of kids entering second grade reading at grade level. Investing at the primary grades pays off all the way to high school. — **LP Brown Elementary**

ALICE Training. It was not well received overall at the Elementary Level. — **McKenny Elementary**

Cut district office staff to the bare bones, and eliminate all TOSA positions. — **Jefferson Middle**

Power down overnight, over weekends, breaks — **Olympia High**

reducing teaching & learning dept; it's a bad look implementing new smart board in classrooms at the same time you are cutting staff. — **Washington Middle**

Do not feel instructional coaches are necessary in a budget crisis. — **Washington Middle**

Teaching and Learning staff - cut the salaries where they are not needed! Instructional Coaches - put them back in the classroom, this has been such a waist of tax payers monies, our departments need to do their jobs and get our Directors and heads of departments back into the schools to see what really is going on and see our needs! We need to put kids and families first to build this district back up to what it use to be! — **Washington Middle**

LED light bulbs. Don't buy tons of math text books and out of date learning materials. I don't know how often OSD hires "outside consultants" (my first year here), but I know they tend to be really expensive, so maybe not doing that? — **Avanti High**

Not sure :( — **Avanti High**

Think before you buy. I can list many EXPENSIVE system that have been purchased with little to no research involved. I would love to divulge our thoughtless spendings to the tax payers so that we would be forced to think before we buy. I thought the OSD would not succumb to the US's penchant for mindless spending. Very disappointing. — **McLane Elementary**



Return district office to pre pandemic levels, instructional coaches, —**Hansen Elementary**

I honestly cant think of any. The people I work with regularly have adapted very well to staff/budget shortages, but it is very difficult and situation cannot not be accepted as the new normal if we want to avoid massive burnout. —**Lincoln Elementary, McLane Elementary, Olympia High**

Less emphasis on coaching positions and more emphasis on classroom size and student opportunities. Let building admin handle staff developments opportunities if/when staff need them. —**Thurgood Marshall Middle**

Eliminate the JAMS program, the CSI program, and Avanti. —**Washington Middle**

Sports —**Capital High**

Reduce number of para's and offer remote full time option to reduce facility use and costs. —**Knox 111 Administrative Center**

Cut the instructional coaches. Cuts at the district office, especially the superintendents' salaries.

Cutting pay for higher ups. I get they have degrees and importance but the trickle down isn't working for this district which leaves students without proper support because people want to be paid fairly. And so less support means less students/parents/community feeling good about our district. Our decline in students is a direct consequence of less pay between neighboring districts in a lot of different types of jobs because many of our staff are leaving due to that. A pay cut to certain higher ups can create a pocket. And also looking at where the budget is going and where the support is needed. So let's say we are spending a lot of sports but we also need more support in ELL or Sped maybe seeing if the need is bigger than the budget for sports. Etc etc. the only way to fix the enrollment problem is to have teachers/support staff/etc paid fairly. If they have the incentive to come. More quality staff will come meaning more students will feel supported meaning parents will feel better about our district. Budget cuts are difficult to navigate but I hope that what we need to succeed is taken into serious consideration because the cuts will keep happening as our numbers decline because of the unhappiness our community feels. —**Avanti High**

Looking into how the leagues that the sports play in could reduce the amount of travel for games. Advocating for realignment with WIAA to allow for less travel for all of our students, who also need to complete school work, eat dinner, maybe provide childcare to their siblings. The amount of time spent traveling, it is almost like student athletes are participating in a part time job while they go to school. —**Avanti High**

Children need more support in the classroom. More Paras are needed in the classroom to aid in student learning and behavior support. —**Thurgood Marshall Middle**

Studies have shown that districts can save significant amounts of money by going to a 4 day work week. They add minutes to the day to make up for the loss of 1 instructional day. A district that is experiencing low satisfaction from families (indicated by number of withdrawals/complaints) and low satisfaction from employees (indicated by early resignations/ voluntary transfers) might consider taking a deep inquiry into its structure.

Why do staff/ families burn out on public education?

Because it is built on a conveyor belt system of mass production and a quite out-dated idea about what "good work ethics" are.

Families in districts where they have piloted the 4-day work week enjoy it because they can spend more time together.

School sites offer day-camp sort of options for child care on those days off.

Staff enjoy it because many of the districts that use the 4 day structure give staff every other Monday off, and every other Monday for prep/ collaboration/ PD, etc.

I hope we as a culture, and you as leaders of our organization, consider that more is not always better. We need to start structuring our lives around the latest research on humans. Humans need off time. Humans need to not have to use their off time to work even more.

Unless we do something drastic, things will continue to decline because teachers who bring the 15+ years of experience in one building are the heart of each school culture. If teachers keep quitting and no one will take the low-paying classified jobs, the entire system breaks down and families lose faith.

Families already have lost faith.

We, you, could do something amazing and retain all crucial staff (even those I declared as potentially expendable due to the structure of the questionnaire ) by going to the a 4 day work week to reduce district costs.

We could even offer parenting classes out in the community on our "day off" which would reduce childhood abuse/ family hardship, and build relationships with our community.

Please consider creative ways, such as a 4 day instructional week to show up for our Olympia community. Cutting staff positions inside buildings is a terrible idea. If we cut positions in our buildings, we have no right to say we put equity first. The children need their teachers, paras, family liasons, librarians, bus drivers, principals, custodians, counselors, behavior techs, they need them all.

Thank you,  
Concerned Teacher

**—Lincoln Elementary**

Look at the efficiency of the different departments at the district office. —**McLane Elementary**

—**Centennial Elementary**

Thinning out costs at the top. Making jobs more efficient and relevant at the Knox Building. —**Madison Elementary**

reduce RN time in HR. increase HRA time. —**Washington Middle**

Who are the people who send us long, link-filled emails that require us to step aside from the work of our classrooms to sort and sift through? These people have never set foot in our buildings and have not introduced themselves, so I truly do not know. If their sole job is to craft emails full of links to events that have already passed, then perhaps we can't afford them. This is very different from the weekly staff blog. I love the weekly staff blog. I know who people in the communications department are, and they have been in my building. The information they send out is always timely and accurate. —**Centennial Elementary**

Eliminate TOSA positions - put them full time in classrooms. Slim down the district office. Find more bus drivers. —**Capital High**

Do not have programs such as giving teachers days off for working on their board certification without using their own leave. We can't afford it and that is patently inequitable. —**Capital High**

Instructional coaches were not effective at the high school level. Reviewing time change of schools to make sure this is not an added expense. Also, testing. The amount of testing this district does could be minimized, paused or eliminated. As its immediate positive impact on kids is not visible and ultimately not as effective as a teacher managing a lower number of students in the classroom. Testing happens too late in the learning process. Teaching is more immediate and can still "save the learning loss". Raise pay to play for larger sports to further offset funds if sports draws from school funding in any way and this include insurance costs. District level jobs are important but when in conflict, we are in the business of meeting learner needs. If anyone needs to struggle, the district should shoulder those struggles as they will not have a lasting impacts on students. —**Capital High**

I would like to see you re-do the boundaries in the district, specifically at the elementary level. I also think its time to take a look at putting all the teachers that were hired that work at the district office or are in a instructional coach position, back into the classroom, as well as making cuts within the district office. Also, taking another look at Cispus- and the cost that it requires to do this. yes, its been a long standing tradition, however, with the cost of it, it seems ridiculous to send kids to Cispus right now. Closing down schools should NOT be the option. —**Boston Harbor Elementary**

Instead of having a separate school for 2 years of elementary for HICAP students, invest HiCAP funds into resources that allow teachers to differentiate for all their students (e.g. move towards a Universal Design for Learning model, which would benefit all students and would potentially reduce expenses).

Since part of the budget issue is a reduction in students, create some new opt-in and alternative programs within the school district to draw in more out of district transfers. The current lottery programs we have are usually wait listed already, so the demand is there. —**Boston Harbor Elementary**

We need to start treating the district like a business budget wise. Figure out what the bare minimum is in order to run each school ie teachers, principal, a person in the office, a custodian and expand from there. The same with programs, supplies etc. Figure out is the bare minimum, what's working, what's not, and what's out of balance cost to result wise. Cut everything that isn't a necessity, meaning the bare minimum rock bottom need, and see where we are. If we have the funds then add things back assessing with each one if it's a viable option in this moment in time for the district.

If we're at the point where we are closing schools then something is very very wrong. We need to 'cut the fat' so to speak. —**Centennial Elementary, Lincoln Elementary, LP Brown Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Washington Middle, ORLA Montessori, ORLA Middle School Academy**

I can't think of one. —**Lincoln Elementary**

Focus more on education and enrichment rather than experimental programs/positions. Remember that it is going to take a long time to recover from the pandemic and it's outcomes and give people time to trust and invest in our schools again, so we do need to stay on top of communicating with the legislative bodies and hold Washington state accountable for providing resources to fund basic education, which they are still not doing in spite of the McCleary decision. —**Boston Harbor Elementary**

Cut the upper level admin salary? —**ORLA Montessori, ORLA Middle School Academy**

Cut from the top down. We have too many administrators and district office personnel and we're paying them too much. —**Capital High**

Reduce maintenance crew, reduce pay disparity between lowest/highest paid employees in the OSD so no more than 20% difference exists, Close Boston Harbor School and consolidate to Roosevelt and/or old Knox building, reduce programs that don't have equitable access such as Hi-cap, —**Knox 111 Administrative Center**

Not a saving thing, but use school buildings and facilities (gyms, fields, theatres) for more opportunities for the district to bring in revenue. —**Capital High**

Pay administration less. —**Jefferson Middle, Capital High, Transportation**

Wasted Energy -- so many buildings have computers and digital signs/screens (inside school) that are never turned off - huge waste. Lights are left on too, but still -- there isn't even a campaign to get people to turn things off at the end of the day.

TOSAs -- their value is unclear, esp. at the high school level. I know of no one who even interacts with them or sees them in the building.

—**Capital High**

Start from the top first. Instead of cutting teachers, para's, support staff etc., consider tightening up the pay that goes to administrative level employees (superintendants, directors, etc.) at the district office. While what they do is appreciated, some of their compensation could be reduced to keep staff at schools where they are able to make the most impact to our students. —**Capital High**

More teachers and instructional staff and lower administrative salaries —**Capital High**

Cut cost from top down, not the other way around. —**Olympia High**

Keep paraprofessionals in the classroom; they make a difference —**Avanti High**

There are a lot of FTE's at the district level that I think are unnecessary. We are also a little top heavy at the school admin level in my opinion. I also believe that Restorative Justice is a waste of an FTE. It serves VERY few students and sucks up a lot of resources. —**Capital High**

We have building budgets that aren't being used and they should be. —**Capital High**

Could lower attendance schools like Boston Harbor stay open but have a model multiple grades in a classroom?  
—**Capital High**

Analyze support services with an equity lens. For example, allocate resources such as family liaison and behavior tech based on equity not equality. —**LP Brown Elementary**

throw out the balanced calendar idea, stop wasting time, energy and money on research around this —**Capital High**

Get rid of upper administration. OSD is too heavy. —**Capital High**

Reducing the number of central office staff —**Capital High**

trim the fat at the top evenly distribute to the workers below. —**Capital High**

Additional "Pay to Play" funding for extracurriculars. Remove TOSA from district office positions and return them to the classroom, where they will have a much greater impact on student learning. The assignment of instructional staff to the DO is extremely frustrating, not least for the people who are there. No amount of support at the DO level can compare to the impact of these teachers as classroom instructors. —**Capital High**

Speech Therapy, Occupational Therapy, and Physical Therapy positions perhaps could be reduced. —**Pioneer Elementary**

reduce testing and find cheaper testing options that still meet requirements —**Lincoln Elementary, Avanti High**

Not sure. —**Capital High**

Eliminating higher paying non-student direct positions within the district —**Centennial Elementary**

Well some school size adjustments have needed to be changed over the years. Everyone is afraid to change the school service areas. The lines need to be changed to make the enrollment numbers even out. Historically a major issue in Olympia for well over 25 years. We have great schools with great teachers and staff. Change the lines. —**Reeves Middle, Washington Middle, Capital High, Olympia High**

Superintendent Patrick Murphy should take a pay cut and forgo his vehicle stipend as this money could be used in other places. I also believe that we should remove excess/redundant personnel from the district office before we ever remove teachers or educational support staff. —**Olympia High**

Not having all district staff at a single, in-person event at the beginning of the year like we did at Ingersoll Stadium. In my view, the most valuable and relevant aspects of this could've been done through a video conference like last year. I also believe that hiring and retaining teachers and on-campus support staff should be a priority, as well as keeping all schools in the district open. —**Lincoln Elementary, Madison Elementary, Roosevelt Elementary**

We need smaller class sizes and more teachers/para-educators working with our students in CLASSROOMS. The pandemic negatively impacted our students' learning and we need more not less support in our schools. If there was a time for more teachers it is now. The students need all the support we can give them. A reduction in force and split classes are not doing these kids any favors. Olympia claims to care about the welfare of our students. Why has the District hired SO many middle management positions with people we never even see!? We desperately need employees to fill basic roles such as watch kids at recess, drive buses, manage the lunchroom, and substitute for sick teachers. These steps will help students and families. —**Centennial Elementary**

The highest paid individuals should get pay cuts or less hours. —**LP Brown Elementary**

Please get rid of the instructional coaches. They have not been helpful for myself or my coworkers. It's a waste of time and money.

Being able to buy things used instead of having to buy them new (teaching supplies). We often can find them used for a fraction of the cost and if we could use paypal or Venmo to purchase these items it would save teachers money. I would like to know more about how much curriculum costs for Flexpoint, wonders and so on. Without this information I am not sure how we can save money. I feel letting teachers take courses outside the ones from the district for their hours could help save money as more teachers would pick free courses from outside sources that did not cost the district money, but also gave teachers specific resources to help their individual classrooms. — **ORLA hConnect, ORLA Online**

## **OSD Student**

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

N/A — **Washington Middle**

Top class Teachers, make resources like Labs and practical to learn by experimenting and building. — **Jefferson Middle, Olympia High**

We need buses and drivers to get us to/from school please for Heaven sakes increase the budget. — **Capital High**

Athletic and artistic/other clubs and after school activities. — **Olympia High**

Community — **Capital High**

Small class size — **McLane Elementary**

The communication is great. — **ORLA Middle School Academy**

I appreciate the safety measures implemented to keep kids safe. — **McLane Elementary**

Please bring back SRO's — **Capital High**

Teachers — **Capital High**

The people who don't get recognized enough — **Pioneer Elementary, Olympia High**

Educating students — **Capital High**

Education, interventional support, behavior support, teachers and principal. Mrs Ritter is phenomenal. — **Centennial Elementary**

Creating strong, involved kids who want to keep growing, and teachers, paras, counselors and coaches who help these by being able to create one on one support. — **Capital High**

The teachers and sports — **Olympia High**

That they teach my kids what I can't — **Jefferson Middle, Capital High**

STEM and CTE education courses and extra-curricular opportunities! They give students real jobs and opportunities post-graduation and teach success! — **Capital High**

Kind teachers — **Madison Elementary**

Student clubs. — **Olympia High**

I think it is important that we continue to invest in the social emotional health of our students. — **Capital High**

The amount of effort given to uplift student body voices. — **Olympia High**

Our wonderful counselors and the pathways they find for us confused, overwhelmed, and scared students. — **Capital High**

Inclusivity which allows everyone to have a chance to do well. — **Washington Middle**

I value that our school system can support kids with learning disabilities and that our school system has so many different courses available for students. —**Olympia High**

I value the amount of art/music classes available the most. They allow students to express and enjoy themselves doing something not as academic as other classes. I also really value teachers and libraries; teachers should always be taken into consideration because they greatly impact the learning environment of students and what they learn and how they learn it. A great teacher could make a student look forward to their class and want to learn more. Libraries are also important because they provide many things like books, computers, printers, and a place to study. —**Olympia High**

Learning and being with my friends —**Capital High**

preparation for the real world. —**Capital High**

orchestra and sports —**Olympia High**

I really value the focus on the arts at oly, because it lets the students explore entirely different areas of study compared with middle and elementary school. The customization of courses in high school are also encouraged here and that's exciting because it leads students to explore rather than sticking to the same areas —**Olympia High**

Students —**Olympia High**

Felonies —**Capital High**

nothing this school is [expletive] —**Boston Harbor Elementary, Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, LP Brown Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, ORLA Online**

I love choir and would love to participate in chamber. Please keep it going. —**Olympia High**

As a member of the arts at OHS, I am a member of Chamber Choir, Symphonic Choir, and I do theatre as an extra curricular outside of school and knowing that possibly 0 hour classes may be cut or even extra curricular may be cut as well. This would absolutely sadden Olympia High and it's community, without our STATE QUALIFYING music 0 hour classes that our community LOVES to attend. It would be absolutely ridiculous to upset a community by taking away. Our music teachers work HARDDDD for each of their classes and deserve more than they are already getting, so cutting anything of theirs would just be flat out wrong. For theatre, it is simply for everyone to come and watch and if anything would happen to that, there wouldn't be much to look forward to. Keep athletics EVERYONE loves them. Keep the arts please. Cut online school. We have moved on and encourage kids to return in person because it is about time. If they refuse, send them to another district that has the program. As a junior in high school, I believe that this past year has been HARD, the arts and athletics have been an escape for many. Please please please listen to what is best for the community and not what's best for you. —**Olympia High**

music and arts program —**Olympia High**

The preschool and custodial staff in the district. —**Olympia High**

I value the student experience the most because I am a student. I enjoy the athletics and the arts and all of the student involved things at our schools because it makes school more than just a place to learn. It makes school a social environment and a fun place to be involved. And going into my senior year, it would be really sad for some student involved things to be taken away (such as some zero hour classes and athletics, clubs, plays, etc), especially for being my last year of high school. —**Olympia High**

What I value most about Jefferson Middle School school's system is their course options. —**Jefferson Middle**

Having a class where I can be myself like for example choir gives me the opportunity to come out from all the stress from other classes and lets me relax with not only a great teacher but as well as a great fun class — **Olympia High**

I value what is offered and the opportunity to participate in activities such as speech and debate and music and if our funding is taken from that, then we wouldn't be able to explore the things we love most about school. — **Olympia High**

learning — **Reeves Middle**

Zero hour classes are a huge part of my life, as I am a part of chamber choir keeping these classes going needs to be a priority for the district. — **Olympia High**

The resources students and teachers have. All the different classes that students can take. — **Olympia High**

I value the teaching and being taught at this school as well as the athletics as it is my favorite thing to go to school for besides my friends. — **Olympia High**

I value community the most and student voice. I think students are often overlooked when the district or school admin implements change even though we are the largest population at school, I'm not asking for there to be no classes and just time to hang out with friends or anything like that but if things like vaping become a problem maybe consider students before shutting down all the bathrooms. — **Capital High**

I value free time, time to do homework, learning that makes me go 'ah, yes' and so on. I value time to socialize with other students, I value more learning opportunities, I value more extracurricular and clubs (especially in Middle School). I value these parts of school and would love to see growth and investment on this portion of the school system as a student. Obviously I know that there are other important people to consider but this is my perspective, so, I thank you for reading this. — **Centennial Elementary, Roosevelt Elementary, Jefferson Middle, Capital High, Olympia High**

The arts programs and abundance of extracurriculars offered. I feel that it is very important to keep these programs, 0 hours and classes. — **Olympia High**

sports, arts, and community — **Olympia High**

I value our teachers and the spirit they bring to our schools. At Olympia high school the teachers I have want to be there and want to be a part of the school. I think some teaching jobs get overlooked for example teachers who teach the arts are often making a stronger impact than any teacher that is teaching a required common core class in our school systems. I think the school district takes these teachers for granted. We want to give all the credit to the people who are "behind the scenes" however our teachers are doing the job of the world. They also do a lot of things out of their own money to make the best class they can. They shouldn't have to. They should be able to have sick days without worrying about a sub, they should get paid better. The teachers deserve funding because without them none of this would be possible. So maybe think of some extra things we have that are great to have and chop those off instead of taking from those who should get everything they need. — **Olympia High**

Making extracurricular activities more accessible. Not only are extracurriculars one of the most important aspects to a student's resume & college application, CTE extracurriculars especially provide resources and opportunities to gain real world experience and create positive impacts on our community while strengthening their passions. Because this enriching experience/knowledge and community that a student gains is crucial to their social/emotional wellbeing, larger investments should be made into CTE programs rather than deducted-- especially with the growing number of students participating in them and making long lasting outreach impacts as supplements. — **Avanti High, Capital High, Olympia High**

I value the quality teaching and extracurricular activities. — **Washington Middle**

Getting it done. — **Olympia High**



Our sports programs and musical programs — **Olympia High**

more and different language options — **Olympia High**

I really value the zero hour classes and don't think we should take those away. I also really value the athletics. — **Olympia High**

I value the diversity of the people in school's — **Thurgood Marshall Middle**

Clubs, activities — **Jefferson Middle**

FOOTBALL TEAM — **Olympia High**

I love, support, and encourage small schools and class sizes. I am a Product of a small school and It changed my life for the better and would not have choosesn to do otherwise. — **Boston Harbor Elementary, Jefferson Middle**

Athletics and choir — **Olympia High**

Not sure — **Capital High**

I really love the programs for the Life Skills students, like Unified sports and courses like SOPE or SOME. — **Olympia High**

Our teachers — **Olympia High**

How kids get help from school administration because you never know when people are going through stuff and they mostly like to talk about it with the counselor and i have the same thing or when the principle or the vice principle comes in and helps they will also deal with it so i say School administration that I value the most — **Jefferson Middle**

the English teachers — **Olympia High**

I value access to arts most and want more funding for performing arts. — **Thurgood Marshall Middle**

Chamber choir is a 0 hour class that means a lot to all of our art students and is what most choir students strive for. [staff name] isn't paid for it and it could easily be cut. It gives our students a goal to strive for. — **Olympia High**

everything — **Jefferson Middle**

The education — **Jefferson Middle**

I have no idea. — **Thurgood Marshall Middle**

I value the options that students have to explore interestets and career paths. An example is 0 hour music classes. Not only do these classes provide an amazing experience and community for students, they provide outlets for our schools to be connected within our local community. For example, the OHS Chamber Choir has had the oppurtunity to sing for the Women's Club of Olympia, The Kwians Club and others. As well as make an impact in the community singing at Bayview during their Christmas fair and The OLY Lights Show. — **Olympia High**

I value are school systems ability to teach real things and teach them well, especially in health classes when talking about sex ed and mental health. — **Reeves Middle**

Class choices/freedom — **McKenny Elementary, Washington Middle**

learning — **Washington Middle**

having fun learning — **Pioneer Elementary**

the athletics system — **Thurgood Marshall Middle**

I value nutrition. Nutrition is a big root in determining mental health, physical health, and focus in a classroom. Without a good meal (quality and filling), it's near impossible for me to get through the day. — **Olympia High**

My small school located within my community. — **Boston Harbor Elementary**

The community. —**Reeves Middle**

I value many things at our school. I value our arts program ( Band, Orchestra, Choir, etc.), I also value our metal health throughout our school, especially for high school students. Lastly one of the main things that I value are proper education for students with learning disabilities (504, IEP's,etc.) students who have learning disabilities deserve to have the same playing field as any other student. —**Olympia High**

Ms Rubins art —**Olympia High**

The preparation it gives before we become adults to help us do well outside of school and benefit society —**Washington Middle**

Emotional care. Other students (including me) feel stressed with the amount of assignments given out, and teachers don't seem to understand that. —**LP Brown Elementary, Jefferson Middle**

Learning —**Washington Middle**

teck arts —**Washington Middle**

The nice teachers and Para-educators —**Olympia High**

social things —**Washington Middle**

I feel that what I value the most is that there is an equal amount of education for all in this current time, it may sound corny or something but it helps knowing that it is open and available. As such with many options for IEP's and special education for many people abroad. —**Washington Middle**

It's simple —**Madison Elementary, Reeves Middle, Olympia High**

Music departments —**Olympia High**

The music and arts program —**Olympia High**

the people —**Washington Middle**

I really value the music program —**Olympia High**

I don't know —**Washington Middle**

The teahcers —**Washington Middle**

freinds —**Washington Middle**

learning —**Washington Middle**

The people you meet —**Washington Middle**

environment —**Washington Middle**

get better chairs —**Washington Middle**

I value the time that the staff put in to make sure that the students get what they need and are happy. —**Washington Middle**

Shop arts and 3D printing —**Washington Middle**

i value the arts very highly and to let the kids who have a chance at greater things to give them the chance. —**Washington Middle**

lunch —**Washington Middle**

the caring of others around you —**Washington Middle**

Sports mostly football —**Washington Middle**

education —**Washington Middle**

The teachers — **Washington Middle**

uh friends. — **Washington Middle**

nothing really i dont know — **Washington Middle**

The people — **Washington Middle**

Happiness of staff and students. — **Centennial Elementary, McKenny Elementary, Washington Middle**

Food, i wish we had better food because our food a crap. — **Washington Middle**

extra circulars and clubs. — **Washington Middle**

Friends — **Washington Middle**

Idk — **Washington Middle**

not strict like having uniforms — **Washington Middle**

sports — **Washington Middle**

person learning system emotional health support — **Washington Middle**

People and workers — **Centennial Elementary**

I most value the help given to students that need it most. — **Washington Middle**

Freedom to use the bathroom, non-memory based testing, grades based and daily work and testing, more nutritional food not just snacks or unhealthy lunches, cheaper food. — **Washington Middle**

the teaching — **Washington Middle**

I value the students mental and physic health and ways to help families in need. — **Washington Middle**

Teachers who enjoy teaching and the arts programs — **Olympia High**

Having school as a place where I can express myself through the arts. I really value teachers who enjoy teaching, it makes my learning experience so much more effective. — **Olympia High**

The Music program, it helps me stay motivated to go to school. — **Olympia High**

The teachers who have made a profound impact on my life -- mostly arts teachers. — **Olympia High**

I value the verity of extracurriculars at OHS that I can be involved with — **Olympia High**

I value equality and kindness at our school and have seen a few instances where this is not shown. Especially at high schools, we have problems with racism, sexism, and homophobia and I would rather be a part of a school system I feel proud and safe. So, I would like for school funding to go towards things that push for an equal, safe, and kind environment. — **Capital High**

The arts, the avalibility to learn music, and the options that having diverse classes offer. — **Olympia High**

Academic Rigor — **Olympia High**

the education — **Boston Harbor Elementary, Reeves Middle**

honesty, transparency and keeping promises — **ORLA Online**

The programs at Olympia HS. Especially in music, I am proud of the program and how I've been able to be apart of it since 4th grade. It's helped provide scholarships opportunities — **Olympia High**

Children being challenged to grow. — **Olympia High**

leaving class for mental breakdowns — **Capital High**

Music and counselors — **Olympia High**

Performing arts and custodial — **Olympia High**

Food that I am actually compelled to eat when I'm hungry at lunch. — **Reeves Middle**

the variety of arts and music programs available. — **Olympia High**

I want food that I will eat in the cafeteria. The hot lunches at my school are horrendous. — **Reeves Middle**

The dedication to providing a safe and uplifting environment for students. — **Thurgood Marshall Middle**

Not much but if I had to say something it would be the IB courses and the theatre department — **Capital High**

Music program — **Olympia High**

The opportunity to find a niche where I can excel and develop that I both am good at and enjoy. Specifically the arts programs allowing me to express myself in an otherwise stressful and exhausting day. — **Olympia High**

I value the connections the school system makes. — **Olympia High**

I value education most in the school system. As a student, I find the teachers guiding the future generations most important. — **Olympia High**

The diversity of art, sports, and other curricular activities you offer. — **Olympia High**

I value focused academic support for students/academic support for students with learning disabilities. — **Reeves Middle**

I value accessibility to classes and school itself in general the most, from proper transportation through public school busses, to the ethical treatment of special ed students who may need more support and intervention than others — **Centennial Elementary, Washington Middle, Olympia High**

I value the variety of options for students to find support, whether through things they have found they enjoy at the school like sports, arts, hobbies, etc. or through teachers and/or counselors specifically there for student social and emotional health and wellness. — **Olympia High**

Academics and music — **Olympia High**

The class options and how we are encouraged to explore what we want to do — **Olympia High**

I value resources for mental health and education, arts, and sports — **Olympia High**

The focus on the arts is the most important to me. — **Olympia High**

The Field trips — **Thurgood Marshall Middle**

I value comfort and sports most at our school. — **Capital High**

Small class sizes. — **Madison Elementary**

I value that Avanti has been able to give me a coherent, supportive, interesting and overall fun learning experienced, as opposed to Capital, which had very few courses that fit into these categories. — **Avanti High**

I really value having as many class options that could really value the life of the majority of students who just go into the work force or trade schools, and not just classes that help you get a 4 year degree that most people won't use. — **Avanti High**

i value real connections between learning material and real world problems and skills, and trust and respect between teachers and students. — **Avanti High**

Teachers like Nikki from Avanti high school!!!!!! — **Avanti High**

Avanti loves Karter Rosner PLEASE GIVE HIM A RAISE !!! — **Avanti High, Olympia High**

support and openness from teacher — **Avanti High**

robotics pls —**Avanti High**

I value all the choices we have. —**Avanti High**

I like how conveniently located the schools are —**Avanti High, Capital High, Transition Academy**

the ability to thrive and grow, not that everyone will but just the chance or ability to —**Avanti High**

i think that this is stupid, one thing shouldnt be more important then another, its like one of those bridges made out of the stone slabs, you need everything or it will fall, we shouldnt slack off on the arts just because sports are more popular those are alot of people that you are efecting, and if you dont give the teachers good gideance , where would the student be? frome my experance i have a verry bad bus driver who has made aranged seating because she couldnt stand the students of color talking, and when they apoligize she gets more mad at them what i am trying to say is this is such a corrupt and crul system —**Olympia High**

I appreciate all the staff, and my personal experience has been that most staff try their best to help in whatever way they can. I appreciate al emails, whether or not I actually always read them. I especially appreciate how the entire school district had an incredibly huge task with restructuring and maintaining services during the pandemic. They, along with our medical workers, are saints and deserve accolades, in my opinion. —**ORLA Middle School Academy, ORLA hConnect**

Avanti High school —**Avanti High**

I value the teachers and para educators the most, as they really help me out with my school work and my mental health at times. —**Avanti High**

Stop wasting money and avoiding clear issues. Band-Aid fixes won't ever work and the district should acknowledge this. —**Avanti High**

Arts and creativity is what I value most at school. —**Avanti High**

Creativity —**Avanti High**

I value the most is individuality the most. The ability to actually have a conversation with my teachers and discuss problems im having or ask for help. An educator at Avanti often says "Half learning is knowing when youre wrong and asking for help" —**Avanti High**

I value the money for Avanti, because this school is very important to me :) Thank you for reading. —**Avanti High**

The extra help for students who need it, whether that be extra teachers or programs for kids so they can have a time and place for help with their school work. —**Avanti High**

At Avanti specifically, I most value the para educators, the smaller class environment, and the teachers and personal relationships with them. Please keep all of our para-educators I can't function in class without them. —**Avanti High**

What I value in my school specifically is the way my school solves problems like how our school is basically a gym just with rooms. Which was an amazing idea. Or how having snacks out for students because a lot of people have a hard time getting food. The very gental, loving, kind hearted staff that we have at Avanti is what I value the most. The teachers here actually work with thier students and take the time to learn about thier students and what they are capable of doing at the moment. I value my teachers and have love for them because they are always there to push you in a good way when you cant push yourself. They keep you on track when your haveing a difficult time and are just AMAZING!! —**Avanti High**

giting hiy qualitey edgicaters and having mentel helth perfeshinels. —**Avanti High**

I value people getting the help they need whether it be with language services, mental health services, financial support, etc —**Washington Middle**

Putting funds towards the arts, especially music. — **Olympia High**

I love that Avanti has para educators, because they have really helped me when the teacher has been busy. I'm super grateful for their help. They have been essential to my success at school. — **Avanti High**

Quality teachers and extracurriculars (music and sports) — **Olympia High**

Our supportive counselors — **Washington Middle**

Educating the students to the best of your ability — **Olympia High**

I value diverse selections of classes for students to take at the middle/high school level, sports and clubs, and specialty staff like counselors and librarians. — **Capital High**

the freedom we have to not be able to participate in school related activities that we enjoy. For example, the art and theatre classes have good support, which is good for students who really enjoy those activities, or for advanced math or science classes, for those who enjoy those subjects — **Jefferson Middle**

This is an almost impossible question to answer for students who have only been in one district. However, there are good club options, and good teachers. — **Olympia High**

professional work as in teaching and staff — **Washington Middle**

I value how going to school will affect my life once I graduate.

Also please do not fire Marissa Dillard the CSI ELA teacher at Thurgood Marshall Middle school, I am aware she is a new hire and you might have to do to budget cuts, but she is one of the best teachers I have had. — **Thurgood Marshall Middle**

I honestly don't value much here at Olympia, I think that administration wise, some of the policy's and practices are ineffective and down right abusive at time. I understand some of the problems here at oly are important and need to be address in a effective way, but the administration here does not understand how to do that. Specifically the drug problem and vandalism. I'm not sure where this survey is going and who reads this, but if you are at the district office, Olympia high schools admin have decided that the solution to the problem is to lock all bathrooms, put guards at the doors during our lunches. By closing and locking a majority of bathrooms during the school day, with almost 2000 students, some of which have medical issues that a bathroom has to always be accessibly, it is down right inhuman to just lock the bathrooms instead of dealing with the actual problem. I also personally believe that part of the problem is the fact that most of the administration ether have a god complex or are total pushovers and don't do anything to fix the problem. — **Olympia High**

Quality of classes and teaching — **McKenny Elementary, Washington Middle**

FREEDOM & books — **McKenny Elementary, Washington Middle**

FREEDOM & Orchestra — **Centennial Elementary, Washington Middle**

I love to have teachers and other adults at the school that understand how to support you best, understand your back ground, and support your academics in the best way for you — **Jefferson Middle**

The positive community around the teacher, not necessarily the students although they're mostly laid back. — **Reeves Middle**

The Arts, especially Orchestra — **Olympia High**

A thriving community that can express themselves, and an education for everyone. — **Olympia High**

The student-teacher ratio and curriculum material — **Boston Harbor Elementary**

The fact that teachers and staff are willing to help students at any given moment — **Capital High**

The students and the opportunities available to them. Things like the sports or music and arts programs are very important to student development. Electives like band, orchestra, and choir as well as sports offered throughout the school year. Those kinds of activities are very important to me and I am really thankful that OSD has these opportunities available for students. I also value the instruction and support for students at our schools. Teachers should have the right training and should be fully capable to teach students well. There should be support for those students who need extra resources but making sure not all of the budget is spent on just that aspect of education support. —**Olympia High**

A balanced experience for my children. Exposure to athletics, ELA, science, the arts (orchestra/choir and art), math, economics, history, etc. Keeping focus on providing the environment for students to grow into well rounded human beings. —**Reeves Middle, Olympia High**

That we continually have access to arts, sports, and diverse courses (especially in high school). —**Olympia High**

As a student, I think that we have great teachers. I just love every single one of my teachers, they are all amazing and have taught me so much. —**Thurgood Marshall Middle**

Interconnected and interwoven system of education, advanced learning, self-pacing, and individual exploration through clubs —**Olympia High**

Avanti High School genuinely and truly saved my life. It's a small school, highly underrepresented, but it's been such a positive force in my life that I honestly couldn't imagine being around right now if I hadn't come here. I want other people to be able to continue to benefit from Avanti in the future, just as I have. —**Avanti High**

I value Avanti's arts. I value the new social workers and therapists we have here. I think having mental health professionals at school has really helped our overall environment here. —**Avanti High**

community —**Avanti High**

education —**Avanti High**

how understanding and flexible they are —**Avanti High**

Our Ability to explore different paths and interests at Avanti and our music program at Oly —**Avanti High, Olympia High**

The racism, just kidding ya'll need to get your [expletive] together. —**Avanti High**

The most important things to me about our school system is the class opportunities and options for many different subjects that allow people to do what they are interested in and continue this if possible as a profession. Along with this I believe the arts are very important, as they are one of the programs that doesn't get the recognition it deserves. —**Olympia High**

The access to relatable and supportive teachers ed's and the general kindness of school staff at avanti —**Avanti High**

how it has a system for special students —**Jefferson Middle**

Getting the help I need —**Avanti High, Olympia High**

Avanti —**Avanti High**

At least for Avanti, our curriculum is very focused on actually enacting future change and preparing you for life; rather than breeding complacency as is common in mandatory public school systems. —**Avanti High**

the ability to choose an alternative learning style —**Avanti High**

I do not value a whole lot about our school system. It is non-individualized at Capitol and Olympia. At Avanti, I value most the one-on-one work time to be able to expand and grow as a human. I never found anything like this at Olympia High School, and had an awful time at ORLA. —**Avanti High**

At Avanti high we have an amazing system already going please do not change it —**Avanti High**

when i get free cookies —**Avanti High**

Our teachers. —**Avanti High**

If it was a good system I would wanna value programs that allow hiking trips to learn about science, debate classes, plants in school to take care of, fish in school to learn about marine biology, or to use clay to learn about structural integrity. Generally anything that you actually engage in and are hands on. But this school system is [expletive]. Id like whoever reads this to know that you all are teaching [expletive] and no human learns by listening to lectures and having to answer a test on paper. Human brains learn by hands on experience and real life hands on tests. —**Avanti High**

i value special education and helping those who need it most —**Avanti High**

I value Avanti's values. —**Avanti High**

Avanti —**Avanti High**

Competency. —**Avanti High**

not sure —**Avanti High**

We need to invest in our most marginalized students---poor, black, unhoused, queer, trans, disabled —**Avanti High**

Being in a community and able to get help from my teachers. Without things like clubs or sports it would be horrible —**Avanti High, Olympia High**

Budget Support. —**Avanti High**

i love how many options my school provides for me and my peers, and how much support we are all provided —**Avanti High**

What I value most about Avanti's system is that students can recieve support from teachers any day, whenever they may need it. —**Avanti High**

I value the support for special education, and the sense of community. —**Avanti High**

being social —**Pioneer Elementary, Washington Middle, Avanti High, Olympia High**

one thing i value most about our school and school system is how many teachers we have to help us with what we are struggling on. i also really like how avanti is so art oriented. another thing is i really like how the classes are mostly student lead, and how we still have teacher lead classes. —**Avanti High**

Working school computer that don't take 10 minutes to load —**Capital High**

A leadership Class —**Thurgood Marshall Middle**

I value the ability to make my own school experience, I can have the classes I am interested in, as well as being outside. —**Avanti High, Capital High**

That we actually learn about skills and abilities that we can actually use in our adulthood. —**Thurgood Marshall Middle**

Arts, paraeducators, options —**Avanti High**

it has a late start and lots of electives in high school and middle school —**Jefferson Middle**

Valuing flexibility —**Avanti High**

I value making class sizes smaller and focusing more on making positive experiences for students rather than focusing on academic success —**Avanti High**



Personalized training —**Avanti High**

athletics and seeing my friends. the school system is flawed and made to push out 9 to 5 factory workers that can check all the correct boxes. —**Olympia High**

Teaching inclusivity and equal opportunity for all students. —**Capital High**

Giving all students access to opportunities they might not be able to afford otherwise —**Capital High**

CTE Programs —**Capital High**

Special Education helpers and teachers —**Capital High**

the community and equality. —**Avanti High**

the artistic classes/outlets that are available to me —**Avanti High**

The extra academic help and the staff/teachers putting the students first. —**Avanti High**

The two OSD schools I went to is ORLA and Avanti. I like the flexibility in what classes you can choose, and being able to go in afternoons (because I am certainly not a morning person.) I like teachers that could take time to help students understand the material, so they know how to apply it. —**Avanti High**

ACTUALLY LEARNING STUFF —**Reeves Middle**

Supportive teachers. Access to quality art supplies. —**Capital High**

I value the course opportunities and supportive counselors at our high school. —**Capital High**

The school is trying to make it a fun pace while having to stay in the rules, they also have to deal with all of the craziness of a high school —**Capital High**

having options and freedom to make my own choices, and the social aspect of school (seeing friends, meeting new people, etc) —**Avanti High**

The community around it like the relationships I make with students and teachers and anyone attached to school. —**Avanti High, Olympia High**

art programs —**Washington Middle**

I value the learning and performing arts —**Olympia High**

I value the time and understanding that each teacher gives. —**Olympia High**

I Value college prep most. —**Jefferson Middle**

Sports —**Capital High**

Making friends and memories. Also learning what we need not what's X. Like how to do taxes and how to take care of an apartment/your first house. —**Garfield Elementary, Jefferson Middle, Thurgood Marshall Middle**

i love good health and cleanliness its nice to know that my schools are clean —**Washington Middle**

I value the prosperity of the school —**Washington Middle**

Course options —**Capital High**

The openness and willingness to embrace change. —**Lincoln Elementary**

All the opportunities we are given to try new things and learn about —**Washington Middle**

Science and P.E. but I wish we could play more dodge ball and soccer. —**ORLA Montessori**

Opportunities —**Avanti High**

extra help with IEP's —**Thurgood Marshall Middle**

the help i get everywhere i go — **Capital High**

no drug or substance use — **Washington Middle**

counseling services as it affects many students and is imporatr to alot of them — **Olympia High**

the chocolate muffins taste good — **Thurgood Marshall Middle**

Librarys!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! — **Lincoln Elementary**

The way it functions well and supports people in lots of different ways. — **Olympia High**

Tech and material tech. — **Jefferson Middle**

Band program at OHS and Reeves and quality of teaching! Small class size at Boston Harbor was great for when I attended. (It may be different now) — **Boston Harbor Elementary, Reeves Middle, Olympia High**

the cheechers — **Reeves Middle**

I value the schedules. — **Jefferson Middle**

Trade programs like welding and woodworking. ALso, the arts are a plus. The schools are in great condition. — **Jefferson Middle, Capital High**

I love the class sizes at Boston Harbor Elementary, as I went there for a total of 8 years. It was a great environment! — **Boston Harbor Elementary, Jefferson Middle**

Band — **Jefferson Middle**

counseling--being able to talk to somebody — **Centennial Elementary, Washington Middle, Olympia High**

The opportunity to learn new thing. — **Washington Middle**

Good Teachers — **Olympia High**

I like my Honors classes, music classes, and the chance to do Running Start in two years. — **Olympia High**

I like the JAMS program, sports, and music. — **Jefferson Middle**

idk — **Olympia High**

The students — **Avanti High**

The access to and strength of the more traditional school focuses (rigorous course offerings, excellent music programs, and strong athletics) and the overall friendly, inclusive feeling of those focuses. — **Pioneer Elementary, Washington Middle, Olympia High**

I value the teachers in the school there all so kind to all the students and parents/gardians — **Washington Middle**

I value the chances that the school gives us such as the music programs and sports — **Jefferson Middle**

The Teachers — **Thurgood Marshall Middle, Capital High**

All the extra-curricular activities — **Washington Middle**

I value our ability to adapt and listen to the voices of every community member, student, parent, etc. I appreciate the communication and concern for the recent budget cuts, hoping that we can work as a community to make the best choices possible in a situation where not everyone is going to be happy. — **Olympia High**

## **Describe any cost saving measures you would like the district to consider.**

Defund Instructional Coaches at elementary and middle schools to help teachers create and implement plans for student learning loss recovery (21%). It clearly has not been effective and at 21% of budget could help get you balanced quicker. — **Washington Middle**

Cut the admin expenditures, stop ordering 700kof curriculum that's wrong and hiding it — **Capital High**

Nothing to think of —**Jefferson Middle, Olympia High**

More money spread out to different sports/activities, not just focus funding on one sport/activity. —**Olympia High**

We are new to OSD and at ORLA which is a unique program. I don't have specific input for this question. —**ORLA Middle School Academy**

Cut school counselors. They are an absolute waste of money and do nothing to benefit the school or kids. Add academic advisors to the high school. —**McLane Elementary**

Bring back SRO'S —**Capital High**

Sorry no ideas. This is tough. Thank you for asking for our thoughts. —**Capital High**

Wasted money on technology that is not being used. —**Capital High**

Remote learning and get rid of school nurses. —**Centennial Elementary**

-Less security patrolling the halls, make it a parent volunteer program

-additional financial support for teachers doing extra curricular (not coaching) like clubs (DECA, FBLA, Rotary), boosters, yearbook etc.

-consolidate Capitals counseling receptionist, admin receptionist, and attendance secretary. As a student I can see plainly, one person, especially those who have TA's is able to do all of those jobs.

-Make kids do yard work. Come in before, after, or on weekends to do groundskeeping for detention for vaping for example. I don't like that I can't use 2/3 upstairs bathrooms half of the time because they close them for everyone when 2 people are vaping. Make those people go weed, and let everyone else pee in peace.

Thank you for investing into us —**Capital High**

Cutting off the money going to online schooling. A minority of students use a majority of funds that doesn't seem fair to the majority in public school that need funding for activities —**Olympia High**

Sports teams don't need all the extra staff and materials they have, such as a nutritionist. Spend money where students need it, such as paying our bus drivers!! —**Capital High**

DO NOT cut Freedom Farmers, Do not cut the budget of special ed help in OHS, do not cut any heritage classes. —**Olympia High**

College in the high school courses —**Capital High**

Less paper —**Washington Middle**

I don't have any ideas. —**Olympia High**

Stop spending money on remote learning options. —**Olympia High**

consolidate bus routes. overall I think that there would be a reduction in ongoing costs if you allowed students more freedom and control over them self if specific students need more strict rule they should be applied on a student basis instead of assuming that all of the students are going to do something bad or the wrong thing. —**Capital High**

Decrease taxes. my parents are going broke BECAUSE THE TAXES ARE THE MOST IN THE BILLS. ITS OVER 3k FOR SCHOOLS WHAT THE [expletive]. LOWER THE [expletive] TAXES. Please. —**Capital High**

fire the teachers —**Boston Harbor Elementary, Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, LP Brown Elementary, Madison Elementary, McKenny Elementary, McLane Elementary, Pioneer Elementary, Roosevelt Elementary, Jefferson Middle, Reeves Middle, Thurgood Marshall Middle, ORLA Online**

Maybe change things that might not be top priority right now. —**Olympia High**

hiring less staff to do jobs they're incapable of doing proficiently (especially at the administration level) —**Olympia High**

0 hour classes —**Olympia High**

I wouldn't really like the district to consider anything about any saving measures. —**Jefferson Middle**

[school name] Principal [staff name] should be strongly considered to have his salary lowered. He shouldn't be making \$170,000 a year to hand everything off to the vice principals and walk around the school the whole day. He's a great guy and all but he's making way too much for as little as he does —**[school name]**

I think if costs were distributed evenly between clubs and sports it would help people be able to do more things at school. —**Olympia High**

growing veggies in school gardens —**Reeves Middle**

Less tech spending, for example, the tv's in the ohs commons. I can't think of anyone that actually looks at them to see announcements and news. They don't serve a purpose and it would be a lot of money to be spent in other ways that positively impact the students more than a few tv's. —**Olympia High**

Consider that installing random monitors in schools regarding information is not really helpful for students and seems like a waste of technology. Nobody at lunch even looks at the TV monitor and it does not really provide any extra benefit. —**Centennial Elementary, Roosevelt Elementary, Jefferson Middle, Capital High, Olympia High**

Consider taking some of the funding from football and redistributing it into arts programs such as Chamber Choir if it is being considered to be cut. —**Olympia High**

women's sports —**Olympia High**

I think Olympia has great extra curriculums and that is one of the best things about being in a school however I think at times we over fund them. Did Olympia Highschool need to spend 22 million (I think that's what it was) to fix up Ingersoll most likely not. Do coaches need to keep switching the uniform or having more than one uniform and then many expenses that people have to pay no. For example a friend of mine is on drill team she bought a new uniform this year, all her practice gear, poms, shoes, socks, etc. This cost a lot of money. Teams could practice in anything that's an added expense. Now how does this relate to the district's money in every sport there is most likely at least 1 kid who needs help with funding and while it is great we can provide that and there should be equal opportunity for all we could take out some of these extra things we need for teams so the district has to pay less for those who need help. I also think in the kindness of our district's hearts we often send kids who may not be able to pay on trips or to do things that we have to pay out of pocket and it wasn't something they needed to do or everyone was doing. This leads to losing money. Now I am very aware that this is not a big chunk of our money. But it is just something that came to mind. It isn't the easiest thing to get out there because I sound rude trying to cut these opportunities from people however I still want them to have these opportunities so think of ways we could have them pitch in a little money instead of none at all or just choose things that are less costly. —**Olympia High**

Less investment into elementary schools and more into high school CTE programs. Better transportation to clubs and buses home. Less investment into social and emotional learning (not support). —**Avanti High, Capital High, Olympia High**

Sports —**Olympia High**

More highly-gifted student programs and increased options to continue courses outside of what the school offers (for example, being done with all the math that is offered and being able to take higher math). —**Olympia High**

Cut down on the mental health workers we don't need them that much and just all extra staff in general also you could merge smaller schools into the larger ones like Marshall and Madison —**Olympia High**

less on sports like foot ball —**Olympia High**

I'm not sure if the district has been doing this, but we don't need to spend money on new jerseys every year for any sport. —**Olympia High**

I would say that you need to change boundrie lines instead of closing important small schools. DON'T FORGET THE LITTLE GUYS! —**Boston Harbor Elementary, Jefferson Middle**

Not educated on money —**Capital High**

Full time bus drivers because what is the point of having full time bus drivers if schools get out around 2 or 3 you'll be running a bus all day with no kids in it and probably the bus drivers have family too they wouldn't ignore their family for their job —**Jefferson Middle**

idk —**Olympia High**

Teachers are the most vital part of education and our district so please don't riff teachers. —**Thurgood Marshall Middle**

I have none —**Jefferson Middle**

none. —**Thurgood Marshall Middle**

I think at the high school level we are heavy on administration. I say this because the student body sees our admin doing tasks like "guarding" the bathroom at lunch and sitting making sure we dont go in resricted areas during lunch. I just think that they could have a better use of their time. —**Olympia High**

no —**Pioneer Elementary**

to not put as much money into one thing —**Thurgood Marshall Middle**

Unsure what this means, just use every [expletive] penny you can to benefit students in the ways they WANT to be benefited. Don't spend money on looking fancy, spend it on having healthy students. —**Olympia High**

One thing that I noticed that the school gives a lot of unnecessary money to is our sports department, specifically sport like football, baseball,etc. They get new things very frequently and get many special opportunities in comparison to things like the arts department. Not to mention the sports department gets plenty of private funding on top of state funding, while most departments don't even get an opportunity when it funding similar to that. —**Olympia High**

better school meals. I am grateful that we get free food, but the meals are often a bit gross, or it seems like no care went into it. —**LP Brown Elementary, Jefferson Middle**

I don't really know. —**Washington Mlddle**

Our para-educators helping the iep's and being for them so like iep's having para-educators and have help when needed or want someone so have them feeling down —**Olympia High**

This may just be my personal idea or opinion; But I would like the district to consider cost saving on out of school activities, I haven't researched much into the field trip and such, but I do think that the school takes care of it, So then I have nothing to say. —**Washington Middle**

Stop cutting arts programs —**Olympia High**

Taking some funding out of sports that don't do too well at games and reinvest that money in other classes —**Olympia High**

no —**Washington Middle**

N/A —**Olympia High**

I don't know —**Washington Middle**

idk —**Washington Middle**

idk — **Washington Middle**

Do NOT cut the arts — **Washington Middle, Olympia High**

increase the budget on food — **Washington Middle**

cut out desks — **Washington Middle**

I don't really know any. — **Washington Middle**

Don't add on extra electives that no one likes. News energy and money efficient heaters replaced the old things.  
More energy efficient lights — **Washington Middle**

i personally feel like we could save a lot of money if the online learning wasn't being funded because i don't know anyone personally who does online learning at all. — **Washington Middle**

not enough food at lunch — **Washington Middle**

maybe buying more supplies for classrooms — **Washington Middle**

i don't know — **Washington Middle**

Cut art class — **Washington Middle**

free lunch and free sports fee — **Washington Middle**

I got none — **Washington Middle**

Solar panels. — **Centennial Elementary, McKenny Elementary, Washington Middle**

idk — **Washington Middle**

I don't really know at this time. — **Washington Middle**

Idk — **Washington Middle**

not so much money on science — **Washington Middle**

none I can think of at the moment — **Washington Middle**

i don't know — **Centennial Elementary**

I would like the district to consider planting more trees. Trees grow slower than grass so the district would have to pay less for the maintenance. — **Washington Middle**

no measures — **Washington Middle**

I don't know maybe consider free lunches for some students? — **Washington Middle**

I would like the district to consider the impact that arts courses have on students. For a lot of us, band, orchestra, or any other form of art, is a way of self-expression. Budget cuts take away from this extraordinary experience we are allowed to have during our school day. For me, band is a stress reliever and one of my favorite classes because of how it allows talent from across the school to come together and create something amazing. — **Olympia High**

football — **Olympia High**

football — **Olympia High**

Sports. — **Olympia High**

I can't really think of anything at the moment. — **Capital High**

Less money to sports. — **Olympia High**

none — **Boston Harbor Elementary, Reeves Middle**

decrease the amount of sports teams, I don't think we need 5 different sports teams, why not just a few —**ORLA Online**

Spend less money on food with little to no nutritional value. —**Olympia High**

by fidgets —**Capital High**

Stop firing teachers at small schools. —**Reeves Middle**

stop paying teachers who don't teach, fire bad teachers and hire better ones. stop investing time and money into wellness/emotional support activities, it doesn't help and no one cares. —**Olympia High**

Keep all the teachers. Put a lot of money into making the school food better. Stop putting money into Social emotional learning. —**Reeves Middle**

N/A —**Thurgood Marshall Middle**

stop spending so much money on olympia high school foot ball. they arn't good anyways. prioritize other sports that actually make it to state —**Olympia High**

N/A —**Capital High**

I'd like the district to reconsider prioritizing the football team in terms of budgeting. Many sport teams are able to represent our school well. On the other hand, the Football team is only for moral, our budget shouldn't focus on moral. —**Olympia High**

-Less money spent on more stuff for popular and better funded sports(especially boys) like football and baseball. They already have lots of gear and other programs could use support for more basic needs of students that don't revolve around the popularity of the school.

-Electric buses, while initially expensive, would pay for themselves over time. They could be charged overnight and are better for the planet. (crazy idea, I know but should be considered for real) —**Olympia High**

idk —**Reeves Middle**

Fire all school nurses. Get rid of all remote learning options. Get rid of ORLA. Remove the "securly" chrome add on from all chromebooks. Get rid of all social-emotional learning. Make everyday 1 hour shorter. Don't hire substitute teachers and give students an unsupervised free period if the teacher is not there. Fire [staff name]. Fire [staff name]. —**Olympia High**

some of the sports are reseving alot of money no sport needs 4 coachs for a team of 20 —**Olympia High**

Field trips we should have at least 4 of them.The rest are optional —**Thurgood Marshall Middle**

none —**Capital High**

Remove any additional cost due to “pandemic or covid” remove remote learning costs. —**Madison Elementary**

N/A —**Avanti High**

Less trophy cases —**Avanti High**

Stop wasting your money on pedophile teachers! —**Avanti High, Olympia High**

I don't really know about this. —**Avanti High, Capital High, Transition Academy**

Bigger classes for non teacher led classes. less on the a bus system if possible. —**Avanti High**

Cut sports budget. They get so [expletive] much, and other departments aren't getting enough. Sports are nice but they needn't be so much. They don't need all these new things constantly —**Avanti High**

Sports are not that important. —**Avanti High**

i dont know —**Avanti High**

Find the school that's using the most money, and do more cuts there. also protest the state to increase your budget. —**Avanti High**

I am not financially smart enough to answer this. —**Avanti High**

Don't fund the athletics program nearly as much. —**Avanti High**

Maybe we can save by not making athletics the main priority —**Avanti High**

Please consider funding for special dietary options for gluten AND dairy sensitive students. we'd luv that thx —**Avanti High**

Not getting super high tech machines when there are simpler things that do the saemt thing such as the high tech projecter boards and just use a projecter and a white board. Not giving so much money to the bigger schools when they dont need it. DUH! —**Avanti High**

if a club dosint nead mone dont give it to them —**Avanti High**

I don't know enough about the budget to make a recommendation. —**Avanti High**

Not sure —**Capital High**

Not many good options in that arena. —**Olympia High**

the amount of food wasted —**Washington Middle**

i dont quite support the pay for parking insitive, I am required to come to this school by law, I dont belive that I should be required to pay to park here, and the cost of the stickers for each car. —**Olympia High**

Bigger Orchestra room —**McKenny Elementary, Washington Middle**

Bigger room for Orchestra —**Centennial Elementary, Washington Middle**

I don't really have any ideas. —**Jefferson Middle**

none :3 —**Reeves Middle**

If closures are considered, determine the MOST expensive schools and close them; then redistribute students and funding among the remaining schools. This would have a far greater fiscal impact than closing several smaller schools. Bottom line, you would only have to close a few large & expensive schools to balance the budget as opposed to several smaller, less expensive schools. Also, consider age of facilities, many older schools are in need of tons of deferred maintenance and are high energy and maintenance consumers. This results in a higher operating cost over newer more efficient facilities. —**Boston Harbor Elementary**

N/A —**Capital High**

Just don't cut out programs like the music electives or sports that benefit the students immensely or remove the focus on improving the teaching and instruction at our schools in the hopes of saving money because those are valuable opportunities that our district is so fortunate to offer. —**Olympia High**

Getting rid of unused or vacant property. There is a parcel in my neighborhood that is owned by the Olympia school district that is vacant. It frequently has vehicles that are dumped there or items parked on it gor sale. —**Reeves Middle, Olympia High**

You might consider the paychecks of some people high up in the district. Since when were some of these people making 6 figures? —**Olympia High**

None. —**Thurgood Marshall Middle**

We need mental health professionals in school. Especially with all the transphobia homophobia and racism in our schools. —**Avanti High**



spending less on sports —**Avanti High**

Goodluck :( —**Avanti High, Olympia High**

Making less educational investments into horrible people. —**Avanti High**

For years athletics have been financially prioritized, I think the staff that make this machine of a school system, especially the teachers aid's should be the ones receiving these funds for their hard work and genuine care. —**Avanti High**

i don't have any thing —**Jefferson Middle**

I don't know —**Avanti High, Olympia High**

Do not mess up Avanti —**Avanti High**

cutting back on sport maybe turn them into clubs so we have more funding elsewhere —**Avanti High**

Although I am unsure of any-cost saving measures, removing/cutting teachers is the worst possible choice for the district to make. —**Avanti High**

Events, school based events we don't need many —**Avanti High**

i dont know —**Avanti High**

Focusing less on giant schools. Maybe cutting back on additions to make schools bigger, and having more smaller options. —**Avanti High**

N/A —**Avanti High**

Check in with schools to see if the funds are helping and if there would be a better balance of funds for each school. —**Avanti High**

I don't know —**Avanti High**

not sure —**Avanti High**

I don't know —**Avanti High, Olympia High**

N/A —**Avanti High**

I don't know. But I do know that cutting teachers is THE WORST thing you could do. —**Avanti High**

I don't have anything to add. —**Avanti High**

None that I can think of —**Capital High**

N/A —**Thurgood Marshall Middle**

Honestly idk, I wish everything could just be funded. It sucks cause someone isn't gonna get what they want, and that feels unfair. —**Avanti High, Capital High**

Maybe focus less on snacks or junk food. —**Thurgood Marshall Middle**

not giving everything to the superintendent. —**Jefferson Middle**

I dont think i know enough about large scale budgeting to be making a fully informed opinion, however I feel strongly about not prioritising sports —**Avanti High**

Unsure —**Avanti High**

revamp the whole curriculum and school system so every kid doesn't hate school —**Olympia High**

Reduce funding for sports reduce the larger funded sports and feed money into Art classes —**Capital High**

Not sure —**Capital High**

not cutting things out completely but just re assessing the amount of money given and redistributing accordingly.

—**Avanti High**

An idea might be to find out how many students are using school lunch, so more isn't spent on food that won't be eaten. This might be difficult to apply though. —**Avanti High**

i dont care its your money you choose —**Reeves Middle**

Less money filtered into sports. —**Capital High**

A lot of the budget deficit came from becoming accustomed to having covid 19 funding from the government. Cutting the personnel and programs that were added for covid may help in restoring the deficit, or at least not going further into debt. —**Capital High**

none —**Capital High**

Any way to make thins more Eco-Friendly —**Jefferson Middle**

I think the school district could focus more on racism in the school because there has been multiple incidents that I've observed and nothing was done to change and fix this issue. —**Olympia High**

None —**Jefferson Middle**

idk —**Capital High**

YOU GUYS NEED TO KEEP UP —**Garfield Elementary, Jefferson Middle, Thurgood Marshall Middle**

i'm not sure, i have no opinion at the time —**Washington Middle**

the student stores are very overpriced, i could get 1 school lunch with how much a bag of chips costs. —**Washington Middle**

In general a shift of funds to social service and well being. —**Lincoln Elementary**

For my school particular, the cost of trying to find new administration is ridiculous. —**Capital High**

Individualize learning —**Avanti High**

social emotional —**Thurgood Marshall Middle**

n/a —**Capital High**

check for anything bad students have on them —**Washington Middle**

none I can think of perhaps we need to jsut send less clubs and teams to state competitions —**Olympia High**

can you make it so we can use airpods during class plz —**Thurgood Marshall Middle**

Sports. Not giving all the money to the football team. —**Olympia High**

I would cut vice-principal. —**Jefferson Middle**

N/a —**Jefferson Middle**

Less social emotional learning stuff. It eats up a lot of time and money. —**Jefferson Middle, Capital High**

I am aware that the district hired teaching coaches during the pandemic. This is not necessary! The teacher's job is to help the students learn. That is what they are trained for. It is pointless to hire teaching coaches! —**Boston Harbor Elementary, Jefferson Middle**

Start listening to students a lot more. After all K12 isn't about the kids. —**Jefferson Middle**

Pay less on the libraries —**Olympia High**

Lower the salary and/or number of administration. —**Olympia High**

idk —**Olympia High**

| unsure —**Avanti High**

| None —**Washington Middle**

| set up solar panels to cut electricity bills —**Jefferson Middle**

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