

The following are answers to the second of four open-ended questions on the 2021 Budget Investments for Student Learning online survey. These results provide answers to the survey question listed below. The question followed a section in the survey that listed various well-being recovery supports for elementary, middle and high school and asked respondents to rank the supports from the least important to the most important investment.

For publication on our website, comments that contain accusations/sensitive information, and/or profanity and identify or by nature of the reference could lead to the identification of the respondent or OSD personnel or students, have been removed and noted in brackets. The comments have not been edited for spelling or punctuation.

Normally our practice is to disaggregate survey data by demographic factors including race and school programming. We inadvertently did not do that in this survey and will do so in future surveys.

***Are there other emotional and social well-being supports not listed above that you want us to consider?***

Don't be too political  
Parent or guardian  
Olympia High School

No  
Parent or guardian  
McLane Elementary

No  
Parent or guardian  
Olympia High School

Keep BLM out of our school system  
Parent or guardian  
Hansen Elementary, Thurgood Marshall Middle School, Capital High School

No  
Parent or guardian, Community Member  
Washington Middle School, Olympia High School

Less time on screens  
Parent or guardian, Community Member  
Boston Harbor Elementary, Olympia Regional Learning Academy

No

**Parent or guardian  
Capital High School**

a "class" or time period for SEL is not going to cut it. It must be embedded in our daily actions by all staff everyday, all day.

**Parent or guardian, Community Member  
Olympia High School**

Teaching neurotypical children how to communicate better with their neurodivergent peers. [It always seems to fall on Autistic kids to learn how to communicate the way NT people do and not the other way around. Us Autistic people are real tired of having to mask ALL the time.]

**Parent or guardian  
Roosevelt Elementary, Reeves Middle School**

Support ALL cultures. Not just black, white, Asian. Why not integrate our local Native American cultures into the curriculum? Global Studies!

**Parent or guardian  
Capital High School**

No.

**Parent or guardian, Student  
Garfield Elementary**

Implement a Native American Education program with cultural and social supports; this aids in SUD and suicide prevention.

**Parent or guardian, Community Member  
Capital High School**

we need swimming pool for the swim team

**Parent or guardian  
Washington Middle School, Olympia High School**

None

**Parent or guardian  
Hansen Elementary**

I would like an overview of what history curriculums are being taught and how it portrays the histories of marginalized people. The social and emotional impact of this is landing on our students of color.

**Parent or guardian  
Roosevelt Elementary**

Consider ways to teach that doesn't require as much homework. This is an added stress and it

makes for very long days for these kids. It is really hard to decrease stress when there is no time for extracurricular activities or time to just hangout. Everyone needs some downtime.

**Parent or guardian**  
**Capital High School**

No

**Parent or guardian**  
**Centennial Elementary, Washington Middle School**

Encourage counselors to take a moment with my child. Maybe consider talking to them every once in a while, especially at times of need. Perhaps respond to voicemails and emails in a timely manner, or at all.

**Parent or guardian**  
**Centennial Elementary, Washington Middle School, Olympia High School**

No

**Parent or guardian**  
**Garfield Elementary, Washington Middle School**

The flexibility for teachers to prioritize social and emotional needs above academic requirements as needed for each individual. Ideally, but just asking teachers to do more, but instead asking them to reprioritize.

**Parent or guardian, Elementary Teacher**  
**Lincoln Elementary**

NA

**Both parent and teacher**  
**Garfield Elementary, Olympia High School**

I'm concerned that this survey is very biased. And forcefully leading participants to rank items higher than they want to based on the options and layout.

**Parent or guardian**  
**Hansen Elementary, Pioneer Elementary, Washington Middle School, Olympia High School**

Kids have learned that there are no consequences for their actions.

**Parent or guardian**  
**Olympia High School**

Every elementary school needs two counselors, a social worker and school based mental health counselor who is part of the team. Please implement the later start time for high school students, it is highly important for their well-being. Also high school home room did not cut it this year for social well being support. It helped keep kids informed but it was a missed opportunity to help support kids with emotional and social well being. Maybe some teachers pulled it off better than others, but teachers are not really trained for this.

**Parent or guardian**  
**Olympia High School, Olympia Regional Learning Academy**

Be mindful of students who do not have a homeroom like students at Orla for example my [child] who takes one class on site at Orla and has an IEP at Reeves and then we do to offsite classes as well. I think advisory with the social emotional focus should be mandatory, similar to what Avanti is doing, in every school for every grade level. Also every school should accommodate their current students if current students cannot learn onsite In the fall due to Covid concerns, I am hearing rumors students will be sent to other schools for distance-learning. These students need stability / continuity for mental and social emotional health and must be grandfathered into their current school if they want to be able to maintain their familiar support. I am hearing rumors that Avanti may want students who want to be offsite still, if Covid variants are causing disruptions, to attend a different online school. We do not want that, Avanti has been amazing providing distance education and schools must continue to do so for the students who want to stay there. We are not done with the pandemic yet and we must take care of each other and be flexible and budgeting should be looking at this for families and staff

**Parent or guardian**  
**Reeves Middle School, Avanti High School, Olympia Regional Learning Academy**

Invest in completing athletic infrastructure projects! PLEASE finish what you have started.

**Parent or guardian**  
**Capital High School**

Foster student mediator programs to help students build capacity for solving their own problems and challenges- link to ASB in a monitoring way

**Parent or guardian**  
**Olympia High School**

No  
**Parent or guardian**  
**Olympia High School**

Have no idea what "Restorative Justice Program" or "culturally responsible curriculum" mean.  
**Parent or guardian, Community Member**  
**Washington Middle School, Olympia High School**

Bring back community police officers is a must to maintain/improve this crucial relationship  
**Parent or guardian**  
**Jefferson Middle School, Capital High School**

No more zero tolerance policies that are as ineffectual as the war on drugs or the three strikes rule. The data doesn't support your approach to bullying. Teach children to be resilient so that they can deal with bullies that exist in the real world, instead of teaching them that they can

expect bullies to just fade away. Don't punish someone for defending or protecting themselves. Use data to influence your decisions, not knee-jerk reactionary measures that hurt more than they help. The last thing we need is for everyone to ignore facts until we get into a worse place socially.

**Parent or guardian**  
**Centennial Elementary**

No  
**Parent or guardian**  
**Capital High School**

No  
**Parent or guardian**  
**Olympia High School**

Later start times so kids get enough sleep!  
**Parent or guardian**  
**Olympia Regional Learning Academy**

No  
**Parent or guardian**  
**Hansen Elementary**

This will be SO critical next year. Please spend the money. Our students need this.  
**Parent or guardian**  
**Olympia High School**

None of these things. Why are you wasting my children's time on this. Stop. Focus on real actual science and math.  
**Parent or guardian**  
**Pioneer Elementary**

Create more opportunities for sports at all levels. Sports are proven to enhance emotional well being and academic achievement. Create more opportunities for 6th graders to play sports.  
**Parent or guardian**  
**Centennial Elementary, Washington Middle School**

More time for recess and more after school clubs at the elementary schools  
**Parent or guardian**  
**Roosevelt Elementary**

Well, I couldn't figure out how to do the ranking so none of mine have been adjusted or changed. Maybe directions that are clear for how to move them in rank order could be helpful. Thanks

**Parent or guardian**  
**McLane Elementary**

A counselor in every school. And remove the police presence!!!

**Parent or guardian**  
**Avanti High School**

Smaller class size

**Parent or guardian**  
**LP Brown Elementary**

mentor program; take into account student leadership feedback

**Parent or guardian**  
**LP Brown Elementary, Jefferson Middle School**

no

**Parent or guardian**  
**Thurgood Marshall Middle School, Capital High School, Olympia Regional Learning Academy**

be aware that many kids are experiencing emotional abuse in their homes and will not be talking about, or they could even look like thriving, well adjusted kids

**Parent or guardian**  
**Lincoln Elementary, Thurgood Marshall Middle School**

Nature therapy programs

**Parent or guardian**  
**Jefferson Middle School**

More encouragement for counseling

**Parent or guardian**  
**Roosevelt Elementary, Reeves Middle School, Olympia High School**

smaller class size across the board will improve both academic and social/emotional gaps

**Parent or guardian, Elementary Teacher, Secondary Teacher**  
**Washington Middle School**

The natural human connection that will occur with more staff in buildings will be more powerful than any enhanced curriculum. Actively recruit staff from our marginalized communities.

**Parent or guardian**  
**McLane Elementary, Thurgood Marshall Middle School**

This year my kid has spent months out of compliance with his IEP, and the amount of changes the return to hybrid has brought has been detrimental to his growth and learning. We have been consistent from the beginning about our need to wait until after vaccines are available

and required of school age children to send our kids back to in-person learning. I wish there was an option to provide consistency and structure within the school environment as well. There have been class periods that were not offered because teachers were out sick, proctoring tests, and providing other in-person tasks with no one available to cover them. We've also lost live instruction for all our specialist classes, Art, PE, Music, and Library, with little content replacement in asynchronous lessons, if at all. Having appropriate staffing available is necessary to provide a decent educational experience, no matter the grade. Additionally OSD has mentioned repeatedly that mental health is one of the driving concerns to expand in-person learning at this time. In order to support this goal OSD should invest in hiring LMHC's, school psychologists, and nursing staff at every school, with manageable caseloads per population.

\*I'm really unsure that providing extra sports/club/group time during a pandemic that has killed over a half million Americans and given possibly lifelong medical complications to a third of survivors is a good idea.

**Parent or guardian**  
**Madison Elementary**

How about children being able to attend school in person for 100 % of the school year?

**Parent or guardian**  
**Centennial Elementary, Jefferson Middle School**

Na

**Parent or guardian**  
**McLane Elementary**

Tier 1 screening for all students.

**Parent or guardian, Community Member**  
**Centennial Elementary**

offer later start times

**Parent or guardian**  
**Roosevelt Elementary**

no

**Parent or guardian**  
**McLane Elementary, Capital High School**

have counselors/social workers on site to support students

**Parent or guardian**  
**Lincoln Elementary, Washington Middle School**

I don't know what is meant by several options. What is the restorative justice program and how would it work? Similar for culturally responsive curriculum, social emotional support and learning. Need more details to rank

**Parent or guardian**  
**Jefferson Middle School, Capital High School**

I didn't rank Restorative Justice highly only because I don't know what that is. Please make more anti bullying resources available and enhance the sex ed curriculum to be more inclusive of trans and non-binary kids.

**Parent or guardian**  
**Capital High School**

I think money should be spent on quality teaching. Let the parents do the parenting. The survey doesn't allow people to express that all of this is none of the schools business.

**Parent or guardian**  
**Pioneer Elementary, Washington Middle School, Olympia High School**

None  
**Parent or guardian, Community Member**  
**Reeves Middle School**

No  
**Parent or guardian**  
**McKenny Elementary**

No  
**Parent or guardian**  
**Capital High School**

The TEACHERS need to be taught SoEmo and problem behavioral recognition, especially in how to not hold athletes to a lower standard.

**Parent or guardian**  
**Capital High School**

Equity lens/toolkit to evaluate all well-being supports  
**Parent or guardian**  
**Garfield Elementary**

No  
**Parent or guardian**  
**Garfield Elementary, Jefferson Middle School**

I believe providing alternative options for students that don't fit a mold is important. Options that allow individuals growth and a place to belong would be important for me as a parent.

**Parent or guardian**  
**Centennial Elementary**



No

**Parent or guardian**  
**Roosevelt Elementary**

Virtual clubs for hip me access and remote children.

**Parent or guardian**  
**Olympia High School**

Special education autism support

**Thurgood Marshall Middle School, Capital High School**

Non-competitive sports and outdoor activities

**Parent or guardian**  
**Capital High School**

Kids need the peer interactions and play-even at HS. I support all efforts for affordable extended day activities that provide those opportunities. Many kids are weeded out of athletics between 4th-6th grade. But they still want to play, hang with other kids, socialize, and have challenges.

**Parent or guardian**  
**Pioneer Elementary**

No

**Parent or guardian**  
**Olympia High School**

The problem is in an ideal world all of these would be #1 as a priority. However each school is different and has different needs. These should be addressed appropriately to each school.

**Parent or guardian, Other School Staff, Community Member**  
**Madison Elementary, McKenny Elementary, Pioneer Elementary, Washington Middle School**

Daily meditation/ yoga would be great if they start early and it becomes normal. Maybe a mentoring program where older kids provide support for younger kids. Everyone learns.

**Parent or guardian**  
**LP Brown Elementary, Jefferson Middle School**

more time at recess and for interactions. Also bigger lunch spaces so more students can eat lunch together for socialization.

**Parent or guardian, Community Member**  
**McLane Elementary, Thurgood Marshall Middle School**

Social studies in elementary needs to change. It is not inclusive and perpetuates white ethnocentrism.

**Parent or guardian**

## **Centennial Elementary**

More music and art for middle and high school students.

**Parent or guardian, Community Member**

**Capital High School**

Daily SEL lessons

**Parent or guardian**

**Centennial Elementary, Washington Middle School**

Nature exposure and learning for mental health

**Parent or guardian**

**Madison Elementary, Reeves Middle School, Olympia High School**

I feel there needs to be more focus on the basic curriculums and the skills they need to master in order to take care of themselves in the real world, if a student wants to learn about such things as social justice let it be an elective.

**Parent or guardian**

**Centennial Elementary**

Before the schools start implementing "social justice" or "cultural" learning that is highly controversial, such as some beliefs brought forward in the BLM movement or gender defining, parents should need to GIVE opt in permissions. Do not default controversial issues to my kids. Parents should not have to opt out, or learn that OSD has been sneaking it into curriculum. I don't think that surveys are well advertised, they are manipulating, abstract, and cowardly. Define what you mean and stop beating around the bush. I'm being forward with you, be forward with me and all other parents. Advertise heavily to parents that a survey about certain controversial issues is to be written and have the parents write the questions that are important to us. Not you. If something is controversial up to a certain %, then only allow teaching upon opt in and it should be restricted to only that. And make sure ALL parents can be included and the survey isn't ridiculously hard to navigate like this one. Instead of pushing controversial agendas you claim as fact, that are clearly biased and political, stick to the academics and be sure no family is being violated. Leave the opinions to high school electives when a mature mind can think for themselves, or college. I offer this information as a benefit to this district. Many parents that you have purposely shunned and knew would be left out of surveys are irate. You are aware of the mass exodus of students because of mishandling our kids who we once trusted you with. It will continue to happen.

**Parent or guardian**

**Centennial Elementary, Washington Middle School, Olympia High School, Olympia Regional Learning Academy**

Research based strategies for building strong relationships. See for example:

<https://edtrust.org/wp-content/uploads/2014/09/The-Importance-of-Strong-Relationships-as-a-Strategy-to-Solve-Unfinished-Learning-March-2021.pdf>

**Parent or guardian**  
**Lincoln Elementary**

Weekly counseling sessions with counselor

**Parent or guardian**  
**Centennial Elementary**

No

**Avanti High School, Olympia High School, Olympia Regional Learning Academy**

Get the kids back in school and around other children

**Parent or guardian**  
**LP Brown Elementary, Roosevelt Elementary**

Social/community activities, events, outings, field trips, dances, movie nights for students to catch up for lost time, make them feel like part of a social network/community again

**Olympia High School**

Nature exposure and learning for mental health

**Parent or guardian**  
**Madison Elementary, Reeves Middle School, Olympia High School**

Giving kids more time to socialize and make going to events like football games free for all students

**Parent or guardian**  
**Pioneer Elementary, Washington Middle School, Olympia High School**

More programs extending to other schools throughout the Nation and world. Let kids interact with them instead of teaching what we think they think.

**Olympia High School**

no

**Parent or guardian**  
**Olympia High School**

No

**Parent or guardian**  
**Madison Elementary, Olympia High School**

How about bring back home economics, how to balance a checkbook, real life skills and stop asking about all the social injustice topics!

**Parent or guardian**  
**Capital High School**

Nature exposure and learning for mental health

**Parent or guardian**

**Madison Elementary, Reeves Middle School, Olympia High School**

None at this time. Thank you.

**Parent or guardian**

**Roosevelt Elementary, Reeves Middle School, Washington Middle School, Olympia High School**

The psychological, social and cultural impact on our children requires positive open resources as they develop, adjust and adapt this past year and the future. Having the correct support both at home and school is imperative.

**Parent or guardian**

**Thurgood Marshall Middle School**

After school tutoring of mathematics

**Parent or guardian**

**Washington Middle School**

More school sponsored fun activities/parties/dances etc

**Parent or guardian**

**Capital High School**

Daily meditation/ yoga would be great if they start early and it becomes normal. Maybe a mentoring program where older kids provide support for younger kids. Everyone learns.

**Parent or guardian**

**LP Brown Elementary, Jefferson Middle School**

No

**Parent or guardian**

**McKenny Elementary**

Social/community activities, events, outings, field trips, dances, movie nights for students to catch up for lost time, make them feel like part of a social network/community again

**Olympia High School**

Some topics are meant to be taught in the home

**Parent or guardian, Other School Staff**

**Hansen Elementary, Capital High School**

Take the secretiveness and exclusiveness out of your youth basketball program. It's bad.

**Pioneer Elementary, Washington Middle School, Olympia High School**

The good behavior game and cooperative learning strategies are evidenced based SEL

strategies

**Parent or guardian, Contracted consultant**

**Pioneer Elementary, Washington Middle School, Olympia High School, Transition Program**

Address Nutrition & Diet

**Parent or guardian**

**Centennial Elementary, Olympia Regional Learning Academy**

more school counselors

**Parent or guardian**

**Washington Middle School**

School Resource Officer in schools

**Parent or guardian**

**Capital High School**

implementing a program helping kids helping kids like QPR Suicide Prevention Training (Family Education & Support Services). My child helped three classmates not kill themselves in one year of middle school. Kids need tools because they are the first responders.

**Parent or guardian**

**Hansen Elementary, Thurgood Marshall Middle School, Capital High School**

No

**Parent or guardian**

**Capital High School**

N/A

**Parent or guardian**

**Jefferson Middle School**

N/A

**Parent or guardian**

**Hansen Elementary, Thurgood Marshall Middle School**

No

**Parent or guardian**

**Capital High School**

I think some component of parent/family involvement needs to be addressed in order to support the emotional and social well-being of our children. That may include workshops that coach parents on how to interact positively with their children, and that enhance the social-emotional competence of children. Maybe also some opportunities and strategies to improve parent engagement.

**Parent or guardian**

## **Boston Harbor Elementary**

Just getting back to a more normal schedule and encouraging kids to interact in person is critical for this generation that now seems to only communicate with each other at all hours of the day via their phones. I think the biggest travesty of this lock down time is that parents (at least for us) have lost control over screen time for our kids.

**Parent or guardian**

**Capital High School**

Arts, Music, PE should be considered core elements of our students' education and be widely integrated elementary through high school. Let's rethink what we consider "academic" and what we consider "elective" or "special" or only for social emotional well being. There should be full time art teachers at EVERY elementary school for instance. Teachers should be given time and support to collaborate in order to create cross-disciplinary learning. Art is just as important as math, music just as important as science, and PE just as important as English when it comes to truly providing education that is focused on the whole student, equity, and justice.

**Parent or guardian, Secondary Teacher**

**Centennial Elementary, Olympia High School**

I don't know what is meant by several options. What is the restorative justice program and how would it work? Similar for culturally responsive curriculum, social emotional support and learning. Need more details to rank

**Parent or guardian**

**Jefferson Middle School, Capital High School**

Interacting on social media, cyber bullying and healthy social relationship curriculum

**Parent or guardian**

**Boston Harbor Elementary, Capital High School**

None

**Parent or guardian**

**Washington Middle School**

Students are bringing more energy to school with the Wednesdays break/light load/homework day, and I'd like to see OSD be a leader in supporting more days "off" for students ("on" for teachers).

**Secondary Teacher**

**Washington Middle School**

Smaller peer groups like lunch bunch for kids who have a hard time making friends

**Parent or guardian**

**Garfield Elementary, Jefferson Middle School**

Opportunities for students to socialize, to make up for in-person interactions in the past year (for example, our student started high school, but missed out on the interactions involved in that transition)

**Parent or guardian**  
**Capital High School**

Support for students that come from poverty or dysfunctional family environments.

**Parent or guardian**  
**Centennial Elementary, Washington Middle School**

More understanding and support for students who struggle with Mental Disorders (OCD, ADHD, etc.). My student is a sophomore this year and is an amazing student – [they struggle] with OCD and as a result tests differently than [their] peers and during tests feels excluded as a result of certain expectations that some teachers have for students and their test taking abilities. [Their] brain works differently than a student who is not afflicted with OCD and while my student works extremely hard to maintain [their] 4.0 GPA, [they] often feels misunderstood by [their] teachers. When explaining [their] Mental Disorder and how difficult it is to take a test within a prescribed period of time, often feels the teachers don't care. My [child] currently takes [class] and when [they] shared this with [their] teach [staff name] and shared [their] struggles with [them] regarding timed aspects of tests, and explained that [they take] longer to finish tests and it seemed as though it fell on deaf ears. An incident recently occurred where this teacher gave the students a self-reflection assignment for a test, that specifically asked students who got a certain score or better to leave questions in their evaluation about next years [class]. [They] didn't ask students who received a lower score to do the same thing, which made my [child] (who didn't score as well on that one test) feel excluded and felt as though [they were] being set up for failure and that [they] shouldn't even bother signing up for [class] due to the score[they] received on one test. We understand [class] is an extremely difficult class - my [child] has maintained an A in this class the entire school year and felt judged and put down for not doing well on this one test and felt as though [they weren't] being encouraged to take [class] next year. This may not have been [their] intent, but this was how it was received by [them] and by many others. This year has been an exceptionally difficult and unique year for all students, and I imagine several students, and not just students afflicted with a Mental Disorder, have had struggles along the way. The unfortunate thing is that once we resume to normal duties, students who suffer from a Mental Disorder continue suffering when not given the appropriate opportunities to be successful.

**Parent or guardian**  
**Olympia High School**

The flexibility for teachers to prioritize social and emotional needs above academic requirements as needed for each individual. Ideally, but just asking teachers to do more, but instead asking them to reprioritize.

**Parent or guardian, Elementary Teacher**  
**Lincoln Elementary**

None

**Parent or guardian**  
**Garfield Elementary**

Art for all

**Parent or guardian**  
**Olympia Regional Learning Academy**

Specific programs that focus on homeless/underprivileged kids

**Parent or guardian**  
**Pioneer Elementary**

All of these feel like number 1

**Parent or guardian, Elementary Teacher, Community Member**  
**Lincoln Elementary**

Mental health

**Parent or guardian**  
**Washington Middle School, Olympia High School**

[parent name]

**Parent or guardian**  
**Roosevelt Elementary**

I want to know what the research says is most effective. What would the district recommend and why? What will garner the most positive outcomes for the most students?

**Parent or guardian**  
**Jefferson Middle School, Olympia High School**

No

**Parent or guardian, Elementary Teacher**  
**Hansen Elementary, Thurgood Marshall Middle School, Capital High School**

Access for high school students to get more robust mental and health care IN the school

**Parent or guardian**  
**Roosevelt Elementary**

Yes - teaching kids logic and reasoning, and focusing on math, reading, and writing

**Parent or guardian, Community Member**  
**Olympia High School**

MORE ART for all age students. Art, journaling, zine writing, film making, dance, non-competitive sports, ask Mr. Edwards about this from ORLA and long time coach and referee he



is the king of non- competitive sports, at one time he was going to write a book about it, he works with other teachers every summer to come up with awesome games that teach cooperation and just fun in community, these are all ways for student to express themselves and do it in a way that is not invasive, especially with an understanding caring teacher. We have been fixed on core classes and punishment in these subjects too often, the reality is if students are given a chance to thrive and be creative the rest will follow. Try teaching the core subjects in a more caring way also!! How about teaching Algebra in a cultural way, how was it developed, the countries that started it and why they felt they needed it in the first place. About Al-Khwarizmi who wrote a book on the Hindu art of calculating in 825 AD and the first book on Algebra. There is a kids book- How the Arabs Invented Algebra, seeing our core subjects from a cultural perspective will show a new sensitivity to caring for people's cultures and make learning more interesting. How about teaching geometry from the perspective of the pyramids in Egypt and the buildings in down town Olympia. Invite a few local architects and engineers and surveyors to speak on zoom to the students.

**Parent or guardian**

**Olympia Regional Learning Academy**

NA

**Parent or guardian**

**LP Brown Elementary**

No

**Parent or guardian**

**Centennial Elementary**

Social groups and clubs with teachers like Mr Duerre (who are familiar with the specific social skills supports required for students who have autism, and students who have other special needs! The current ones are not "special needs friendly"

**Parent or guardian**

**Olympia High School**

The most impacted population, your IEP population, has been discriminated against during the response of the district to Covid. Many of them will be returning to school from multiple years now of not receiving academic and/or therapeutic support and have additional pressures of being even further behind your non-iep students. They will also be returning to peers, teachers, and schools that discriminated, did not include them, and in worse cases ignored or bullied them on a daily basis from the relative safety of home. They also face increased danger from the pandemic due to medical conditions. If we are addressing discrimination and inequality in schools these issues must be addressed.

**Parent or guardian**

**Madison Elementary**

Idea: Longer lunch in middle school to allow more social time

**Parent or guardian, Elementary Teacher, Community Member**

**Pioneer Elementary, Washington Middle School, Olympia High School**

No

**Parent or guardian, Secondary Teacher  
Olympia High School**

These types of services should be available but not at the cost of taking any emphasis on core instruction for the vast majority of students who have a family unit that will provide the needed support

**Parent or guardian  
Olympia High School**

I just wanted to point out that ranking might not be the best way to gather this data and make decisions. Restorative justice should not be at odds with other items like art and increased staff. Schools need to place this as a priority regardless of how parents or students "rank" it. Increased emphasis on social well-being should not be competing with other items as well. These are all important issues and strategies to be woven into the school values and curriculum.

**Parent or guardian  
Centennial Elementary**

Act immediately on expressions of violent intentions

**Parent or guardian, Student  
Washington Middle School**

How the last year has impacted students mental health. How wearing masks for most of the day impacts students emotional, social and overall health. Getting teachers physically back in the classroom and students off of Zoom and constant technology.

**Parent or guardian  
Olympia Regional Learning Academy**

No

**Parent or guardian  
Thurgood Marshall Middle School**

Get back full time in-person.

**Parent or guardian  
Centennial Elementary**

As a government agency you will fail because of your design.

**Parent or guardian  
Capital High School**

Military children are a unique population who would benefit from intentional integration into the schools.

**Parent or guardian**

**McKenny Elementary, Washington Middle School, Olympia High School**

No

**Parent or guardian**

**Olympia High School**

Offer stress relieve strategies by incorporating elements of yoga and meditation into daily activities.

**Parent or guardian**

**Capital High School**

Add team sports like lacrosse for BOTH boys and girls.

**Parent or guardian**

**Capital High School**

None.

**Parent or guardian**

**Centennial Elementary, Olympia High School**

Faith based support

**Parent or guardian**

**Hansen Elementary, Capital High School**

I'm not sure what you mean by "social emotional" support staff versus "social worker" staff. but I hope that at least one of these is meant to incorporate more direct mental health staffing and support distinct from sped social emotional curriculums and separate from school counseling.

**Parent or guardian**

**Lincoln Elementary, Washington Middle School**

Deconstructing systemic racism

**Parent or guardian, Community Member**

**Reeves Middle School, Olympia High School**

A: It's SUPER GROSS that you have art, music, and PE for elementary students in "well-being" section of this survey, rather than in academics. These are academic subjects, not just something we do to make kids happy. The skills students learn in art, music and PE are important life skills, and they also help students' brains develop and grow so they can be more successful in other subjects. I think all of these things are important, so I hope you can find ways to do as many as possible. So many students needs success outside the classroom to be successful inside the classroom. And like music, and the arts, I think we need to find more opportunities to make school enjoyable and to help the whole child grow, rather than focusing

solely on the skills desired by corporate America.

**Parent or guardian**

**Olympia Regional Learning Academy**

no

**Parent or guardian**

**Olympia High School**

More mental health support and community schools.

**Parent or guardian**

**Reeves Middle School**

Outdoor education

**Parent or guardian, Student**

**Capital High School**

Peer counselors and actual mental health counselors who are experts in healing centered community building care models (not “counselors” that just focus on scheduling and college.) The district may have SEL curriculum but that doesn’t mean much when the same old punitive individualistic culture still permeates.

**Parent or guardian**

**Olympia High School**

I think too much of our focus is currently on this and is detracting from academic programs.

**Secondary Teacher**

**Olympia High School**

no

**Secondary Teacher**

**Jefferson Middle School**

Family workshops

**Central Office Administrator**

**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 School, Reeves Middle School, Thurgood Marshall Middle School, Washington Middle School, Capital High School, Olympia High School, Olympia Regional Learning Academy**

All options mentioned above are important. If there was a way for the district to incorporate all of these aspects, then I feel they would have a well rounded well-being recovery program in place.

**Parent or guardian**  
**Capital High School**

less focus on sports.

**Parent or guardian, Other School Staff**  
**Pioneer Elementary, Washington Middle School, Olympia High School**

no

**Parent or guardian**  
**Boston Harbor Elementary, Roosevelt Elementary, Reeves Middle School**

if you really want to support kids' emotional well-being QUIT OVERSCHEDULING THEM.  
Teaching a better work-life balance in adulthood BEGINS with the adults who are teaching it modeling what that looks like in their actual lives. Kids see hypocrisy- this generation sees the huge crevasse between what they are being told their lives should be like vs. what they are being expected to do.

**Parent or guardian**  
**Olympia Regional Learning Academy**

Funding for QuaverSEL and increased para support for special education.

**Elementary Teacher**  
**LP Brown Elementary**

Daily mindfulness instruction - Mindfulness practice is associated with ~16% increase of mental health and academic performance Gouda, S., Luong, M. T., Schmidt, S., & Bauer, J. (2016). Students and teachers benefit from Mindfulness-Based Stress Reduction in a school-embedded pilot study. *Frontiers in psychology*, 7

**Other School Staff**  
**Garfield Elementary, Washington Middle School**

no

**Parent or guardian, Other School Staff**  
**Hansen Elementary, Capital High School**

Access to Arts Education

**Parent or guardian, Secondary Teacher**  
**Capital High School**

Provide funding for motivational leaders and speakers, find experts in this field on the Power of Positive Thinking, don't rely on teachers to do.

**Parent or guardian, Community Member**  
**Olympia High School** what is the difference between social worker and additional staff for social/emotional?  
**Elementary Teacher, Secondary Teacher**

**Centennial Elementary, Garfield Elementary, Hansen Elementary, Lincoln Elementary, McKenny Elementary, McLane Elementary, Jefferson Middle School, Washington Middle School, Capital High School, Olympia High School**

School sports consideration if you are going to change all the school start times for high school (please don't).

**Parent or guardian  
McKenny Elementary, Washington Middle School**

I appreciate a move towards restorative justice and any resources that keep policing and punitive policies out of schools. Please also teach teachers to be accountable. I have occasionally heard terrible stories of racist or problematic teachers and subs especially, [teacher name] for example.

**Parent or guardian  
Garfield Elementary, Jefferson Middle School**

No  
**Parent or guardian  
McKenny Elementary, Washington Middle School**

Every teacher has been over-worked this year. Our special education teachers have been over-worked x 3. They have to do everything a regular teacher does, but customized to the needs of each student they are responsible for. There are not enough hours in the day, and students suffer when their teachers are tired, burnt out and exhausted. Get them help -- YESTERDAY

**Parent or guardian  
Capital High School**

Training/coaching for faculty/staff on trauma informed classroom and racial equity  
**Parent or guardian  
Lincoln Elementary**

Expand access to mental health counseling/therapy, especially with the shortage of therapists in the community.

**Parent or guardian, Other School Staff  
Boston Harbor Elementary, Madison Elementary, Washington Middle School, Olympia High School**

I would like to rank all of these items as "least important". Again, please focus on core curriculum. Students are not proficient in these skills.

**Parent or guardian  
Olympia High School**

More staff support for iep kids, homeless children  
**Parent or guardian  
Reeves Middle School**

Athletic programs like wrestling  
**Parent or guardian, Community Member**  
**Reeves Middle School**

Yoga  
**Parent or guardian**  
**Centennial Elementary**

Restorative Justice is not evidence or research-based (acc. To OSPI's own best practices guide) it is promising, yet research results are mixed and many schools have had poor implementation. When done poorly, it can result in lower educational outcomes for Black males , which is counter to the intended impact.

**Parent or guardian**  
**Jefferson Middle School**

No  
**Parent or guardian**  
**Capital High School**

Schools need to partner with community organizations already doing this work. Do NOT try to do it yourself. The community schools model has been in operation In other districts with years of success.

**Parent or guardian, Community Member**  
**Pioneer Elementary**

I feel that we need to bring back the Officers in the High schools. My 3 students that have attended CHS enjoyed her presence, she was approachable, and felt more secure being at school. We have removed the resource officers and have not replaced them with any other possible support for students & that is just not ok! Also back when I was in Elementary, Middle, and High school we always had counselors and support staff that a student could go to if they are in need of help and I dont see that now. I was one of those students that used that resource of having someone, they helped me to get meals, make sure i was safe (because home was not) and gave me support when I needed it and I truly feel in part I graduated because I had those suppose. I dont feel we need a class or homeroom to do this stuff because it doesn't apply to all kids. But we need more people in the building a student can go to talk to!

**Parent or guardian**  
**Jefferson Middle School, Capital High School**

Smaller class size supports social/emotional well being. Reduce class size. Hire more teachers.

**Parent or guardian, Secondary Teacher**  
**Boston Harbor Elementary, Pioneer Elementary, Roosevelt Elementary, Reeves Middle**

**School, Olympia High School, Olympia Regional Learning Academy**

one think you should consider is finding ways for students to build relationships with their teachers and make sure students know that they can talk to the teachers openly and comfortably.

**Student**

**Jefferson Middle School**

no

**Parent or guardian**

**Olympia High School**

Meet the ASCA standard for one School Counselor for every 250 students

**Parent or guardian, Other School Staff**

**McLane Elementary, Roosevelt Elementary**

Trained mental health professionals and more social workers for our buildings and district

**Secondary Teacher**

**Olympia High School**

Consider tie in for families as well.

**Parent or guardian**

**McLane Elementary**

Mental health supervision and support for all staff to support their learning and well being

**Parent or guardian**

**Roosevelt Elementary, Reeves Middle School**

Funding on staffing to help elementary school children bridge pandemic learning gaps between this year and their next grade level.

**Parent or guardian**

**Pioneer Elementary**

You are FAILING at core education. Get this social justice agenda out of our schools. I am so frustrated that our school leaders spend so much time and resources spinning their view of justice while I have to pick up the slack at home because you have failed to teach the basics of math and reading.

**Parent or guardian**

**Boston Harbor Elementary**

It would be worth considering adding more therapy staff into the classrooms, such as occupational therapists to help teachers implement sensory appropriate environments.

**Parent or guardian**

**McLane Elementary**



This is not education, this is not the governments job, its the parents responsibility.

**Parent or guardian**  
**Capital High School**

More mental health professional positions are desperately needed at every level

**Parent or guardian**  
**Garfield Elementary, Washington Middle School**

Implement best practices for high school schedule (ie later start times than pre-COVID).

**Parent or guardian**  
**Capital High School, Olympia High School**

Recreation-level athletic teams in high school sports. Intramural-style sports for kids who don't/won't make teams or aren't competitive, but still want to participate in after-school sports with classmates.

**Parent or guardian**  
**Thurgood Marshall Middle School, Washington Middle School, Olympia High School**

More school counselors!!!!

**Elementary Teacher**  
**Garfield Elementary**

Getting families information on resources they can access out of school as well.

**Parent or guardian**  
**Centennial Elementary**

The emphasis on sports, clubs, and students just getting together to interact is of paramount importance. There is nothing more important to help kids heal from the pandemic.

**Parent or guardian**  
**Centennial Elementary, Washington Middle School**

Revise the entire grading structure, current structure causes unnecessary stress on students

**Parent or guardian**  
**Washington Middle School, Olympia High School**

Social justice curriculum

**Parent or guardian**  
**Olympia High School**

No

**Madison Elementary, Roosevelt Elementary, Infant-Toddler Special Services**

Bullying and anger management strategies

**Parent or guardian**  
**Roosevelt Elementary**

Accessibility for all students should be at the center of program implementation.

**Parent or guardian**  
**Capital High School**

Recreation-level athletic teams in high school sports. Intramural-style sports for kids who don't/won't make teams or aren't competitive, but still want to participate in after-school sports with classmates.

**Parent or guardian**  
**Thurgood Marshall Middle School, Washington Middle School, Olympia High School**

no

**Parent or guardian**  
**McLane Elementary, Capital High School**

social justice curriculum

**Parent or guardian**  
**Olympia Regional Learning Academy**

More academics and more help socially for troubled kids

**Other School Staff**  
**Jefferson Middle School**

These are hard to rank because they are all important. The one with the least ranking doesn't mean it lacks importance. They could all be ones.

**Parent or guardian**  
**Roosevelt Elementary, Reeves Middle School**

No

**Parent or guardian**  
**Garfield Elementary, Capital High School**

Support intramural sports at the high school level so that all youth - regardless of ability have a range of activities to choose from to stay active and maintain interpersonal connections.

**Parent or guardian**  
**Olympia High School**

No

**Parent or guardian**  
**Centennial Elementary**

We need more school psychologists. Offering group counseling sessions would be great. Teachers should not have to lead SEL. Competent medical professionals should.

**Parent or guardian, Secondary Teacher**  
**Boston Harbor Elementary, Olympia High School**

Chess club

**Parent or guardian, Community Member**  
**LP Brown Elementary, Jefferson Middle School**

Less opinionated emotional and social well being support. More support for free thinkers

**Parent or guardian**  
**Hansen Elementary, Thurgood Marshall Middle School**

increased support for music, arts and theater

**Parent or guardian**  
**Olympia High School**

With smaller class sizes, much of the social/emotional need will be met

**Parent or guardian, Elementary Teacher, Community Member**  
**Roosevelt Elementary, Reeves Middle School, Olympia High School**

assure equality in sports, when I inquired 2015 was last time title 9 assessment done

**Parent or guardian**  
**Olympia High School**

It is my understanding that ALL aspects of the curriculum should include cultural competence. Using a trauma informed lens would also benefit all areas of SEL at all ages.

**Parent or guardian**  
**Olympia High School**

I think ranking these things together is difficult/inappropriate. They are all equally important and one area cannot be fostered without the others.

**Parent or guardian**  
**Centennial Elementary**

Regular/daily PE taught by a staff member dedicated to that class (i.e., not a teacher doing double duty)

**Parent or guardian**  
**Reeves Middle School, Olympia Regional Learning Academy**

Please hire more licensed mental healthcare specialists!

**Parent or guardian**  
**Lincoln Elementary**

N/A

**Elementary Teacher**  
**Pioneer Elementary**

credit retrieval

**Elementary Teacher**  
**LP Brown Elementary**

Field Trips. Electives. Re-think Core 24

**Secondary Teacher**  
**Washington Middle School, Olympia High School**

Extensive training for staff on social/emotional learning, restorative justice and social/emotional learning. If we are not given the tools to work these supports, how do we implement them???? TRAINING = KNOWLEDGE = IMPARTIALITY

**Central Office Administrator**  
**Hansen Elementary**

While I know it may be cost prohibitive, mental health counselors are majorly important at the high school level. With increasing teen suicide, self harming behaviors and increasing depression rates, often our staff feels stretched beyond their capabilities. Some students may not have transportation or parental support to make appointments out side of school. The Character Strong program has some nice components, but they don't address some of the deeper on going issues our youth are faced with.

**Other School Staff**  
**Olympia High School**

Honestly, you don't want my answer to this. Quit with all the emotional crap. Put cops back in the school.

**Parent or guardian**  
**Olympia High School**

Emotional support animals

**Parent or guardian**  
**Roosevelt Elementary**

Whatever we do... Emphasis on fun!

**Parent or guardian**  
**McKenny Elementary, Washington Middle School, Olympia High School**

Give all students regularly scheduled meeting opportunities through out the school year to check in with counselors rather than making students reach out to to counselors.

**Parent or guardian**  
**Olympia High School**

Highest need (according to my high school daughter) is updated culturally appropriate curriculum. I wonder why restorative justice is not on the high school list — is this because it is implemented? If so... I would love to learn more about the way it is fully implemented with equity in mind at OHS.

**Parent or guardian**  
**Olympia High School**

This was hard to rank as ALL are important.

**Parent or guardian**  
**Madison Elementary**

The good behavior game and cooperative learning strategies are evidenced based SEL strategies

**Parent or guardian, Contracted consultant**  
**Pioneer Elementary, Washington Middle School, Olympia High School, Transition Program**

Find more ways to support parents' social & emotional well being and parenting skills. (And again, explain what you mean by all these terms!!)

**Parent or guardian**  
**Lincoln Elementary**

no

**Parent or guardian**  
**Olympia High School**

culturally responsive curriculum and social emotional curriculum for staff and family groups.

**Parent or guardian**  
**LP Brown Elementary**

Possible buddy system for kiddos that have a hard time connecting socially due to a myriad of reasons (language disorders, anxiety, etc). More curriculum support showing scenarios and how they should respond, how they can approach others and then someone (eg: buddy) to model it for them.

**Parent or guardian**  
**Pioneer Elementary**

Attendance support

**Parent or guardian, Other School Staff, Central Office Administrator**  
**Jefferson Middle School, Capital High School**

NA

**Other School Staff**  
**Capital High School, Transition Program**

No

**Other School Staff**

**Capital High School, Transition Program**

The culturally responsive curriculum choice is not a stand alone curriculum, it means that the district needs to invest in all core curriculum materials that are culturally responsive instead of scripted, skill based materials.

**Secondary Teacher**

**Reeves Middle School**

Resources for highly capable learners without racial bias

**Parent or guardian**

**Olympia Regional Learning Academy**

Diverse teachers, guest speakers

**Other School Staff**

**Centennial Elementary**

We need more mandatory training for all school staff members on social and emotional wellbeing as well as mental health. This should be build into staff meetings as well as lid days.

**Parent or guardian, Elementary Teacher**

**Garfield Elementary, Thurgood Marshall Middle School**

More time working together outside and in the larger community

**Parent or guardian, Community Member**

**Lincoln Elementary, Avanti High School**

Students and teachers become stressed when a student is regularly dysregulated with no place else to go to deescalate. It's not just that it's disruptive, it actually becomes a toxic environment for the whole class and has a big impact on school climate as well as student growth. Some students need regular wellness breaks built into their day, and we need dedicated physical space and staffing to provide it.

**Parent or guardian, Other School Staff, Community Member**

**LP Brown Elementary, Madison Elementary**

Funds directed to schools that need safer routes to school in the form of crosswalk markings, paid staff safety patrols, and more thinking about how to streamline parking+pickup/dropoff situations. Directly relates to student outcome #3. Specifically, I'd like to see schools who have not seen updates to safe neighborhood access such as Hansen/Thurgood Marshall since the schools were built. Enough of spending OSD funds or asking the City to make projects for the more affluent parts of town (i.e. Eastside schools). These are issues that have existed far before the pandemic existed. Trainings for staff as well as programs to teach students about neurodiversity and students with disabilities. Training for staff on assistive teach. Make all trainings mandatory instead of optional.

**Parent or guardian**  
**Garfield Elementary, Hansen Elementary**

The high school homeroom advisory is a waste of time.

**Parent or guardian**  
**Olympia High School**