



**Strategic  
Planning Process**  
for Eugene School District 4J

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**4J Vision 20/20 Community Survey Input**  
*with open-ended question responses*

March–April 2016





# WHO RESPONDED

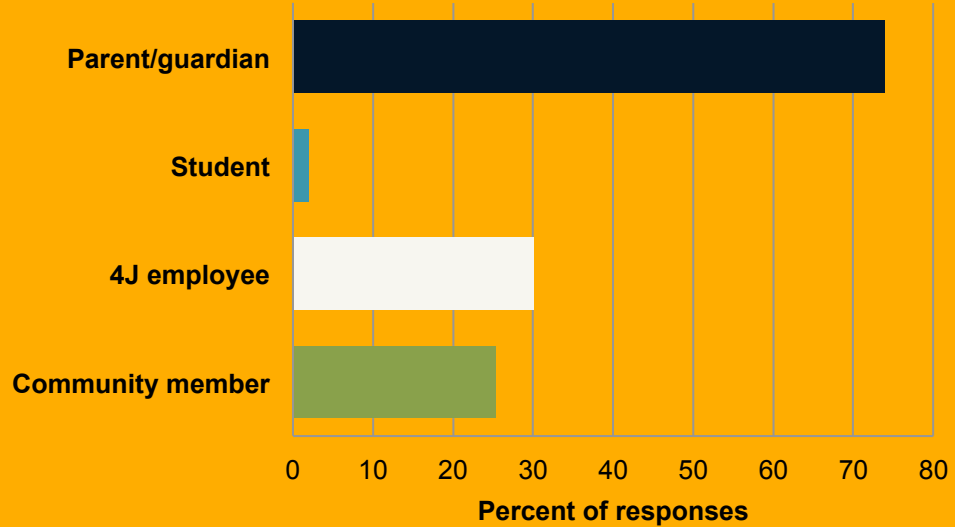


# 2,027

survey responses in English and Spanish

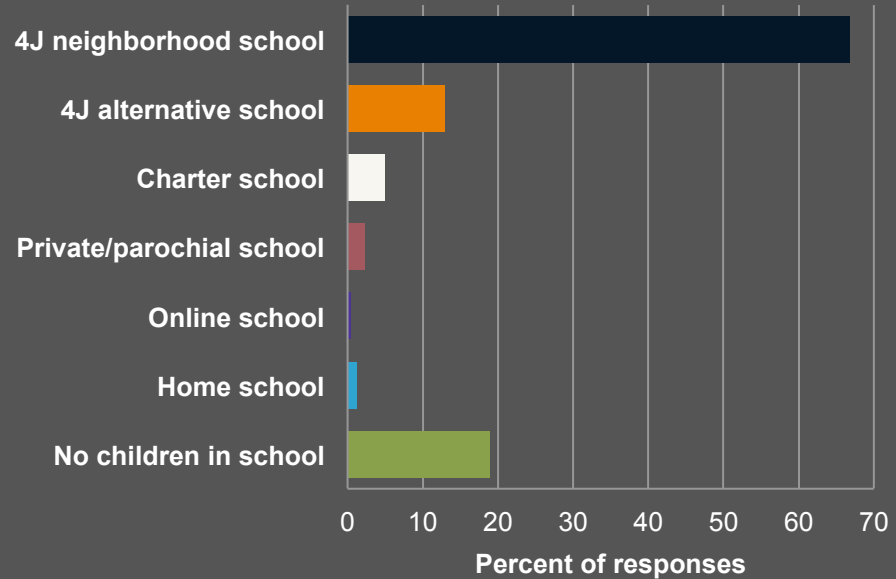
Q1

**What is your  
relationship  
with Eugene  
School  
District 4J?**



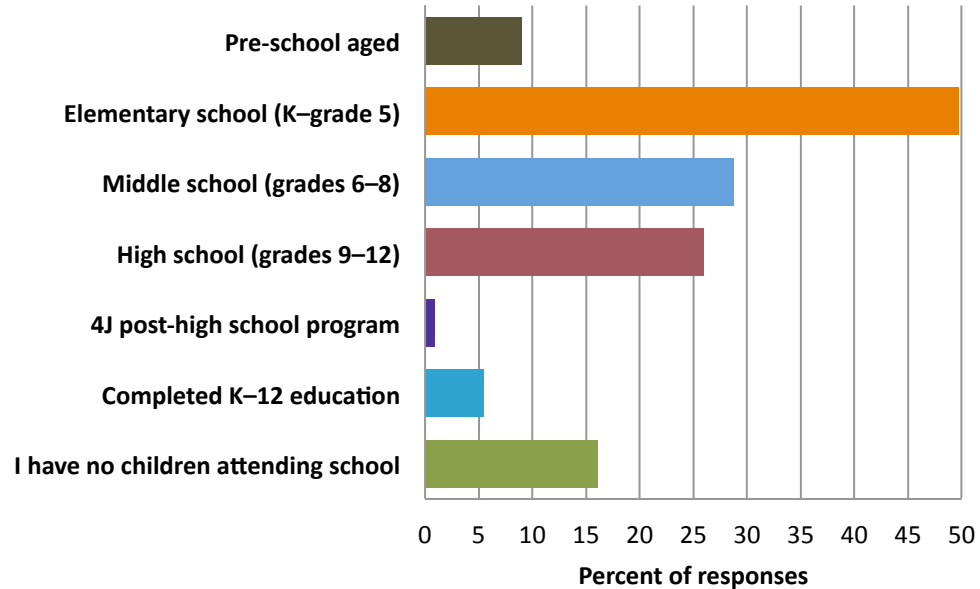
## Q2

**If you are a  
parent/  
guardian,  
where is  
your  
student  
enrolled?**



### Q3

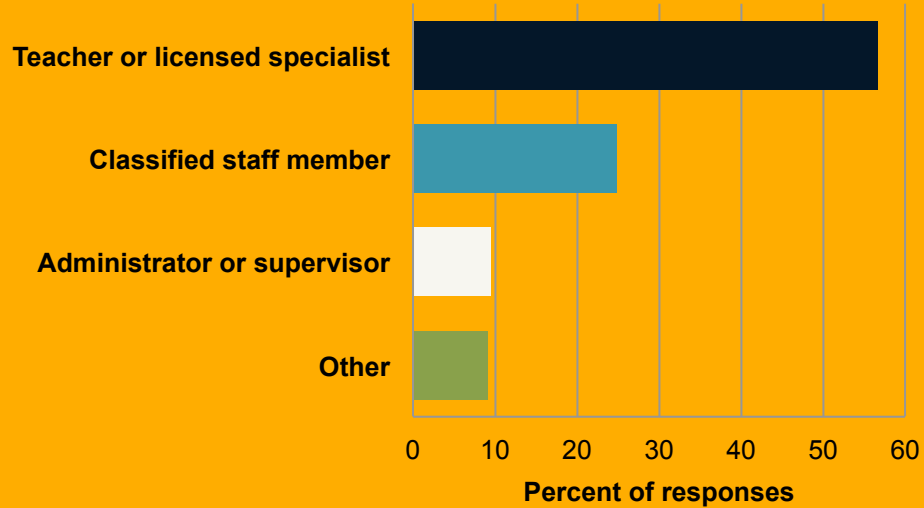
## What is your student's school level?



*Note: 6 of the 13 grades, and about 45% of students, are in elementary school.*

## Q4

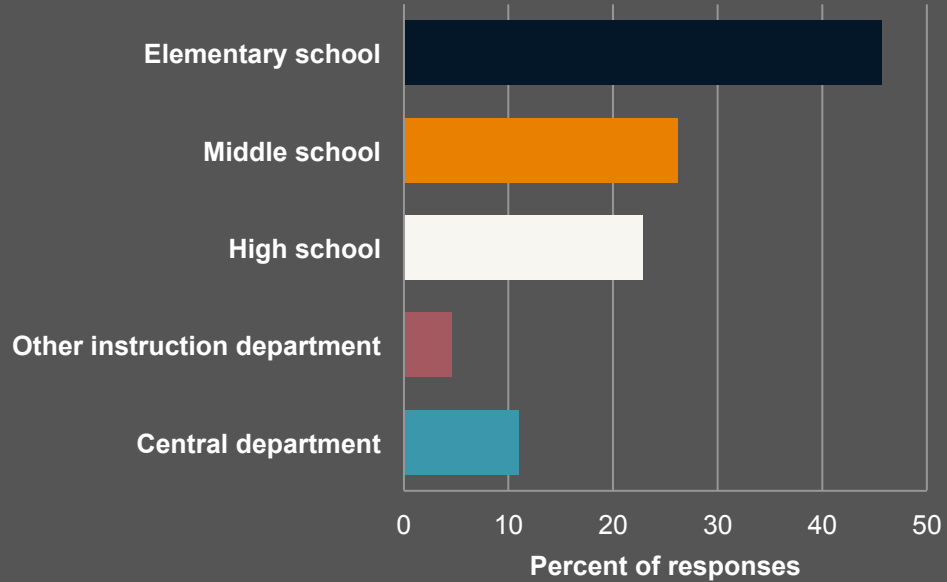
**If you  
are a 4J  
employee,  
what is  
your role?**



*Note: The majority of 4J employees are teachers or licensed specialists.*

**If you  
are a 4J  
employee,  
where do  
you work?**

**Q5**







# WHAT THEY SAID



# prioritizing questions

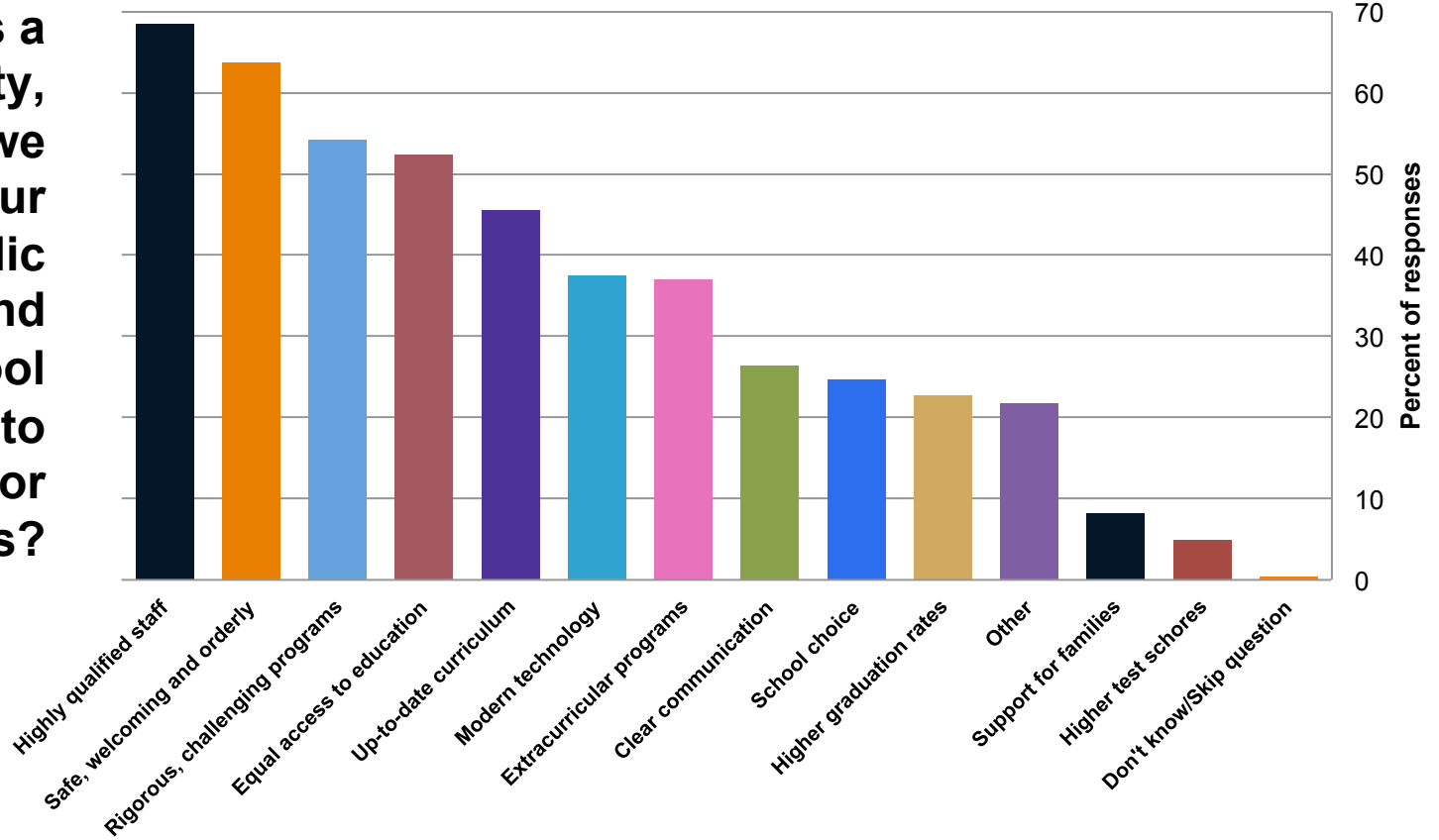


# remarkable similarities

across different groups

## Q6

**As a community, what do we want our public schools and school district to provide for our students?**



## Q6

### As a community, what do we want our public schools and school district to provide for our students?

- 68.2% Highly qualified teachers and staff
- 63.6% Safe, welcoming and orderly environment for learning
- 54.4% Rigorous, challenging programs that prepare students for college and workplace
- 52.5% Equal access to high-quality educational offerings and experiences in all 4J schools
- 45.7% Quality, up-to-date curriculum materials
- 37.4% Modern technology for teaching and learning
- 36.9% Extracurricular programs, such as clubs, sports and student organizations
- 26.5% Clear and consistent communication to families and the community
- 24.8% School choice and varied educational programs for families to choose among
- 22.8% Higher graduation rates
- 21.7% Other:
  - 8.4% Support for families entering or transitioning between 4J schools
  - 5.0% Higher test scores
  - 0.4% Don't know / Skip question

#### **Similarities and differences:**

- Top five same for all groups, some variance in order
- School choice selected more often by parents (26.3%) and elementary parents (29.8%) than staff (16.9%)

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

- 1) Increased nature play areas such as boulders to climb on and bushes (e.g., native willow) to run through; 2) Expanded school gardens and associated curriculum; 3) Versatile outdoor classrooms with storage for science projects; 4) End institutional food contracts with non-organic, non-local food providers.
- 4. Locally sourced, organic school food, and no junk food in the classrooms as rewards, 5. more instruction using the environment as an integrated learning context (get kids outside to read, write, do math and science with hands-on
- a certified librarian in every school
- a deep sense of self worth an confidence, trumping any high-stakes testing.
- a developmentally appropriate approach to early childhood education in all early childhood classrooms K through 2nd
- A diversified curriculum that challenges students to question their assumptions about themselves and others and about the world.
- A forward thinking education that takes into consideration the necessity of local, national, and worldwide problem-solving that this generation must bring.
- a great sustainable food program that offered fresh food with local ingredients (yes, I know that is what you say you offer but I don't believe this is the case).
- A heathly environment; teaching to body, mind and nature; nutritional excellence; play! Rigorous, challenging programs that prepare students for ALL of life.
- A longer school year.
- A more balanced classroom, regarding behavior issues, to not distract other students from wanting to learn.
- A return of essentials such as librarians (certified) and music and art programs
- A safe playground and aware outdoor staff
- A student to teacher ratio that is reasonable, not 30+:1 as it currently is. This sort of environment does not facilitate teaching or learning but is rather an exercise incrowd management.
- Access to Behavioral and Emotional Support and Resources for all Students
- Access to Music and the arts
- Added career tech classes: robotics, coding, culinary, health field related-physiology, psychology, auto/metals/woods, electric vehicle, agriculture, drama CLASS, Reconnecting Youth Class from UO, smaller class sizes/caseloads
- Adequate class time (more days and hours of instruction) and class sizes (under 28 at all grades) to allow for greater achievement by all students.
- Adequate staffing, thoughtful handling of ADD students not in the main classrooms, better quality real food
- Adequately preparing all students to appropriately address pollution, government corruption, and climate change.
- align high school coursework for 40/40/20 outcomes, instead of one course of study(diploma onto 4 year college), but rather a rich array of educational and vocational instructional options
- All high schools should offer the same programs all around, so school choice is not needed
- All of the above
- Alternative, hands-on learning opportunities such as school garden education
- An environment where every student thrives and can express their gifts freely, connection with the wider community (seeing where they fit, what part they can play), preparation for life whether it's college or whatever job fits, LOWER CLASS SIZE is key for individual thriving
- Anti bullying awareness as a mandatory topic starting in 3rd grade
- AP classes
- Appropriate resources available for students with behavioral and/or academic needs
- art and music
- Art and music!

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

Art, love and connection to nature

Art, music and p.e.!!!

Art, music and PE at the elementary level!!

Art, music and PE in all schools all year long.

art, music, and physical education with full time teachers

Art, Music, Drama, PE...

Arts and Music Programs.

Arts Education

Arts opportunities

Arts programs (band, orchestra, choir, visual art) in every 4J school

arts, 1)P.E. and music offerings during the school day NOT just extra curricular. 2) better support and consistent program for special needs, ADhD, and children with learning disabilities

Arts, music, PE

Arts...Music/Choral...Vocational

as a past parent of 2 TAG students, look at how much money you spend on our future leaders as opposed to disabled/disadvantaged

Basic skills (reading, writing, math) for everyone

Be a nationwide leader in essential (yet cutting edge) domains like outdoor and nature-based education, motion-based learning (learning while moving rather than being sedentary), etc.

Besides the normal curriculum for math & science, I feel many students are removed from social interaction due to excessive screen/computer game time. Teenagers would be a great place to introduce relationship mentoring as well as sex education. Too many learn from friends or movies how to interact and not truly learn how to respect each other.

Better "Talented And Gifted" (TAG) education

Better access to schools with smaller class sizes and immersion schools. The current situation where so few kids get into immersion schools is terrible.

BETTER ADMINISTRATION!

Better support structure for advanced learners.

Better treatment from staff members that work at gilham. When there is an issue with the child. It would be good to call the parents. If bus breaks down and is at the school 30 minutes after children should have been home. NOTIFY THE

Bring back hands on classes - woodworking, CAD and mechanics

bring back the arts and more foreign languages, not every kid is or wants to be a scientist...!

Bringing back important electives and alternative programs for students that offer a practical path toward employment. Industrial Arts, Mechanics, etc.

Certified teacher-librarians for elementary and middle schools

Challenge every child at his/her ability. Closing the gap leads to minimally challenging the fast learners or advanced students. They get left behind with habits of not having to work hard and not contributing to society to their full or even class size reduced, which might mean more periods per day and more 1.0 FTE teachers. Almost 60 kids in one music class is cheating all the kids of a proper education in that class.

Class size under 28

Class sizes - my son has an AP European History class with 51 students

Classes and programs that nurture critical thinking and include student-driven learning.

classes that teach them life skills, not the history of rock and roll smh

Clear and consistent communication to families and the community - in languages and modes that all families can access

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

Communication for ESS and support on a regular basis

comprehensive vocational programs; personal finance / mgt programs

Consistent curriculum throughout the district that aligns with curriculum throughout the United States

Consistent policies from school to school. Parent want help with presenting clear polocies, whether it be dress code or attendance.

Creative thinking opportunities

CTE Programs and smaller class size

culturally relevant curriculum; culturally sustaining policies and practices

Culturally relevant instructional practices implemented

Curriculum that supports different types of learners - better school lunches

cut off class size of 24 students at K and 1st grade. Smaller classes for all other grade. Physical space for classrooms, including bringing in portable rooms when needed (not waiting years for new buildings.)

Daily physical education taught by certified teachers

Differentiated TAG services provided by skilled teachers

Diverse ethnic mix

Don't pass - Don't advance

Ecological Sustainability Ed including Social Equity k1-k12// Emotional Intelligence //Education that fosters innovative thinking and Collaboration

Educate all students to be informed, active citizens prepared to create the world they want to live in-- not be trained to fit into a world that others would have them accept.

Educational opportunities for advanced students in elementary and middle school.

Electives

Electives such as wood shop, PE, music, auto shop, photography, ceramics, etc.

Eliminate poor teachers and teacher tenure. Require teachers to teach approved curriculum.

Eliminate text books and use OER's instead. Then use textbook money to invest in student laptops.

Emotional/behavior support for kids - Staff, especially classified, need more training and support in this area. My child got caught in the negative feedback loop to the point we had to switch schools in order for him to learn to love school and believe he is a person with strengths and value. (After this experience I no longer believe in "good" or "bad" kids and think we should work to remove these labels) Children who deal with frustration physically are at a huge disadvantage in our system. At the middle school and high school level, we need adults willing to engage with students and say "no." This requires having a relationship with the student. Too often the school relies on the judicial system for punishment and behavior management. While PBS is a stated value, there are still lots of areas in the district where it is not a reality.

Emotional/behavioral support in every school, available to those kids who need it

Engaging classroom environments that encourage the lifelong love of learning

enough staffing to do the best job possible. Smaller classes with extra support for students who need it.

Enough teachers to keep class sizes small and avoid "blended" class rooms.

Enriched Programs, like Music and/or PE for all students daily

Ensuring experiences are developmentally appropriate for the age of the child--recess, choice-making, problem-solving, arts Ed. Project-based learning.

Environmental education

environmental education curriculum integrated as base for all other subjects - approaches that teach kids to think and be capable, creative and proud of who they are

Equality for disabled students



**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

Equitable access to curriculum, resources, and technology across schools.

Equitable outcomes for students across race and SES status

Equity for all families within the district, which is not the same as equal access in all 4J schools. Each school should be expected to serve a roughly equal percentage of "at-risk" children.

Expanded vocational opportunities for those not interested in a 4 year college degree.

Experiences with subsistence skills like gardening and out in nature learning natural history and hunter-gatherer skills

extensive opportunities/support for vocational learning and interactive or community-based activities

afterschool care)

fewer surveys to stop wasting tax payer time and money

Fewer wasted hours for days off, fund-raising, assemblies

Financial equality for "Gifted" & "Special Needs". Our "Gifted" are slipping through the cracks in Eugene: which, in turn; begets BOREDOM in school, which begets illicit drug activity, alcoholism, homeless-ness, burglary and eventually jail. Oh, I forgot.... Early sexual activity = unwanted babies. Our "Gifted" are the adults that are going too save the U.S. ! And the world. Too many are falling through the cracks. I've personally seen it many times over. We pay NO attention to our "Gifted" for many reasons. The main one Bing we seem them as 'elitists' rather than "Special Needs" on the opposite end of the spectrum! Then we wonder, "what went wrong"???

Firm commitment to art and music programs in all schools

flexibility for students and staff

Focus on mental health for students, families, support staff, administrators, teachers

Focus on Reading, Writing, Math & PE

For 4J to bring back the best classified 1:1 EA sub Marlika O'Connell the kids and all staff think she is awesome! Only teacher that kept kids safe and helps all children and on all staffs on call sub list best sub ever.

Foster curiosity in students of all ability levels

Full schedules! It is utterly ridiculous that a high school student has a partial schedule, or must complete his/her schedule with "filler" courses that indeed have learning value, but do not directly benefit preparation for collegiate education and applications. It simply allows laziness. Sub-par execution of services provided.

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full time all year physical education and music in elementary schools

Full time art and music curriculum. My kids only get this half the year.

full-time nursing staff at every school

Funded libraries for elementary students, music & p.e. year round

Get rid of commen core and testing. Put physical education back in schools. Kids need these classes to promote school spirit, team work, boost moral, blow off steam, and promote physical fitness.

Get rid of Common Core Math

Get rid of trimester system, back to 4x4 schedule (way more efficient)

Giving all students a full load of classes none of this BS that sheldon spews that only freshmen get a full load...Kids can't get ready for real life without being educated..you are not educating all students

greater sensitivity to cultural diversity

GUN VIOLENCE

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

hands on opportunities for middle school students with learning disability to gain real live experiences through community service. Teachers who have passion to do what they do and know how to prepare students with disability to be successful in high school and beyond

Hands on, skill level classes. ie: Wood shop, mechanics, welding, etc.

Hands-on learning experiences that incorporate the natural outdoor environment and

Hard to answer - the questions mix tactics (up-to-date curriculum materials) with objectives (higher graduation rates) with goals ("safe, welcoming"/"clear and consistent"

Healthy environment with daily PE, healthy lunches, appropriate start/end times for school hours and lunch time

Healthy food choices children and teens welcome and embrace

Healthy meals and nutrition classes along with gardening for all grades

healthy school food, not processed grossness. local farm fresh choices for all kids

Healthy School Lunches

Healthy school lunches

High quality teachers and staff. This is not the same as highly qualified

High quality, nourishing food that supports learning

Higher graduation rates attained NOT by making the classes easier and just passing the kids on.

Higher priority for music education

Highly EFFECTIVE teachers. Qualifications don't ensure effectiveness. Better and more professional development especially around curricula like the current math curriculum. If teachers are not adequately trained in up-to-date skills students fail.

Highly qualified teachers who care about student's overall well being, Healthier whole foods in the cafeteria and less food waste from school kitchens. More Social Workers in schools to support all students

Highly skilled, talented teachers are more important to me than qualifications

honesty

How sad you are missing the most important thing...CLASSES children at sheldon do not have full loads shame on you for not allowing all children to have access to classes

I believe mandatory daily P.E. classes lasting at least 45 minutes need to be brought back to grades 6-10. I believe more sports need to be paid for by school and not require families to pay large sums of money for private community programs. The science of why this is needed for development is proven and this very important part of development was thrown out with the bath water. Experts at the Robert Wood Johnson Foundation (RWJF) recommend 150 to 225 minutes per school week as a minimum. Health and Human Services recommends a minimum of 60 minutes a day for each student.

i can't believe you've omitted the central aspect of quality education--smaller classes and enough hours at school. our class sizes and short days are a disgrace.

I hesitate to choose any of these because they can all be interpreted so differently to match varying agendas. I think kindness and genuine interest in the students from teachers and administrators should be a priority. I am all for technology, but not to support and not outsource teaching and/or relationships with the students. Part of the reason I send my child to school is to learn appropriate social skills and civility.

i sat through school bored out of my mind and my biggest educational concern is that my kids will sit bored in a classroom focused on behavior rather than learning.

I STRONGLY want to see some form of Personal Finance class for all high school students. There are NO classes of this kind as of now at Churchill or North where my children have and do attend.

I think one of the most important issues is assessing how school choice is hurting the neighborhood schools

I want my children to enjoy school and the idea of learning. They seem to really love the staff bur homework has always been difficult and they are either extremely upset by low test scores or have given up on the hope of reaching a "high"

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

i will say more later

I would like curriculum used in 4J to be consistent throughout the district and consistent with curriculum used throughout the United States. I feel since the priority is social injustice and equity, censorship of foundation skills and basic knowledge have been implemented. I believe the message to students is that some cultures count and others aren't worthy of mentioning or are considered the "bad" cultures. I believe changing the focus to equal opportunities to standard curricula, cultural education, genres of literature, and the arts is the best way to honor all people and eliminate divisiveness. It will also provide a well-rounded education rather than a curriculum based on political opinions.

I'd like to see more support for kids who have a passion for music.

Identify and teach to the actual needs of students as individuals and collectively; building strong, inclusive communities from diverse student bodies

IEP resources

Implement the community schools model; maximizing partnerships to provide much needed recreation and social services in underserved geographic areas.

Improved SPED services

In high school balanced approach to post high school options. College is NOT for everyone and trade schools are GREAT alternatives.

In reference to the curriculum, please consult with the appropriate school bodies before implementing in particular schools, as not one fits all.

Increase specialized support in Special Education.

Increased access to music and arts programming

Increased emphasis on music and the arts which have been degraded over the past 20+ years

Intense and focused observable training to improve teachers skillset

Keep music and art programs and reduce cost of sports

Language learning starting in KG. This is a global world and our students should be taught other languages, with a variety of offerings - not just Spanish.

Learning and accountability both for the students and the district.

Less focus on social agendas. "Teach" curriculum, let parents parent regarding social issues. There is no social agenda in reading, writing, math, science, PE, etc... Social agendas are "opinion" based and are not all the same, kids should not be made to feel wrong if they have a different opinion/brief!

less focus on test results more on student involvement and engagement

Less homework more hands on in class work.

Less of an emphasis on standardized, high-stake testing and more on teacher-generated assessment.

Less teaching to the test. More teaching of the subject. More critical thinking.

Let the children run on the playground, more PE, LESS COMMON CORE BULL!

Libraries staffed with qualified teacher librarians to support student learning

Limit to classroom size, more than 1 4J school offering behavioral assistance

Longer Lunches for students so they aren't so rushed

Longer school days - stay in school until around 3:00. And fewer days of no school.

low staff:student ratio

Lower Clas Sizes

Lower class size

Lower class size and full time PE and Music

lower class size, more extracurricular choices like music, drama, debate

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

lower class size in K-6, 30+ students in a kindergarten class is absurd.

lower class sizes

Lower class sizes

lower class sizes

lower class sizes

Lower Class sizes 26 students to 1 teacher

Lower class sizes at the elementary level

Lower class sizes--college classes have the same number--this is failing our students

Lower class sizes!!!! There are 30 students in my child's kindergarten class.

lower staff/student classroom ratios!

Lower student to teacher ratios

lower student-teacher ratio in elementary schools (smaller class sizes)

maintaining broad curriculum including CTE and electives

Make Student:Teacher ratio appropriate for age/ level of learning

Mandatory physical education, economics and music every trimester

Mandatory physical education, home economics, and music

Modify classrooms to accommodate a range of student understanding. Have prepared lessons for students who need the challenge so they are not bored. Add more active time. Allow kids to stand more often and sit in any position they want while at their desks. Invite more community leaders into the classroom for a more interesting education. Allow time for students to create art and use artistic expression.

Money follows students (Young parents, Sped, ELL, Poverty, Homeless, etc). If a 4J student's status brings more funding to the district, 4J commits 85-90% of that funding to direct support services. 4J celebrates this information publicly, and rings in a new era of equity and transparency. 4J calls on public goodwill (in the form of donations) to supplement "private-public" programs within the district who may experience a temporary loss of expected services (similar to those ongoing losses experienced by the need groups listed earlier).

Monroe middle school has the best music education. My son is in music and we talk about him continuing this at Sheldon HS so he can attend UofO and play for the marching band. I feel that some preparation or transition would be helpful so students continue higher education or at least plan.

More adults in the school buildings. More teachers, office staff, etc.

More art and music. Eliminate smarter balance and common core.

More art, PE, and language opportunities for K-5 during school.

More arts funding!!!

More arts, music, and theater

More arts. It's a shame that there are no art specialists at the elementary level and only one middle school appears to have a full time art teacher. We should be aiming to educate the whole child. That includes the visual arts, performing arts and even electives like wood shop and FACS. There are kids that NEED these classes. They need the creative outlet or they need the training because they're the kid that will be a chef one day or a fashion designer or animator or what have you. Putting so much focus on test scores takes so much focus away from the child and actual learning. Whole child education.

More emphasis on preparing students for whom college is not an option. There are many technical occupations.

More engaging programs for students who are not college-bound

More focus on classroom learning time; less on testing.

More foreign language learning opportunities worked into curriculum. If possible, foreign language requirement

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

More frequent free play/recess throughout day to help kids absorb process decompress and socialize. Our kids need support on recess to help kids with soft skills and keep kids safe. These skills are the ones we need our children to know most of all and they don't all get them at home. They are our future. Our kids need healthy meals at school of which we should make a priority to fund! if we don't eat well and move our bodies our brains don't work and we short change our kids ability to learn to their fullest. A wish is for all school staff to have consistent reinforcement on how to create and foster a healthy environment for our kids. Our kids feel like they live in a pressure cooker. There is no help. There's so much more than test scores that matter and matter more. It would be great to have librarians back, school counselors, therapists, nurses, teachers need help and support to model positives. Our kids need help. We need our kids to love to learn and to feel inspired and hopeful. This is not visible in our school model.

More holistic, well rounded curriculum- less testing

More instruction time! Less short days and furlough days.

more money for FTE

More nutritious meals offered, we can do better.

More options for the special needs students in the self contained classrooms

More physical activity, art, music, longer lunch periods.

More physical education and time for exercise

More physical education, more recess, more sciences and arts

More physical education, vocational education, outdoor education, environmental education

more programs for high achieving students

More recess and time to get energy out-happier more productive student

More school days, less in service, grading etc. days for staff!!

More support for behavioral elementary students.

More support for our lowest performing students in Special Education. Reduced work load for Special Education teachers so we can meet the needs of each student. More time for teachers to collaborate about student

More support from families for behavioral issues.

more teachers and more funding

MORE TEACHERS. SMALLER CLASS SIZES

More teachers/ no blend classes. Students are not getting the help they need and class is interrupted often.

More than 5 of these are VERY IMPORTANT for successful schools, I am having to leave out several that I think are equally important to the ones I picked!

More trade preparation curriculum

More use of modern evidence-based practices and approaches, and less reliance on the same-old same-old. elementary.

Most important is that your teaching for THEIR future, not the past which unfortunately rarely happens.

Most important thing for my family is that my child see's people teaching that LOOK like him. Teachers that come from communities of color.

Music and Art

Music and art

Music and Art Programs

Music education for every child in elementary school; music programs and choices for middle and high school

Music program to continue to grow and develop at NEHS.

MUSIC programs

Music programs band choir and strings

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

Music, art and culture  
music, art, home economic  
Music, arts, conseling and PE!  
Music, including string orchestra, available in all schools. The privatization of string programs in a college town like Eugene is sad. We have a fine School of Music and a wonderful Symphony and other orchestras, yet very few of our public schools in Eugene provide the oppportunity for orchestra. If Springfield can offer orchestra, why can't our district?  
no increases in taxes no matter what  
no more common core math!!!!!!!!!!!!!!  
Not just drilling the core. Courses in the visual arts and in the crafts as well as the central academic courses.  
nutrition ed and improved school lunch; library services with librarians.  
Opportunities for non-college bound students to prepare for a career interests..  
Optimal class sizes! I can't believe that this wasn't on the above list. Classes are much too large.  
Organic local foods for lunch.  
PE 5 days a week at Family School with strenuous physical activity.  
PE more than 1-2 a week, more music programs.  
Physical Education  
PHYSICAL EDUCATION DAILY  
PHYSICAL EDUCATION DAILY  
Physical Education everyday all year every year at all grade levels, studies show that when students are physically active their test scores rise and they learn more  
Physical Education from specialists all year long!  
Placing trust educators to do their job well  
play time / recess time / informal learning ; less emphasis on homework  
policy implimentation of student handbook: Harrassment, bullies, assault, and to believe the kids not call them liers.  
Prioritizing time for play  
professional development that relates to staff and what they do - make it meaningful  
Programs and staff that recognize and promote the value of play and creativity  
Programs for students with behaviorial challenges that effectively support their learning and behavior without causing chaos and disruption for the other students.  
Qualified librarian/educators to support curriculum  
quality music and arts with multiple options and opportunities  
Quality special education opportunities in all schools  
Quiet, no noise classrooms for children to work uninterrupted in for at least half of the day with NO COMPUTERS!!!!!!.  
Real life problems and solution based learning. Not reading from a book and taking a test. Get up learn, do do with your hands and body. Live and function. No homework. They are children, they need a break. There is zero benefit. Stop making reading work and start making it quality family time again.  
school)  
Reasonable class sizes and closing open enrollment if needed in order to cap class sizes  
instruction  
Reasonable class sizes to facilitate and actually be able to educate students. Class sizes are way to large and challenging for teachers to give attention to all students.

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

Reduce Class Size.

Reduced class sizes

Reduced class sizes for elementary schools

reduction in standardized testing

Removal of Standardized State Testing. Waste of Students and Teachers time. Better to spend that time and effort actually educating Students

Research based Tier 2 and Tier 3 interventions implemented with fidelity to assure not only equal access but equitable outcomes (students actually make measurable and meaningful progress).

Resources and materials to teach special education! Not out of my pocket.

Return to Bible based morality. No swearing or sex education in schools.

Robust and ongoing professional development for staff to ensure that my other 4 choices are possible.

Safe pedestrian and cyclist right of ways/crossings to all schools.

School librarians. Please bring them back.

Schools that cultivate whole human beings with an eye on the physical, emotional, and intellectual needs of children and adults. Our schools should be about cultivating citizens that form a just, healthy and vibrant society.

Schools to be a hub of the neighborhood for families (like a third place.)

Science and the Arts

Shorter school days

Small class size

Small class size (?20)

Small class size.

Small class size...under 30. 23 -25 for elementary students

small class sizes

Small class sizes

Small class sizes

Small class sizes and full school year calendars

Small class sizes so students can get the instructional support they need to succeed. Small class sizes will improve graduation rates.

small class sizes to facilitate improved teacher/student interaction

small class sizes, including elementary - max 25 students/class

small class sizes, particularly at primary, but also across the board

Small class sizes!

Small class sizes!!

Small class sizes. Educational assistants.

Small classes!

Small/Reasonable Class Sizes!!!

Smaller class size

Smaller class size

Smaller class size at all levels.

Smaller class size. There should NEVER be more than 24 students in an elementary class. No more than 30 in a middle school class. 31 kids in a kinder class is absurd. Kids cannot learn. This is by far the most important issue facing 4J.

SMALLER CLASS SIZES

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

smaller class sizes  
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Smaller class sizes  
Smaller class sizes and less standardized testing (the latter is a waste of money).  
Smaller class sizes and more attention to T.A.G. students  
Smaller class sizes and more choices of classes within schools  
smaller class sizes and specifically in regards to safety a new curriculum or something specific being done in middle schools about bullying. Parents are transferring their kids from one school to another due to bullying and kids are committing suicide. This is a real issue.  
Smaller class sizes and teacher librarians  
Smaller class sizes for students  
Smaller class sizes from K-high school.  
Smaller class sizes is my top priority  
Smaller class sizes is Number One!!  
Smaller class sizes my child is in K with 25 students!  
smaller class sizes that focus on a more hands-on approach to education. Children learn by doing, not by being lectured to, reading in books, or on computers/iPad's. Less attention on test scores and more attention on real life skills and abilities.  
Smaller class sizes through district  
Smaller class sizes to support curriculum without as many behavior issues to deal with  
Smaller class sizes- less than 26  
Smaller class sizes, 26 max  
Smaller class sizes, Counselors in all schools full-time



**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

smaller class sizes, eliminate standardized testing, reduce/eliminate screen-based education, keep student medical and religious preferences private

Smaller class sizes, more hours/days in school

smaller class sizes, schools that fit all the students (camas ridge), culturally responsive practices

smaller class sizes: my #1 choice for improvement.

Smaller class sizes! this should have been on the list.

Smaller class sizes!!

Smaller class sizes.

Smaller class sizes.

Smaller class sizes/ greater teacher to student ratio

smaller classes

smaller classes - smaller learning environment

Smaller classes and PE year round

**SMALLER CLASSROOM SIZES!**

Smaller classroom, accountability for long-term teachers (eg., Kinder Teacher at Edgewood)

Smaller classrooms, not 30 kids. Give more one on one teaching.

Smaller elementary class size, longer lunch and recess by adding another hour to the school day!

Smaller, much smaller classes

Special education support

Staff that are highly trained on issues of equity, and create an environment where students of color and their families feel safe, welcome and successful

Stop special treatment between assistant principals/staff and students/parents on winning sports team those who aren't.

Strong arts component

strong humanities programs, including arts, literature & writing; strong physical education program, with emphasis not on competitive sports, but instead on team building and physical health and fitness; strong emphasis on nature, ecology, conservation (reject consumerism, reuse, recycle, create); help each child identify, and encourage him/her to pursue/develop areas of academic strengths;

Strong music and arts programs

**STUDENT / TEACHER RATIOS BETWEEN 10:1 AND 20:1 - BY FAR MOST IMPORTANT!!!!**

Student centered project based learning where exemplars are used to demonstrate knowledge and understanding

Student protection

student/teacher ratios equal the top 20% nationally

Students are intrinsically motivated for learning, able to relate what they learn at school to their lives

Students engaged and interested in their education

Success would be training in cultural and racial sensitivity by the entire staff and all volunteers associated with the district.

Support for families and students in need of extra academic help

Support for kids of color and kids who speak english as a second (or third) language. It varies too much by school. It needs to be consistent.

Support for teacher growth to increase instructional quality

Teach kids real world life skills

Teach the kids about real unprocessed food. The cafeterias are 4J's biggest shame. Horrifying and aterrible example to the kids and staff.

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

teacher-librarians, not aides, in all schools

Teachers dedicated to actual teaching, invested in the students' learning

Teachers need more support and structure in elementary school classrooms. Classrooms have varying levels of intellect and behavioral issues, making it very difficult for a teacher to focus on the education and keeping students engaged in the process. By way of volunteering in the classroom on multiple occasions, I see it first hand. Having only one teacher keep 28-32 kids in-line and on task is impossible.

Teachers that are not overworked, so they can work with students and families

Teachers' love for learning and students.

Teaching conservative values and that there are other scientific explanations for the origin of life and that the environment is not as imperiled as environmentalists and global warmists insist.

Teaching Students at their own level, not just focused on bringing up the rear (which is large) no pun intended

teaching the entire student.... mind AND body . more mandated Physical Education

Teaching the WHOLE child; music, arts, physical education, life skills, etc.

Dollar)

The Arts

The Arts: visual, musical, performance, literary etc, given their proper EQUAL place in education at all levels

The chaos created by large class sizes is not a good learning environment for \*any\* students, and puts those with special needs at greater disadvantage than average kiddos. Research is absolutely clear: every child added after 21 kids in a class doubles the disciplinary interventions needed in the classroom...that is doubled PER STUDENT ADDED in the elementary school setting. We need to reduce class sizes to give every child the quality education they deserve and our future as a highly literate society depends on.

the choices above are too limiting and loaded with a predigested agenda

The highest priority should be to reintroduce CTE in more schools. We are doing our offering our children less choice due to eliminating these vocational educational programs. As a business member and employer of this community, I have discovered that there are not enough qualified young people to fill needed jobs that used to be served well by vocational education in the high schools.

There needs to be a priority on reading, writing, and math. Your student body is learning how to take a test, but they are not learning how to write a paragraph, or know basic math concepts, or have a comprehensive grasp on wide vocabulary.

timely updated grading and assignment tracking so parents can press student efficiency in a timely manner

To teach core classes not focus on social issues. School is for learning not a social club. I am tired of the focus being on excepting the gay lesbian transgender bisexual. Not is not for the schools to focus on.

Top priority: close the opportunity gap.

trained librarians to properly set up libraries and educate students

transition from tenure based reward to merit based

Transitioning students that move frequently could benefit from assessment of their learning and support needs at entry.

Adequate school counselor and school nurse staffing is important for all students.

Transparency in choices for 4J ELL and SPED students

Truly insulting and nonsense not to include "smaller class sizes" among these choices! Many of these other choices are so open to subjective interpretation that they are equally nonsensical (e.g. - what best prepares students for college and the workplace? -- there are very different opinions!). This makes this feel like past 4J "surveys" that the administration has used to further its own agenda while pretending to take "input".

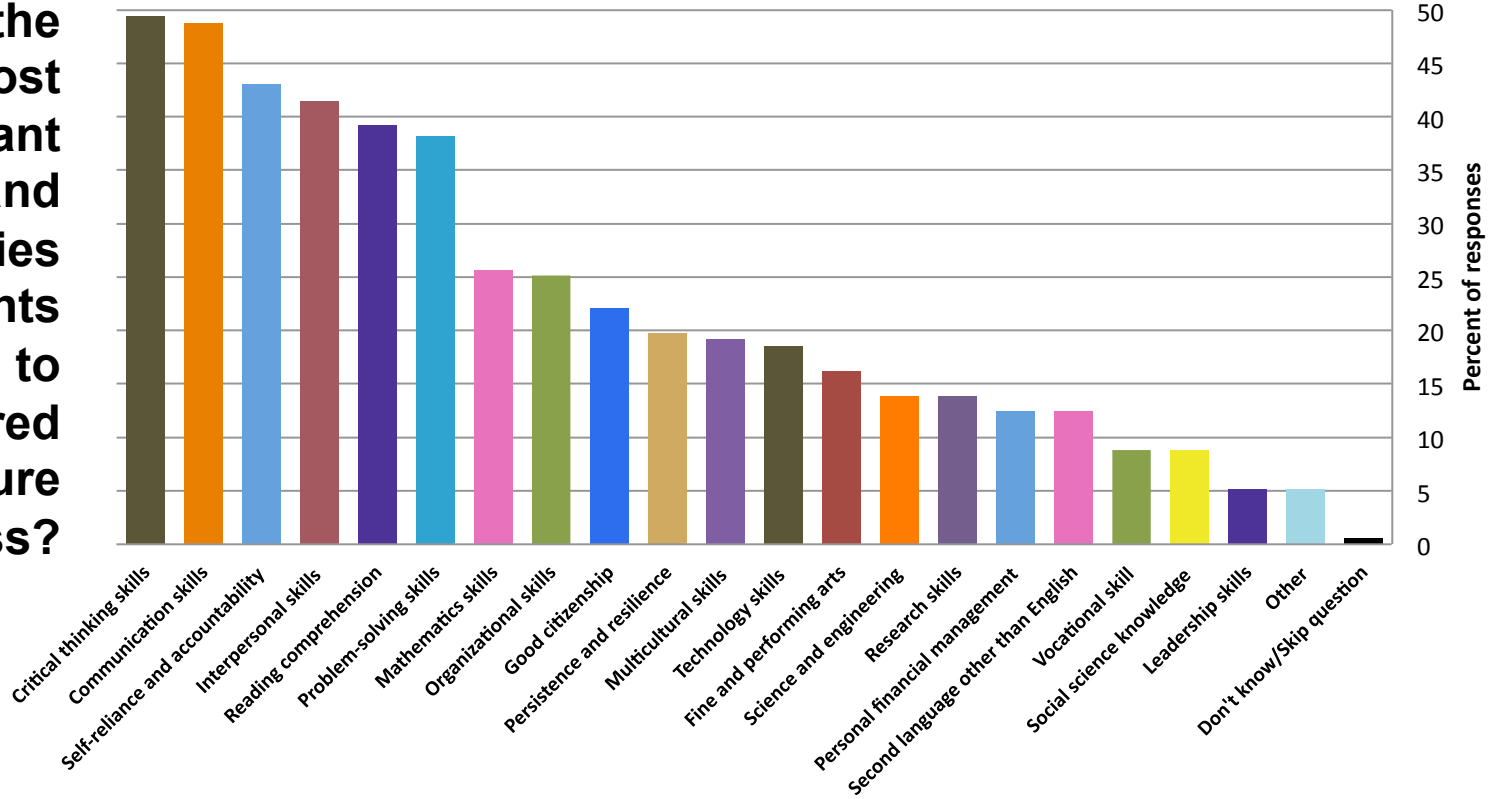
variety of options in all schools, not just magnet schools, including non-STEM subjects like music, art, crafts, wood shop, machine shop

**Q6 "Other" responses: As a community, what do we want our public schools and school district to provide for our students? What would success look like for our schools?**

Vastly improve class opportunities for non-college bound students - trade- welding, Auto Shop, Drafting, Autocad  
Visual Art Education  
Vocational classes, music, the arts  
Vocational education  
Vocational skills. Not all kids will go to college. This is 4J's failure to keep kids in school to graduate. With <70% graduation rate, 4J should be ashamed of the results and offering vocational skills (welding, carpentry, engine repair-shop, customer service) might turn this around!  
Vocational training options for students who are not college bound.  
Way, way, way less testing and removal of all statewide standardized testing and education based on this - this is and has been a recipe for sub-par education  
We need a new, high tech, high school in North Eugene. Give the kids who are serious about getting a great education a place they can be proud of.  
We need lower student:teacher ratios.  
Well rounded responsible young adult  
Well-rounded education, including science, social studies, and library/research skills  
whole person experience: arts, music, clubs, social interaction, moral development, personal experimentation and growth  
Wholesome environments demonstrating healthy living to shape beneficial habits - access to gardening, recycling, eating local/healthy foods, respectful behavior, exercise and activity, artistic appreciation, outdoor/nature interactions  
Wholistic education that is geared toward inspiration and innovation  
world language for all students, not just immersion programs

# Q7

**What are the most important skills and abilities students must learn to be prepared for future success?**



## Q7

### What are the most important skills and abilities students must learn to be prepared for future success?

- 49.3% Critical, analytical and creative thinking skills
- 48.5% Communication skills (writing, listening, expressing, public speaking)
- 42.9% Self-reliance, independence, personal responsibility, ethics and accountability
- 41.4% Interpersonal skills (collaborate, work productively with others, resolve conflicts and challenges)
- 39.2% Reading comprehension and literacy
- 38.0% Problem-solving skills
- 25.8% Mathematics skills and math literacy
- 25.0% Organizational skills (organize, prioritize, set goals and manage time)
- 22.1% Good citizenship, civic responsibility, volunteerism and community service
- 19.8% Persistence and resilience
- 19.2% Multicultural skills (understand and work with people from different cultural and language backgrounds)
- 18.7% Technology skills (use computer technology to research information, extend learning and master subjects)
- 16.4% Fine and performing arts (music, theater, visual art)
- 13.9% Science and engineering knowledge and skills
- 13.8% Research skills (gathering and analyzing information and using it appropriately)
- 12.5% Second language in addition to English
- 12.4% Personal financial management skill
- 9.0% Social science knowledge (history, other cultures, government, economics)
- 9.0% Specific career/technical (vocational) skills
- 5.2% Leadership skills
- 5.1% Other
- 0.6% Don't know / Skip question

#### Similarities and differences:

- Top six same for all groups, some variance in order
- Critical thinking skills selected more often by parents than staff, interpersonal skills selected more often by staff than parents

**Q7 "Other" responses: What are the most important skills and abilities students must learn to be prepared for future success?**

"Special Needs" HAS to include the Special Needs of our Geniuses ("gifted") also! They are the people that have the capacity to save us! Why do we ignore them? All should be treated equally. Lower as well as HIGHER on the IQ scale.! Again - an insultingly simplified question. Feels much more like you are trying to "peg" me as a respondent than really trying to find out about what is important to me. So I check the three that encompass all of the others as far as I am concerned. I want a broad and thorough education for my kids -- one provided by excellent teachers who are satisfied in

Again - hard to answer give the hierarchy of learning that needs to occur for higher order activity to occur

all of the above

all of the above

All of the above

all of the above

All of the above, hard to narrow it down to just 5!!!

All of the above!

ALL of these are important!! Should NOT be limited to 5 choices

All of these are important. I can't just choose 5.

All the above must be provided!! With talented staff and resources it is possible to select just five is not possible unless a person believes by checking good citizenship that includes social sciences and people skills etc..

All! Depends on child

Applicable time to finish a task, including lunch

As a recently retired teacher, I cannot pick just 5.

authentic sense of knowing self, free to reason well and make own choices

Being active, Like PE

Can't answer. Narrowing to five is impossible and unrealistic

Children who study classical music and other classical arts learn, by necessity: perseverance, resilience, independent study habits, problem solving, and interpersonal skills. Everything on your list is of great value. The critical thing about musical study is that it is offered to every child at a young age, because, like physical education, it is a neuromuscular skill in part, and some things cannot be as easily learned at a later age.

Class size is the top priority. There should be no more than 24 students in a class! 31 students in a kinder class is unacceptable. A child cannot reach his/her potential in this environment!

Commitment to social justice.

computational skills and programming skills (not just use of technology)

DEAR GOD you need to give the kids the basics there is no need for Multicultural or self reliance until ALL children get a FULL day of education

Diversity in subject matter, the arts and PE are critical to creating well rounded citizens. If math and reading skills are mastered, then many of the analytical and problem solving pieces can be integrated into the curriculum to provide a well balanced education.

Empathy

Everything listed above

Giving students educational opportunities to learn how to think rather than being told what to think.

Health Wellness & Environmental Education

Healthy eating for optimal performance

Healthy habits/personal fitness

**Q7 "Other" responses: What are the most important skills and abilities students must learn to be prepared for future success?**

How can one pick just 5? Yes students should learn all this, including language, problem solving, and critical thinking, but to keep them happy and motivated the skills to emphasize with a particular student should be able to focus on their unique gifts. For some it might be science or math, for others the arts. The important thing is to offer a range of choices.

How do you prepare them for a radically different environment and society?

How to consume food that is NOT processed or full of pesticides.

How to manage large classes and having less access to a teacher due to large classes

I don't like it that this was limited to five options at all. More of these boxes should have been checked.

I don't think this type of question leads to good understandings of how to use our resources. When we focus on good, comprehensive programs all of the above are included in that work. I would hate to see 4J trying to focus on some of these over others. They all support each other and should be looked at as a comprehensive whole. I believe that one of our biggest stumbling blocks is an adherence to the idea that skills and responsibility can be taught as discrete units.

I honestly can't answer this. Every single item listed is crucial.

I just want to point out that the arts teach problem solving. They teach critical thinking and creative thinking. It is inherent in creating art. Making an art work or learning to play a song IS problem solving. It IS creative thinking and it IS critical thinking. It also instills confidence and promotes self reflection. All very important in educating our kids.

I want it all.

i would choose all of these as important for children to learn

i'll come back to this later

Include industrial arts in school. Teach about professional trades.

It did not allow me to choose more but these as well as the above are very important. Leadership, personal financial management skills, communication skills & multicultural skills

It is beyond RIDICULOUS we can only pick 5 on these lists, when CLEARLY our kids need more! NOW!

It is impossible to pick just five! I want my child to have all of these, with the exception of specific career skills which can get in post 12 education

it's a tall order, but all of these are important, and the focus depends on the student

It's impossible to choose just 5

job skills not related to college

Keeping any job, students (future employees) needs to communicate respectfully to coworkers and work in a diverse community. The above priorities are all great for future success.

Less fluff to divert focus from solid academic foundations. Stick to solidly developing and polishing the 3-R's before diluting with "group" work wherein students simply look to the highest achiever to carry the weight while the other group members play on their phones.

life skills including growing a garden, preparing nutritious meals, and creative hands on learning that takes kids out of their desk chair. Our children need to know we believe in them and to believe in themselves.

Lifeskills for the real world!

Many of these overlap and a creative curriculum and approach to teaching could address most of them.

Nature and environment

Nature play (for example: <https://naturalearning.org/>)

Personal responsibility

Physical and mental health

Physical education (becoming physically literate/healthy individuals for life)

Physical Education and Behavioral Health

## Q7 "Other" responses: What are the most important skills and abilities students must learn to be prepared for future success?

Physical education: Physical Education is an integral part of your child's education that contributes to his/her growth and development. It is the unique role of quality Physical Education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality Physical Education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. 4J Physical Education programs are guided by National Standards. Developing "Physically Literate" Individuals Physical Education professionals across the country now have a new set of National Standards, as well as a new goal of developing "physically literate" individuals. The ultimate goal of Physical Education is to develop physically literate individuals. These individuals have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. In order to become a "physically literate" individual, a student must meet/demonstrate all of 5 of the critical elements: (Has learned the skills necessary to participate in a variety of physical activities; Knows the implications of and the benefits from involvement in various types of physical activities; Participates regularly in physical activity; Is physically fit; Values physical activity and its contributions to a healthful lifestyle).

Physical Education/health

physical literacy and health education

Physically fit and healthy choices

Prepared for a post-employment economy, with perpetual large scale unemployment due to automation.

Physical fitness

Reduce the fluff that diverts solid academic foundations. Focus on the the 3R's before diluting solid foundations with "group work" wherein the group relies upon the highest achieving students to carry the workload while the others play on their phones. No surprise. While it may be valuable to offer a multitude of options, by doing so, you are sacrificing the assurance that basic foundational concepts are mastered. Trying to please everyone guarantees that no one is wholly Schools should be able to prepare/teach students almost all of these. To ask for a limit to five is exactly what is wrong with our system!

sense of history, what so many cultures have offered

Skills in handling finances and understanding financial concepts/issues

skills that will allow them to exit this community and avoid the 4J district

strong body

Students must learn where food comes from and where their sh\*t goes when they flush the toilet.

Students need Multicultural skills (understand and work with people from different cultural and language backgrounds)

Teaching students how to think for themselves instead of just telling them how to think the way you want them to.

Personal financial management is part of self-reliance etc and should be taught. Core education in math, science, literacy, social sciences and fine arts. Physical education.

The importance of working HARD for grades

The kids need to be challenged, but they have to be given tasks that are part of a building block structure so that they can learn and feel success and anticipate outcomes. "Teaching to the test" has created an environment which has justified teaching skills outside of the time tested logical order of things do that the mile wide, inch deep approach has become the standard which means that very few academic skills are taught to mastery.

The practical knowledge is important (reading, writing, math, science, history, art, music, etc), but equally important is the skill to wield the knowledge and know where to find information when you need it. Education must do both, and we have pushed too hard on the "what" and not enough on the "how." What is easier to quantify in tests.

The problem is that each need needs different things. I have supported school choice because it has been a way to keep a wide range in a time of budget cuts. Most schools can't afford to offer all things to all kids. However, there are huge inequities in the system and many kids' needs are not being met.



**Q7 "Other" responses: What are the most important skills and abilities students must learn to be prepared for future success?**

The test-driven reforms of the past decade of dumbed down curriculum. The Common Core has NOT helped with this, because it is still tethered to the SBAC standardized test. We need the district to quit spending money and time on these There are so many overlapping choices here.

There is no way to choose only 5 answers to this question, and it is unfair to even ask. Some of these can/should be taught at home, or are innate qualities that cannot be taught, or belong to personal preference of the student.

Organization, communication, the "3Rs", fine and performing arts, second language, computers, personal finance, multicultural, and voc/tech skills are all my choices as answers to this question.

There is no way to choose only 5 things from this list, and I would be appalled if 4J decided that we only need to focus on 5. Of COURSE our students need mathematics skills and literacy, science skills, research skills, writing skills - these are a given. So, to me, the question SHOULD be around visioning for the future (as I thought that's what this survey was about). In other words, I want 4J students to all have access to learning a second language, to the visual and performing arts and to leadership skills. Finally, good citizenship and civic responsibility are - in the end - much of why we have public schools.

I don't expect the schools to teach "persistence and resilience", "grit" or any of these other fads. There are many other

There is no way to narrow this to 5. They should be divided into two groups; subjects and skills. I chose the 5 I think will help make my kids successful in life not taking into account school subjects. I would have also included under skills in the list of my priorities Problem solving skills and self reliance.

They need an environment without their cell phones during the school day

They're all important; this is a false choice scenario.

This is a crazy question. Way more than five of these are crucial, not merely important.

This is a horribly designed question. These are all very important. Should be grouped and broken into several questions to determine priorities

This is tough, basic subjects need to be learned as well as the interpersonal skills, organization skills and personal finance-skills that will be important as an adult, future student or employee.

This list is WAY TOO LONG. Requiring only 5 is causing me to leave out some VERY IMPORTANT SKILLS. This is not going to yield useful or accurate results for 4J

This question isn't fair, priority to ALL school subjects PLUS these priorities is a fair question. Schools always need to teach the basics - Lit, Math, Science, History..

Time to learn not pressure to know material...it will come

Today's youth seem to have no respect for anyone and do not seem to understand that adults at school are just trying to do the job they have been charged with and to help guide them along in life. I am very worried about today's youth and what it means for the work force in the near future. Hard work, and the ability to struggle through things seems to be gone. It is okay to struggle and not win all the time. From failure comes growth.

Too many positive things here to choose just 5. They are all important.

ways to build self esteem, HISTORY, communication skills

We have to look after all children not just the english language learner and the lucky ones that won the lottery and got out of the failing neighborhood schools

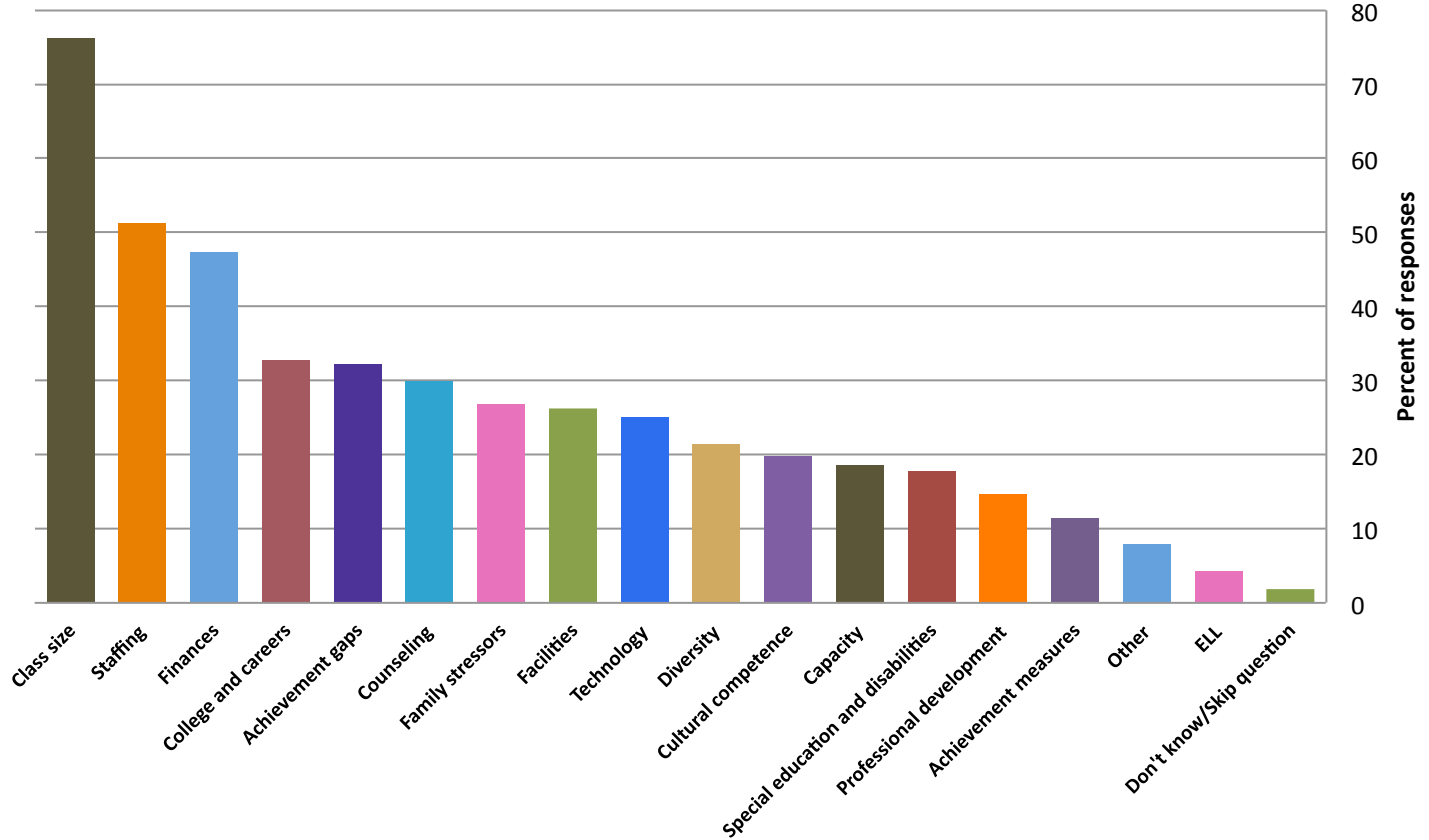
Well-rounded exposure and support in achieving potential in basic foundational subjects (reading, writing, math, science, history, geography)

Western Civilization and Civics

You can do any of the above without reading and math skills!

## Q8

**What are the greatest challenges and the most important issues 4J schools will face over the next 5 years?**



## Q8

### What are the greatest challenges and the most important issues 4J schools will face over the next 5 years?

- 75.9% Class size: Maintaining or improving manageable class sizes
- 51.1% Staffing: Hiring and retaining high-quality educators in a competitive market
- 47.0% Finances: Responding to local, state and national economic conditions that affect district financial support
- 33.0 % College and careers: Preparing students for college, careers, and life after high school
- 32.2% Achievement gaps: Reducing achievement gaps between different groups of students (such as racial/ethnic groups, economically disadvantaged students, English language learners, students with disabilities)
- 29.8% Counseling: Providing counseling and mental health services to reach all students in need of help
- 26.8% Family stressors: Addressing the growing stressors on families that affect parental support, student work and behavior
- 26.2% Facilities: Maintaining physical facilities (aging school buildings, athletic facilities, other infrastructure systems, managing and conserving resources)
- 25.2% Technology: Keeping up-to-date with appropriate technology for teaching and learning
- 21.6% Diversity: Meeting the academic and social needs of an increasingly diverse student population
- 20.0% Cultural competence: Developing cultural competence among staff members and students to meet the needs and learning styles of students from diverse backgrounds
- 18.5% Capacity: Accommodating school facility capacity needs in the face of declining or increasing enrollments
- 17.8% Special education and disabilities: Meeting the educational needs of students with disabilities
- 14.9% Professional development: Providing quality training and professional development opportunities for all staff
- 11.4% Achievement measures: Continuing to meet and exceed student achievement expectations as measured by state tests
- 7.9% Other
- 4.5% ELL: Meeting the educational needs of English learners
- 1.8% Don't know / Skip question

#### Similarities and differences:

- Class sizes top item for all groups
- Counseling selected more often by elementary staff
- Family stressors selected more often by staff than parents

**Q8 "Other" responses: What are the greatest challenges and the most important issues  
4J schools will face over the next 5 years?**

1) Bring back electives and other curriculum year round at all schools for PE, music, arts, recess, longer lunch, etc. 2) counseling, coordination and support for kids and families on or near receiving a 504 or iep

4J is going to keep losing teachers every year well before it is time for them to leave the profession. 4J does not seem to support the staff and has a culture of fear and retaliation of those who speak out. Some of the most impacted by this culture are those who work within special education. Many of us will be leaving in the coming months and years due to the consistent persecution and demoralizing of those who work with what is arguably the most underserved, most intense and extensive needs. Caseloads are at all time high, special ed teachers have gone years without any special ed specific PD and the needs that are voiced are consistently dismissed or silenced. To be honest, I fear that my identity will be discovered and I will be retaliated against due to the honest feedback I am providing.

4J needs a curriculum that stresses knowledge like Core Knowledge. It would also be nice if you could get rid of some of the worst teachers like [[personal information deleted]] who teaches [[subject]] at Roosevelt MS

4J needs to quit obstructing parents ability to opt out of statewide exams. It needs to stand with parents and children against state mandates to waste money and time on these tests.

education

Achieving and maintaining a high quality education standard. Not necessarily measured by state tests.

Achievement gaps: high achieving learners / ability to serve TAG populations

Addressing the Academic failures/limitations of North Eugene High School again, the choices above a loaded with a predetermined agenda.

education.

Avoiding trending distractions. Need to focus on providing basic skills (reading, writing, math, problem solving)

bad principles

Band and Choir rooms designed for teaching music.

Be honest with the public and tell the peoples of our community that there has been obscene mismanagement of monies and the underfunded pension obligations are eating our kid's lunch. You are a criminal class that should be tried for treason because of your lack of responsibility to the skill sets of the young men and women that you serve.

Being respected and trusted by the community.

Budget put PERS first and students last. 4J will fail if this contiues

building true student confidence

Class blend takes learning and structure away from the student

CLASS SIZE - CLASS SIZE - CLASS SIZE!!!!

stressed!

Clear, consistent direction with measurable outcomes

Consistent academic and arts programs throughout the district that focus on skills.

these days

Creating a relevant circulum that addresses the future in 5, 10 and 15 years from now?

Creating curriculum standards that are consistent throughout the district and align with standards set across the US.

Students needs better foundation skills.

culturally relevant curriculum; culturally sustaining policies and practices

De-emphasizing test score achievement and focusing on broader life skills, independence, physical activity, arts, and other non-academic achievements

Developing high quality educators

developing vocational programs.

Doing all that must be done for students on a budget that doesn't stretch far enough.

**Q8 "Other" responses: What are the greatest challenges and the most important issues  
4J schools will face over the next 5 years?**

drop out rates and expulsions

Embedding more Art and Music classes into the curriculum.

employing trained librarians

Figure out the scheduling nightmare that has been created with the defunct 3x5 format. Ditch the ineffective CPM math textbook line. Reinstate solid instruction in the core subjects so that students read classic literature, learn how to properly outline and compose essays, are aware and respect the American heritage through history and civic coursework, follow the Scientific Method, and are fluent in standard math vocabulary and calculation algorithms.

finding a new revenue stream as people leave the 4J district

Finding sped teachers because many are leaving and soon. ESS is a mess and they do not support the staff at all. It doesn't help that our own union doesn't support us either. We are on our own all the time.

Focusing on teaching life skills vs. optimizing for test scores.

Food, you are feeding our kids crap.

Funding from state and federal sources

Give students more opportunities to try samplings of various careers so they have personal knowledge of what careers appeal to them and which do not.

Giving all 4J students access to programs, classes and extra curricular. For example: the children at Roosevelt have so much more class selection compared to Spencer Butte kids.

Growing health crisis due to poor lifestyle habits and pollution.

Handling the intense behaviors in the class rooms and keeping our kids safe at school.

Having effective discipline for children who act out and having them be held responsible.

Having enough staff in the classrooms when school starts!

Healthy Organic Food Options

helicopter parents

Helping gifted children achieve their potential

High school vocational education

High schools need to change more towards active learning than just sitting in the classroom and listening to an adult..

Hire good people and focus on teaching the basics. Getting embroiled in equity, diversity, etc. distracts from the main mission. Do a good of educating and the rest will sort itself out very well.

Hire more teachers and less administrators/specialists. SPED has way too many Downtown folks.

Hiring and retaining high quality classroom staff who reflect the makeup of our community.

Hiring from diverse backgrounds

Hiring qualified competent administrators top to bottom.

hiring quality, competent staff who support the teachers, the students and the parents.

homework (too much!), testing -- thus lack of arts, music, PE

I believe the most important challenge is a National one that will be felt at the state and local levels. We need to stop teaching to tests and reestablish an American curriculum which is entrusted to high quality educators who teach, test, and grade our students. For the better part of 20 years we have tried providing education similar to other countries and this just does not work for us. We need to teach subjects and test for understanding and competency. A sound administrative branch will ensure curriculum adherence, and higher paying salaries will help obtain quality educators.

I give three of my five votes on this question to "class size"

I have strong feelings about how the alternative schools affect diversity and success of neighborhood schools

I think the student need to learn how to do penmanship. The fact that many student cannot write in cursive let alone read it, is disturbing and sad.

**Q8 "Other" responses: What are the greatest challenges and the most important issues  
4J schools will face over the next 5 years?**

i'll come back to this later

Increase both mental and physical health services.

Increasing student engagement and graduation rate.

Invest more in TAG

It would be far better to have people rate each one of the items in this and the previous question according to importance, THEN have respondents rank order their most important items. These results will not be valid or reliable.

Joining the 21st century in terms of how to educate students. Where are group projects, performance assessment, service learning, distance learning, etc.? My kids hardly see any of that.

Keep music in the schools !!

Keeping good teachers motivated and replacing uninterested ones.

Keeping highly successful students in the district. Offering rigorous & diverse programs to retain quality students. They are leaving the district!

Keeping kids engaged in learning and helping them catch up if they miss classes

Keeping music and the arts well supported.

leave the parenting to parents and focus more on providing a better education for college bound kids

Meet the needs of non-college bound students/ improve graduation rates

meeting state standards in Physical Education for K-12

Meeting the educational needs of TAG students.

meeting the needs of TAG students

Meeting the needs of the highly gifted as well as meeting the needs of our most vulnerable students, Achievement Gaps is an oversimplification

Music

My children are capable learners. Many times they get overlooked because they understand and can produce a product.

Due to class size and behavior issues they do not get challenged to meet a higher standard. At times I have felt that the curriculum get "dumbed down" to close the achievement gap. Schools need to meet the educational needs of capable

Need vocational options for career center, It is geared to college.

No more common core, More time to eat lunch, Let children run on playground, listen to the parents, we know better than especially if we attended that school when we were kids!

Not excepting students from out of district

Not giving in to the prevailing mentality that glorifies attitudes of victimization, while still remaining empathetic to individual student/family situations

Not sure how to say this: meeting needs of academically gifted kids, from K-12.

Not to be influenced by whatever the "hot" issues are in education, and keep our focus on consistent, high expectations in academic achievement, AND student behavior/respectfulness in the classroom.

Number of days students spend in the classroom has to improve/increase

Nutrition: providing healthy lunch to all students which will improve academics and behavior

once again you fail to mention allowing children to attend school...YOU MUST allow kids to have a full educational day

Open enrollment leading to fluctuating enrollments and community divisivness

Our school continues to grow, now that we have a new school people will want to come to it even more. Our classrooms will grow but our staffing wont. Do something to plan for it. Oh look a nice new beautiful school with new houses being built around it. Families will likely be moving to that school at a higher rate. I should listen to the Principal when he says line"

PERS

**Q8 "Other" responses: What are the greatest challenges and the most important issues 4J schools will face over the next 5 years?**

PERS

PERs & Reducing costs (including teacher salaries). Problem is not "local, state, and national economic conditions that affect district financial support", the problem is 4J is not fiscally responsible.

Please read the research of the Harmony Project in LA schools. Classical music education for every child is making the biggest difference with children who are socio-economically disadvantaged.

Preparing students for careers and/or college after high school

Preparing students for walk life dealings concerning finances

Providing a quality education to ALL students in the face of limited resources

Providing art and music education in all schools

Providing comprehensive arts opportunities

Providing elective classes

Providing students with adequate resources

Really telling that none of these questions even mention nutrition or a nutritional value system.

Recognizing the need and providing for more voc/tech training instead of assuming that everyone will go on to college.

Rectifying a decades-old deficiency in English grammar instruction.

Reducing cuts to programs such as PE and the arts

Reducing the excessive state retirement benefits that have caused the lack of funds needed for student education

Reinstating full time licensed librarians in each 4J school would be a good step towards improving literacy (print, digital, media, visual, etc.) and equity, and helping to address needs of our most disadvantaged students.

education.

Resolve the scheduling nightmare created by the 3x5 format. Focus on core concepts so that students read classic literature, learn how to properly outline and compose an essay, follow the Scientific Method, know and respect our American heritage through history and civic courses, and can systematically execute and calculate mathematical algorithms. Again, focus on the core; reduce the fluff and diversion, by which is NOT meant art and music, but "feelings" and "group feedback" and an overly skewed reliance on the iPads.

Responding to the failure of the CLC-B programs with an alternative that supports our most challenged students.

Restoring the massive loss in arts, physical education and extracurricular activities school.

Return to a balanced assessment system with classroom performance assessment

Rid the school system of the Common Core Curriculum, less state testing. it's only use is for Money!

Safe food free of pesticides (many school vegetables) and refined sugar (e.g., chocolate milk).

safety

way.

Shift the focus in high schools away from IB programs and add more college now courses. That way if a student is ready for a more challenging course load they don't need to wait until their senior year to take college level biology or chemistry

Should of kept Marlika as a sub she was the only sub that always was on time and did a 100% perfect job every time! Wish we had more EA classified 1:1 subs Marlika was the best !

Smart/well adjusted kids are ignored and expected to take a lot of crap because they can

Special Education for our Gifted and Talented before they slip through the cracks! Pregnancy, alcohol, drugs, burglary, jail/prison = poverty, homelessness = death.

Special Education should include gifted students as well as those with disabilities.

Staying committed to teaching the basics despite a culture of pushing special interests to schools

staying within budget without increasing taxes

**Q8 "Other" responses: What are the greatest challenges and the most important issues  
4J schools will face over the next 5 years?**

Strengthen partnerships to better serve student, families and the community. Include key stakeholders in the strategic plan placing collaboration as a high priority. Include the City of Eugene, KidSports, Boys & Girls Club, The Y, Lane County Public Health, U of O, non-profits and the business community. Convene organizations for a Youth Summit to develop a systemized approach to address some of the challenges listed here.

Student Health and Nutrition: Food needs to be healthy and delicious (currently it is disgusting), more recess!

Support for diverse learning programs.

TAG programming and support for this population that also has special needs.

TAG students are outfunded by \*all\* other student groups that are identified as special needs from the mainstream. Our brightest students are left minimally tapped and minimally challenged academically. We have a mandate to serve them and no funds. This should become a priority. It is not elitest. TAG students are in all socioeconomic background. TAG is a unifier of society and should be nurtured.

Teacher competency. There is no effective way of evaluating teachers. Great teachers don't seem to be rewarded. Not so great teachers continue with no change. Need more opportunities for TAG kids to keep challenged and moving forward instead of having to do extra work or just wait while others catch up.

Teaching kids how to care. Stress the importance of learning empathy in our school district.

Teaching students skills that will help them get jobs

The ADD and ADHD schools are contributing to by giving students computers. Educate children instead on how computers change the neurology of the brain and teach children to limit screen time to only out of absolute need. Also the food that is provided in school.s Teach children about GMOs and chemicals on food and how that is causing their agressive and hyperactive behaviors. Educate children about the toxins that food, cosmetics and screens are creating in them and

The amount of time students are actually in school. Furlough days, etc (which relates to budget and finances)

The district must learn where its efforts are effective, and where they are not.

The lack of full-time professional music teachers, PE teachers and librarians -- and the resources to support those teachers with equipment and tools -- is one of the biggest challenges we currently face and will continue to face until people recognize that these are not "nice to have" perks but serve as critical foundations for a sound education.

The smothering PERS obligation that robs our children of the education they deserve.

This district is more interested in providing an full education to the ELL learner instead of ALL children...if all children can't have a full day then the ELL childrens should not as well

This selection criteria on the question is wrong, it will only allow the selection of one option.

Too many kids falling through the cracks. Failure to communicate and respond to parents

too much standardized testing

Training and coaching statt on PBIS systems

Transparency and clarity in communication, Equity in services across buildings and levels

transparency for administrators

Upgrading our libraries and providing certified librarians

validate non college bound students

We need great principals and teachers. Attracting and retaining great leaders has not been 4J's strength. The district's reputation is promoting and moving disfunctional personnel and our great leaders leave. This can not continue and create the educational experience necessary for our children and for those who choose this path for their life long career. we need to create equal opportunities for all children across the district and the needed support for kids and teachers.

Greater opportunity for children outside the few immersion schools to gain a second language.

when my students were at Gilham, we had maybe one problem student per class, now we are at 4-6, the other 25 students are not getting the best education in this enviroment



**Q8 "Other" responses: What are the greatest challenges and the most important issues  
4J schools will face over the next 5 years?**

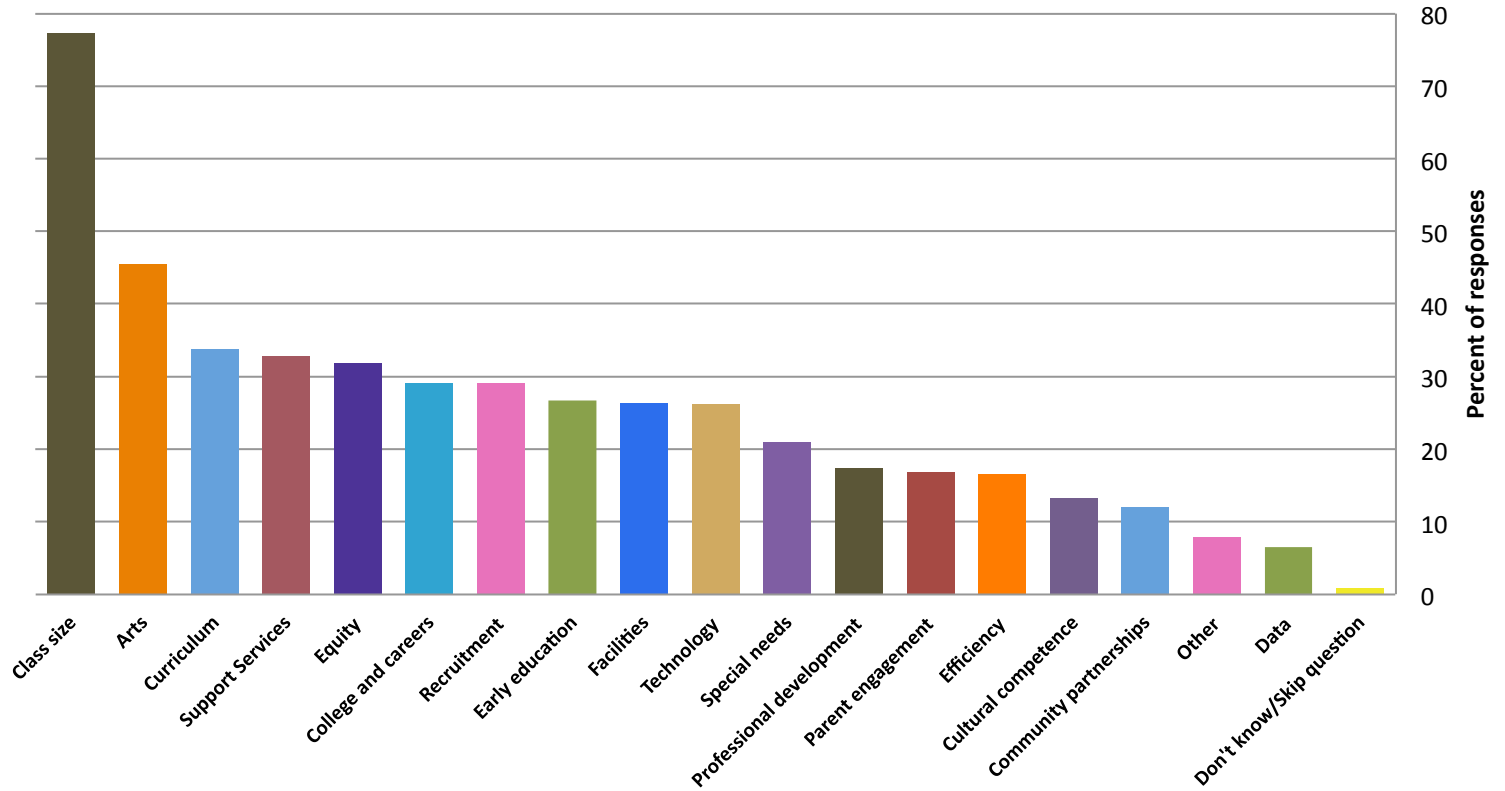
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While developing cultural competence among existing staff is important, it is just as important to prioritize cultural competence and diversity in the hiring and retention of staff.

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# Q9

What should be the financial priorities during the next 3–5 years?



## Q9

### What should be the financial priorities during the next 3–5 years?

77.0%	Class size: Maintain or improve manageable class sizes for teaching and learning
45.4%	Arts: Maintain support for arts instruction (such as music, theater, visual arts)
33.9%	Curriculum: Ensure students have quality up-to-date educational materials
32.6%	Support services: Strengthen counseling, mental health, and other services to reach all students in need of help
32.1%	Equity: allocate resources equitably to provide a quality education for all students
29.3%	Recruitment: Sustain competitive salaries, benefits and working conditions to attract and retain
29.2%	College and careers: Prepare students for college, careers, and life after high school
26.7%	Early education: Provide a strong start for students in the first elementary school grades and/or before kindergarten
26.4%	Facilities: Maintain or improve secure, clean, well-repaired, adequate-capacity, energy-efficient buildings for student learning
26.2%	Technology: Ensure students and teachers have sufficient up-to-date technology for learning
21.1%	Special needs: Provide support for all special needs populations (e.g., English learners, students with disabilities, talented and gifted)
17.6%	Professional development: Provide training and development opportunities to keep staff skilled and competent
17.0%	Parent engagement: Communicate effectively with families and create active partnerships between parents and schools
16.6%	Efficiency: Ensure that business operations are efficient and cost-effective
13.4%	Cultural competence: Support culturally competent teaching practices and staff training to work with diverse student populations
12.2%	Community partnerships: Create and sustain active partnerships between businesses and community organizations and schools
7.9%	Other
6.6%	Data: Support data-driven decision-making through program evaluation and data management systems
0.9%	Don't know / Skip question

#### Similarities and differences:

- Class sizes top item for all groups
- Arts education and preparation for college/careers selected more often by parents than staff
- Student support services and equity selected more often by staff than parents

## Q9 "Other" responses: What should be the financial priorities for 4J during the next 3–5 years?

2 votes for class size reduction!

4J needs a standardized, sequential and cumulative curriculum not the phantom curriculum that currently exists

Add back elementary and middle school librarians

adding PE

Additional learning time

Again, all important stuff here

Alternative learning opportunities: Ensure that students have opportunities for kinesthetic learning

Asst. Principals at the elementary level to support growing needs

Avoiding distractions. Need to focus on important skills (reading, writing, math, problem solving)

Balancing resources between those who will go on in school and those ready to go to work. Hopefully there will be better choices than just the military..

Behavioral Management

Bond Measure for rebuilding South Eugene Highschool

Bring back at least 4 school sports options that are at least partially supported by the school district or boosters. These at a minimum should be Basket Ball, Soccer, Baseball, Track and Field at Middle school and adding Football at High School level. For some reason 4J has outsourced most of the sports and placed the cost on the families. Even with scholarships this cases a level of classism and inhibits students from developing physically, socially, and learning key leadership skills

Bring back your best teacher who lives to teach and always comes to work on time and always keeps kids happy safe and no task and follows every task

Bring physical education back to schools. Kids need these activities boost moral and give them a break from sitting in classes all day. It builds unity and promotes interaction of students out of a classroom environment.

Bringing back exercising through PE classes

Bringing class sizes down to more reasonable numbers will benefit \*all of the above\*. It will benefit those with special needs, allow time for teachers to update curriculum more readily (accommodate needed changes, research better or more financially savvy options, etc.

Build solid reading and math fluency from the earliest days in school. Students in 4J are nearly mathematically illiterate, and they aren't far behind in reading fluency and writing skills. For students in eighth and tenth grades to be reading aloud, sentence by sentence, is atrocious. That should cap out by grades 3 or 4. Because these skills are not mastered early on, they carry through to the upper grades and affect not only those students who are deficient, but also those who are performing at or above grade level and who must suffer through a choppy snail's pace. It's a lose-lose where students at all levels of performance are not engaged, and thus are apt to disconnect. In addition, up-to-date does not necessarily mean better. Ditch the CPM math program, as faculty, parents, and students nearly uniformly HATE it. It provides too much "discuss with your group" forums of the blind leading the blind, and FAR TOO LITTLE instruction by explanation and examples so that when students are struggling through homework or extra practice they and their parents have almost nothing to refer to in the way of guidelines and/or references to what was completed effectively in the classroom. The

Class size

Class time. I'd rather have the students spend more time during the day in the classroom (more than 6 hours), even if it increases class size.

co-curricular opportunities available to all (equity issue)

Collaborating with the YMCA could allow for support of a student's critical transitions to help reduce the achievement gap at 3rd grade and middle school as well as help to increase graduations rates in all areas of 4J. The YMCA of USA has evidence based programs that compliment school districts across the country in helping support a student's success. capacity.

**Q9 "Other" responses: What should be the financial priorities for 4J during the next 3–5 years?**

Consistent curriculum across the district that is also consistent with the rest of the country.

consolidate schedules and bell times for efficiency

culturally relevant curriculum/culturally sustaining policies and practices

cut salaries of highest paid employees to maintain budget with no tax increases

develop and provide a daily elementary P.E. program that benefits/supports the health needs of all students

Developing a plan to bring nutrition services back to district control, and out of Sodexo's hands

they aid

Eliminate the free periods and semester system in the high schools by offering more electives

currently)

Ensure all students have access to intervention classes

ensure balanced curriculum (i.e., support for arts, technology, and phys ed)

Ensure principals, teachers and staff are held accountable for excellent performance

Ensuring high school students can be fully scheduled with meaningful instruction if they want to be fully scheduled

Ensuring that behavior needs are dealt with and don't interfere with all student's learning

environmental and sustainable practices

environmental education, nature curriculum

Equal opportunities for standard, consistent curriculum across all subject matter.

Expand opportunities for project- based learning

Extracurricular funding - it is telling that is not even an option. FYI - many kids need more than academics to motivate them to stay in school. Every district high school student should get a set amount of money to participate in an

Flexibility: incentives for collaborative and creative approaches to learning

Focus on K-5 before looking at Pre-K

Food, organic and local

full time physical education specialists in all buildings!

full-time nursing staff at each school. You are currently out of compliance with some national laws, and telling some parents to homeschool due to lack of nurses. Can a lawsuit be far behind?

Fund the same opportunities for all high schools, including North Eugene HS

Get rid of the union. Fire all the inadequate teachers. Get out of PERS

Healthy Food

Healthy food

Healthy meals for children, create a day of learning for our childrens school year that is conducive to our kids abilities to learn and love it!

Healthy, local food that nourishes brain and body.

Helping the ESS department. It is a mess and lacks leadership. It is a very bad practice to hire within and ALL of the 5 admin are from within. Look at the data from districts our size and you will see that none of them have 5 sped admin.

highest priority is reducing class size and increasing number of courses offered; lowest priority is technology

HIRE MORE MINORITY TEACHERS! I.E. AFRICAN AND LATINO

Hire more teacher assistants and teachers- fewer admin. Hire more people who actually work with children daily.

Hire qualified PE teachers!

Hiring teacher librarians in elementary and middle schools

I

## Q9 "Other" responses: What should be the financial priorities for 4J during the next 3–5 years?

I am so glad that TAG is recognized as special needs in your top category. Many people look forward to it being financially supported as much as other special needs programs soon.

I don't really know the answer to this question -- but I do know that nothing the schools do will be effective if the class sizes get out of control.

I find that the vast majority of my colleagues and students experience stress from what has become a dehumanizing environment in schools. We are constantly encouraged to see our students as data rather than people. I believe the best use of resources at this point would be to pull back from the emphasis on data collection and spend administrative resources in cultivating school community so that schools can start to address the amount of discomfort and alianation

I must emphasize class size! Improving class sizes would automatically help improve addressing special needs!

I'm going to use my 5th choice to stress DATA. it's huge. but no high stakes testing. smart, thoughtful and \_continuous\_ assessment.

If a child is smart, foster that, restart all TAG programs to school time too.

ill come back to this later

improve dull course offers - add field trips, theatre, debate, outdoor school, biking, more,

Improve your TAG offerings and make consistent policies from school to school. It's disgraceful that one of the 4J elementary schools doesn't offer differentiation for TAG-identified students because it's "not equitable." It does a disservice to those students, who are just as worthy of getting an education that meets their needs as any other student.

improvement of sports and music programs

improving graduation rates

In addition to arts, physical education should be re-evaluated in order to provide students more opportunities to experience and learn different types of physical activities, sports, etc.

Increase Music and PE time. Prioritize PE to help address the concern of a growing child obesity rate.

Increase physical education

increasing the number of school days in the school year

Innovation & diversity in educational pedagogy and practices

investing in vocational training at the high school level

job skills for non college bound students

keeping and increasing the number of school days/year

Less days "off"

Literacy problems -- students entering high school below grade level in reading

Local and wholesome foods served and education about food sources

Lower Class Sizes NOW - don't wait for 2020 - our kids are in school NOW!

schools.

## Q9 "Other" responses: What should be the financial priorities for 4J during the next 3–5 years?

Maintain and increase support for Physical education for all students everyday all year every year: Physical Education is an integral part of your child's education that contributes to his/her growth and development. It is the unique role of quality Physical Education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality Physical Education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. 4J Physical Education programs are guided by National Standards. Developing "Physically Literate" Individuals Physical Education professionals across the country now have a new set of National Standards, as well as a new goal of developing "physically literate" individuals. The ultimate goal of Physical Education is to develop physically literate individuals. These individuals have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. In order to become a "physically literate" individual, a student must meet/demonstrate all of 5 of the critical elements: (Has learned the skills necessary to participate in a variety of physical activities; Knows the implications of and the benefits from involvement in various types of physical activities; Participates regularly in physical activity; Is physically fit; Values

Maintain support for 21st century libraries

Make sure all students have access to a school library with a full-time certified librarian.

Making caseloads manageable for special education educators so all SpEd student can be attended to.

Many items above are not a financial commitment as much as how valued by individual staff.

More teachers to be able to teach a proper education or less enrollment if there are not enough teachers

more teaching and classified staff in schools, fewer downtown administrators

multiple levels of AP classes

New high school for North Eugene. High tech, energy efficient, something our kids can be proud of.

Not to let our 4J salaries become too top heavy for administrative salaries and benefits.

Offer healthier school meals

Offering a wide variety of electives.

Once again early childhood education should be taught by teachers trained in developmental theory and practice

Opportunities for TAG kids to keep challenged. Better mechanism for teacher evaluation and development.

Opportunities to be physically active on a daily basis at all grade levels.

Organic Food

Pay for some [expletive] supplies for parents don't have to. Paper, tissues, glue, stuff like that

Personal fitness/physical education

Phasing out disposables in the cafeteria and providing nutritious real food.

Physical education

Physical Literacy

physical/health education for all students

Prioritizing what is taught at the high school level so when the graduate they are successful. There should be more real life teaching like money management, finances, goal building, savings & retirement plans. Also providing extra help in elementary & middle school for those who are falling behind or on the verge of falling behind.

Provide physical education for elementary students.

Providing local, organic, healthy food - along with food source/cooking education. Revamping the current approach to school meals so that students are served wholesome, local, seasonal foods while learning about how to eat for their Public Employees Retirement System (PERS) and how it will continually take away from the current generation who needs the funds now more than ever. Or talk about how to raise more income to compensate the growth of PERS.

## Q9 "Other" responses: What should be the financial priorities for 4J during the next 3–5 years?

put the money into the teachers so we can have more classes, smaller classes, and attract the best teachers who then can be compensated for their hard work

reading intervention specifically Read Right

Reduce admin at district level

Reduce Administrative staffing and use that money for quality teachers. get rid of the "tenure" to many teachers that are past their prime and only in it for the benefits.

Reduce class sizes by hiring more teachers.

Reduce cost per student! (That suggests cutting teachers and/or salaries & benefits)

Reducing class size should really be the only priority at this point.

Resources to teachers who have high behavior problems integration.

Revise or transparently/fairly apply the Needs Index such that all schools have a sufficient baseline level of funding. safety

Same comment as for last questions! I am not able to pick just 5.

Seems that this question's selection criteria is wrong too.

Self directed food program

Silly yet again. If funding goes into smaller class sizes and high quality teachers, many of these other categories get covered (in spite of how important administrators in some of these areas may feel). It feels like this is not a serious question about budget allocations -- it doesn't tell us how the funds are allocated now or admit to the overlaps in the Skill based classes!! Wood shop, mechanics, welding, etc.

Skip the new shiny toys and curriculum. An educational assistant in every classroom.

Spend less on standardized testing

Stop blowing money on new school buildings that you don't need.

subcontracting teaching positions

Support different learning styles - improve school lunches

Support for staff in special education. Not just when we are not doing what they want us to do.

Support for year-round Physical Education. Research shows a positive impact on academic performance with increased physical exercise.

support Physical Education

TAG

Teach our students!!!

Teachers to treat all students equally. Stop making fun of the physically challenged AKA disabled and minorities!

Teaching parents how to partner with schools to help students succeed.

The budget is payroll. Actively manage the staff, and replace low performing personnel with talented and effective personnel. Implement a credible review/coaching and retention process.

The North region seems to be really struggling with attendance. I feel the district needs to do actively support this region so that the high school is more desirable to families with the attendance area and to draw more people into the school.

To serve food that is not dangerous in the short or long term to kids. Cheap food contracts are dangerous and make the 4J appear to be either dumb or uncaring.



**Q9 "Other" responses: What should be the financial priorities for 4J during the next 3–5 years?**

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To teach health and toxin courses to all children from preschool to 12 grade. And take all student access computers away from elementary aged kids. In middle school and high school, student access to computers need to only be allowed for academic research inside the library or other adult supervised study only room. Educate the parents as well about how foods and toxins are creating negative behaviours, and physical changing brain structure. Have health books (like the Brain that Changes Itself) be required reading for all high schoolers.

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trimming nonessentials to focus on improving basics for all students

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marketing tools.

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Why Arts but not sports? Both play a role in building character and experience. Support organized sports

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work to obtain additional funding through a politically feasible method

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you want to spend money data and professional development ..stop it and spend money on allowing kids to attend school instead of attending safeway, McDonalds and the parking lots..Give them full loads

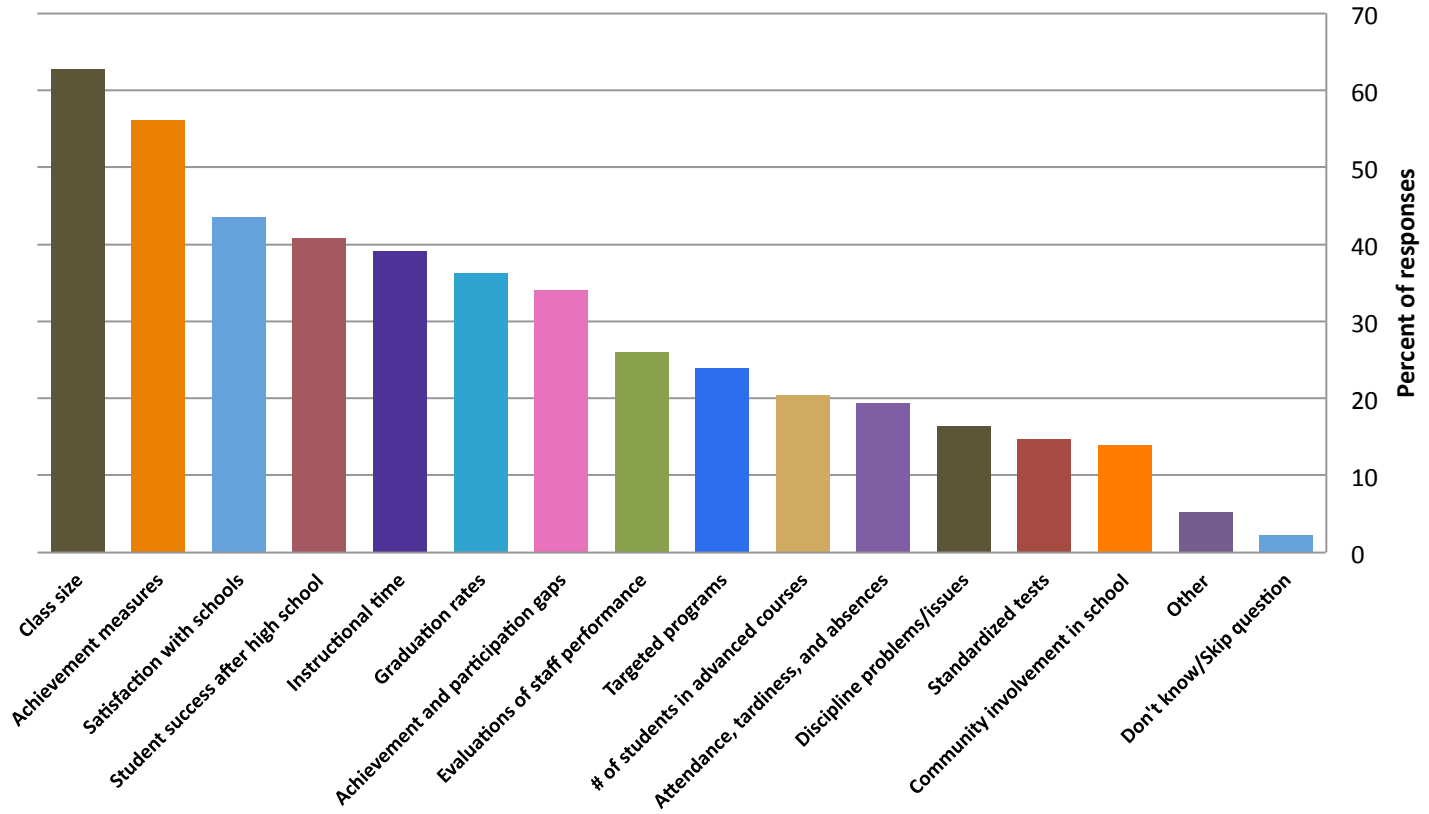
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you want to spend money data and professional development ..stop it and spend money on allowing kids to attend school instead of attending safeway, McDonalds and the parking lots..Give them full loads

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# Q10

**What evidence should 4J use to evaluate the quality of education in the district?**



# Q10

## What evidence should 4J use to evaluate the quality of education in the district?

- 62.6% Class size (number of students in each class per teacher)
- 55.9% Achievement measures: individual growth over time as students progress through the grade levels
- 43.4% Parent, student, community and staff satisfaction with schools
- 41.0% Student success after high school (such as college acceptance and performance, employment)
- 38.9% Instructional time (amount of classroom learning time students experience each year)
- 36.2% Graduation rate compared with past years, neighborhood school districts
- 34.2% College and careers: Prepare students for college, careers, and life after high school
- 26.1% Evaluations of teacher and administrator performance
- 24.1% Number and quality of targeted programs to meet student needs (such as English language learners, special education, talented and gifted)
- 20.4% Student participation and performance in advanced courses (e.g. AP, IB, high school and college dual-credit courses)
- 19.3% Level of attendance, tardiness, excused and unexcused absences
- 16.5% Number and nature of discipline problems/issues
- 14.9% Achievement measures: Scores on standardized tests (such as OAKS state tests, SAT, ACT)
- 14.2% Extent of parent/community involvement in school and student activities and advisory
- 5.3% Other
- 2.3% Don't know / Skip question

### Similarities and differences:

- Class sizes top item for all groups
- Post-high-school success measures selected more often by parents than staff
- Achievement and participation gaps selected more often by staff than parents

**Q10 "Other" responses: What evidence should 4J use to evaluate the quality of education in the**

A grade appropriate project at the end of the year that assesses for problem-solving, grammar and writing technique, and the concepts learned throughout the year.

Achievement measures every 3 years.

Achievement measures every 3 years.

Additional programs such as arts, music, p.e., gardening, cooking, shop and outdoor schools

Adhering to the policy in the student handbook , equally to all students, instead of the current discriminatory policy " dont ask and dont tell"

Admin should be evaluated and staff should be able to provide honest and anonymous feedback about ALL admin including ESS admin.

All students have access to a wide range of classes and programs that appeal to a all sorts of interests. The narrowing of curriculum and overemphasis on college for all has done a disservice to many of our students.

Amount of arts, theatre and music programs offered

Amount of support and resources provided to educators. !!!

Any measure must be as objective as possible. Too often, the measurements are either subjective or attributed to one thing when really the correlation ad cause are not tightly associated. Class size is an example. larger or smaller class size does not necessarily translate directly to the quality of education.

Apparently all are broken. Not much of survey...

Ask students what they would change to make school more enjoyable to them.

Ask those who work with students, teachers and staff.

Assessment of Happiness! Mark D Holder- Happiness in Children, Measurements, Correlates, and Enhancement of Positive Subjective Well-Being

Availability of a rounded curriculum, including arts, physical education and extracurricular activities

Can't even begin...How much money did you spend on this survey? couldn't you have used to to provide at least a few more classes

Continuity of certified and classified staff, student and parent exit surveys of their 4J experience

Create a culture in which All are expected to graduate in four years and not dop out.

Desire of students to attend school: happiness, well-rounded days; clear and compassionate communication.

Don't confuse measures of effort, with measures of results.

Ensuring every student can read, write and communicate prior to 5th grade.

equal opportunities at all high schools. NEHS is loosing students because of this

Evaluations of teacher and administrator performance should try avoid redundancy and should be tailored to each different content area taught (example: physical education)

Evidence gathered by visiting each school and interviewing students and staff about their day to day routines and the struggles the face within the schools.

Follow students who attend alternative programs.

Full class schedules for high school students.

Have the students say who they like tons of them really wish [survey respondent's name] was full time all kids like that classified sub EA 1:1

Health and wellness, awareness

Health Wellness Environmental Education

How about something modern, like performance assessment? You don't seriously think that test scores are a good measure of achievement, do you?

## **Q10 "Other" responses: What evidence should 4J use to evaluate the quality of education in the**

I am terribly concerned that the new standardized tests are taking two months of education \*away\* from each student every single year...prepping, then taking, the tests really does seem to take that. Kids aren't learning and exploring during those times. Please please please opt out or find less time consuming ways of measuring growth! These new tests do not seem developmentally age appropriate either, so not only do they not appear to be helpful, they may actually be harmful as kids sit frustrated in front of a screen.

I believe that the tests the students take should not be based only in measuring their knowledge, but should also be taken into account the skills/the aptitudes they have developed, for example if the students are readers, investigators, if they are motivated to learn and for being an active person in their community

I do not know how to reliably, individually and in the aggregate, assess students' achievement.

I think attendance is a reflection of how engaged and supported kids and families feel. Unfortunately, it is typically used as a "blame the family" and punishment rather than "what can we do to bring these people into our community?"

I think separating gifted and talented students is a terrible idea for ALL students

I would almost rather select which options should NOT be used here -- namely, focusing on test scores and the level of tardiness/absences. Those may affect your funding, but they're a terrible way to tell if the school is being successful. A lot of the other options seem dubious too. Whether a school is doing well is hard to measure, and a lot of the methods for measuring it can just make the situation worse. However, parent, student, community, and staff satisfaction are what you're actually going for -- so if those are good, then you're good.

I would like to vote AGAINST standardized testing

I'll bet you DO have me pegged at this point. In Massachusetts, where we have just lived, and which state kicks OR's butt on every category above, they have SMALL CLASS SIZES AND TEACHERS WHO FEEL VALUED AND TRUSTED. These are what creates quality education, and when 4J administrators parse this out into these other areas as separate, they are self-

i'll get back to this later

i'm tired of kids graduating from high school to then rack up \$40-50k in debt on degrees that have no hope of paying themselves off. high school should realistically prepare students for the next 5-10 years.

If state testing is so important and for looking at how the teachers are teaching, they too should be graded. Our children are there for a great education and a lot is put on the parents instead because they say they don't have time..

If students enjoy and learn

If you have to ask, you are way off the mark...figure it out

If you want a solid, thorough evaluation, survey and candidly speak to those who are in the trenches: teachers, students, parents in the classroom who will be better prepared to provide a day-to-day picture of what is truly happening in the classroom and in education. What is on paper and "should" be is very rarely reflected in the actual experience of learning (or the frustrations of trying to learn).

in some schools parent involvement is indication of a strong school with caring families with the ability to volunteer. Other schools in the district the strong parent involvement is a sign that there is a concern that the needs (safety and otherwise) of our kids are not being met and parents and guardians do everything they can to be present. therefore parent involvement isn't always an obvious positive reflection of the school.

Include a focus on students in the middle who underperform but go unnoticed because they reach average status.

Industrial and fine arts programs, PE for all

innovative and sustainable programs

Level of achievement at the earliest grades (k-1) compared to recent years. If we only look at outcomes of third+ grade students, and focus on secondary outcomes, we will never know the impact of increased/decreased resources at the Listen to the parents! They know their children best! to be honest, I prefer my children have less time spent with teachers and staff that are only pushing their own agenda. Children should be able to listen and then make their own decisions based on their own research, not the research directed only by the curriculum, but actually be able to question what they

Load of students per teacher at the 2ndary level

Looking at Drop Out Ratets

## **Q10 "Other" responses: What evidence should 4J use to evaluate the quality of education in the**

Many of these recommendations measure process and not outcomes. How do you operationally define quality? I think in order to answer this question adequately, we need to identify our outcomes and ensure we are measuring what we intend Measure yourself against other districts in the region (West Coast). What are the scores for kids in Wash/Calif and how do you compare?

Measuring quality of education without consideration to cost is meaningless. Need a value (quality/cost) metric

Measuring students actual ability versus their ability (or inability) to pass standardized tests. Students learn and retain in many different ways, we need to get away from teaching to pass tests and start teaching them to learn again.

My high school student took a class in which the teacher failed to record grades. She had to present all projects to the teacher after grades came out for him to give her credit. The intern principal said it was her job to support her staff but my daughter was only given partial credit on some projects that were complete. Had she been given the opportunity to offer feedback on that teacher maybe we would not be worried about this happening again. Her grade and GPA was effected, and the teacher was not held responsible for doing his duties as a teacher. SEHS, Peter the ceramics teacher. Maybe check none of the above. The number of stressed out students with anxiety should be a concern and an indicator of how unhappy students are at school.

Not a useful way to ask this question (or the previous ones). First ask which are important. Then rate each one according to importance.

Not only evaluation of staff performance but response to evaluations. Teachers can have low evaluative scores for years and continue with ineffective practice.

number and quality of musical programs k-12

Number of students on wait lists wanting to attend a certain school

observable expertise of teachers or lack of and results of students who receive that instruction

Offer paid time off for mandatory continuing education for teachers and administrators

Outliers: how schools address the needs of minority communities, concerns expressed by those who rarely speak out or particularly unusual complaints, and the degree to which schools successfully help and mentor outlier students rather than pathologizing them or kicking the can down the road

Professional (teacher educators) measures of the students they know and teach every day.

Programs that are not listed here but are focused on our disinterested students who are dropping out of middle school and high school.

Project based learning

Qualified Graduates

Qualitative evaluations by educational anthropologists and sociologists.

Quality of food served; on-site gardens; outdoor/nature school offerings; music, language & art programs

quality of recess in elementary schools

Regular and consistent administration reviews/evaluations by stakeholders

Regular classroom-, building-, district- based performance measures

Reports on measures used to remedy results of above data

Satisfaction with and ENJOYMENT of the school day for all concerned

Special Ed

staying within the current budget with no new tax levies

Student achievement as assessed by teachers. Standardized achievement measures could be useful, but they are so misused by the district, state, and nation currently, I cannot in good conscience endorse their being made a priority at this Student achievement NOT measured by standardized tests.

Student love of learning and love of attending school

Student participation in sports, community (volunteerism), clubs and activities

student participation providing feedback and inclusion in curriculum/dietary/program decision-making. elected student reps in all 4J decision making.

**Q10 "Other" responses: What evidence should 4J use to evaluate the quality of education in the**

Student success after high school for groups with risk factors.

Student success based on what student wants to do, e.g. college or work

Student wellness survey and Oregon Healthy Teens surveys!

Student writing samples

Students in the middle who underachieve need to be a focus. They are forgotten by this district.

Students' input/perception about teachers' quality of instruction! Engagement & satisfaction with their time in the

Surveys home to parents via survey monkey

Surveys like this. Direct feedback from students, staff, teachers, parents, and community members. Testing, attendance, time in class, participation in various activities/classes, all are based on oversimplifications of complex individual lives.

Smaller class sizes helps hugely in knowing what needs are there and being able to address them effectively

surveys to students (current and graduated)

Teach them how to eat clean food. It will last the rest of their lives.

educate the younger ones. Stop listening to your new age teaching experts, they really DO NOT know anything about what needs to be done.

The level of engagement of a child in the classroom, and measured growth of a child's abilities.

Track drop out reasons and interventions that are successful in students staying engaged with an educational system

Unpreparedness for college, as measured by the number or percentage of 4J graduates required to take "developmental" English and/or math before being admitted into college-level courses.

When discussing achievements/evaluations, it is important to know what criteria will be used ( what is meant by "quality," participation, evaluations) how the information will be collected and how the info is interpreted.

Which schools lack diversity of educators, make that a priority



# **open-ended questions**



## Q11

**What is working well in Eugene School District 4J?  
What do you feel most proud of when you  
think about our local public schools?**



**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

It strives to promote a welcoming environment	It has the support of the community	They value the arts
Excellent teachers	PE and music classes	Full day kindergarten
Options for education- charter school, IHS, honors programs.	College Now classes.	4J ACTs scholarships.
High quality of teachers	technology resources	4J does an effective job of reducing bullying
Dedicated faculty and staff	Community/parental involvement in the schools	4J has good communication with the community
there are nice teachers for kids and teacher take time with every student to make sure they feel sucessful and understand the miteral they are learning	the 4J schools help kids and accept kids any way they are and 4J schools have a speech and ASL classes and ways to help kids with a disabillity	4J school district has a lot of kids and they split upi the classes so every single child has a fare chance at learning and get to know what thy need to know at a good and steady pace for them
That I am making a difference in a child's life.	The diversity of teachers, administrators.	4J wellness clinic, new school building, wish we all had one, less furlough days.
Extrememly dedicated staff in the North region	Amazing students and families in the North region	A committment to supporting kids and families from all backgrounds, families who have experienced trauma, poverty, etc, and making school a welcoming, safe place where students can be successful
There is not one redeeming quality that comes to mind	Get the police out of the schools and quit brainwashing authority to the state	A high percentage of your advanced math students cannot add fractions. This problem goes back to a Staff of elementary teachers who gravitate to elementary education because they possess low math skills themselves.
Most of the teachers/staff in 4J are incredible at what they do	Sports programs are strong	A lot of students are successful in their pursuits post high-school
Involved community	High quality, motivated teachers	Access to college-level resources at the U of O and LCC
Devoted and skilled teachers and EAs	Relationships between staff and students	Access to technology
Supportive staff	Neighborhood schools	Achievement scores
The review and adoption of new curriculum	Staff and faculty dedication	Adaptation to changing demands
Respectful learning atmosphere	Committed teachers	Administration supports teachers
Our Teachers	New Buildings	Administrators
Our staff and teachers are committed and helpful.	Communication from staff and teachers is great/frequent.	Adminsitration and teachers attend evening functions/show support.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Safe environment for our kids.	Opportunities for extra support and learning for kids who are behind v	After school programs.
School Choice	New RMS building	Allowance of grade advancement when warranted for a student
school choice and alternative school options	excellent high schools	alternative schools
Our attention to the "Arts" as being an Important role in a students' self-esteem and motivator!	International High School is a wonderful program.	Alternative Schools available.
I love the teachers, administrators and staff at my children's school. They are caring, hard working and gifted professionals.	Although I wish the program were year-round, the music instruction my children receive is fantastic. Their teacher is fun and upbeat plus, she volunteers her time to provide things like choir and ukulele before school hours.	Although I haven't been to all of the schools, the school that my children attend and the others I have visited for sports or other activities are well maintained.
The teachers I have met seem committed despite the lack of support from the state.	At Adams I'm impressed with the high level of parent involvement.	Although too small, I really like seeing school gardens, solar arrays, and other green initiatives.
That I made a difference helping the future by being the best EA sub ever	Seeing the kids learn and feel confident	Always be there on time to keep kids safe
Immersion schools	Dynamic Teachers	Amazing students
nothing	nothing	and nothing
Outstanding educators.	Rigorous and relevant curriculum.	AP, IB, and College Now courses are available to our students.
Music program still offered	Caring staff	Art
Option for school choice	Immersion programs offered	Arts and music
Reading instruction at Edgewood	Math instruction at Spencer Butte	Arts education at Spencer Butte
Eugene International High School is a top-notch program. Talk to alums and parents about this, please.	Language immersion programs at the elementary/middle-school levels (but they largely break down at the high school level).	Arts integration and other existing arts programs that have survived despite budget cuts.
Positive and caring staff	Project-based learning	Arts programs
We have great charters (our kids are at Ridgeline)	Our high schools are fantastic	Aside from the Kinder teacher at our neighborhood school, we have only met excellent teachers
For the most part, we have good, hard working teachers.	We have nice buildings (we are replacing some of the old) and we have improved security on most campuses. We should re-evaluate to see if we are secure enough.	At the elementary level, we have plenty of technology.
Quality of staff at most schools	Reputation for producing successful students	Attempts to reduce the achievement gap, recognizing the need for success for ALL students.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Fabulous principal- [Adams staff name deleted]	Building is welcoming and clean	automated phone calls keep me informed
Students feel supported and safe	Willingness to allow students who excel to take college prep classes	Availability of sports and other clubs that help students who may not be academically inclined to remain interested in school.
College credit opportunities	Plans for implementation of new science curriculum	AVID systems and strategies across all secondary schools
Professional development aimed at addressing cultural misalignments that may negatively impact a diverse student body (Taking It Up for example).	Peacejam and other character and citizenship initiatives that	Avid, Read Right, and other initiatives targeting skill gaps for effective support to success.
math teachers	art teachers	band teachers
That despite the horrendous classroom sizes you still have many amazing teachers in the district trying to educate children	That despite crowded and miserable classrooms you still have parents willing to champion for the school climate where their kids go	Because of the revolving door of top administration you still have parents and teachers working to correct top-down authoritative principals to create welcoming schools and classrooms.
School Choice is great!	Communication to parents is great!	Becoming more culturally competent
Trimester schedule in high schools	College credit classes	better tracking of attendance
Professional Development Offerings	Phenomenal Efforts of All Staff for Students' Benefit	Buddy System of Older Students Reading to Younger Students
Buena Vista community	Buena Vista rigor	Buena Vista cultural diversity awareness
caring & hard working staff	high quality education with staff & parent involvement.	buildings are safe for staff & students
Frequent communications from the school help greatly to keep me informed of what's going on.	Buena Vista's use of Amity interns is a fantastic way to get highly skilled help to assist the teachers.	BVPO's ability to engage parents and help the school is a big help to allowing the school to implement more programs.
the teachers care and still do a good job despite class sizes	college now classes, AP classes, IHS	CAM classes
graduation success	quality education	caring and healthier environment
several outstanding staff who are the epitome teaching	school choice	caring and motivated employees
several outstanding staff who are the epitome teaching	school choice	caring and motivated employees
buildings/grounds well maintained	collectively strive for excellence	caring educators
An attempt at smaller class sizes	Music, PE	Caring kids curriculum
Dedicated teachers	Dedicated OVERWORKED support staff: school psychs, SLP, ELD, nurses, counselors	Caring parents and school/student/parent partnerships are encouraged

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Building new schools- community support	Facilities maintenance- buildings and grounds maintained	Caring staff
Highly motivated and committed teachers and administrators	Music program at Monroe Middle School	Caring staff
STEM education	Strengthening neighborhood schools by limiting school transfers	Caring teachers
language immersion	alternative schools	challenge for appropriate students
positive and accepting environment	kids enjoy being at school	challenging at times
Charter Schools	Charter School Class Size	Charter School Parent Involvement
Diversity and inclusion	school choice	charter schools
4J Gender Policy Model	Fair wages and salary for Staff and employees	Charter schools and alternative options within the 4J district
Teachers	Community	Children
amazing teachers	incredibly dedicated staff	children with tremendous potential
improvements that have been made to restore music and physical education	teachers and staff efforts and achievements	children's resilience in the face of social disinvestment in their future and lack of social responsibility on the part of citizens
Teacher quality	Student creativity	Choices
Choice of schools and their programs offered.	Good teachers my children connect to.	Choices of classes offered including the arts for creativity.
Variety of elective classes	Foreign language offers starting in Middle School	Class sizes pedagogical able to teach.
School choice	Parental involvement	Clear communication
Choice in programs (Immersion, IHS, charter, etc.)	Some very high quality and engaged teachers.	Close to my home! A wonderful community.
safety	school pride from staff and students	college driven
Quality and education level of Staff	Foreign Language immersion programs	College Now credit for High Schoolers
Eugene is very supportive of education	Excellent teachers	Committed families and students
school choice	dedicated, hard-working teachers	committed administrative staff
Great teachers	Great administrators	Communication between staff members at a school
The teachers are committed	The students feel safe	Communication is more than adequate (even overwhelming!)
Involved faculty and staff	Letting kids be kids	Communication with families
Teacher and supporting staff focus on excellence	Creativity and engagement by staff	Communication with parents
Quality of the teachers	Newer facilities	Communication with parents
School choice	Innovative	Community
Administrators	Teachers	Community
Language school options	Acceptance of diversity amongst a relatively homogenous population	Community and parent involvement and support

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Dedicated creative teachers	Resilient children	Community connections
Teacher proficiency and commitment	Quality of remaining programs	Community engagement
School play	2nd language at some schools	Community engagement
Safe environment	Improving statistics	Community feel
WEB Activities at the MS	Music Program at NEHS	Community feel / support of schools within student bodies.
School choice	Dedication of teachers and staff	Community involvement
Hard working staff at the building level.	Building administration working with parents for betterment of kids.	Community involvement in our schools.
The excellent teaching staff	The excellent administrative and non-teaching staff	Community involvement in the school
Great teachers.	Staff genuinely cares for the well-being and education of all students.	Community involvement.
4J leadership, unfortunately they are handcuffed because of poor state government	options, diverse options for a wide array of educational opportunities across the district	community partnerships
caring staff	parent involvement	community support
school choice	quality teachers	community support
Language immersion programs	Growing diversity of the student body	Community support for education
Both of my children are receiving an excellent education	4-J teachers and staff are wonderful	Community/parent involvement at my daughters schools is strong
Commitment to offer a variety of programs at HS	Strong Music teachers	Connection to community (this is reflected in the communities support of schools)
Our teachers are of high quality and are dedicated to the needs of their students.	In general, curriculum materials are up to date and useful.	Connections to local resources such as food programs, museums, government buildings, the arts.
That almost all high school freshman can have a full schedule.	The 3 x 5 schedule in all high schools - promotes equity, maximizes our limited resources, increases graduation rates and provides an opportunity for schools to set students up to have college credit before leaving high school.	Construction of new buildings that will be more energy efficient and better suited for the demands of the new technologies
The collective and dedicated effort of all district staff	Immersion schools	Contiued local support
Language immersion schools provide wonderful enrichment	The opportunities for relevant vocational education	Creating good citizens, focusing on anti-bullying programs
Dedication to creative expression	Academic offerings	Creative classes that engage with dedicated teachers
Language immersion school (French)	Quality/dedication of most teachers	Creative programs/opportunities for students
dedicated staff	generally positive climate for students	creative staff

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

wonderful dedicated highly qualified teachers, and staff (a big family)	taking care of the teachers and student challenges (more is always needed)	creatively addressing financial challenges (more is always needed)
Highly qualified/dedicated teachers and classified staff	Program choices within the district (immersion, alt ed, etc.)	Creativity with use of limited resources
Parent involvement	Language immersion option	Cultural awareness, openness
High quality educators	High quality education	Cultural competence
Anti bullying	School choice	Cultural diversity
Language immersion programs K-5	My students teachers have ALL been exceptional over the last four years	Cultural diversity in our school (River Road Elementary) and how people from all walks of life are valued.
Choice	Quality of teachers	Culture of tolerance
Technology - current and updated often	Alternate schools which allow families to make more choices	Current curriculum and professional training of curriculum
Talented and dedicated workforce	My own classroom, and relationships with parents, students, former students, local agencies and universities.	Curricular freedoms
good Education	Caring Teachers	Curriculum
Staff	Facilities	Curriculum
Teachers & principal	Parent involvement	Curriculum
The language immersion schools are great. My kids went to YG, and it was a great experience.	Music and arts programs.	Dealing with bullying and other problems.
Diversity of ethnicities	Decent classroom sizes	Decent teachers & staff
School choice	Bringing back art and PE	Decreasing our diversity gaps
school choice- diverse options for education	foreign language school options	dedicated teachers
school choice	involved, caring communities	dedicated teachers
Parent involvement	Strong sports programs	Dedicated teachers
Dedicated, hard-working. Highly skilled teachers	Good professional development opportunities	Dedicated, hard-working, highly skilled support staff
High quality of teachers and students	Diversity and acceptance of all students	Dedication of employees in spite of cuts and threats to employment
Centralized purchasing of student technology - bond	Science adoption process to get schools using the same curriculum	Dedication of many teachers as they face large class sizes and declining funds
Strong teachers	Some schools have very good reputations	Despite the lack of funding, teachers and administrators continue to care about kids and work really hard.
Inform the students schedule ahead of time (Trips etc)	Share class scheme of studies by email to parents	Discipline



**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Variety of programs available	Diverse population	District has some great teachers and staff but I worry if workload and case loads aren't reduced they will leave
Good buildings	Starting to have some Organic food	Diverse
Technology equipment has improved	Having PE & Music time increased (should be all year)	Diversity
That children seem happy (I work in an Elem. School and have g-kids)	The new superintendent and the new Central admin team	diversity
School Choice	Quality of educators	Diversity of programs
Foreign language programs	The amount of public schools	Diversity thanks to the university
Communication	facility maintence	During school clubs and opportunities
Allocation of Title IIA funds back to buildngs to meet the needs of students and staff to increase specific academic outcomes	Our staff... from an ELD teacher signing alongside kinders, primary teachers learning two grades to make class-size manageable, buildings brimming with staff who despite diminishing resources still believe they can reach all their students	Each year our cafeteria infuses more healthy choices and local options for our students
Communication with parents/families	Literacy	Early intervention and special services at the elementary level
Amenities available to students	Good array of international education options	Easily accessible by walking, biking and car
Parent involvement	Great teachers	educational opportunities outside of class
Good teachers and administrators	Teachers and administrators are working hard	Efficient/ creative fundraising
Alternative and Charter schools	School Choice	Effort to lower class sizes for all
High quality teaching and admin staff	Diversity of school options	Embracing new technology
Performing Arts	Highly professional and interesting staff	Emerging commitment to racial justice
Quality teachers and administrators	Communication with parents	Emphasis in diversity
Inclusion and a spirit of every child matters and has value	Teacher dedication	emphasis on learning and not on test performance
teacher professionalism	new construction of schools	emphasis on neighborhood schools
Student successes/growth	Class choice (options)	Employee work ethic with limited resources
Great language-immersion programs	Good teachers	Engaged community
school choice	opportunities for personal/family engagement in the school community	engaged educators
Great Staff	Involved Parents	Engaged Students
Welcoming, safe environment	Individuality and creative approaches to education	Engaged, caring teachers and administrators

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Really great teachers	Responsive Principals	Engaging and multifaceted curriculum / activities
Commitment to Equity	(some) rigorous classes	enthusiasm/ engagement of students
Access to college credit courses and DuckLink	Strong Arts program at RMS and SEHS	Enthusiastic teachers doing a lot with limited resources
Teachers	Community	Equipment
Teaching social justice	Teaching critical thinking	Equity
Strong community support	Implementaiton of data driven decision making- inquiry cycle	Equity work- CFEE, Taking it Up, closing the achievement gap at NEHS
Safety	Order	Ethics
Dedicated, hardworking teachers.	My daughter's school has a high number of non-white students. I'm proud of how her school includes families, sends all notices home in Spanish, interprets for all meetings. My daughter gets to see the real world reflected in her classroom.	Eugene community supports our schools.
Four unique communities (should not be forced to be the same)	Overall quality of teachers is high	Eugene students appear to be successful in college
Communication with families	Encouragement of parent involvement	Excellent High School choices within the school district
creative, lively, committed teachers and staff	student involvement in studies and after school activities	excellent record of college bound kids
Diverse school choices	Community	Excellent staff
Parental involvement.	Quality curriculum.	Excellent teachers.
Diversity of education opportunities including alternative schools that meet student's academic needs in a format that best suits the individual student	Parental involvement and participation in classrooms.	Excellent teaching expertise and mentoring programs for younger teachers.
Alternative programs & lottery allow for choice of unique programs- not all schools are the same	great technology thanks to bond measure	Excellent theater & music at high school level; excellent PE/ Music options at elementary
Balance of academics and extracurricular activities	Wonderful students and parents who participate	Excellent, highly trained teachers
staying within budget, cutting programs, show consideration to low income community members by not asking for tax increases	reusing old facilities as much as possible	exemplary special ed program at Camas Ridge
Extremely dedicated teachers	Caring and welcoming environments	Extensive parental involvement
opportunities for higher level classes	the choice of electives	extra curricular activities
Plenty of cultural education	Plenty of environmental education	extra curricular activities
Safe kids	Teacher availability	Extra curricular activities

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Newer buildings are a great showcase of pride for the school district	Elective programs in many of the buildings provide great outlets for struggling students	Extra-Curricular programs are a source of pride for the community.
Structure, good learning outcomes	Curriculum	Extracurricular-good amount of community and non-class events
Rigorous instruction	Later start times	Facilities
Teacher & administrative commitment level	Alternative school choices	Facilities
Choices of charter schools/schools with a special focus	Dedicated staff	Facilities (new school construction)
Leadership - the supt is a great addition to Eugene	Teachers - many caring teachers but EEA needs to care as much about equity as they did in the past	Families - we have caring families who send their children ready to learn
Teacher-parent communication	Positive staff	Family events
Parent/Guardian engagement	Efficient training for teachers	Finances
Teachers who deliver quality instruction.	Caring staff who address emotional needs when they see it.	Flexibility in how we teacher to address the needs of our diverse schools.
Community/parent involvement	focus on interpersonal relationships with peers and teachers	Focus on continuing to grow and push for continued success
The alternative schools	quality of teaching staff	focus on student volunteerism
Friendliness	Open mindedness	Food program
The fact that they got rid of [personal information removed]...not soon enough but they finally did. Now to repair the damage done by that man.	School choice...yes I said it. One size does not fit all and school choice is a big issue for those who are in restricted in CLC or Life Skills programs. LC level placements allow for more freedom.	For the most part I feel like all schools welcome all students who attend the school.
Offer support outside of school	Offer college now classes/credit	Foreign Language learning opportunities
Inclusive Community	School Choice for All	Free and reduced Lunch Programs
French Immersion, my child will have many global opportunities	Use of local produce in school lunches	Friendly and personal staff
Teachers and specialists are of high caliber	Schools have a welcoming, safe atmosphere	Futuristic...always looking to new, better strategies for teaching
varied course offerings at high school level	career prep courses (these should be extended throughout district)	general opportunity for engagement
Excellent teachers/staff	Compassionate administrators	Genuine concern for the well-being of all students
Caring, committed staff	Parent involvement	Good academics in middle school and high school
quality and dedication of teachers	good programs for gifted students	good adaptive programs for physical/mental disabilities

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Good communication with parents	Desire to improve	Good alternative school options like immersion schools and charter schools
Safe routes	Good communication with parents	Good art and music programs, although they need more funding and overall support
The district as a whole provides quality education with limited resources	The South region is very strong academically and generally has strong teachers and administration	Good communication
Good community involvement	Amazing title program	Good communication
music program in middle and high schools	teachers of high quality	good communication
Offering high level courses like AP and College Now	Majority of staff is knowledgeable, respectful and care about the students	Good communication about attendance, upcoming meetings and classes, and school news via email, phone, and website.
Diverse programs for students. I.e. International high school, college now, immersion programs	Good teachers overall	Good communication with parents
High schools have good teachers!	Parents are involved in elementary school.	Good facilities!
Strong community support	Dedicated teachers	Good foundation for educational program
Open communication with teachers	Music program has been supported, however, that is changing	Good High-school rankings
Strong arts programs	strong science programs	good infrastructure
At Awbrey we have a principal that thinks outside of the box	Great programs for family participation	Good interaction with teachers
Versatility	Great teachers	Good preparation for life beyond high school
the dedication, skill, and caring of teachers and staff	many excellent academic programs	good programs for students with academic challenges of various types
neighborhood schools	relatively small number of students perclassroom	good quality teachers/ good quality parents!
Staff commitment (most teachers)	Good facilities and technology	Good reputation
Community involvement	Good teachers	Good staff
BEST After School Program	Safe, Clean Environments	Good Staff Members
Great staff	Great facilities	good technology
Students are empathetic and bullying isn't a big problem.	Nature oriented field trips.	good with gender and non-traditional families, for the most part.
my daughter likes to go to her school	friendly staff	good/clean condition of buildings and grounds
College readiness at my students school	School choice	Grades online

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

The early intervention for both learning disabilities and TAG identification	Glad that the free breakfast/lunch programs exist	Grateful for my son's project-based-learning at Camas Ridge Elementary
Great Teachers	Excellent Sense of Community	Great and Efficient Use of Resources. You Do Amazing with such a limited budget.
Strong high schools (school pride, achievement)	Good teachers! Especially elementary level.	Great anti-bullying campaign (keep it up!)
Charismatic, involved principal	Teachers who love their job and students	Great communication with parents
Ability to choose though lottery system should take student achievement into consideration	Lots of high ranking schools	Great connection to the community/university
Music program at Monroe is outstanding	Wonderful teachers	Great curriculum
At our school good parent involvement	Great teachers!	Great families
Great teachers	Great parent involvement	Great principals
involvement and communication with the community	attention to special needs	Great staff
Community	safety and well being of students	great staff
IHS programs	Alternative/Charter school options	Great staff
Good communication	Art and music offering	Great staff and teachers
We continue to offer a high quality education in spite of defunding of public education	Committed teachers	great students
Music/Band programs	Lots of course/sports options at H.S.	Great teachers
School choice!	Community connection	Great teachers and staff
Every school offers different learning opportunities open to all district students through school choice.	Schools that are struggling are boosted up by the district, not threatened with reprisals.	Great teachers!
The excellent and dedicated teachers we've encountered in North region	I appreciated the opportunity for choice in elementary school	great teachers. Keep them and add more
Lots of choices: so many different and amazing schools	Teachers and Administrators demonstrate top notch professionalism	Great transportation
Dual Immersion	High Quality Teaching in Elementary	Greater access to the high school schedule.
School to home communication is very impressive	My daughters growth in self-esteem, academics and motivation has been excellent	Hands on learning- age appropriate: for example, working in the school garden, field trips to recycling center, etc
Parent involmnet	Teacher quality	Happy kids at twin oaks :-)

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I remember the feeling 4J had in the 70s and 80s - proud leader in the state	diverse student body	hard working over burdened teachers and principals
Space is well utilized in most schools	Teachers & Administrators, despite being stretched, are doing the very best job possible	Have a great new Superintendent
some great teachers	language immersion programs	high achieving, well rounded high school students
High quality educators (mostly) doing a lot with very little	Great students trying their best	High community engagement
Language immersion programs	Art and music programs at middle and high school levels in Sheldon region	High degree of parent involvement
Highly regarded school system, in terms of overall state scores	Inclusive and accepting of different walks of life	High expectations for students to perform, learn, prepare for college/career
Strong local community support for public education	Outstanding college preparatory opportunities	High percentage of students choosing public schools
A staff who will go to great lengths to meet the needs of students and families.	Safe schools who are committed to bettering the experience.	High quality instructional practices our staff is working to implement.
doing so much with so little funding	teaching my children compassion and kindness - how to be a good person	high quality teachers!
Effort. Most staff continue to work harder each year as demands increase.	Heart. Staff genuinely care for students and families.	High Schools. Our high schools do a reasonably good job preparing kids given the resources they have.
Diverse schools	Multi-cultural awareness	High standards and close test scores for all schools
Great dedicated teachers	Amazing principal	High volume of parent volunteer hours
Low criminal mischief	access to art and music	higher education opportunities like AP/ College courses
Community very committed to public education	Great leadership and many superb teachers	Highly motivated students
small classes	music / art	home economic
PD provided by 4J( PD you can enroll in)	Elementary immersion programs	HQ teachers/principals
Students are happy and seem to like attending 4J schools.	I am happy that my students are all progressing at their own rates.	I am happy that my coworkers and I work collaboratively to solve problems.
I am impressed with the resources our teachers have.	I am impressed with the support given to the teachers.	I am impressed that we are building new facilities that will last for many many generations ahead.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

I appreciate that kindness and compassion are taught and valued.	I am deeply grateful for the many excellent teachers that our daughter has had.	I am proud of how warm, supportive and open our school community is.
We have extremely insightful, inspired, compassionate, and dedicated staff.	I am grateful for the steps we have taken to welcome and support students from diverse perspectives.	I am proud of our graduation rates and the percentage of students accepted into post-high school educational programs.
The teachers and principal at my sons school (Awbrey Park) are exceptional. I am so proud of them.	I am confident in the safety of the school.	I am proud of the involvement at the school.
The only thing that is working really well in 4J is the fact that there is a high percentage of gifted teachers willing to keep providing quality instruction even in the face of climbing class sizes and poor administrative and legislative support.	I'm most proud of the teachers, but very proud of their commitment to an education that has equity as a core value and that seeks to nurture ethical and knowledgeable citizens.	I am proud that our schools have so far avoided a conformist, standardized, test-focused education to a much higher degree than some other states.
I am proud of the diversity in educational opportunity. I see each school as having a unique personality, and thus making it possible for a student to find a place to fit in and succeed. A sense of community and belonging is important.	There are amazing teachers here - dedicated, knowledgeable, caring - they know how to teach and to motivate.	I am very happy with some of the extra-curricular activities that I have seen in the middle and elementary schools - school gardens, field trips that involve the environment and ecology of Oregon.
I really like the teachers involvement and willingness to work with parents to find what is best for each child.	I am happy about the amount of creative focus as well as academic.	I am very happy with the school choice options.
My children have had excellent teachers throughout their years in 4J.	I appreciate the College Now and AP programs available.	I like having school choice as an option.
The kids over all seem pretty happy at school.	I like seeing new computers, Art and Music. Sports etc clubs	I like seeing improved schools and furniture and desks.
Monroe Middle School music program is the best.	Yugin Gakuen Elementary School had homework which helps the transition from elementary school to middle school.	I like that Monroe Middle School is a closed campus and they have a court yard.
I like the choices we have for schools to attend	I like that there is a best fit school for most kids available	I like that the neighborhood school choice is still a decent school
I think my children are receiving a great education in their elementary school at YG	I think having language immersion schools makes 4J shine	I like that they give employees a living wage
I think the teachers are incredible.	I love the anti bullying policy at my boys middle school.	I love the music education at my boys middle school.

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I have had so few issues with any of my children's teachers and I feel very lucky for that! I think the 4J staff is amazing, good job and thank you!	My daughter struggles at times and has found a teacher this year who connects with her and understands that our family time is very precious. I have no problem telling people how grateful I am to Adams elementary school!	I love the school gardens. I think getting children in touch with nature is very important.
with few exceptions my children have had excellent teachers	Our school, Adams, has created a safe, warm, inclusive community	I see a lot of parent and community involvement
teachers do a great job getting kids excited about learning	we are adding music and PE back to elementary	i see very respectful students in the middle and high schools
There seems to be a lot of parent involvement to fill the holes that the schools cannot fill.	I've been impressed with the K-5 teachers and principals that I've had the opportunity to interact with.	I think the superintendent has a good vision for 4J.
Excellent teachers that give so much to student, give extra time and even use their own \$ for classes when there isn't enough from the district	There are some AP opportunities and LCC credit opportunities in High School	I think this is something that is actually disappearing but for now we still have vestiges of it - the flexibility to create cool classes like IOP in high school or engineering curriculum.
At Camas, the teachers and staff are doing AMAZING work in the arts, community building, culturally responsive teaching all with a student population that has FAR exceeded the building capacity.	Inclusivity of LGBTQ youth. This will make such a difference in the lives of these kids. We still have more work to do, but it is a great start.	I was an employee for years and worked with many phenomenal, dedicated teachers.
Most teachers truly care about their students. Many go above and beyond.	We embrace ALL students.	I'm happy with th education both my children received.
Teacher quality is superb. We are fortunate to have so many wonderful teachers in our schools.	Our schools focus on students holistically rather than just teaching to the test and repeated skills testing.	I'm proud of the community involvement in many of the schools. Parents really value their children's education.
I'm proud that, in the past, we've provided an excellent eduation for students.	I'm proud of my work with my colleagues to provide excellent language arts education in our building.	I'm proud that our teachers and community are progressive and open-minded, that we don't have a problem with parents challenging our curricula.
Trimesters	Proficient Grading	IB
Science at WillaG	Music at Monroe	IB Lang & Lit North
strength of community/neighborhood schools	school choice/each school is different	ib program



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Having public schools that offer language immersion. There should be at least one more language immersion program in Eugene.	School choice. Some of the alternatives should be moved out of the rich part of town, but being able to find the round hole school for your round hole kid is awesome.	IB program is maintaining an excellent level of education even with budget cuts.
Choice schools	I.H.S., love a school within a school but the International school is tops!!!	Immersion language schools!!!
We finally got rid of [Personal information removed]. Can't believe he was ever hired.	How we have adapted to ever shrinking financial support for public education.	Immersion programs, IHS, and other such programs at schools.
Focus on new facilities for high needs school.	Focus and support for instructional technology in classrooms.	Improved openness and community outreach this year.
Staff dedication to student success	Inclusiveness/acceptance of differences in students and families	improving retention rates of students
Monroe's full time art and music teachers- all/most schools should have this	Buena vista's principal [Personal information removed]. works hard and keeps the school a well oiled machine. He cares about his staff and students and works to create more diversity. We need more like him out there!	In my 10 year 4J experience there has always been incredible financial help with no judgement or privacy issues. We've never been left out and our kids have always been able to participate in activities. Also, helping us out with meals while school is on break. I couldn't be more grateful!
School choices	Willingness to work on diversity issues	Inclusion
Creative programs such as at Camas Ridge	Family involvement (at South Eugene area as that is where I have experience)	Inclusion attitude
Great, caring teachers	language classes	inclusion of minority students
Time of instruction in the classroom	Curriculum	Inclusion of parents/volunteers in the school
The variety of educational styles offered	The communication lines	Inclusiveness of diverse backgrounds and income levels
staff	Village school's healthy food	inclusivity/kindness/anti-bullying programs
Increased FTE for elementary school counselors	Increased planning time at elementary levels	Increased community support for capital improvements
Many of the dedicated Teachers	Dedicated administrative Staff	Increased Diversity in the classrooms
STEM initiatives at ATA and Churchill	NEHS growth on achievement data (ELL and ELA)	Increased staff collaboration and peer observations
Emphasis on literacy at elementary level.	Great bussing.	Increasingly diverse student population.
foreign language immersion programs	theatrical programs	individual teachers
strong teachers and support staff	curriculum	innovative ideas

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Student interest in a variety of programs district wide	Continued growth with technology in the classrooms	Instruction improvement over time
Parent involvement	Green Schools - gardening programs, solar, healthy food menus	Integrating art, music and physical education.
International High School	Kindergarten now being full time	Integration of volunteerism
Generally good teachers	Parent support	Intention to provide excellent education
Technology	Caring teachers	Involved parents
kids trying to succeed in spite of obstacles	teachers working hard and caring for the kids	involvement of local businesses & community groups with schools & kids
Diversity of programs and schools	Excellent teachers and support staff	Involvement of parents and community at elementary level
It seems like the graduates of Eugene Schools find work opportunities that fulfills their interests and passions.	I appreciate the efforts towards cultural competence and diversity.	Involvement of the community and respect of both academics and the arts.
Access to current curriculum	Dedicated hard-working staff	Involvement with families
unique personalities of schools = choices for families	high quality teaching & administrative support	it's PUBLIC
great new leadership	Public commitment to public education	Kids are well prepared for college
Supporting arts	School choice Alternative schools	Language choices
Small community feel despite class size	Great volunteers and parents	Language Immersion programs
Teacher quality, commitment, and work ethic	Family/community engagement with schools	Language immersion options, especially at the elementary level
High quality teachers	Parent involvement	Language Immersion Programs
Buena Vista Parent organization	School choice	Language immersion schools
access to/interaction with some of the things that make Eugene worth living in: (ie - school composting, gardens, recycling)	Student mentorship interactions - older students working with younger students.	Language programs available at a younger age than elsewhere.
Staff collaboration	PLC's	Level of care for our students
School choice facilities	Dedicated staff community engagement	Liberal teachers local educational community
The number of AP/IB top performing students	A few new schools	Local support for education
Opportunity to take college prep classes	Strong sports environment	Lots of effort to communicate with parents
choices for different types of schools - language immersion, etc	some marvelous teachers	lots of extra curriculars
Teachers are well qualified and care about the students	The wide use of technology	Lots of opportunities for parental involvement

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Excellent staff and leadership at Camas ridge	Allowing individual schools the freedom to design, create, and fulfill school mission	Lottery system & school choice
Great elementary staff	Great administration staff	Love having extra curricular events
Love that we have strong charter school options	Love that we have strong parent support	Love that we have several bilingual charter schools
At my current school we have a high level of parent involvement.	Our SBAC scores from 2015 were very good in ELA, surpassing the state and district average.	Love that we will all have support with counselors in the elementary schools in 2016-17.
Decreasing furlough days	Increasing kindergarten day length	Low bullying threshold
safety training (i.e., lockdown procedures)	inclusive environment overall	low incidence of bullying
works harder than many other districts at addressing diversity	quality of admin.teachers, classified and support services workers	low violence
Retaining long-term highly experienced teachers that share their zestful energy with their students.	IOP at South Eugene. This class is an english and PE credit, but the students walk away with SO MUCH MORE.	Mainstreaming kids with disabilities/accomodating those who can thrive as members of the general public rather than lumping them with those who have a higher level of disability.
Engaged families ... at least those that are!	Teachers/Staff who show us and deal w/ difficult situations	Maintainance of buildings, facilities
School maintenance	School Choice options	Majority of staff seems to have a passion for teaching and care about students
High academic standards	Tolerance for varied family styles and situations	Many choices of electives, including arts and physical education
very responsive to parent input	good environment/welcoming community	many excellent teachers (if also a few terrible ones)
Alternative schools that perform well	Great teachers	Many options for language immersion
many absolutely amazing teachers!	options such as IHS, language immersion, project-based schools (eg Camas Ridge)	many parent volunteers
Teacher goodwill and professional efforts in a challenging impossible time	Parental involvement and community involvement- willingness to help	many people involved in problem solving- some nonprofit involvement-
Students having a better understanding of math.	The lunches and breakfasts are healthier then in years past.	Many schools are making movement and physical education a priority.
We are diverse (for Lane County and Oregon in general)	Schools with amazing programs	Many schools have amazing, customized programs that are exciting and interesting to students
Many teachers are excellent and devoted to the students	Parent involvement is high	Many students are community-minded

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Many teachers are doing an outstanding job of reaching students academically and emotionally	New building projects are underway to update old facilities	Many Students thrive in our system
Community supports our schools	New schools being built	Many talented educators
I have amazing colleagues--they work hard and they care about students and families	The community in 4J is terrific - there are many supportive families	Math Team Leaders --although it's influence has slipped away this year
Courageous conversations about race at CHS	Middle school track - it is inclusive and good for kids	Middle school band - it is inclusive and good for kids
Creative ways to bring art into the schools	Excellent focus on diversity	More evidence based learning methods
School choice and the many options Eugene offers (language immersion, alternative schools) and it's truly amazing to get this in public schools and hopefully we can keep this	Buildings are being upgraded	Most all the teachers and staff are outstanding and dedicated
The kids over all seem pretty happy at school.	I see kids having support from friends.	Most of them like school.
Teachers are dedicated and work hard.	Buildings are inviting.	Most schools have adequate curriculum.
School choice. Being able to pick the best school to fit my student's needs.	Alternative schools	Most staff are dedicated to their students.
Diversity of alternative schools, specifically spanish Immersion program	Diversity of socioeconomic levels within school	Movement towards GREEN schools, school gardens, healthy choices
Gardens	Changes in quality with food in cafeteria	Multicultural curriculum
Families can choose schools	Second language options	Music and p.e. For elementary children = prep for teachers
quality and dedication of educators	student performance and engagement	music and PE offered again
How hard our teachers work and the quality of teaching with large class sizes	Communication with families	Music at middle and high school levels (Band programs)
My first grader has had good teachers at Charlamagne School	Good parent involvement	My child and soon both my kids are learning a second language
The PRIDE program is excellent	Teachers are excellent, even when they lack resources (such as instructional textbooks). I have thought all of our principals have been excellent over the years. Adams Elementary and Twin Oaks and Kennedy Middle School have done their best with what little they have.	My children are very happy, feel very accepted in the school, are learning creative ways to solve problems

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The amount of education options	The level of academic performance	My child's school exceeds my expectations
Cleanliness	Technology-smart boards are amazing	My daughter likes school
the principal at my child's school involves parents and honors project based learning (non traditional curriculum choices)	the teachers at my child's school strive to overcome financial obstacles to make a difference in my child's life	my local school successfully raises funds to offer PT PE & Music
Teachers, while overworked with too many kids, are engaged and easy to talk to. They genuinely care for their kids.	I'm happy with the level of diversity at Camas Ridge, very good demographic mix.	My only experience has been at Camas so far, but the parent-teacher-school community is strong and I love it.
Good reputation	Great teachers	My students!
Project based learning	Music	My teachers at Camas Ridge
Doing O.K. with what resources we have.	n/a	n/a
patient, qualified, and genuinely caring teachers	clean, safe schools	neighborhood focus and responsiveness to parent input
Awesome, dedicated teachers and staff. They are the best.	Engaged students. So many of them are involved, wanting to make the world and their communities better.	Neighborhood schools.
Teacher and ESS teacher/specialist skills/high level of education	Common curriculum for reading	New administration that listens!
Community support	Dedicated Staff	New buildings
Level of commitment and passion demonstrated on a daily basis by all teachers and administrators I interact with	Eugene Education Foundation working to improve community support for our schools	New construction that is occurring all over the district
Math professional development - improving the quality of discourse	Language immersion programs	New facilities
All of the teachers I have met are dedicated and awesome.	Extra help when needed for students is wonderful.	New facilities being built is great.
Parent involvement	Response (though not as robust as what is needed) to adding staff due to increased	New leadership
My children are culturally competent-- they can understand and evaluate what is going on in the world around them.	Many of the staff members my children have had as teachers, as well as their administrators, go above and beyond to facilitate a top notch learning experience.	New leadership seems much more open to collaborative approach to changes in 4J

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What do you feel most proud of when you think about our local public schools?**

I am so proud to be a Camas Ridge Parent. The Project Based Learning Curriculum is amazing and really does a great job to support student learning.	I love that South Eugene High school produces students who have amazing in arts and sciences	New school buildings with improve energy efficiency are great! Keep them coming!
breakfast program	committed hardworking teachers and staff	new schools are being built
Good teachers	Improved physical learning environments (new buildings)	New superintendent
Focus on closing the achievement gap	thoughtful School Board	New Superintendent
Creating 4J vision through feedback from wide range of stake holders	Increased connection with parents and the community	New superintendent - new ideas, perspective and approach
Creating 4J vision through feedback from wide range of stake holders	Increased connection with parents and the community	New superintendent - new ideas, perspective and approach
Committed teachers	History of good PBIS systems	New superintendent is listening and taking action
Newer schools	Highly qualified staff	New technology
they are dynamic, always looking to improve things	Very cooperative with students and family	Nice and safe environment
dedicated teachers and staff	many schools have school gardens	nice facilities
lots of choices for families	several foreign language options for English speakers	nice outdoor spaces
Offering music classes	Offering language classes although more instruction on how to teach language is needed	nice sense of community
Good teachers	Safe environment	Nice surroundings
Caring and dedicated staff	Efforts made to always put students first	No tolerance for bullying
the charter school options	the high level of technology offered at some schools	number of college credit classes
Parent support	Student support	Offering college credit classes to high schoolers
I like the family support at our school.	It has some great experienced teachers	Office staff
community communication excellent, dedicated, creative teachers.	opportunity for community input school choice to pursue language immersion or other alternative school programs	openness to new ideas Opportunities to pursue advanced course offerings
Having a full time counselor in our building for mental health needs.	Opportunities for music, art, and PE.	Opportunity to attend trainings that better our teaching like "Research for Better Teaching". It's been invaluable to me.
There are some outstanding teachers.	Spencer Butte MS is excelling.	Opportunity to consider various charter schools.

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What do you feel most proud of when you think about our local public schools?**

Students are going on to be successful in their chosen field	Majority of students graduate	Options are available to families
Students volunteering in the community.	MeCha student activities. Organized, gracious	Orchestra programs.
Sport's Participation	Extra Curricular Activities	Other "Fun Stuff" the student MUST have in order to stay in school through Graduation
Exchanges and Boundaries	Programs funded by Grants	Other language opportunities
Staff involvement in building and district leadership	The removal of furlough days to increase instructional time	Our ability to move students forward rather than let them slip through the cracks
I can only speak to South Eugene where I work. Our students are academically motivated.	Our English department prepares students well for writing at the college level.	Our facilities are beautiful, nice big windows, sparkling clean hall ways and classrooms. A good atmosphere for learning.
Some schools have a positive school climate	Some schools have highly motivated teachers	Our new superintendent
The teachers are phenomenal	There has been very good communication between the school to the families	Our PTO does a very good job of earning extra money for what taxes doesn't cover
Our school is colorful and friendly	Our school provides many choice for kids	Our school welcomes parent volunteers at any time
Engaged community	Invested administrators	Our students are inquisitive and excited to learn in kindergarten
Social conscience	Special Education offerings and support	Outdoor and extracurricular offerings
Strong community	Many caring devoted teachers	Outdoor environmental education started in some schools
Overall, i have seen high quality, dedicated teachers, staff & administrators	Academic environment has been nurturing	outreach to / involvement by parents, families (in the education/academic experience)
class and activities, variety and options for interests of students	counseling and teachers being available	overall quality education in the basics: math, writing, reading
Music	Arts	Parent involvement
school climate	choices of classes	parent involvement
Culturally responsive	Diverse teaching methods	Parent involvement
Variety of school options	Teachers that genuinely care	Parent involvement
dedicated teachers	volunteer committment	parent involvement
Immersion programs in Japanese, French and Spanish.	Commitment to build new schools.	Parent involvement at our local elementary school.
Integration of students with special needs into main stream classrooms	Availability of free and reduced meals, and snacks provided at Title 1 schools	Parent involvement in classrooms
Good school choices.	Dedicated, caring staff	Parent involvement.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Lack of bullying	Acceptance of differences	Parent participaton
professional and caring staff	rigorous curriculum and expectations	parent support
dedicated teachers	technology and tech support	parent/community opportunities for involvement
Teachers & Staff at Edison Elementary	Arts & Sciences	Parental Involvement
IHS	Committed teachers at all levels of education	Parental involvement
Commitment to anti bullying campaigns	Parentvue access	Parental notifications
They have a feeling of community	Staff are engaged in providing a well-rounded education to students	Parents are involved in their student's education
Caring teaching staff	New school development	Parents who are involved
4J is improving older schools and creating safe infrastructure.	School Choice option.	Partnership with YMCA/ after school programs.
Breakfast and Lunch provided to students for free who need it	Parent groups	Passion, even though it may be in a LOT of different directions
Diverse programs for diverse student population	Quality curriculum	Passionate teachers and staff
nothing very bad staff:	Nothing is going good	People lie and cover the truth we should clean house on the liers: principals
Most of the teachers are very engaged, creating challenging curriculum.	The sense of community the schools foster, including having school gardens, and having the students participate outside of school in community events.	Perhaps what I am most proud of in our school system is the overwhelming acceptance the students are taught--accepting those who are different than oneself, while also teaching the students respect and responsibility.
The teachers are dedicated--parents may criticize schools but never their teachers	School choice variety at elementary level	Perseverance and community support
Quality of staff, really care about our kids	Community support, investing in replacing buildings	Positive Behavior Support Programs
creative and hard-working teaching staff	special education services	positive behavior support systems
Variety of schools	Dedicated staff	positive community involvement
Level of commitment of teachers and school support staff	Funding new buildings and infrastructure	Positive repuation in the community
many excellent teachers	wide variety of classes at the high school level	positive social environment at middle school level
Good Teachers	Quality education	preparedness for college
Community involvement	Some strong professional learning ([Personal information removed]in math)	Professional learning



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school choices	staff per se	programs to fit students, range of learning styles
McCornack Administration	Growth Mindset Work	Project Based Learning Activities
Teachers are highly motivated to prepare their students for life..	My children have been given the opportunity to excell to their own level.	Provided opportunities besides academic.... sports, music and the arts.
Number of days students are in school has increased compared to last few years.	New construction of old school buildings and new technology	Providing ALICE training for most 4J schools...all should receive this vital training!
Community involvement	Email communication with parents	Providing info about outside activities
Highly qualified, dedicated staff	Empowerment of students to make choices about their education	Proximity to resources from universities/support for student affinity groups
Post high school guidance, college & career efforts	When we put together creative plans to help students succeed	Putting students first
support staff	qualified administration	qualified teacher
Communication	Arts program	Qualified teachers/staff
QUALITY TEACHERS	QUALITY AFTER SCHOOL PROGRAMS	QUALITY CURRICULUM
Teachers that care	Instead of labeling and diagnosing letting children develop first	Quality education -Coburg community charter school
dedicated staff	community support	quality instruction
Dedication of staff and teachers	Continuing to offer music, art and physical education	Quality of many of the teachers (though not all)
Accessibility of the school staff, teachers, facility	Community connection - parent engagement, partnerships	Quality of public education
Technology immersion at Howard starting in K	New school with garden and chicken coop at Howard	Quality of teachers and staff at Howard
Project Learning at Camas Ridge	Inclusion focus at Roosevelt Middle	Quality of teachers at Camas Ridge
Quality of AP Classes	Quality of instruction/educational programs	Quality of teaching faculty + staff
Quality teachers and staff	School choice	Quality programs
Highly qualified teachers	Extensive extra curricular activities	Quality support from the community
school choice	arts programs	quality teachers
Active parent participation	Focus on maintaining facilities and remodeling/building to replace aging buildings	Quality teachers
Electives at the middle and high school	Reputation	Quality teachers
School choice, including charters	Professional development for school staff	Quality teaching staff & administrators
Commitment to, and being part of, the community	Integration with UO resources/expertise	Recognition and support of sustainability and equity

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Before and after school program support.	Communication. Parent/student view... When teachers can post and the system is user friendly.	Recycling.
Teachers in 4J know their students and their families.	Administrators in 4J work hard to support students, families, and the community.	Regular education teachers are supportive of special education teachers.
Student excitement to learn and go to school	Communication between parent and staff	Reiteration of safety, respect and responsibility to students
Autonomy of buildings that allow is to be sensitive to specific communities.	Professional community in my building.	Relationships - staff, students, our families
Good new superintendent.	Parent engagement.	Relatively strong inclusiveness for LGBTQ communities.
Dual Immersion Spanish-English programs	International schools	Renewed support of music and arts
the quality and diversity of teachers that is reflecting student diverse population	Schools choices and extra support to meet students's diverse needs	research based policy to enhanced students' achievement gap.
Socially safe places for diverse student populations.	Hard-working, dedicated staffs.	Respectful, cooperative student population.
school choice	dedicated, loving and responsive teachers	responsive superintendent!
Quality, caring and dedicated teachers	IB, IHS, language immersion opportunities	Responsive, thoughtful school board and a new, well-liked superintendent
Quality of the teachers	Care teachers and others directly dealing with kids show and exhibit	Rigor of instruction - we push kids to excel
Committed and dedicated teaching staff.	School Choice	Rigorous standards
Inclusiveness	Family/Parent participation	River Road has very responsive & supportive staff
South's drama and music program	the collaborative efforts of teachers and students in IHS	RMS's supportive community and amazing curriculum - due to amazing teachers there
Safe schools	Good community involvement	Role out of science curriculum
French immersion	International high school	Roosevelt middle school
Friendly	Choice	Safe
Dedicated teachers	Good community	Safe environment
Long term staff	Cleanliness of the property	Safe learning environment
Involving I-pads in the classroom experience, e.g. links, notability, problem sets	Highly motivated, professional and involved teachers and educational assistants	Safe-schools training
Phenomenal staff (mostly)	School choice	Safety
quality of teachers	attempts to involve parents	safety at school
Caring teachers and staff	Communication with families	safety in the schools

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Communication with parents. 4J has not been able to create room for improving current services.	Quality of facility. Need new and open minded, creative staff to change things around /statu quo.	Safety. Same old methods and leadership.
Caring Teachers Having a superintendent who is not white.	Caring Administration Allowing my students to opt out of state testing	School / Parent Communication School choice
Efforts for inclusion of all students equity in quality among schools	Challenging classes for those students who thrive on the challenge dedicated, hard-working teachers	School choice school choice
Great teachers Community involvement	Diverse educational choices Music Programs	School choice School Choice
AP/IB curricula	support for arts	school choice (charter schools and open enrollment)
Most of the teachers and administrators are great -- committed, concerned, caring, and competent	Parity in the quality of education across the district, regardless of neighborhood or SES	School choice is excellent.
I wouldn't send my child to 4J schools. Not enough money.	Have nots penalized by lack of enrichment.	School choice still hurts lower SES students.
My child is Dyslexic and his Special Ed is top notch. Quality of teaching staff.	I've been impressed with the school psychologists. Openness to discussion of controversial issues in the classroom.	School choice. School choice.
many families have strong connection to neighborhood schools	overall excellent teachers and caring support staff, including janitors, playground monitors, office staff, cooks, etc.	school grounds well-kept, serve as neighborhood parks in summer
My daughter has a regular band class, that is teaching persistence. Families have a lot of different programs to choose from.	Title one reading assistance Parents are involved in schools.	School lunch program is amazing School meals are getting healthier, being sourced more locally, and are provided for low or no cost to lower and lower-middle-class families.
Diversity of programs Most school staff seemed to work hard and care.	Community financial support Overall outcomes seem good for many kids.	School selection potential for families Schools are generally well run and communicate well with parents.
Every educator we've encountered is motivated and passionate about teaching.	Lots of examples of students doing great projects and work.	Schools are welcoming to students.
Parent involvement is strong	Teachers/administrators seem invested and engaged	Schools are welcoming, warm
Quality teachers	arts ed experiences in schools	schools as engaged communities

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As parent, I value and appreciate my students school and staff. They are doing a good job with the issues they face.	I like my new principal and think (XXX) is doing a good collaborative job.	Schools mostly know what is not working and they are trying to remedy it.
Parent involvement	Strong teachers	Second language opportunity
Sports teams	Well trained and experienced teachers	Security for students/schools/personnel
SEHS had great student behavior compared to my son's prior high school	Teachers communicate with parents	SEHS offered science electives that inspired my son to major in science
SEHS Music Department	SEHS Academics	SEHS Theater Department
Parental participation	Good Staff (I can only speak for my children's school)	Sensible, pragmatic decision making process (e.g. moving from Fox Hollow to Parker)
School Choice	International High School provides excellent education	Several teachers that really try to expose students to variety of issues and express care and concerns for their students and go above and beyond. [Personal information removed] @ SBMS, [Personal information removed] @ CHS
Efforts to maintain excellence under VERY challenging circumstances	Support for all kids social and emotional needs, support for LGBT kids, communities of color, and other diverse populations	Site-based management and creative programming
We have diverse alternative schools	Teachers who care	Small class rooms
Diverse programs	Stem programs	Small schools
technology opportunities with use of ipads	engaging teachers	smaller class sizes in core classes-- math, language arts, science and soc. studies
dedicated, caring and competent teachers and staff	school environments that are welcoming and positive for students	social justice and equity are major priorities
Dedicated staff	Special Ed	Social skills learning
School choice- language immersion schools	Dedicated staff	Solid curriculum
wide variety of school options for various interests/ skills	dedicated teachers for the most part	solid effort to implement CCSS
I love that my daughter has had the opportunity to learn Spanish	There are pockets of great programs to engage kids: band at Monroe, science & lego club at WillaG. Experiential learning and community	Some amazing and dedicated staff that do unbelievable work given the challenges today
High college entrance rates.	Some creative and compassionate teaching.	Some amazing student performances in academics, arts and athletics.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

A community that supports education (evidenced by bond successes)	District support of instructional growth through work with RBT	Some excellent teachers (not all, but several) that my children have had
project based learning options	language immersion schools	some fabulous teachers
Dedicated teachers	Doing a lot with next to nothing budget	Some music, PE, plays
Immersion education programs	Quality of teachers	Some of the newer buildings- Roosevelt in particular
School Choice for families	Arts inclusion in curriculum	Some of the schools are facilitating innovative curriculum
School choice / various types of learning environments	Accepting school environments	Some real strong schools
Dedicated staff (ALL staff)	Good facilities	Some schools offer interesting programs (language, alternative schools, etc.)
Alternative options	School choice, although currently lottery system may not be fair and not all schools participate (unfair)	South Eugene HS
International High School program prepares students for college.	Caring and knowledgeable teachers.	South's college acceptance rates
A lot of community events happen	High parent involvement	Spanish programs
Communication	Excellent teachers	Special education
highly qualified staff	diversity of programs/educational opportunities	special education programs
The quality and dedication of teachers.	The number of elementary schools with active, productive educational gardens.	Special education staff.
Diversity Awareness	Counseling Support	Special Needs programs
Community	Family involvement	Special needs programs
choice: allows kids with limited means to access unique programs	number of AP and other advanced classes	special needs programs
Teachers are very good.	Updated buildings/facilities are very nice.	Special needs programs.
Embraces diversity and culture	Safe	Sports
The love and compassion that staff have for my children.	High quality academic programs that prepare kids for college.	Sports and club programs.
Three language immersion elementary schools	High school IHS and Honors programs in general	Sports, but it's not really that important. It's a bit unfortunate that I cannot cite something like multiple debate programs (only SEHS) or math or science clubs.
Music /Arts classes- sports	Immersion programs	Staff
School choice	Keeping classes small	Staff
Diversity	School Location	Staff (general)

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Range of programs	equity efforts	staff dedication during a time of declining resources
Challenges available to students through high schools/IHS/tech programs	Community feel at elementary level	Staff who love their jobs
School Choice	Facility Quality	Staff/Teachers
Eugene International High School - supports all students and provides a great foundation for college.	Peer mentor programs in schools - help students develop a sense of belonging (older students working with younger students - unfortunately this is not in place in all schools).	Staffing - there are great certified and classified staff members in our district.
The civil and supportive social environment at the schools.	Engaged students who are happy and productive.	Stories of successful graduates.
Collaboration with teaching partners	Tier 2 Math	Striving for the same goals
Language Immersion	International Baccalaureate Program	Strong community
Excellent teachers	Innovative programs	strong community support
Unique program offerings, such as immersion programs	Forward thinking, inquiry cycle based, professional development	Strong community support for schools
Many excellent teachers (though they have to deal with too many students per class)	Language immersion schools/school choice	Strong parent involvement
Dedicated teachers	Meeting student needs	Strong parent/teacher communication
collaboration, most of which occurs on own time	vestiges of buildings', departments' & teachers' autonomy	strong SPED support staff
Lots of options	Decent facilities	Strong, nurturing, passionate community
increased awareness and appreciation of differences, cultural awareness	increased p.e and music time (still not enough and need art too)	stronger focus on developing personal interests and celebrating individual student growth instead of one size fits all approach
Parent involvement	Cultural awareness	Student access to technology
Quality of teachers	School facilities (such as the library)	Student behavior
Addressing equity	Hard working teachers	student engagement
Curriculum is current	Teacher preparation and professional development	Student expectations are high
quality, caring, and dedicated educators	school choice opportunities	student satisfaction with education achieved
Choice	Caring educators	Students
Teachers are trying hard to achieve realistic goals.	Parent involvement is encouraged and valued.	Students are enthusiastic about learning and enjoy attending school.
Good parent and community connection	Impressive fundraising	Students are smart and well supported at home by parents

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Diversity is growing, and most schools are doing well with it.	We continue to meet the needs of our students, in which is a growing population are in poverty.	Students continue to graduate and do well, even given the major cuts this district has suffered. It's not perfect, but we've continued to dig-in.
At my child's charter school, the parental support and contributions.	The ability of the teacher to have more one on one time with each student.	Students feel less of a number and more of an individual of value.
Highly qualified teachers who do amazing work with students.	Good math curriculum	Students get help with mental health issues.
Opportunities for students to experience a variety of courses	Quality education for students	Students have pride in their schools
Efficiency	High quality teachers	Successful construction bonds
Dedicated teachers	An involved community and parent base	Successful high school and college graduates
Monroe MS Arts and Music programs.	Improving test scores.	Successful students getting accepted to colleges and universities.
teacher support	quality administration	Superintendent involvement
Technology use with students	New buildings	Support from the community
Equity and Solidarity	Teachers	Support Staff (aides, janitors, bus drivers)
Variety of programs available curriculum	School board that listens engaged teachers who do a lot with very little	Supportive administration supportive environment
Caring teachers	Dedicated principals and administrators	Supportive families and community
Parent and family engagement	Positive behavioral support programs	Sustainability programs
Most of the teachers are highly committed.	The community continues to show that they feel that education is important through the levies they continue to pass.	Teacher and parents generally work together most of the time.
Parental involvement	Neighborhood Schools	Teacher dedication
Language immersion programs, IHS, enthusiasm	Choice	Teacher quality, parental involvement , teachers
after working in school library for 4 years the school is always welcoming	acceptance of others students are interested and curious	teachers are always willing to listen
The schools are all very welcoming and inclusive	Diversity is valued and respected	Teachers are excellent and kid centered
Based on my experiences, technology seems up to date.	Outreach to children & families where English is their second language.	Teachers seem to care about their students.
Bilingual Education (River Road, Kelly Middle school)	Inclusion for students in our school (River Road)	Teachers that care about the needs of their students

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Those teachers who are dedicated, self-reflective, and like to experiment	Teachers who are inclusive and fair	Teachers who prioritize students as individuals rather than curriculum
I love my students and am proud of how our staff works together to create a positive learning environment in the face of absurdly large classes.	Parents work together to help teachers who don't have instructional assistants.	Teachers who work 80+ hours a week, and still show up, prepared, with a smile on their face to do an impossible job, meeting the needs of every student. Limit class size and open the preciously closed schools!!!!!!!!
Dedicated staff	Creative staff	Teamwork among staff
autonomy within schools	grade level district wide team meetings	tech support for staff
Caring teachers and staff	Access to current teaching materials	Technology
Quality teachers	Commitment to safe and upgraded school and facilities	Technology
Dedicated staff	Strong Neighborhood Schools	Technology access
Commitment to excel for all students	Continued education for 4J employees	Technology in the classroom
Great teachers!	Great students!	Technology is pretty good
access to college information to students	ELL programs	technology support
Music program	Sports	Test scores
Camas Teachers care. They really do. I can only speak for Camas.	The art produced at Camas in incredible.	Thanks for the lottery. Would like it better if a kid lotteried into a school, he could travel with his peers into middle and high school. We literally have to move by the time our son goes to middle school so he does not have to experience being an outsider in a school where he knows no one.
The equity in 4J schools far exceeds other school districts in Oregon.	The fact that all 4 High Schools have IB programs and students can pursue the best High School education opportunities.	That classified staff are appreciated and paid a living wage.
the quality of the teachers (with very few exceptions)	the growing diversity of our students and families	that most of Eugene families send their kids to public schools
strong teachers	an real effort to bring 21st century techniques inot the schools	the ability to adjust and deal with woefully inadequate funding and the results there of, like class sizes, loss of professionla support people, etc.



**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

the student culture/social behaviors are very good - I see lots of kindness, tolerance, and non-cliquey social patterns	some of the faculty are very dedicated and testament to what has been a great school system and a great place to live	the administrators I've come into contact with at the school level seem very dedicated and hard-working and earnest leaders who really care about kids
That there is school choice, esp. the addition of the charter schools.	The IHS school prepares students well for college	The amazing caring staff at Roosevelt middle school across the board. Some of the staff at South are amazing too, but not all.
Teachers are available to help my daughter when she needs assistance. Quality teachers who are passionate about their jobs.	The students in my daughter's and my school are very well behaved. Eugene Education Foundation's commitment to providing opportunities otherwise unavailable due to lack of school funding.	The arts are strong in my in my daughter's and my school. The BEST Afterschool Program's success and community partnerships.
Willagillespie uses technology in the classroom which is fantastic.	The teachers and staff at Willagillespie are knowledgeable and great with the kids.	The buddy benches are great and my daughter has used it several times.
Community and parent involvement.	Gardening and composting and working with local community.	The children embracing inclusion and community building.
there are some amazingly dedicated and effective teachers who bring out the best in students	the School Board members appear to really care	the community appears to trust 4J and supports bonds and levys
The level of commitment by teachers. I'm astounded by how organized and dedicated they are.	The attention to sustainability and environmental issues into the everyday lives of students.	The community-minded focus of each school. The principals of the schools my daughter has attended are very careful to promote a community of students, teachers and parents.
The quality of most math and science intructors.	The art, music, tech ed, and foods programs.	The dedicated and highly skilled teaching and support staff.
Committed teachers and staff at each school who care deeply about student success	The freedom of individual schools and teachers to deliver curriculum and instruction that they feel is most relevant for their students	The diverse population of students from different racial/ethnic, socioeconomic and religious backgrounds
The availability of immersion programs	The recognition that there is a problem	The diversity of the schools
My children are in a safe environment.	Teachers have a good relationship with parents.	The focus is more on the student, than on the academic.
The teachers are always open to listen to parents when asked	the school hours	the free breakfasts
I love Buena Vista	IB and college curriculum in HS	The good teachers are really, really good

**Q11: What is working well in Eugene School District 4J?  
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I appreciate that at south a wide variety of "groups" find satisfying and supportive relationships with a higher degree than perhaps normal cross pollination between them.	Again at south I appreciate some distinct tracks for different learners. Ie IHS, Classic, IOP, performing arts.	The high schools seem to each have strong identities, although this may not be a truly informed observation.
School lunches are a lot healthier.	The amount of time and effort that an IEP team dedicates to a child.	The inclusivity teaching that is part of our schools.
Sbms has helped our family with high conflict child	The student become compassionate adults	The kids get a great education
4J is trying to accomplish it's goals on limited financial resources.	The language immersion schools, the charter schools, the diversity of educational offerings.	The new 4J superintendent. He fits the Profile of diversity well.
The superintendent we as a district hired.	The recent attempts made to hire more teachers of color to represent our students.	The new pd direction the district is taking-peer observations and discourse.
The language immersion schools are less bad than the other schools. At least the kids liearn one tangible thing: a foreign language	I feel no pride whatsoever only frustration and often disgust	The new softball field at SEHS
The new administration (leadership) is inclusive, accessible, community minded.	Devoted staff and teachers who want the best for kids and families.	The newly built facilities are beautiful; offering a better learning environment.
The kids are safe while they are in school.	The school are in a clean and organized enviroment	The offer up to date technology in teaching students
The language immersions programs are wonderful and we are lucky to have them.	The IHS international program is wonderful.	The opportunities to earn college credit while in high school is a great opportunity for students.
I like how each school has its own personality and climate.	In my experiences, the questioning strategies teachers use are fantastic!	The opportunity and encouragement to become a global citizen.
What has been done with limited resources.	We need to address lack of funding!	The public is understanding underfunding issues.
The language programs	School choice and charter schools	The quality of teachers we have encountered
The school district is meeting state requirements.	The school district has quality teachers.	The school district has some great graduates.
The staff and teachers are excellent and engaged. They care. They are doing a wonderful job inspite of many hurdles (large class sizes, increase in special needs children, lack of funds)	Academics seem satisfactory so far. Could be better, could be worse.	The schools are clean, generally safe.
4J schools have a great reputation	The diverse options for students and families: immersion programs, arts and tech, math and science focused school, community school	The schools are SAFE

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

The teachers I have meet and their dedication to the children.	The music program at Monroe middle school.	The science club at Willagillispie
Special needs programs/services	Great teachers that are working hard	The students
The staff at the schools are working very hard every day in spite of not being supported by admin or downtown staff.	4J does a good job of spending the money it has wisely and is trying to be transparent about where the money goes.	The students are largely safe at the schools they attend and feel heard.
The more challenging classes that are offered as opposed to the many watered down classes	The high level of parental involvement, necessary in today's schools, unfortunately	The success of many students at South Eugene HS
Schools feel safe with an abundance of competent teachers.	Reliability among staff.	The superintendent and his visions of improvements in 4J.
The teachers are good to great.	The admin staff is courteous and welcoming.	The TAG program offers flexible learning options to challenge our daughter
Overall community support for 4J infrastructure	The amazing involvement of parents and friends to assist 4J schools	The teachers and administrators at 4J schools
My child is developing into a healthy, happy young person	My child is experiencing acceptance from peers & teachers.	The teachers are fantastic and care about my child's success.
4J, for the most part, has good quality educators who care deeply for students	The food program is better than most districts I have seen	The technology has been impressive
Art and music program at Monroe Middle School	Engineering program & Japanese foreign language class at North	The travel abroad program...like the one to Japan that my son is going on this summer
The amount of students who graduate and go on to a decent career.	Many teachers who care about their students (work extra hours)	The variety of programs offered in the high school.
The hard work and dedication of the school staff	Being resourceful with the limited funds and supplies that we have	The variety of unique programs that each school has developed and tailored to the needs of its local community
The love and caring staff extend to students and each other	The can-do attitude of staff	The willingness of people to go above and beyond
Focus on equity and cultural competence	Programs that meet the needs of a variety of student populations: CTE, AVID, Dual credit coursework, 5th year sponsorship are examples	The work being done to strengthen and provide consistency in professional development
Strong teachers and staff working hard despite too large of class size and very little assistance in the classroom.	Great students and familiae	The work we are doing to be more culturally competent and equitable
It has many conscientious teachers	There is some school choice	There are fine arts electives available

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Teachers and staff care about the achievement of the students. a willingness to work on equity	Students feel safe and respected at school. Among most and leaders, educators, there is a serious dedication to excellent teaching	There are opportunities to take advanced courses in High School. There are some groups that are very willing to challenge institutional practices of hiring and retaining teachers of color, of changing teaching practices to address learning needs of different student populations and to increase our understanding of our different educational publics.
School choice is available, language schools are important options.	There is good technology at our schools	There is a strong focus on pursuing equality
I am proud of my neighborhood school. The admin are great. (Holt)	I really like the teachers I have worked with (Holt).	There is great communication at our school (Holt).
We have managed to many theater, art, and music programs alive.	The quality of the teaching staff is high.	They care about having nice looking facilities.
They have set the bar for School choice and that has been largely positive.	They have consistently supported the Arts.	They do a great job of passing levys.
I see everyone really trying to solve problematic issues	More access to diverse curriculum (i.e. Bussing to alternative/charter schools for title 1 schools)	This survey demonstrates some caring outside administration
Best program is amazing!	[Personal information removed] is a great speech teacher.	Title one summer school
Dual immersion curriculum is a great addition	It seems that certain schools are working well due to involved and financially committed parents	Too little
School choice	Availability of alternative schools within school district	Transitions program for special ed after high school
tolerance/acceptance	comprehensive sex ed	trimester system for the high school
Passionate but finite community Involvement	How hard educators and staff work	Uniqueness
Making students individuals great teachers	Opportunity to excel intelligent and discerning students	Universal access to education unwillingness by teachers to be guided by "studies" rather than experience and reality
Creative Hard working Teachers	New Buildings	Up to date curriculum
That we have good programs at the High School level.	The desire for people to move here from out of state.	Up to date technology.
Arts programs	Closeness to community	Use of Technology
Fun family school events (we need more of these though that engage families)	Quality and caring nature of our teachers	Use of technology to advance learning
Effort made with what we have	Students feel involved, safe	Using new technology

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

SPED	ELL	Variety
Skilled and caring teachers and staff	Parent involvement	Variety in school programs
Dedicated staff	Friendly/inviting office staff	Variety of course offerings
A wide range of electives at my daughter's middle school	My younger daughter's elementary school and her class teacher are good at nurturing her inquisitive mind	Very approachable school principals
How awesome the teachers are	I have had a lot of support from the school	Very good about resolving problems
Nothing, I'm very disappointed.	over spending on admin, 4J is always threatening to cut teachers, and never cut excessive admin staff	very poor money management
Different school choices	Village school lunch program	Village school culture
Arts Programs	Athletic Programs	Vocational Programs
Effective teachers	Community support	Volunteers
Lots of amazing teachers who are super adaptable and tireless	How we manage to do so much with so few resources	Volunteers
Our elementary school teachers/principals work incredibly hard	Full-day kindergarten looks mostly successful	We are finding some ways to provide more music and PE for our students.
SEHS has a wonderful theater program	Our 9th grade daughter who hated math, loves math with her math teacher now	We enjoy our daughter coming home to recite her knowledge of chemistry and other sciences.
Our principal [Adams staff name deleted] is a great leader.	Adams Elementary provides a balanced education for the whole student.	We focus on making all our schools of quality, rather than school choice.
Quality and caring of staff across the district: classified, licensed, administrative, superintendent	Superintendent that is intelligent, personable and most important - a true leader	We get the job done despite limited resources
Engaged teachers who really care about students	Technology use in classrooms	we have a community we should look to for support
The staff are extremely qualified, professional and creative.	We have a community that is generally supportive of education.	We have a variety of educational options between different neighborhood schools and alternative schools.
At Adams, the admin team is great. [Personal information removed] at Kelly Middle School is great! I recommend more principals like these	Schools are geographically located to be community resources.	We have come a long way in the fight to end bullying, and I am looking forward to 4J continuing their example to end bullying and cyber bullying.
There is still some PE and music at elementary level	Our teachers are awesome in 4J	We have excellent classified staff in 4J
We really work hard to meet the needs of our ELL families	Our community supports bond measures that support schools	We have extremely committed teachers and staff in 4J

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

The quality of the educators who perform well with not nearly enough resources		0 We need more emphasis on music and arts. Kids excel when they have these things.
Dedicated and hardworking staff and teachers	Active and supportive school community (parents, teachers, staff)	We try to do the right thing.
Good teachers	Great support staff	Welcoming and inclusive to all
Caring teachers/ staff	Lots of fresh food to eat	Welcoming environment
Administration at camas ridge	School choice	Wellnesd clinic
Some principasl and teachers who are good leaders of some schools	when studend are all 5 day of school learning	When parents talks and are proud of the job kids are doing at school
Teachers: Dedicated and skilled. Unfortunately working too many hours over contract.	Communication: my sons school communicates at least weekly with families.	Willing to take on new challenges. Example is with transgender policies, needed to be implemented and the district moved forward.
Scores on performance based tests higher than the state	Graduation rates higher than state	Willingness to attempt innovation to deal with problems within district
Cultural Diversity	new superintendent	willingness to help kids
Caring, committed, smart, progressive teachers	The variety of options available to students and families	Willingness to reach out and develop partnerships with community
Great teaching happening in all buildings	Good parent outreach, especially in schools with diverse populations	Wonderful music performances and outreach - Choral Metro, Showcase, etc.
The bond for new schools	New science curriculum	Wonderful north region music program for some kids music is the only reason they come to school
Community support, parental involvement	Clean, well kept up facilities	Wonderful teachers
Conversations about equity and diversity	New transgender and non-conforming study policy	Work being done to streamline educator growth and effectiveness (Skill Teacher / Skillful Leader)
school choice	some excellent teachers (but not many)	
Dedicated staff	A board of education that has begun to understand that top-down decision making doesn't work in education.	
the teachers are very well trained	academics	
The dedication of staff	Access to programs-Spanish Immersion, ECCO	
Teacher training	Access to technology	
School choice options	Alternative and charter school opportunities	

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Technology (some neighboring districts still don't have it)	Alternative school options (especially those focused on language and the arts)
quality teachers at my son's school	alternative schools (although I don't like that name)
Caring and committed teachers	Amazing array of classes and programs
Beautiful new schools and investments in technology	An engaged community who cares deeply for education
Cross-grade "community" experience for students.	Approachable staff.
Teachers who communicate with parents, either through email, blogs, or notes home.	Arts, music, and foreign language programs! (Although they need more funding)
Not sure, seems like there is focus on Sheldon and So. Eugene. Other schools not so much.	Assume passionate, hard working people at district level.
Communication with parents via parent Vue and tardy absence notices	Attempts to maintain extra curricular activities and sports and musoc
Great teachers - responsive and focused	Availability of administrators
strong teachers	availability of rigorous programs in high school
Good graduation rate	Better than average scores on tests
School Choice	Bringing back music to Kennedy Middle School
Many excellent, caring teachers and administrators	Buildings kept in nice shape
Camas Ridge- amazing principal [Personal information removed]	Camas Ridge - amazing secretary - [Personal information removed].
Great teachers who do well despite having so many kids in their classes	Caring administrators and teachers
Foreign Language Immersion programs	Caring staff
International High School	Caring Staff
Quality arts	Caring teachers
School choice	Charter and alternative schools
New infrastructure being built for some	Charter schools
IHS seems to be a great program with solid teachers (for the most part)	Charter schools seem to be well liked, would be nice to offer more, perhaps opening two Montessori charter schools, two Village School Charter schools...

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

IB program	Choir at South
School choice	Class sizes at River road
Teachers are phenomenal	Classified staff are excellent
Teachers who work in awful conditions	Classified staff who support teachers and students
Certified Teachers	Classified Teachers
Passionate teachers	Coaching and PD around best teaching practices
Teachers/Administrators Relationships in buildings.	collaboration with other teachers.
Employees seem to be proud of their schools.	College Prep classes
Quality of staff	Commitment to students
Our dedication to the learning needs of students	Committed teachers who care about the well being of their school
Diversity	Community
Communication	Community help
Teacher quality	Community involvement
Language immersion opportunities	Community involvement
We have really good teachers	Community involvement
Teachers and support staff	Community involvement events
Good teachers	Community oriented
McCornack Elementary (in particular) has a great sense of involvement between the principal and parents	Community programs that are advertised in schools for the kids
Students who are creative thinkers and learners.	Community spirit and respect for others.
dedicated teachers providing high quality education	community support
The teachers and staff love the children.	Community support is reasonably strong.
There are still a few amazing teachers that have stuck around against all odds.	Community support.
our great teachers and staff	Community time and project time at Camas Ridge Elementary!!!!
Parent participation	Community within the school
high quality teachers	continued effort to diversify the school based staff
Dedication of high quality teachers	Continuing path of upgrades to aging schools
Some teachers actually do go above and beyond the call of duty	COWs are really great in introducing children to technology



**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Long term support in the community for the school,e.g. Eugene educational fund	Creative approaches to provide quality educational experiences despite lack of funds
Social justice	Critical Thinking
We have a great staff that truly care and want to succeed	Current leadership seems to have an idea about how to proceed to next step
Diversity	Curriculum
Great people to work with & for supportive staff	Dedicated professionals
Academic programs and curriculum school choice	Dedicated staff dedicated teachers
School choice opportunities; variety of choices	Dedicated teachers
Neighborhood schools welcome all students	Despite budget cuts, students still have access to enriching academic experiences
Dialogue around equality happening in schools	Dialogue and actions for tolerance of all students
Improving graduation rates	Diverse community
parent involvement	diverse school choices
Non Bullying	Diversity
Most teachers have Masters degrees	Diversity of alternative schools
Older schools being replaced by new or refurbished ones.	Divesting surplus property such as Civic Stadium.
communication from teacher to parent	easy to be involved with child class and teacher
Caring staff	Education Level is High
The increase of the arts into schools	Education staff are supportive even with high class sizes
Motivated staff (for the most part)	Efforts to keep electives options available
Avid	Electives
Meeting the needs of higher achieving, higher SES students.	ELL student successes.
Caring, engaged teachers	Enagement with groups like School Garden Project that enrich learning
quality teachers at all levels	engaged parents/families
Qualified staff	Equity is important
Quality teachers	Excellent music and extra curricular programs
Neighborhood schools striving to meet needs of all students	Excellent staff dedicated to educating all students

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

High quality education (programs being offered)	Extra Curricular activities
Diverse choices	Facilities gradually being improved
Attention to diversity	Family friendly events
Caring teaching staff going above and beyond requirements to reach students	Family School (my children do not attend, but I have volunteered there)
Many compassionate and interesting teachers	Flexible schools - array of school choices
Creativity	Focus on excellence
Quality of staff	Focus on meeting students where they are at and moving them forward.
South Eugene HS is the best academic choice in the area, relative to others	For the most part, good teachers
Student engagement	Friendly/Welcoming Schools
History of schools	Fundraising efforts
The village school is great, I wish I could get my kids in that school.	Garden programs.
caring, involved staff	good administrators
Excellent teachers	Good Communication with parents
Mostly good teachers	Good community relationships
Safe & clean	Good environment. They're better than the schools I attended as a child.
safe and welcoming environments	good learning outcomes
Good teachers	Good principals
Variety	Good reputation of high schools
Spanish immersion program	Good teachers
community engagement	good teaching staff
Competent Staff	Good testing practices
Some schools are excellent and serve students well.	Good variety of specialty schools (language immersion, etc.)
Reputation for excellence/elite education/college prep (declining but still good)	Great choices--French immersion, Japanese immersion, etc.
Great charter school options for students	Great teachers and administrative staff
Sense of Community	Great teachers and administrators
Community engagement in our schools	Hardworking teachers
variety of options of alternative schools	having a newly built schools

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

They are creating a sense of community	Helping the under privileged kids
Strong community	High achievement
Good quality elementary curriculum in math, reading and science.	High graduation rates and varied after school activities.
Teachers genuinely care and are doing the best they can with limited resources	High rate of parent volunteers
Different curricular programs.	High skilled teachers.
I am proud of [Personal information removed] and entire Kelly staff team	I am proud of [Personal information removed] and RR/ECdR Elem staff team succeeding despite terrible lack of support from 4J
I am proud that school staff works above and beyond with continued decrease of funds and support in order to give students the best education possible	I am proud of the North region educators for not giving up and standing up for equity in a never ending dismissal of value and lack of support from the district.
I am proud of the number of language immersion programs that are offered.	I am proud of the teachers at our neighborhood school and their commitment to my children.
Teachers who have managed not to burn out and have kept their heads up. Teachers have held this district together.	I appreciate a more inclusive decision making process.
I feel there is a desire to get to equity for all students.	I believe the schools are doing a good job meeting the needs of high performing students.
Communication seems to be better under new leadership. My child attends a public charter within 4J and I have received more 4J-specific communications within the last school year than I did in the entire three years previously.	I feel proud of our dedicated staff members and students who constantly manage to achieve more with less funding and resources. However, the fact that our staff and students are perpetually put in that situation is incredibly frustrating.
Many of the individuals I've encountered have been dedicated and effective.	I like my neighborhood elementary school, which is small.
I love the balanced lunch menu offered at Howard.	I like that
My first child is entering Pre-school next Fall so I am not sure	I like the option to be able to enroll my children in immersion schools

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

I'm very pleased with the level of staff-to-parent communication. I feel well informed as to what is happening with my student individually, as well as what is happening with the school as a whole.	I love, love, love the fact that our school has fought to keep the arts a priority!!
I feel proud Eugene 4J has versatile education options and strong teachers who can handle the diverse population.	I think the school lunch program is commendable and appreciate having healthy food in our schools.
Overall, we have excellent teachers in our schools. My girls had the best teachers at McCornack during their time there.	I'm very happy to see the SMART program growing again. I see so many volunteers reading with our kids when I'm subbing. It warms my heart.
Overall, excellent teachers.	Identification of students who need academic intervention
Alternative school programs, especially for 2nd languages	IHS program
Great teachers	Immersion schools
Caring teachers	Improvement in facilities
Many good, caring teacher	Improving school buildings
There are many really dedicated good teachers	In my experience the schools have done well dealing with bullying and bad behavior
	Inclusion of special Ed students in the classroom
Range of school options (charter, magnet)	Individual schools (Edison, Roosevelt, Cal Young, South, Sheldon)
Access to college level classes at the high school level	Innovative curriculum and willingness to try new things
Friendly staff and teachers	Interesting electives for teens
School choices - kids & families need different approaches	International baccalaureate program
Music program at Kennedy Middle School	International High School program
Opportunity to various classes	International High School/Curriculum
language immersion schools	International High School/IB Program
I like the variety, but the downside is the lack of consistency in curriculum.	Investment in new schools and updated schools is very good and should continue.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

There are many truly caring, competent staff members throughout the district who work hard to create safe and interesting environments in which our students may learn and thrive.	It's encouraging to see new, environmentally and technology friendly buildings replacing older, outdated buildings.
High quality teachers coping somehow with outrageous class sizes.	Kids and families really trying to get a good education. Good parental involvement in general (though I don't know about all schools)
special projects and interests of teachers are encouraged	language classes offered in the middle school
Outstanding staff who are dedicated to students	Language immersion
Positive culture	Language Immersion
School choice	Language immersion
Dedicated staff	Language immersion programs
Dedicated staff	Language immersion programs
Certified and classified staff are highly qualified	Language immersion school options
diversity of schools and learning opportunities	language immersion schools
Vocational Programs	Language Immersion Schools
The parent involvement staff - concerned and caring about students	Larger schools and resources like new superintendent
great teachers who are working really hard!	lots of options of different types of schools
Quality teachers	Lots of technology
Safe Routes to School improvements in current capital bond.	Love my son's teacher but that is a limited experience.
The level of acceptance of diversity	Low levels of bullying
Diversity of programs in 4J (though people of privilege have the most access)	Maintaining of some vocational options
Most teachers are truly dedicated	Make do with scant resources
High quality programs for some students.	Many amazing and dedicated teachers
Diversity. We just started at YG - coming from Creslane. And the diversity is quite a big difference.	Many options for schools in the area.
Quality staff	Many supportive/involved families

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Over all we have really good schools	Many teachers are always helping/suppoorting parents and students
Teachers are incredible and dedicated	Melting pot in many schools of different races, SES , background, etc. (except South region and language immersion schools)
churchill feels like a family the staff is very welcoming	more arts and music opportunities at churchill then south
commitment from most teachers is amazing. when they are on board, kids win.	more help to counselors and more resources for the counselors
The Dual Immersion Program at El Camino del Río	More people of color in the different building staffs
I am most proud of the district focus, since 2012, on educator quality, as evidenced by high quality PD (RBT and AVID), and by developing capacity of our building administrators.	Most 4J staff are devoted and talented educators.
In the schools I have been associated with, there is a strong sense of community.	Most administrators and teachers are responsive to student and family concerns.
Most the teachers are skilled, caring and highly qualified	Most families in our community still consider public schools a viable option for their kids.
The technology is up to date and well maintained.	Most of our teachers have been excellent despite furloughs.
The instruction is high quality.	Most teachers are dedicated and passionate.
Schools with varied focus (language immersion, community, arts & tech)	Mostly dedicated teachers and staff
I don't think all that much is working well	Music programs, where available, help with math and other coursework
Extracurricular choices (music, sports, strings, etc.)	My child is happy
My children are getting a good education (not great because class sizes are too big)	My kids are proud of their school
Dedication of the teachers.	My kids feel like they are part of the school community.
High schools provide diverse programming	My school's staff works hard and are dedicated to Camas Ridge
Many of our teachers are incredibly dedicated.	My son feels happy with his teacher in his school.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

My son goes to beautiful newer school.	My son's school has a ton of electives to choose from.
Great staff	Neighborhood schools
Dedicated and caring staff and teachers	New construction
The teachers and principals that are dedicated to serving our students and families	New curriculum that challenges and engages students in the highest level of learning
Bilingual school programs	New facilities funded through Bond passage as confidence in 4J's ability to spend wisely
Neighborhood elementary schools provide a safe environment	New middle school should enhance learning experience
lots of technology	new schools in the district
Corridor curriculum easing public speaking for children	North Eugene acceptance of people of different backgrounds and orientations
The teachers and staff at our school are very committed and go up and beyond.	Open communications between guardians and school staff
For the most part cooperation between parent and teacher	Opportunities for socializing
Communication from the schools	Opportunity for Art, PE and music in Middle School
Our schools are a resource for our neighborhoods.	Our region/Churchill has improved graduation rates compared to other regions.
Great PTO at our school- good parent involvement	Our school staff (teachers and administrators) are fantastic (and overworked)
At least trying to provide an equitable programs & systems.	Overall strong teachers
Great teachers	Parent involvement
School choice	Parent involvement (at some schools)
Small neighborhood schools are still an option for families	Parent involvement and feedback is encouraged
Staff dedication	Parent volunteers

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Most teachers go above and beyond to try to work miracles in their classrooms despite limited resources, a calendar that's too short, and not enough support.

Parent volunteers do an amazing job keeping our schools from showing how much we are in crisis. They accomplish so much that wouldn't happen otherwise. Their monetary value in donated time alone is staggering, let alone in financial donations.

Supportive staff

Parent-School Communication

Parental involvement in the classroom/activities

Parental fund raising.

Building New Schools / Improving Existing Ones

Partnership with local organizations (eg. YMCA) to help fill gaps.

Music and art programs at monroe!

PE and music programs at Bertha Holt elementary

good staff

positive community

caring teachers

professional staff

Healthier school lunches. Free breakfasts in many schools.

Progress seems to be well tracked, for most students, through standardized testing.

Quality teachers

Project based learning

I think when we have a really good teacher things work well for everyone but there are some teachers who are not very good & don't care but since they were there longer they get seniority over others that are amazing

Providing immersion programs have been fabulous but we need to expand, develop & grow them, especially the Spanish immersion school.

Good parent involvement

Quality neighborhood schools

I get paid on time

Quality of diverse programs (magnet arts and IHS & Ecco at elementary and HS levels)

School choice. Specifically, the charter schools meet important needs.

Quality of educators is high.

quality of teachers

School Choice

Quality of the IHS programs in the High Schools

Anti bullying program

Quality reading programs

quality teachers

quality support and administrative staff

New superintendent more active in community; seems to listen well

Replaced aging buildings



**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Immersion Charter Schools - Dual Language	Resources
neighborhood schools - my child can walk to school with her friends	Roosevelt/SEHS offers theatre and coursework for high achievers
caring staff	Safe environment
Dedicated staff and teachers	Safety
Teacher Commitment	Safety
Focus is on students	School and Business partnerships are encouraged
4J seems to keep up with curriculums and support teachers in implementation	School buildings are nice, clean and welcoming
alternative schools	school choice
Foreign Language immersion programs	School Choice
immersion & alternative schools available	school choice
Project based learning	School choice
Safe	School Choice
some graduates are able to achieve diverse and fulfilling lives	school choice
The variety of choices in charter schools (diversity in academic philosophy)	School Choice
Qualified, dedicated staff	School choice and variety of educational opportunities
4J has a wide range of schools; each with a different focus/method k of teaching.	School choice makes it easier to find the right fit for your family.
strong public education	school choice options
Special programs are working - Honors, IHS, Sped, ELL	School options and choices
My kids' teachers are great	School safety
School staff are caring and dedicated to students.	Schools welcome parent involvement.
Generally I think some of the social "no bullying" policies have been very successful across Eugene	Seeing performing arts coming back into the school (e.g. several middle schools have choir this year, etc.)
Seems well organizes with what they have to work with.	Seems like a better administrator this time around.
many very good individual teachers and administrators (not all)	significant parent/volunteer involvement
A communtiy that cares about the quality of life for its youth	skilled staff

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Technology integration	Small elementary class size?
Teachers who care about the community and its future	Small programs targeting specific groups of learners and being successful in doing so
The reputation of South is good regarding college prep.	Smaller class sizes compared to large cities.
most staff work hard to teach and support students	Solidarity and collaboration among staff is strong
Collaboration and consensus building within school and within regions	Some excellent principals and teachers
Students are learning in spite of roadblocks	Some more teachers are being hired
School choice	Some newer buildings
physical education is covered well at SEHS	some outstanding teachers
Many choices about the type of schools available (language immersion, arts and technology)	Some really great teachers.
Dedicated teachers.	Some school choice still in existence. More varied choices at all levels would improve student engagement.
There are many caring teachers doing their best with large class sizes	Some teachers give of their own time to help students
wide variety of schools to choose from	some very good schools
Teachers are allowed to participate in designing curriculum.	Sometimes teachers are allowed to design meaningful extra-curricular activities.
Technology seems to be on par with other districts or slightly above	Spanish Immersion BV
Diversity sensitivity	Special Needs support
Work on upgrading buildings	Sports and activity participation
Music and Art programs at Monroe Middle	Sports/Clubs/After School Activities that keep students engaged
Diversity and tolerance	Staff dedication to students
Highly qualified staff	Staff that care about the students
Students doing well in spite of all the reductions in budget	Staff working hard to do as much as they did previously before all the reductions in budget
Parents helping in class for more learning	Starting school after 8:30, not too early
many great teachers	strong foreign language programs
The relationship with the community - always back schools in bond requests	Strong staff commitment to the "task at hand"

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Parent involvement is high in my children's school	Strong/qualified teachers
School choice (what is left of it)	student participation/success in wide variety of endeavors (music, arts, sports, community, vocational)
Teachers and Schools dealing with the bureaucracy of 4J and the State meddling.	Student's prospering in poorly funded programs.
Many strong employees in the buildings/departments.	Students do learn
teachers working hard to reach all students / all types of learners	students feeling safe and connected to their schools / communities
Teachers and what they offer students	Superintendent seems to be focused on making improvements
Monroe has a variety of classes (art/PE,music) for students that provide self confidence when others don't	Support for the high school IB/AP programs
Great teachers.	Supportive building administration.
Excellent Teachers	Supportive Community
Mostly good teachers	Supportive community
School choice	Supportive of diversity
Teacher growth (The Skillful Teacher district implementation)	Teacher collaboration
The dedication of all staff	Teacher creativity positively influencing students
General Support of Community	Teacher Quality
Language immersion	Teachers
North Eugene high expanded IB offerings	Teachers doing their best
Most teachers are really involved and want students to succeed.	Teachers give real world connections to material and broaden perspective.
Community support	Teachers love of students
We have great teachers	Teachers love their kids and their jobs
I like that all the schools are on the same trimester/semester	Teachers that engage and encourage students
Inclusion of students in SPED	Teachers thinking outside of the box
Students have access to resources and adequate facilities.	Teachers, aids, and others care about students and engage parents in their children's education.
Dual immersion	Technology access
Adoption of NGSS	Technology fluency at CYMS
new administration, superintendent	technology integration at elementary label

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

our facilities have been updated/ replaced	technology is improving
For the most part, quality teachers.	Technology readily available.
School choice has improved.	Test Scores.
That there is at least music in all our schools.	That at least in my school there is a huge level of open and acceptance.
Updated technology available	The availability of special programs such is IHS
the variety of schools in the district, especially the 3 language immersion programs, IB & Montessori charter	the commitment and excellence of our teachers & staff
Not a lot these days. I look at the neighboring districts and see innovation at every level. In the last 5 years in 4J, innovative practices have been marginalized in favor of maintaining a status quo that does not serve equitably the changing demographic of our citizens.	The current communication system. Parents and families of the white, upper class are well informed, unfortunately, many other families receive little if any communication.
the various immersion and dual immersion schools	the emerging awareness of diversity needs
I am proud that we have bilingual schools-Buena Vista and other schools	The few schools I have been in have seemed safe and modern
the high quality of school meal nutrition (Edison)	the high school rating (Edison, Roosevelt, South)
The teachers are fantastic.	The kids are wonderful.
Responsiveness about bullying.	The music and art classes at Monroe Middle.
The diversity of programs and school choice	The programs are integrated in core learning objectives
The quality of teachers in my building.	The quality of our Principal at Willagillespie
Diversity of programs throughout the district that are responsive to the populations the school serves	The quality of the teaching and classified staff members
My experience is limited to South Eugene. My kids are a part of a community that values education and expect their kids to perform well.	The school environment is much more humane than when I was a student.
The teachers are kind	The school is clean
How welcoming the staff are, and how they make me feel safe leaving my children in their care.	The sense of community our school offers.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

The communication between us parents and the staff at our 4J school	The special education (IEP) for our son at our school
My youngest child attends family school. We drive from far away. More schools should be as good as family school !	The staff at family School really care about the kids and their individual education.
safe environment	the strong efforts made by some of the teachers
Staff members who are passionate about their work and devoted to helping students be successful human beings..	The students. :)
IHS provides challenge with a safe learning environment and attempts equity	the teachers are in general professional, skilled, and caring
School choice program.	The teachers I have met at Family School have all been wonderful. I can't speak to other schools, but I am proud of Family School's commitment to learning and dedication to including non-curriculum activities that broaden the students' minds/abilities.
Charter schools and immersion schools provide the best elementary school experiences in town.	The teachers I talk to are usually upbeat and engaged.
The amount of technology immersion	The teaching and support staff
The inclusion of kids with special needs in every area; I love how every individual is valued.	The teaching staff in the classrooms seem to be top quality individuals with genuine concern for their students.
This survey. Thank you for asking parents' input.	The weekly communication emails that I get from my son's school's principal.
SEHS has high expectations for their higher achieving students	There are a diverse number of activities to make more well-rounded students
There are great kids in our schools and most are motivated to do well	There are good teachers that care about the kids
The staff cares about all the students.	There are many resources for teachers and families.
Many individual teachers are capable and nurturing	There are quite a few programs available, but not at all schools
The arts programs seem pretty good	They provide financial benefits like free and reduced lunch

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Supportive, caring staff across school staff engagement	Thoughtful use of technology track program
Quality of teachers	Unique programs
Staff care about students and want them to succeed	Value diversity of students
Dedicated staff--we love our children's teachers!	Variety of excellent choices
College readiness and college level courses offered	Variety of foreign languages
Dedicated, creative teachers who are passionate about teaching.	Variety of schools and programs offered.
We have many excellent hard working teachers	We are always evaluating ourselves and looking to get better
We have a variety of programs for students challenging their learning	We have a caring community of staff
We have a bit of variety in school models/school choice (much better than none)	We have community and district cultures that value education highly
I think the elementary and middle schools are doing a good job	We have quality facilities
New schools being built to meet the technology, safety, and other needs of today's time.	We have quality teachers. Teachers are getting worn down and burned out due to the non-teaching stuff.
Many classroom teachers are very skilled, working very hard without needed resources to make our district look successful in many data forms	We rank highly in many areas--literacy scores, college bound students
Caring, compassionate teachers and staff	Welcoming, inclusive elementary schools
Nice buildings?	Well trained teachers but their hands seem to be tied as to how great they can teach.
I love the music program at middle school & high school level	Wish we could offer music at elementary school
You have good teachers.	Your principals care about student success.
[Personal information Removed] is amazing- people should be more like him, great energy. 4J staff work hard.	
A sense of community within a school (highly dependent on family participation).	

**Q11: What is working well in Eugene School District 4J?**  
**What do you feel most proud of when you think about our local public schools?**

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Academics

acceptance of diversity

acceptance/empathetic student body

Access to Tech

Achievement levels seem to be high

All of my sons teachers have been exceptional in their own way. Every one of them has cared enough about their students to notice when something is not working for my son and to be willing to work on finding a solution to the problem!

as a grand parent I feel welcomed and appreciated at school functions.

As a parent, I am most proud of the teachers that work extremely hard to support our students.

At McCornack, the school is a community resource, a place for families to receive help and a place where students are valued and can learn.

Attempts to provide equitable access in high schools 3 x 5

AVID

Bilingual education

bilingual programs

bilingual programs

Buena Vista and Charlamagne. South Eugene High School.

bus transportation

caring staff teachers and administrator who do their best with what they have.

caring teachers and staff

caring, dedicated staff

charter schools

Charter/special schools

Children enjoy being at school.

choice

Choice, (among many great schools).

Choices for all students. From choosing schools to electives

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

College Classes offered at Churchill

High School

college prep, AVID

Committed staff

Communication between parent and schools

Communication from our neighborhood school

Community involvement

Community ties at the elementary level

community/parent involvement

competant and caring teaching staff

completely committed teachers

Continue to see and support the importance of Arts (music) in school

dedicated staff

Dedicated staff and teachers

Dedicated teachers

dedicated teachers

Dedicated teachers and instructional assistants

dedicated teachers and staff. all you get on this one.

dedicated, resourceful teachers willing to write grants to fill gaps

Desire to adapt to meet the needs of students.

Despite the frustrations and struggles we face, I believe the district has some amazing teachers and staff that care greatly for students

Diversity

Diversity in, and choice of learning methods is increasing with more charter/alternative schools.

Diversity of learning opportunities such as language immersion.

Diversity of program offerings

Diversity of staff

educators and para educators working together for the kids.

educators are doing a great job

considering all the budget limitations



**Q11: What is working well in Eugene School District 4J?**  
**What do you feel most proud of when you think about our local public schools?**

Efforts to inclusivity.  
Email and phone communications  
Excellent and committed staff.  
Excellent caring staff  
excellent staff  
Excellent teachers and staff  
Excellent teachers and staff at schools.  
These are employees who care very  
deeply about their students and give  
scores/hundreds of hours of time each  
year.  
Existing staff are dedicated  
professionals trying their very best.  
financial support from community  
(bonds, city levy)  
Free elementary language program  
Friendly schools. Helpful and engaged  
staff.  
fundraising  
Glad that we are building new schools  
and trying to keep schools up to code

Good communication between school  
and parents  
Good counselors  
Good quality technology classes  
Good selection of extra curricular  
activities  
Good Teachers  
Graduation rates  
Great options (charter schools)  
Great staff  
Great staff  
Great Teachers  
Great Teachers  
Great teachers and coaches  
great teachers, wonderfully involved  
parent community, lots of choice and  
flexibility, a spirit of resistance or at  
least eye-rolling toward ridiculous  
national testing requirements  
great teachers!!

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Great to have viable neighborhood  
school options

Hard working, dedicated staff

Having alternative programs

High quality caring teachers

high quality of most staff

High quality, dedicated teaching staff

High School counselors are available  
to listen and help families with their  
academic concerns.

High schools provide diverse  
programming

history of success

Honestly I dont feel proud at all

How awesome our teachers/staff in  
general do despite all the things that  
are not going well.

How well the grounds are taken care  
of.

I am excited about the new  
superintendent.

I am excited about the new  
superintendent.

I am proud of the immersion  
schools...they seem to be working  
very well.

I don't feel proud of our schools. I'm  
embarrassed by our communities  
apparent lack of care about our  
children, lack of investment, and focus  
instead on directing money to old  
people and the wealthy, and roads  
and athletics.

I don't know. I get information about  
4J from the newspaper. I feel neutral  
about our school district and my  
child's school.

I don't think anything is working well

I enjoy the community feel of our  
school

I have met some outstanding teachers  
during the 14 years total my kids have  
been in Eugene 4J Schools.

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

I like that we have Spanish immersion,  
though I wish it were more accessible.

I like the communication I receive  
from my son's teacher via email and I  
appreciate the ability to communicate  
directly with her.

I like the sense of community being  
built in the North Eugene region  
between schools.

I love all the staff members very much  
at Howard

I love our charter school.

I love the art and music program at  
Monroe

I see that some schools/teachers are  
thinking outside the classroom with  
hands on learning projects and  
opportunities.

I think Sheldon HS is a good example  
of what is working well in high  
schools. They are doing a great job in  
academics, athletics, after school  
programs and student moral.

I think the quality of teachers, for the  
most part, is high.

i'll get back to this later

I'm always amazed at how 4J Staff  
manages to make things work with  
less resources.

I'm upset with 4J. My son is having a  
terrible experience.

IHS

IHS IB Program

IHS program

Im horrified by what is happening in  
this school district and my two  
younger children will be attending  
private schools for the rest of their  
education

immersion opportunities

Immersion schools

Immersion schools - every kid should  
have that option

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Impressed with the schools that offer second language immersion and instruction in technology and the arts.

Improvements in 2 schools food systems at 4J Make it district wide please.

In our experience, parental involvement was high when our kids attended school

Increased STEM initiatives

Kelly Middle school is fantastic.

kids seem to be good to each other; little bullying

Language immersion

Language immersion

language immersion programs

Language immersion programs

Learning environment

Looking at each child individually and what they need to succeed.

Lots of great elementary schools to choose from, close by our house

Most families of school-age children still choose public school over private school unlike many areas of the country

Most teachers are working hard to earn their students respect

Most teachers we've had are amazing educators and do a fantastic job with what they have to work with.

Mr nansel

Music at Monroe Middle School - sole reason my child attends 4J

Music program

music program at Monroe!!!!

Music/arts encouraged for students

My child enjoys school and learns stuff. That's all I'm looking for.

My child is involved and enjoys going to a nice, new school. Madison.

My curriculum

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

My son has had good relationships  
with most of his teachers.

n/a

neighborhood school successes

New facilities development

New naviance program

New Superintendent

New Superintendent is reaching out to  
different communities

none

None

not much, kind of embarrassed really

not sure

Not sure

not sure, new the district

NOTHING

nothing

Nothing, 4J is a poor excuse for a  
school system these days.

nothing!

Offer of immersion schools

Open enrollment

Options

Options for challenging coursework (  
honors, AP, IB)

Options. Not being forced into your  
Neighborhood School.

Outstanding teachers

Parent involvement

Parent involvement seems high.

Parent volunteering- allowing to have  
more focused instruction time from  
teacher

Parental involvement

Passing for the building and updating  
of schools. (thank you for not ear  
marking other items on this so it could  
pass)

Passion and hard work from the  
teachers.

Passionate teachers and staff doing  
the best they can with little means

PBIS

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

Phenomenal teachers and principals  
(McCornack)

Positive attitude

Possibly some athletic programs

Programing, inculding our  
geographical location to teach the kids

Programs

Programs that are put in place in  
response to community needs

Programs that are put in place in  
response to community needs  
quailtiy of staff

Quality of teachers

quality teachers

Quality teachers

Quality, caring teachers and staff.

Relatively good test scores compared  
to other areas of Oregon

Robust neighborhood schools

Safe

safety

School choice

School choice

School choice

School choice

School choice

school choice

School Choice

School Choice

School choice

School choice (immersion schools)

school choice offerings

School choice: students can go to  
where they are a good fit

School choice!

School communication with parents

school-family communication

some excellence in teaching staff.

However, not uniform by any means

Some of our teachers are wonderful

teachers and positive role models

some teachers are excellent

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

some teachers really care  
South Eugene HS is doing well with  
what little funds we have.  
South Eugene HS theater department  
Spanish immersion offerings  
Special Education  
Special needs transition programs  
setting benchmark goals for each  
special needs student to be integrated  
and involved regularly in main stream  
classrooms  
Spencer Butte MS is doing excellent  
work with students and families  
Staff collaboration  
Students get lots of practice in public  
speaking/ presenting.  
support for arts and physical ed in  
elementary & middle school  
Supportive hard working staff  
Swag  
Teacher dedication.  
teacher quality, passion, compassion  
Teachers & principals are engaged &  
care about their individual students  
Teachers and staff clearly care and  
demonstrate this in multiple ways  
Teachers and staff who care about  
kids  
teachers are caring  
Teachers are constantly making  
sacrifices.  
Teachers are working hard to fill the  
needs of all the students.  
Teachers seem happy to be there  
Teachers!!!  
Technology is integrated into  
classroom  
Test scores  
Thank you for school choice  
The achievements in our Alternative  
education settings.  
The caring staff.  
The construction of new school  
buildings.

**Q11: What is working well in Eugene School District 4J?**  
**What do you feel most proud of when you think about our local public schools?**

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The curriculum is rigorous

the dedicated teachers and support people

The degree of commitment to students and families we serve

The diversity of language immersion schools in the District

The diversity of people at the school.

The large number of outside activities at South High School

The majority of the teachers seem to be good.

The opportunities that our students have at CERTAIN SCHOOLS ONLY

The parent involvement

The parent/community involvement

The people who are making the most of limited resources and remain present and compassionate daily.

The principal at Edison Elementary  
the quality of education available within 4J

The quality of our educators. I love our teachers!

The superintendent who was hired in July 2015

The teachers

The teachers we have been exposed to are gifted and dedicated educators

The teachers work really hard with the little they have to do what's best for kids.

The updating of old schools like Howard

Their reputation for providing high quality education

There are a variety of school options to choose from

There are many dedicated teachers and staff working for 4J.

There are many dedicated, highly qualified teachers and support staff



**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

There are many strong and talented teachers and instructional assistants in this district.

There are some dedicated staff members

There are some really wonderful teachers and staff members who really care about kids.

There is a lot of diversity within the 4J School District.

There is nothing I am proud about in any of the two 4J schools my son (11 years old) has attended.

There seems to be a lot of good work around anti-bullying.

They have worked hard to provide the best education for all ages.

They offer quality learning experiences for kids

They seem to be doing the best they can with what they are given to work with.

To be honest I am disgruntled and disenfranchised. I am middle class, work as a professional outside the home, I am educated and involved in my kiddos' schools. My kiddos both do well in school. If I could afford private school I'd probably send my kids there. You want to involve parents like me and help improve the experience so that we have more things to feel proud about!

Variety of school options

Variety of schools language

Very dedicated teachers

very few things working well.

Very little

Very little

Village School

**Q11: What is working well in Eugene School District 4J?  
What do you feel most proud of when you think about our local public schools?**

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we finally have the same principal at Edison. My daughter had 6 principals in 6 yrs from K-5th. The stability this has provided in the school culture for my second child is huge. The staff is more stable and the programs reliable. A strong principal is very important.

We have an amazing team of teachers and support staff who do everything in their power to provide for our students. It is not limited to a few select schools; I have seen this firsthand district-wide.

we have dedicated, hard working teachers

We have exceptional elementary teachers.

We have good charter schools

We have many different options for students

we keep doing more with less!

We really aren't impressed with the IHS program at South by that's been pretty much it.

We serve the affluent and educated families well.

we're happy with our language immersion school

Yujin Gauken is the best school I've ever seen!

## Q12

**What needs improvement in our local public school system?  
What do you see as concerns, weaknesses  
or challenges for Eugene School District 4J?**



**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Smaller class sizes	Eliminate school choice	Assistance with children who have disruptive behaviors
concern:Very large class sizes	concern: Less rigorous programs	concern: More focus on testing than providing skills to students.
Class size, class size, class size-- especially at elementary level	More mental health services for those students	Expanded and improved PE and music opportunities
Class Size	Attracting the best teachers in Oregon.	My son will be transferring to Marist for high school because of class size.
Need smaller class sizes	Need more variety in the curriculum	Not enough emphasis on civic responsibility
I am terribly concerned about class size/ student-teacher ratio	I am equally concerned about enough classified staff for kindergarten and adequate supervision for students at lunch and recess.	We are understaffed and the need is dire.
Evidence-based learning - we need more attention to individualized assessment of students and customized learning	Shared agreement about what constitutes a comprehensive program	"Site-based" is a Potemkin village (e.g., there is nothing there - site-based rarely means that there is a truly distinctive school program, distinct from others
Student:teacher ratios	Lack of nurse in each school	10th graders with free periods
Disparity between schools, not all Eugene High Schools are equal	Music education programs struggle to survive	2nd language should be offered in elementary school
Lack of economic equity created by school choice and alternative schools.	Class sizes need to be reduced.	3 by 5 high schedule is a joke and needs reform.
state financial support for education	large class sizes	3 x 5 scheduling doesn't work well
one can homeschool all classes, but if a family wants to just homeschool a single class, it is very difficult	CPM math	3x5 , cramming a subject into 2 trimesters instead of 3 and then having long gaps without a particular core subject
Class sizes could be smaller	Need more school days - school year is too short	3x5 schedule means students only take important classes for 2 out of 3 trimesters
diversity	lack of strong TAG programs	4J feels isolated from surrounding districts
The provision of vocational training for students who are not necessarily college bound	Briefing the transition for students moving from the high school to post high school environments.	4J is challenged by the large class sizes - it would be nice to see them smaller
In 4J, classes are too large from elementary school to middle school and through high school.	There are not enough IA staff in middle schools.	4J needs more teachers and IA's to reduce the size of core classes.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

<p>TOO MUCH STANDARDIZED TESTING and time spent prepping for these measures that don't really amount to anything educationally but passing a bureaucratic measure of achievement. How does this educate a child?</p>	<p>Class sizes are too large for teachers to handle on their own. More money needs to be put in place towards teachers and teaching support staff. Less money needs to go into administration. There needs to be more equity within the 4J staff on all levels. What does a teacher make 40,000 to 50,000 and an administrator makes 100,000? This is scandalous as the teachers are the most important assets in a school and should be given ample salaries, budgets, time, more freedom and smaller class sizes so they can aptly do their job.</p>	<p>4J needs to consider that education is inequitable between neighborhoods. More equity between all neighborhood schools</p>
<p>4J needs to ensure that every student receives instruction in English grammar; this has shamefully not been the case for decades.</p>	<p>4J needs to commit itself to opportunities for students in every school, not just in what the R-G calls "academic powerhouse South Eugene." Allowing band at a middle school feeding another high school to be eliminated was disgraceful!</p>	<p>4J needs to make sure that its English teachers know good grammar; that has not always been the case.</p>
<p>To many head teachers on cell phones</p>	<p>People are keeping the wrong teachers and losing the best sub ever Marlika O'Connell</p>	<p>4J would improve if you put [Personal information removed] back on the sub list. It is so wrong to do think to a perfect sub EA classified 1:1</p>
<p>There are some administrators that make it harder for teachers to do their jobs. Mostly because motives and strategies to achieve goals are different.</p>	<p>Why does 4J not partner MORE with Eugene Recreation. (BEST, ACE, Club Bethel) are all excellent programs that provided after school care that was cheap and effective. It was grant supported and should have been continued and worked to partner with the city until grant funding was restored. 4J needs partnerships!</p>	<p>A lack of funding in the state's budget for education is a huge challenge. 4J (and other districts) should be state county and city tax supported and not dependent on levies and propositions to fund ongoing maintenance or programs. (And 4J should act fiscally responsible)</p>
<p>Teachers say not enough time for students because of class blend</p>	<p>Lunch is not long enough to eat a healthy lunch. I have lunch with my children often and even I don't have time to finish.</p>	<p>A lot of makeup work because they have 10-15 minutes per project without direction from teacher due to blend...</p>
<p>Large class sizes, particularly at early Elementary</p>	<p>Lack of planning time to adequately prepare and meet the diverse number of needs in large classes</p>	<p>A public expectation that as we continue to devalue and cut funding in education, that teachers will continue to pick up the slack of those lost positions and cuts.</p>

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Truly embracing diversity, walk the talk	Recruiting diverse staff, working to have a multicultural, diverse staff in each school	a smooth "hand-off" at each level, Elem - Mid - High, so every student is prepared for the transition
Teacher continuing development counseling support	Teacher retention behavioral support	Ability to meet needs of BOTH at risk students AND gifted/ average students to challenge and advance all students academic support
Cultural competency/awareness around equity issues. Consistently among the schools	Issues concerning social promotion and how it affects/impacts graduation rates. Fidelity when using curriculums	Access to technology for all students. Accountability
Grading system is too complicated and too subjective. What is wrong with a-f?	Balanced point of views when it comes to conservative/liberal	Accountability. Students can turn in assignment late for full credit re take tests.
Enormous class sizes	Enormous case loads for special education teachers	Achievement gap
class size	decline of extracurriculars, such as foreign language instruction and music	achievement gaps
Technology classwork	Global educators	Activism and community preparedness
Class size	Curriculum	Actual time spent teaching
Mental health support for students	Counselor in every school full time	Adapting to changing communities including increased homelessness
Reduce class sizes	Increase staff support for behavior problems	Add adequate classrooms to accommodate the student population
Class size - needs to be smaller	Prof. development for staff and teachers and admin needs to happen	Additional resources to serve minority groups/special needs/counseling (students with mental health / poverty/ drug abuse families etc.)
financial issues overshadow future, as PERS & personnel costs increase, facility maintenance - funding can't keep up with needs	classroom sizes are far too large for effective learning; teachers need more resources, up to date equipment/technology, etc. collaboration with staff and administrators to solve problems. Administrators need to be in touch with what is going on in the trenches	addressing all the testing that's taking place to measure students, teachers, schools; it's a drain on academic learning time, resources, and the value is unclear
reduce class sizes!	if they are going to be effective decision makers.	adequate quality staffing for all programs

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Equity in quality of education, facilities, technology, and extras at different schools	The very few poor quality educators who persist in the system and are hard to avoid at some point in a child's career	Adequately measure individual student progress year to year without resorting to high stakes testing administrator evaluation input from staff
Cultural competency A fear among administrators to honestly and comprehensively evaluate their staff and to tell the truth about the need to shift teaching practices	Teacher retention more collaborative relationship between the Union and Administration to focus on common interests for the greater good of learning and teaching.	Administrators and leaders maintaining a status quo about teaching and learning and therefore not creating professional learning communities. Administrators have fetishized data diving. Teachers need time to determine together and individually what their students need to be successful.
SpEd teachers and specialist caseloads are way too high and their administrators do not support them sufficiently. Morale is abysmal. lack of technology at middle and high school	Class size is much too high for students to be successful. alternative school elitiness	admins in same place for too long
Children are different in social interactions, but maybe more socializing to learn how to respect and tolerate each other. A life long learning.	Similar to above, but maybe how to date respectfully.	Advanced high tech programs in latest technologies.
Not enough funding and from that comes many things - too large of class size, fewer class options, no vocational training, drama and music relegated to 0 period and after school(last item may be more of the 3x5 bi-product)	Some teachers need more support for better performance such as training for classroom behavior management, or one veteran elementary school teacher is not understanding of boys needs but happily over caters to girls(I've witnessed this for at least 8 years)	Advanced students don't get to take classes in middle school as a 5th grader or in high school as an 8th grader if they are academically ready. This is true for students that are TAG or not TAG. They just have to put a hold on learning in that subject for a year instead.
Class size is unmanageable some (but not all) terms; balance of workload from term to term is impossible grandson says he really likes the school it doesnt need improving	Dated facilities with asbestos and no natural light there should be more library work with the kids	Adversarial relationship between administration and staff (district and building) after school activities ,eg,chess club ect!
Funding for Technology More options for language immersion	Funding for staffing Class size	Age and status of school buildings Aging Infrastructure Aging/degrading facilities and lack of sufficient IT support
Class size French immersion program creates inequitable distribution of resources.	School week (half days) French immersion program takes away resources from the community.	All children at the middle school level should have equitable access to French.



**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

All students should be learning a second language	All students need exposure to music and the arts	All students need physical education time
		All the resources needed for an excellent school when funding is adequate- library time, nursing, talented and gifted program, more arts, technology, counseling, support for parents and staff
Class Size	Instructional time- shorter days and less school days than most of the country	Allow teachers to teach and discipline instead of being politically correct babysitters
Higher wages for teachers, less pay for admin	MORE SCHOOL, LESS "FURLOUGH/GRADING/???" DAYS	Allowing strangers into the buildings and not asking for ID when someone else picks up a child
Safety of the students	Security at the schools	
	Most staff development provided by the district hold little or no appeal, they tend to focus on teaching someone how to use purchased curriculum (which comes complete with too much information as is...we don't need someone to walk us through the manuals	Alternative schools cause friction and become the have and the have nots perhaps it is time to rethink that model of setting up schools and return to just neighborhood schools
Teachers should be given more autonomy and encouraged to innovate	Not enough support for behavior issues.	Alternative schools drain r sources for neighborhood schools.
Class sizes too large.	School choice system is very desirable for many. (Long wait lists at choice schools show many want in those schools - or alternatively out of neighborhood schools) 4J needs to look at why so many want it and address those issues.	
		Amount of electives offered k -12 (limited pe/music/art in elementary; home ec and wood shop cut in new Roosevelt etc)
Class sizes way to big		Amount of teaching time (short school year/days)
Equity and diversity among minority groups (including sp ed)	Class sizes	An effective communication system including: Standardized school and district web pages with a competent web master at the district level.
	Enrichment and need based programs for ELL students are co-mingled in the current ELL program outline, making it challenging if not impossible, to follow ELL funding for targeted English Language Learners.	Utilization of social media to reach parents and students.
Students of color and with disabilities are far more likely to leave, or be asked to leave, their neighborhood school.		
More options for kids who are ahead to support their learning environment.	Variety for school lunch program.	Art and music for the creative development of our young people.
Class sizes make effective teaching far more difficult	The teaching staff does not reflect the diversity of our students	Art, PE, music, and social studies need more support and emphasis

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

classroom sizes	availability to extra curricular activities	art/physical education being part of regular curriculum
Class size	Class size	Arts
smaller class size	better choices for classes in high school, in particular	arts, music, shop classes, PE -- restore past levels
Class size	Academic rigor	Assessment tools
class sizes- 29 kindergartners is ludicrous	counselors- schools must have social services in place for kids	assistant principals at elementary level- this job is too big for one person
need to reduce class size by hiring more teaching staff	3x5 high school schedule is detrimental to staff and students	attempts to standardize schedule across high schools does not account for needs of each school's population
Insufficient writing and critical analysis instruction and opportunities	Equity for female athletes	Attention (justifiably) given to students with lesser and higher abilities neglects the majority in the middle
Need to decrease class size across the board.	Some type of services to families to work toward better parenting skills.	Attracting the best teachers and supporting them so they want to stay.
even more resistance to the intrusion of "academic" studies and statistics in place of genuine experience and empathy	TIME! for students AND teachers	awareness of effects of too much pressure on middle and high school students - a little knowledge of recommendations for amount of sleep teenagers need would go a long way
Low level in math	Few subjects learned (not enough)	Bad nutrition !! Snacks in class & cafeteria
Engaging families in decision making	Professional development for teachers to learn the new trends in education	Balance between teaching to core standards and emergent curriculum
Financial challenges, especially the impact of the PERS contribution increases that are looming	Need to continue to attract smart, articulate staff--quality staff make a difference in student lives	Balancing enrollment peaks and declines without making education unequal in different parts of town,
What to do with behaviorally challenged kids. Integrate them or separate them? I have seen how challenging it is for the teachers and how hard it is on the other kids in the class.	Class size. 30 plus is TOO HARD on teachers.	Balancing the needs for testing vs creative learning.
PAY FOR TEACHERS SEEMS TO BE #1 CONCERN EVERY YEAR	BUDGETS	BALANCING WORK DONE IN CLASSROOM VS HOME
Equity- we still heap advantage on privilege.	Continuity of support, We have language imersion programs that go no where	Balkenization- many factions working at odds with each other

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

High teacher turn-over rates	Over-testing students	Basing teacher evaluation on student performance
Class sizes are too large.	Not enough subs in system. We have had at least three days this year with no sub available when a teacher was out.	Behavior programs not staffed as needed for the children and staff to be successful.
Class size	Need for good teachers	Behaviorial issues that hinder learning Being able to get rid of teachers/administrators who are not effective
Class Size	School Year Length	
improved facilities - more gym space and quieter learning spaces	smaller classes	better cafeteria food
Standardized testing does not get us where we need to be.	Deterioration of Music and Arts curriculum is unacceptable	Better focus on IEP kids and making sure they get what they need.
Smaller class sizes	More electives/vocational classes	better funding of athletics
More schools need Art, Music, More foreign languages, engineering, metal working, carpenter classes	More Nutritious food served in the cafeterias every day	Better health classes
Funding to special programs	Physical Education - programs are needed at all age levels	Better nutrition program - school lunches are expensive and not nutritional
class size reduction	less emphasis on standardized tests, and less use of them as a ranking/rating tool	better overall communication within and across schools/district
Choice system creates two tiered system of education and has not been adequately addressed.	Districts choice to seriously under fund behavior supports for students leads to large scale disruptions. This more directly impacts low income schools due to placement of CLCs. Alternative schools are largely kept free of CLC Cogs and Behavior programs. If you don't budget for it you still pay for it. That is why many principals in Title One Schools spend the majority of time on behavior. What a waste when you could choose to budget for some solid behavioral EAs like they do in other districts and allow your principals to be instructional leaders.	Better public relations so our community understands the real challenges and how to support our schools
We need more art education	More and longer periods of time outside	Better quality food and kitchens

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Class size - way to large, need to be smaller	Lack of fine arts and performing arts programs including music	Better recruitment for top level managers and building administrators - get what you pay for!
Better teachers	Math curriculum is a joke, a bad one	Better teachers
Keep students safe from mass shootings.	Need more history classes.	Better transition to vocational/successful blue collar careers
Class Size	Better Math Curriculum--- Everyday Math would be a nice start	Bilingual supports--- like in math, our curriculum is very english-oriented, but EDM is bilingual!!!
If we lose funding for music and arts, I don't know what my daughter will do for her senior year. Band is the biggest thing in her life. She plays 5 instruments, is a student conductor, on band counsel, and much more. If she didn't have band she wouldn't be doing as well in school or have quality friends.	Losing some of the best teachers my kids have had. YG kept losing teachers and they combined grades. It was very difficult for my son. And now North is losing teachers, we are not happy.	Both Kelly and North are very old buildings. They really need updating and improvements.
Equity	Variety of offerings in high school	Boundaries
Clean drinking water	Healthy food	Bright futures
Transparency in how tax money is allocated to the schools. Why do we hear that schools never have enough money, but our property taxes continue to increase year after year. Where is this money going? Are schools being shortchanged?	Don't teach to the lowest denominator, students that are excelling need to have more opportunities to excel so that they do not become bored with the curriculum.	Bring all schools in the district up to the level of the best performing schools in the district. There should not be such disparity among the schools that parents are constantly trying to move away from the schools in their home area via the lottery.
Class sizes are too large.	Too many behavioral issues from K-12.	Bring back art, music, library & P.E. full-time.
More AP classes in high school	Smaller class sizes for all the schools	Bring back TAG programs!
We need to focus our efforts to help the most challenged students in our district	More focus on the classroom and less on administration	Bring back training in the trades, not everyone will go to college, but we need to prepare them for their future.
The common core standards should be introduced slowly over a few school years.	The amount of funds that are raised all over the district should be more spread out, so children attending schools from poorer neighborhoods have the same opportunities as children from wealthier neighborhoods.	Bring back yearlong PE and music classes.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

the schools need to focus on teaching our students core classes not focus on social issues	Sexual orientation should not be a topic at school that is an issue for home and family	Bring God back into the schools
More counselors in all schools	More healthy vegetable-based/whole foods and from more local sources	Bringing student-teacher ratio down
Leadership could be stronger in schools	4J has a hard time enforcing anything; staff and students can get what they want with enough complaining	Budget -classes are too big, staff is stressed
Some weak teachers and staff, who keep working when they should be gone	No consistency between schools so it's hard to know what to expect or what's available for students	Budget cuts and large class sizes
Class sizes at the elementary level, K-2 are big. It would be beneficial to make the classes smaller or add some aids to help support the teachers.	I think there should be counselors at the elementary schools. There are so many abused and emotionally disturbed kids that could really use some counseling. Then, these kids would have a chance to succeed. At the elementary and high school level, it would be beneficial to have a mentoring program for students with a challenging family life and poor role models.	Budget is always a challenge for any school district, it would be nice if we could offer PE and music all year long in the elementary and offer more PE at the middle school level. At high school, students cannot take more PE than the required, it would be nice if students could have more access to the gym and weight rooms, to promote general good health, not just strong athletic teams.
Poverty	Drug use	Budget limitations
Funds not being used wisely; i.e. 4J is top heavy; too many administrators	School area equity; i.e. North Eugene has no draw to its schools.	Building "super" schools; students will be "lost" in them.
Graduation rates	Class sizes	Building capacities
ESS administrators---extremely poor communicators & problem solvers	Lack of support and communication to the teachers and specialists	Buildings that are safe and materials/curriculum that are current
The lunch menu is improved, but still serving American cheese? My son will not eat the food that has that cheese on it because it is so yucky.	The "TAG" program is pretty much non-existent. The teachers don't have the ability to meet my son at his level. My only choice is skipping him a grade, which is not ideal either.	Bullying is still an issue, although there has been much more focus on the topic.
Teachers that need to retire.	More sports and after school programs	Cafeteria food
Class size	Quality teachers	Capacity
Lack of funding and resources - eugene schools rank far behind other states	Lack of support for alternative programs	Catering to small interest groups
Teachers and staff overworked. (stress reduction/nap rooms or meditation areas)	Understanding parents, children or staff with mental health issues.	Celebrating differences and embracing community.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

We need equity for all students and schools.	Challenge is buildings that are at capacity for space and still accepting students because the community loves our school! :)	Challenge is no bussing to our school.
Concern: Teachers are faced with short teaching time and demands are stressing their ability to accomplish expectations arts and music program	Weakness: There is a lack of balance between academia, arts, culture and body awareness (P.E., Health) is ap and advanced courses	Challenges: With national and state mandates there is inadequate funding for teaching essentials like music, cultural events, interpersonal skills, history, etc. challenging advanced students
Safety in the classroom.	Teacher not aware of student behaviors or how to keep students safe.	Changed schools because the principal could not assure student safety.
Aging infrastructure	Need more focus on trades (as a viable alternative to college readiness) giving extra prep time for staff for lower SES schools so that they have a better support system built for students who needs extra care	Changing demographics is a huge challenge changing negative images of North Eugene HS so that they do not lose high-achieving students
investing extra funding for schools with lower SES, not just evenly distributing based on needs index		Children are the future and need to be allowed to fearlessly show us older folks the way of evolution. Stop trying to brainwash them with same old same old.
#1 weakness is to teach the same curriculum through the broad variety of gifts and interests students have/bring.	Students' wellbeing needs to be the first priority - period!	
Teachers need paid training in technology so that they can implement and teach technology in their classrooms.	Lunch should be longer and more structured (see lunch in Japanese schools) with recess before (proven to increase appetite for healthy foods). Food should be delicious and healthful. Whole milk should be an option.	Children need more ownership of schools, helping with lunch, cleaning their classrooms and playground areas, and help the teacher with other classroom tasks.
quality of achievement by all students	use of scarce resources for teaching the most necessary skills	civic knowledge and decision making
Financial support from the state needs to be changed, more money	Bring special needs teachers into full certified status as teachers	class size
Class size	Class size	Class size
class size	class size	class size
Class size	Discipline	class size
Inconsistency	Old sxhools	Class size
Improve offerings and support for K-5 advanced learners	School facilities improvements/ More new buildings	Class size

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Class size	Ubiquitous schools that are not reflective of communities needs or desires	Class size
Class size	Reading and writing proficiency for at risk kids	Class size - I know, I already said this but I think it is really important. Class size (more the neg impact on teachers and their ability to teach well, know students, differentiate, etc.)
Funding/Finance	Inconsistency across regions (South, North, etc.)	Class size (You get the point? Hire more teachers)
Class size	Class size	
3x5 schedule is a disaster for so many reasons	music education deprioritized to 7:00am	class size and teacher overload
School lunches are not nutritious meals and for many students, these meals constitute 2/3 of their daily nutritional intake.	Systems, procedures, curriculum, inter-district collaboration in special education. We need a more unified approach to meet the needs of our lowest performing students. their families, and ESS staff.	Class size is directly related to student achievement. Every effort should be taken to bring class sizes down to more manageable numbers. This also supports the re-integration of students with disabilities into the regular education classroom.
Middle school is way too rigorous. Before and after school free clubs and extracurricular programs	Get better substitute teachers.	Class size is too big, especially in middle school.
Too much emphasis on test scores	Discipline, bullying	Class size is too large
We are understaffed	Providing personalized pathways for success	Class size is too large
3X5 schedule (good to have common schedule but not this one)	Teachers and EA's are overworked statewide funding of education from pre-k through higher ed	Class size is WAY too big
Attention to T.A.G. students--simply identifying them is not enough	"Equal for everyone" is a mistake. Instead we should be giving everyone what they need, which is often not the same.	class size, available curriculum, teaching quality, classroom resources
School Choice	TAG	Class size, class size, class size. 4J is heading in a disastrous direction with this.
Every school needs full time counseling support (not school psychs, but actual counseling services).	Nurses are overburdened.	Class size, especially in the elementary level
Too fast paced and extensive of a curriculum. Not enough emphasis on honing foundational skills for students to be successful as they move forward.	An abundance of food waste that can feed others.	Class size: classes are too big.
		Class size.

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Time allotted for lunch for the children. I know alot of concerns have been brought forth, and no one seems to understand that kids are not getting enough nutrition simply because they don't have time to eat. It has gotten to the point at my son's school (Chavez) where they are not allowed to talk at lunch because they have to hurry and eat. He comes home starving, and with half his lunch left over. Please read this study on why enough time is essential to the health and well-being of the children. <a href="http://depts.washington.edu/nutr/workpress/wp-content/uploads/2015/07/Time-For-Lunch-FINAL_NUTR531-winter2015-1.pdf">http://depts.washington.edu/nutr/workpress/wp-content/uploads/2015/07/Time-For-Lunch-FINAL_NUTR531-winter2015-1.pdf</a>	MORE RECESS TIME! Studies have shown that children who get more recess time, are able to pay attention longer, have better behavior in the classroom, and are more efficient in their work. Read about how more recess worked here: <a href="http://www.offgridquest.com/education/texas-school-triples-recess-time-and-see">http://www.offgridquest.com/education/texas-school-triples-recess-time-and-see</a>	Class size. Too many kids, not enough staff. It makes it impossible for teachers to do their job well, and it is at the expense of our children. Can I add a number 4? I am a teacher supporter, truly I am. However, I keep seeing decisions being made to make jobs easier for educators, as the expence of children's well being. I.e. separating lunch my grades-which in turn means shorter lunches.
Curriculum	Additional help/classes in the basics: math, reading, writing	Class sizes
Poor biology teachers at south Eugene high school	Integrating science and math better into French immersion	Class sizes
Over emphasis on technology in lower grades.	Awful food service provider. Follow lead of Village School and implement scratch kitchens at all schools.	Class sizes are appalling. Also, move toward fewer and larger schools is bad in many ways. class sizes are creating impossible situations for children to get the help they need. Not all kids learn at the same pace, and behind due to the lack of support their teachers are able to provide
Parents of children with special needs do not get fair treatment for their children behavior at times	if a parent has concerns about a teacher, the principal needs to take it seriously	Class sizes are large-25 in my daughters kindergarten class
Nutrition-why is juice/pretzels considered healthy?	Communication-why did I get 24 hours notice of this meeting? A week would have been better	Class sizes are much too big.
Class sizes are way too big.	Class sizes are much too big.	Class sizes are much too big.
up to date curriculum and technology	school choice	class sizes are to high
More Special Education resources	Bring back school counselors and real librarians	Class sizes are too big
Our students will not be as ready for college compared to students from other OR districts without teacher-librarians.	research/ online safety skills lacking without tracher-librarians	class sizes are too big



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Equity in resources.	Old curriculum in special programs, such as ELD.	Class sizes are too big.
Too much standardized testing- it hurts, and doesn't help students who are not 4-year college bound	Deep mistrust between Downtown Administration and teachers/staff	class sizes are too large
scheduling at the high school level is very difficult - we wish for more flexibility (e.g. motivated kids being able to take more than one science class at a time)	having core classes for only 2 trimesters at the high school level makes things very difficult on the students (and teachers)	class sizes are too large
Too many resources are spent on immersion education	Not enough second language instruction in middle school teachers whom might be highly qualified but that are poor teachers stay for years and years	Class sizes are too large
graduation rate		class sizes are too large
need for CTE classes (including arts ed) to increase engagement and graduation rates	we need librarians! counselors! nurses!	class sizes are too large at all levels
Students should not be advanced to the next level if they do not demonstrate proficiency (ie. "pass). Having them repeat core classes would create more accountability.	Eugene IHS needs more support. Despite it's many successes, it struggles to survive and to prove its legitimacy year after year. Talk to alums and parents about this, please.	Class sizes are too large, across middle and secondary schools.
<p>4J is lacking in its capacity to make and implement system-wide decisions in multiple areas of operations/ program, which leads to inefficiency and inequity. Given 4J's resource challenges, it is critical to make this shift in culture and to focus resources on the most important drivers of student achievement. Examples of areas in which 4J could make meaningful systematic decisions include curriculum, school schedules, program staffing, professional development, technology choices, etc. By failing to systemize appropriately, 4J creates its own obstacles to attaining achievement and equity.</p>		
	4J's culture is not as accountable as it should be.	Class sizes are too large.
My 6 year old only gets PE 1-2 times a week	There are hardly any music courses offered for lower grade levels	Class sizes are very high

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It makes me sad that there is no art, music, or quality physical education. Those are just as important as test scores.	I feel like the kids are always out of school. Attendance is the key to knowledge!	Class sizes concern me, but Awbrey Park addressed them on the first week of school. Pfew!
Equity (there is wide range of opportunity across schools, and depending on where one lives)	Transparency and clarity/simplicity in explaining how funding supports equity of opportunity across schools	Class sizes must be reduced
The middle school math curriculum is horrible.	My son has had some really great teachers and unfortunately some HORRIBLE teachers.	Class sizes need to be lower!!
Ridiculous over-emphasis on standardized testing--horrible!	Need more transparency in school board's & superintendent's actions	Class sizes need to be smaller
Charter schools need full funding. Those students are Oregonians just the same as the students in public schools.	Administrators' obscene salaries	CLASS SIZES NEED TO BE SMALLER!!!
high school seniors who can't pass college entrance exams	high school graduates who are ill prepared for the real world; can't do basic math, spell, grammar, etc. amount of homework and grade weight it carries	class sizes that are so large students can't obtain the help they need, can't learn, and aren't successful due to over-crowding
help to struggling kids		class sizes too large
We need more school days. Oregon is lowest in country!	TAG programs!	Class sizes.
Communication with parents	Access to information for parents	Classroom size
Kids aren't ready to start K and that holds back the ones who are from learning.	Kids need more PE, art, and language opportunities from the start.	Classroom size is too high.
The buildings are outdated	Security against threats such as shooters	Cleanliness, an awareness of good hygiene and more sanitizing!
Financial stability	Class size	Clear stated education goals for each subject and grade
After school enrichment	"academy days" to many days off	Closed campuses
Staggering class sizes	lack of parental supports (homework clubs/trainings & classes/etc.)	closing the achievement gap
Class sizes and not able to provide a full academic schedule to high school students	Consistency and quality of teachers and administrators	College Readiness
Transportation	Organization	Common Core
The cost to educate a child versus and their relative academic performance versus historical	The cost to address special needs has got to be very high	Common core
Continued funding of music program at NEHS.	Curriculum not targeted to testing.	Common Core requirements.

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Class size too large	Art, home economics, and music need to be brought back.	Communication between downtown and the schools
Ratio of counselors to students	Class sizes	Communication with families
Attendance and graduation rates	Providing quality classes for all students	Communication with parents and community
Class sizes	Funding for PE, music, arts, TAG, spec ed, practical classes (shop, CAD, etc)	Community involvement
Many teachers who have worked for 4J for a long time are not engaged	Need more counselors to deal with multiple, diverse problems faced by students	Community thinks 4J is better than it is
Concern that there is little to no arts education	Concern about class size	Concern that there are not programs for gifted students in elementary grades
Class sizes are way too big.	School year should be longer -- or more hours of instruction time.	Concerned about seismic safety in my son's school -- Edison.
Population growth without a ""refinement plan"" especially for schools.	Seems to be a disconnect between the city planning and the residents.	Concerns about MUPTE and financial questions.
Human Resources... Constant changes and racism	Class Size	Condition of Buildings confused priorities based on personal attitudes/feelings of minor segment of population. Overly sensitive and lack of willingness to take risk and deal with outcomes
Time in class	lack of true leadership...	Consistent district-wide accountability measures
Cultural competency among families, students and staff	Diversity among staff	Constant CHANGE ... curriculum, technology, families
Large class sizes	Lack of PE, Music, Art, Extras ... depending on the year	constant change, no consistency in anything!!!!
too many administrators	poor administrators who are moved, promoted, and never fired	
Class size - need to increase staffing	lack if classes in art - especially visual art at elementary & middle levels	constraints of building budgets continuity of immersion programs(Middle schools/High schools)
class sizes need to be reduced	support for new teachers	Conversion of French and Japanese immersion programs to Spanish immersion
Each secondary school should offer Spanish classes	Communication and engagement with community members	Convincing students of education's importance/necessity
More instructional time	Bringing back vocational classes	Cooperation instead of competition-- we all rise and fall together, and the downside of choice is that some feel it necessary to put down the "other"
Class size is too large at many schools	The perception that public schools are providing some "minimal" level of education and true excellence is only found at private schools	

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need more electives target careers besides just college such as plumbers and mechanics	Excessive new facilities that are more than we need in th form of costly architecture and ridiculous landscaping budgets	Cost of employee benefits are too high and out of line with the private sector
class sizes	more efficient use of local operating levy (too many central office admin)	counseling and music in every school paid out of general fund
Class size needs to be addressed - especially in the middle schools	Lack of Physical Education - Life lessons through athletics both extra curricular and basic physical fitness.	Counselor's that can spend more time assisting kids in applying and getting prepared for college and/or a career.
Smaller Class sizes are needed desperately	Not being offered PE and music year round	Counselors needed to help address behavioral issues
inequity because of school choice and impacts on schools people opt out of	class size and equitable offerings amongst schools	coursework for non-college bound students that fits our economic needs as a community
Utilizing a centralized system to manage schools is inefficient, inconsistent and confusing to community partners using the buildings for afterschool programs.	Shared use agreements should be the blueprint to maximize field and facility use	Create a Community Liasion position. Hire an individual with the skills to create connectivity between 4J and the community.
Attendance-creating a culture of going to school	Preparing students to make critical life decisions in an environment of self-victimization as an easy way out	Creating a "we're all in this together" attitude as opposed to "what's in it for me."
Diversity	Funding	Cultural studies & awareness
"Free periods" in our high schools/inability to fully schedule our students.	Lack of computer and currently relevant technology classes.	Current 3/5 schedule makes it difficult for students to explore interests through electives in arts etc.
Hiring good quality adimistrators	Building trust between district office and teachers	Current/up to date curiclum for subjects beside math/science/english
Well thought out decisions by administrators with plenty of research and input from teachers/community before decisions are made.	Smaller class sizes	Curriculum
Opportunities for TAG kids	Teacher evaluation and support	Curriculum
School day and year is too short compared to other states	Buildings are aging and some are pushed to capacity and beyond	Curriculum changes too often, wasting money and time
rigor	CTE	curriculum that actually fits the program (spanish immersion)

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		Cut back of the emphasis of inscholastic team sports programs which restrict the number of students who are on the main team(s); Why not more intermural sports/club type activities available for the entire student body?
Weakness: low emphasis on exposure to vocational skills (wood shop) (metal shop)	Weakness: low emphasis on exposure to fine arts, music, theater, speaking and debate skills	
Insufficient Funding	In Need of Faculty Upgrades	Cuts in Curriculum in music, art, history, sciences
Diversity and racial segregation	Performance (including graduation rates, standardized test scores, etc.)	Data management and district-wide (standardized) policies
Staff--we need all teachers to be culturally competent, and curriculum to match. Also principals	Drug use	Dealing with behavior issues, need for nonviolent communication restorative justice...starting with these issues in kindergarten so behavior problems are not made worse
Large class sizes	Keeping students engaged	Dealing with student mental health issues
Transparency of decision making	Communication with parents and other stakeholders	Dealing with varying educational needs of students/one choice or program does not fit all!
Class sizes too big. Too many cuts and increasing cuts in programs over the years	Nursing staff shortage	Decline in instructional time due to large classes
conversion to Common Core-based standards may be negatively impacting our best teachers' abilities with no proven benefits	continued lack of state funding	decrease in school choice is already leading to relocation of those with the means, resulting in segregation
Vast differences between schools as far as resources, approaches to learning, staffing, etc.	Large achievement gaps	Decreasing financial resources for all school
Large class sizes	Lack of special ed support	Deteriorating buildings
investment in "green" infrastructure (e.g., energy reduction=long term savings)	more support for alternative transportation (ie, not individual vehicles)	direct experience learning (e.g., outdoor learning)
school choice	administration	discipline
The TAG program is very poor. My son is TAG and is suffering because of the lack of services offered.	The class sizes are too large	Discipline issues with disruptive children.
underfunding	class size	discipline problems
	lack of funding for PE, Art, Music, Librarians, G & T programs, support staff	discipline strategies are often not well suited for success of "problem" children
Class size		

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Lg. class sizes do not allow teachers opportunity to acquaint themselves well enough with students to be able to connect with their learning strengths and weakness and adjust instruction to meet needs. school & teacher quality vary too much	Communication is not equitable across parent subgroups  lack of cultural competence	Disconnection between general and special education due to lack of collaborative planning opportunities disjointed curricular goals between grade levels disproportionate, predictable growth and achievement of underserved student populations
Staff mobility	staff evaluations that are informed by appropriate growth measures	District 4J administration lacks financial transparency and fails to stand up for student financial needs District admin not transparent in its decision making therefore fostering distrust by community
Class size (student/instructor ratio) needs to be addressed	Local and State funding levels are abysmal	District funding for individual schools should be an open book policy, but it is not.
More Vocational Training Opportunities	Administration not connecting with parents well enough Schools with Comprehensive Learning Centers are not supported well by the district.	District ignoring huge concerns for far too many years District trying to make all schools the same
Class sizes are too big.	ineffective principals / poor leaders, ability to attract and RETAIN great teachers	Diversity should include ALL people, not just those that have different ethnicity, beliefs, sexual preferences/diversity, etc. Reverse discrimination is happening and even being influenced by the teachers. Teachers need to teach from a non-biased position and not let their own beliefs influence the students.
Wellbeing of our children, teachers, staff, and families Too much focus on standardized testing	Not enough arts, sports, music	Do more vocational training into the trades don't push so much academics on kindergarten/give them time to be children!
Staff & Teachers need to be held accountable for their performance; not retained if low performer Pay teachers more who have this passion for our kids	Dress code should be enforced, students should be held to the standard put out in the school guidelines and disciplined for non-compliance.  More outside training, about real life	Drug free school & Healthy food in school cafeteria Drug use is growing and being encouraged.
smaller class sizes!	return to half day kindergarten /save money and childhood!	
more AP classes	More music classes ( specially in elementary school )	
The teaching of the value of life and self sufficiency	The uniqueness and value of their birth gender is not stressed enough	

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Finances are an issue. The state deems other things to be more important, like their personal pensions etc.	Over crowding. Less one on one in classroom time with students.	Each teacher only teaches their specific subject, one specific way. There are 5 types of learners. All types should be utilized so that all students have an equal understanding. Early intervention for challenged learners
Class size	Curriculum updates	
poor K-5 math program	conceptual help for struggling math learners in elementary	early math education
Class sizes are very large	Not enough staff to manage wide range of behaviors	Early recognition and intervention for children with needs
Lack of arts funding	Shortest school year	Early release every Wednesday
Lack of full year physical education class	Need more classes that prepare kids for the real world (not just college) - think entrepreneurship classes	Easy for kids with mental health issues to fall through the cracks Educate parents and community members about the toxins in food, cosmetics and bluelight radiating screens that are causing negative behaviors and blindness.
Take student access computers away from students. Period.	Educate students on brain-development and brain-deterioration and the toxins in cosmetics and food that are creating their behaviors.	Effective preparation of students for life after High School, whether it involves higher education or direct entry into the work force.
The number of minority teachers.	Increased focus and correction of the determinative factors relating to the consistent failure of minority students.	
Reliance on business "sponsors"	Excessive administrative positions/pay	Effective professional development
Class size	Need longer lunches	Elementary kids new longer recess Elementary Schools are poorly supported compared to middle/high schools
Our programs for students with behavioral challenges are woeful. More support for teachers in the classroom (elementary schools) - varying levels of intellect and behavioral issues way too taxing on teacher. Teacher spends more time trying to keep class in order over teaching.	Class sizes are ridiculously high	
	Programs besides TAG, which needs improvement in elementary schools anyway, to support and push bright, curious and smart kids.	Elementary schools teach to the average as they don't have resources to drive students capable for more.
Class size	High school students getting full class schedules	Elementary teacher prep/student PE and Music

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Class sizes small without having to blend grades	High needs in many low SES schools. School choice is making unfair balances in the area of behavior needs, learning disabilities, and high needs kids.	Elementary Teachers need more time to prep. We work late hours and often have to come in on the weekend.
more healthier and nutritious breakfast and lunches	more vegetable gardens on school grounds so students can maintain and harvest and eat from their gardens.	Eliminate classroom laptops. Bring in real books.
class sizes!!!!!!!!!! There is a great lack of equity between the quality of education between elementary schools. Where some schools excel, others are plagued by too few staff, lack of effective leadership, and growing stressors from students with high needs that are not being met by current resources. This negatively effects all students at the schools that are struggling.	teachers needs and opinions are not the top priority- happy teachers (more time for prep, curriculum they like, etc) = successful students	elimination of wait lists to get into schools like Charlemagne...open more classes please!
Lack of academically challenging instruction (for TAG or similar non-identified students). My straight A student is bored because school is too easy).	There is not sufficient representation in our 4J teachers, staff and administrators of people of color, especially Latinos/as. Also, our teachers need better benefits so we can recruit and contain them.	Emphasis on standadized tests is lowering quality instructional time, as teachers are forced to teach to the tests rather than help their students develop valuable writing, reading, reasoning, and critical thinking skills.
	Reducing class size so teachers can be sure students are learning.	Engage families, as they are the key to student success.



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To ensure equity of choice, 4J must provide bussing for all student transfers. The East end of 4J needs to begin to experience what the West end has experienced for years. Large class sizes, severe behaviors, lack of parent involvement, inequitable funding, lack of availability of resource are all elements that need to be experienced by all to incite systemic change. By allowing any and all students to transfer wherever they choose with transportation coupled with the "minimum staffing standards" listed below, we will begin to see the pendulum swing back the other direction.	Set District wide "minimum staffing standards" for all content and major electives areas. Disallow one region to exceed those minimum staffing standards unless all regions can also receive the same advantages.	Engage the community in a PR campaign to highlight the positives being accomplished within our more economically depressed and diverse regions. Promote student and educator work far more extensively by using social and mass media outlets. Encourage and fund student led media opportunities within our schools so people can witness the excellence being created by our wonderful educators. Create our own TV station (free from Comcast), social media site and internet presence to promote outstanding student and staff work.
opportunity to learn a second language	music education brought back to schools	ensuring student learn how to read and write
each child is different and we need to educate based on their strengths and interests	access what the students strength is at early age and zero in on building and teaching the for future and college	entire education system makes children stay in box and all learn the same way- NOT GOOD
Class size	support for gifted kids	equality of education in all classes
Apathy, resignation. See barriers not opportunities	Too much decentralization	Equalized quality across neighborhoods
Classroom sizes or bigger/more comfortable classrooms	Classified hours need to increase	Equipment, sructures, playground settings are too old/ not practical for the majority of students.
CLASS SIZES ARE RIDICULOUS. CLASS SIZE DRIVES EVERYTHING AND WILL IMPACT EVERY AREA OF EDUCATION.	Some administrators are doing a poor job.	Equity - certain schools such as Charlemagne get precedence over all others.
Class size	Access to elective options	Equity between campuses
Communication between the district and parents--in Corridor Elementary, communication between parents and school admin staff	Class size, number of school days, graduation rate. All poor in this district.	Equity between High School regions in class size, graduation rate, programming
Class size	Consistent and adequate staffing	Equity between schools
funding for special education classrooms (adult support/ technology)	class size	equity between schools
Class size	staff to student ratio we need more support staff	equity in opportunites for example Sheldon athletics vs Churchill Athletics

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Class sizes are ridiculous	Neighborhood schools are not as high quality as charter	Equity issues
class size at elementary schools	equity issues related to school choice	equity issues relates to title funds, esc, counselors, support for interventions Equity. There should not be "good" and "bad" schools in 4J, they should all be great.
Funding, funding, funding. Art! More PE! Music! Wood/metal Shop	Class sizes too large.  More Empathy teaching!!! Access to enrichment opportunities is much greater in schools with a higher percentage of affluent families. Those opportunities are much more critical for students from poverty, and the schools those students typically attend aren't as able to provide the opportunities. In the more affluent neighborhoods, cost of enrichment opportunities (field trips, etc.) is passed on to the families. In the higher poverty schools, families cannot afford these extra burdens.	Even smaller classrooms!          Every classroom should have at least one educational assistant assigned to it to help with behavior and academic support, especially if class sizes remain as high as they are currently. My children are in 1st and 3rd grades, and they each have 30 students in their respective classes. .
Class size is too large in many schools. When a goal/idea is adopted, decide what the hoped for end result should be and have beginning/end date for the final evaluation, with monitoring during the period. Too many times, 4J has jumped on a band wagon, ( Bonnie Benesch (sp?)/brain based learning. the district created math curriculum, etc) only to abandon it 2-3 years later.	\$\$\$\$\$	Every school district needs to be able to hold children/families accountable for their actions/inactions. i.e.: accepting excuses for tardiness, no consequences for not producing required classwork/homework, and no recourse in requiring safe/respectful behaviors, just to name a few
Class sizes are too large everything	The school year is too short everything	Every school needs full-time librarian, PE, music and art everything
Continue to improve buildings diversify teaching staff to reflect demographics of students	Growing class size continued improved transparency from Sch Bd to public	Expand school choice expanded, balanced assessment system
Class size, class size, class size.	Chasing each new fad. More thoughtful decision making. We have no clear long term vision which makes decisions seem reactionary.	Expecting teachers to do more with less. We need to support and care for our teachers.

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Hiding/lack of equity special needs programs	Hiring/retaining high quality staff	explosion of behavioral challenges Extracurricular activities for elementary students
Support for teachers	More resources	Extracurricular activities really need to be drastically improved. There are no true school-sponsored sports in middle school or elementary school levels; having to pay vast amounts of money out of pocket AND having no ties to the child's school is two strikes too many. In addition, art and music are no longer required, and kids who need extra math and language arts support don't even get to have any electives. The largest problem is a curriculum based on passing tests.
Class size is a serious problem, and the classes just keep getting larger each year.	Counseling, and support for students who are struggling with non-academic issues is practically nonexistent. This is most disturbing at the middle schools, where many students struggle through puberty and the change from kid to teenager.	
class size	lack of physical education, music and art	facilities aging
Equity between neighborhood schools and immersion/magnet schools	Class size	Facilities
Funding	Class Size	facilities
decision making - understanding that you cannot please everyone	teaching to the lowest common denominator	facilities need improvement
Class size	Equity	Facility quality
I am angry at BV for failing my son and taking the attitude that bilingual ed is only for certain kids. They could and should be meeting a wider range of children.	Inequity - schools are not prepared to deal with wide range of needs: kids college bound ready for rigor and kids homeless and barely getting through each day	Failure to meet kids where they are at. Expecting kids to fit in the box or be labeled as "bad."
safety	class size	family support services
Student/teacher ratio	Support for behavioral problems	Family support when needed
School counselors in high school helping students in gaining more scholarships and grants	Student scores in State testing	Finances
Class size	We talk equity but often don't back this up financially nor programmatically	Financial cuts to buildings have left them only offering 'bare-bones' classes rather than electives

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Large class sizes. Not just in elementary, but middle and high school, too. It's hard for teachers to access and connect to kids when the classes are so big.	The furlough days, number of in-service and report card prep days. I know the teachers work VERY hard and give so much to our students, but for continuity (especially) in primary, the kids miss a lot of school. Long term, how does that affect student attendance? Do they start to feel like school doesn't matter, that they are never at school anyway?? Report card prep is great, but could the in-service days be done differently?	Financial. That relates to my previous two responses, but I feel like programs are reduced (art), playgrounds are outdated (we live in Oregon, why don't all the schools have covered outdoor play spaces? The kids need it and the teachers need the kids to have that break). I also feel like some of the facilities boarded on being unsafe. Specifically the outdoor areas where kids play, but bathrooms, etc too)
Respectful treatment, recognition and appreciation for the hardworking teachers who continue to bare the brunt of huge class sizes and work loads	Class size, class size, class size.	Financing, is 4J allocating its funds in the best way. Can more money be funneled in to the classroom and less in operational overhead, district office "data, support, research"
large class size	better school security	Finding a way to weed out those teachers who have seniority but do not provide an "excellent" education for the students.
Improving acheivement levels without dumbing down requirements	Lottery system for school choice	Focus on academics only, unfunding the arts
Better efficiency at providing services; consider only 1 Eugene school district	Top down administration not working; need collaboration; dept involvement	Focus on basic curriculum, not CPM; get teacher/parent input when changing curriculum
Moving from different state, low academic requirements	No mental health counseling at cal young	Focus on sports and not art or other forms of expression appreciated
Class sizes at elementary are too large.	The amount of teacher prep time between elementary and secondary is vast.	Focusing PD efforts with staff and avoiding a shotgun approach to PD that's happened in the past.
Education's lack of funding and importance on the state level.	Relationship between schools and fabric of neighborhoods: reduce use of private transportation, create walking neighborhoods, examine economic class distinctions and private funding of some schools. This is a big, awkward subject, but it needs attention.	For-profit companies, especially testing and fund-raising, cashing in on the lack of prioritization of the funding of education.
student class sizes are too large	Top heavy, too many TOSAs that don't do their jobs	Forgetting about our high end students/TAG
Class sizes are HUGE!	Elementary curriculum not equitable. Too challenging for a some, not challenging enough for others.	Free pre-K.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Financial commitment from the state	Providing holistic education, not just math science and writing	Full time PE for all kids
Large class sizes need to go down.	Funding and community support within classrooms daily. Programs set up to support students with disabilities and SES disadvantages.	Fully equipping classrooms with the material support for curriculums they use.
Class size	Better mechanisms for removing poor performing teachers, both academically and socially	Funding
Too much focus on testing!	Change focus to things that will increase mental and physical wellness that will result in students more able to learn. For example, more time in between classes in high school; more mental health/counseling supports; assessing and addressing school climate; need later start times for upper grades to allow for adequate sleep	Funding
Large class sizes	Children needing more one on one help in the early ages k,1st,2nd	funding
Class sizes	Understaffed	Funding
Some really amazing Principals, some embarrassingly abysmal	Class size - out of control	Funding
facilities (collapsing structures in the event of an earthquake)	Class size/over-enrollment	Funding
Technology	Facilities	Funding
classroom size	general lack of accountability students have, as allowed by the school	funding
Same people on school board, low change rate	Unqualified or not prepared administration	Funding
Classes sizes are too large	Need more instructional time	Funding for facilities and extra curricular activities
class size	achievement gap related to socioeconomic status and race	funding for music, the arts, extracurricular experiences, counseling
oh man, class sizes at Corridor. my daughters class has had 35 + all thru 1st-5th	North not having steady teacher who can inspire passion for music and the arts	Funding for North
Do not tenure teachers. Too many teachers that are no longer good	The CPM math curriculum is terrible. Teachers cannot teach it and kids' learning and grades are suffering	Funding for PE and music/band in elementary schools
Large classroom numbers	Funding to keep programs	Funding for quality staff

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

School year is too short.	Teachers/staff don't have time/resources to assess and remediate underperforming students.	Funding! ! But the marijuana tax will fix that, right? !
Equity - and not simply in the sense of the achievement gap or socioeconomic status. But provide equal opportunity and access to students in all schools	Consistency - when you hear friends talk about the options their students have at the same grade level and realize your student is missing out. It's very discouraging. Also with regard to discipline. All schools should employ the same standards and expectations	FUNDING! and additional time in class (i know this is more of a state-level issue)
more information/opportunities for clubs/sports/extracurricular activities	school lunch options for lactose-free people	further assistance/cooperation with programs to help low income families
class size	classroom management of behaviors and interventions	general education teachers putting academic interventions into place
stop common core math	no more common core math	get rid of common core math
More training related to cultural proficiency and equity.	Teacher training in general of how to use data to drive their teaching.	Get rid of the 3/5 schedule.
Lack of support for explosive behaviors of students.	Class sizes are too large, especially in the younger grades.	Getting parents involved in their child's education.
District administration. Specifically departments not communicating with one another	Finance done at school level has too many options. "best practices" are articulated but should be required	Getting rid of bad employees. It should not be so hard. Every one knows who they are but nothing happens.
too large class sizes, particularly in younger grades	very little art, music, theater, p.e. financing.	Getting rid of teachers who are NOT performing well or are bad for students.
Emphasis on traditional modes of instruction.	Constant emphasis on more money instead of changing school models to reduce costs (e.g., internships, service learning, distance learning, community projects, etc.).	Getting sucked into fads that have little or no basis in scientific evidence.
More art and music at the Elementary level	Class rooms are overcrowded	Good students get pushed aside to pay attention to the ones that need discipline
Class size	Staffing allocation	Grade level projections for the next year

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

<p>Equity for students and staff. We have a huge problem with institutional racism in this district from the "rubrics" we use to admit students into programs such as AVID or IHS. These standards were created by white people for white people. It does not work for anyone else. Period.</p>	<p>Equity in funding of our school regions. Again, Institutional racism is a glaring factor in "school choice". Honestly, this looks like "white flight" to me. And the worst part is that the funding follows the flight so those who do not have the means to move their kids or WANT their kids to go to a neighborhood school, end up with under funded schools, cut essentials like Art, music, P.E. and languages. The North region does not have the luxury to fund raise upwards of 60K to pay for arts teachers. This district may be "public" in name but sure looks like it has a few select private and privileged regions.</p>	<p>Greater equity in educator decision making. For years now, the same white males with the biggest voices and most privilege are the ones who's opinion matters. They are the ones who decide which text books are "the best" and pitched to the school board. They are the ones who are invited to be on committees to decide everything from scheduling to equity policies. Please, please, please, allow others to have an equitable voice that is not instantly dismissed due to ethnicity or gender. It is time to give new diverse voices the same opportunity as we have given to those who have dominated for too long. We need to think about policies that are best for kids and we need multiple perspectives in order to do this.</p>
<p>inadequate planning time</p>	<p>unreasonable recommendations &amp; mandates regarding curriculum, materials &amp; assessment</p>	<p>growing class size, shrinking classified support for students &amp; teachers</p>
<p>Class size is too large in some schools Wasted time, classes where they're leaning nothing.</p>	<p>More developmentally appropriate learning opportunities for Early Elementary: More play and recess, less academics and homework  Large classes</p>	<p>Half day options for Kindergarten are necessary Hardly any choices for elective classes. PE should be required.</p>
<p>Top heavy in admin</p>	<p>Class size Once reading and writing is a comfortable skill, then the lifelong love of learning will follow.</p>	<p>Hav ing to keep tenured teachers even if they are not qualified to teach in a specific discipline</p>
<p>Learn the kids to read and write. Collaborate more with community resources</p>	<p>Retain quality staff and teachers</p>	<p>Have [profanity] and fire the bad teachers and throw out the union Have enough funding keep class #s down</p>
<p>Arts</p>	<p>Schedules need to fit needs.</p>	<p>Haves and have nots. Haves have an unfair advantage.</p>
<p>Please get rid of school choice- let's strengthen our neighborhood schools. That includes IHS.</p>	<p>Having a particular high school in the district (SEHS) perceived as "the best".</p>	<p>Having IHS teachers race to 3 schools... and having IHS independent of the home high school.</p>

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

The homogeneity of staff and developing a belief system backed up with practices to meet the needs of underserved populations.	Lack of instructional time as compared to other states/districts and poor attendance rate (particularly at HS level)	Having opportunities for families to be involved and connecting with local groups.
Foreign language options	Availability of counseling services	Health education
good teachers	fairness with grading	healthy lunch program with more local food
Class size	Access to classes that students want and need	Healthy school lunch
Teachers response time to parents questions	More communication about homework assignments	Hearing more student input about teachers
Class size	More staff	Help for less advanced children
Low school rankings	Preparedness for college and future employment	High class size
Lack of TAG programs or accelerated learning at the elementary and middle school level.	Lack of behavior support at the elementary level. (No assistant principals or full time counselors to help with behavior problems.)	High class sizes at the elementary level. No elementary classroom should have more than 25 students. High poverty schools should not have more than 22.
Delays in best placement for students with special needs	Not all schools are created equal/diversity	high drop out rate
School choice	Admin in roles for which they are not highly qualified	High need populations
Diminished funding for arts and music	Some teachers are simply horrible and need to be let go.	High school class sizes are way too big.
class sizes are too large	students attend school on fewer days than rest of US	high school graduation rates are too low
Graduation rates	Low test scores	High school students without a full schedule
Class sizes need to be smaller	Students need to be evaluated on individual progress	High schools need to have high interest vocational classes to interest students who are not planning to attend a 4 year college. Our society needs people with practical skills and technology skills.
class size	cohesion and coordination	highly effective teaching practices
Large class size	Safety	Highly qualified teachers and higher pay for those teachers
Stop moving kids up when they fail	Fill class schedules all the time	Hire better teachers
Hire more teacher assistants.	Hire more teachers and counselors.	Hire fewer administrators, and get rid of superfluous downtown hires.



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Physical education K - 12 (every semester - every child).	Building new school facilities is great - but the older buildings should also be upgraded when costs are minimal. For example Monroe MS (worn out rims and back boards in gymnasiums).	Hiring quality educators and replacing the under-motivated.
There is no Structure and routine Less downtown staff - more staff in classrooms helping kids directly	To many teachers in and out of classes Fewer administrators/counselors that don't teach - more teachers	homework does not work Huge classes and full inclusion don't equal success for students on an IEP
Too much administrative/institutional red tape, not enough actual community building being done - just going through the motions of community.	Too much focus on punishing/shaming small infractions - instead of using them as a learning opportunities. Making mountains out of mole hills. (based on volunteer hours spent in the classrooms this overreactive behavior seems to be especially focused on the boys.)	I am very concerned that we are teaching young women and minority groups to play the victim in order to get what they want, rather than empowering them to take a proud and constructive place in their community. I believe that the content of classroom teaching is basically a teacher driven free-for-all. Must require teachers to teach and well researched, managed curriculum.
We need to eliminate tenure and eliminate poorly performing teachers. I am constantly overwhelmed by the bars surrounding Awbrey Park school they frighten me	Curriculum needs to be managed centrally. Teachers need to be held accountable. Securing schools and making them safe without them becoming a prison of sorts	I constantly hear complaints from friends of elementary school students about class sizes
Arts opportunities need to be consistent throughout the district.	All cultures need to be honored and studied without prioritizing and pointing the figure at certain groups of people.	I feel the districts idea of equity is divisive and inspires anger and hatred. i get common core, i really do, but it almost feels cultish at P. T. conferences.
poor money management. over funding / under funding My daughter has been designated as TAG. Her teacher seems totally uninterested in providing a more challenging environment. And I've heard this is an issue throughout 4J.	over crowding Behavioral issues plus the large class size makes for a difficult learning environment.	I guess it all comes back to funding - more money would mean smaller classes, more focused learning environments, etc.
Making learning/curriculum enjoyable and compelling to students.	More educated librarians in the libraries.	I have concerns re: the math curriculum and whether it is the best curriculum. Many students find confusing the new math concepts that are being taught.

**Q12: What needs improvement in our local public school system?  
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The large class sizes are absolutely unacceptable and detrimental to all students.	I think there are many schools, programs, departments, etc. that are run inefficiently and with staff that have ongoing performance issues.	I think mental health and well-being of our students and parents is often overlooked.
We need to find a way to end the constant penny-pinching due to lack of funding to make our schools competitive with other "top" school districts around the nation.	I consider the switch to the 3x5 high school schedule to be an abject failure. Less choice in classes, and the student has no input as to the timing of the classes within an entire school year. No continuity because students are not assured of having the same teacher in the second term of the class.	I think the Smarter Balanced testing takes up way too much time during an already busy time of year, especially for High School juniors who are taking AP and SAT tests in the spring. My student will be opting out of this test in his junior year for this reason.
There was a glaring difference in the quality/support at the elementary level and middle school. I feel like my child went from a supported individual who loved school and earned good grades as a result. In middle school he is just a number in an over crowded class with very little support. He no longer loves school or learning like he once did. That is unfortunate.	I think we need smaller class sizes	I think we need more instructional time
Class sizes are way too big, especially in elementary, but also other	I think faculty and staff are spread way too thin-feels like a house of cards	I would like to see more supports returned-counselors, mental health specialists, and health centers.
College prep and instruction We need to offer more attention, more options, more services to our students. That means smaller class size; librarians in every school; art, music, home ec., wood and metal shop programs; as well as counselors, nurses, and mental health professionals.	High school parent communication	I.B. programs and higher level teaching
School choice system is not set up to ensure equity. There are benefits to school choice, but the system needs to be redesigned so that it is accessible to all students.	We need more funding and, of course, management of our funding that keeps our absolute priorities in the forefront of all decision-making. I do hope the board members will support the Better Oregon Campaign/IP 28.	I'm afraid that most educators and support staff are being asked/expected to do too much, and I worry for our collective wellbeing (while being particularly concerned with my individual ability to maintain health and happiness in this career). I'm concerned about insufficient funding for just about everything. I question whether the alternative schools take more than their fair share of resources, leaving less for neighborhood schools.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Number of initiatives for teachers, we need to go from some many new things at once to instead focusing on a few things and doing them very well	The large class sizes are unacceptable, especially at the elementary level	Identity as building based, instead of working together to make all of 4J shine
Teens in high school are too stressed to keep up- cant catch up if they miss school	Hard to find/ participate in PTO/ parent groups	If a kid moves they have to leave school/ friends, even if they just go a couple miles :(
The school board and the lack of respect for parental opinion. Too often, the school board holds public meetings and asks for input, but has already made up their mind.	Class sizes at the elementary level need to be capped!	If the state doesn't give us enough money, we need to push it harder.
Unequitable access to school choice and educational resources. The achievement gap	Large class sizes and unreasonable workload for support staff, such as counselors.	Imbalanced emphasis on standardized testing.
Lower class size	Focus more on meeting the needs of the students who are most at risk-this could mean eliminating choice, special programs	Improve crowded, unsafe, unsanitary, sometimes dangerous facilities
Hold teachers more accountable for class management.	Reduce class sizes to help with instruction and class management.	Improve curriculum instruction and communication of the details of that instruction to parents at the start of the year (in a clear manner).
classes are too big -	Course work is dull, missing field trips, hands on learning kits, music for everyone, theatre for everyone, personal finance for everyone	improve quality of teaching, get rid of teachers that are regularly identified by parents/students as a problem. These teachers drag students down. Ask the kids, they know. Initiate student surveys, kids know what's up.
Allow teachers more freedom to teach w/ their own methods	Improve school lunch	Improve schoolyards for better outdoor learning
lack of equity	school choice is no longer working	improve staffing ratios (in all areas) at those schools with highest levels of poverty, etc.
Extra services for both high and low achieving students	Keep working to lower class sizes	Improve technology
Bring music back to 4J elementary schools!	Reduce class size, with a cap of 25 at the elementary level	Improve your TAG systems and enforce district-wide policies within the schools so TAG-identified students get the instruction they need.
Class size	More culturally diverse staff	Improved staff to District communication

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Offering foreign language.	Large classroom size.	Improving test scores and graduation rates.
Terrible infrastructure at both my kids' schools (BV & Monroe)	Lack of school-sponsored sports pre-high school (middle school only has track, lasts 6 weeks, pitiful)	In 8 trimesters of middle school my daughter has had PE only once...she should have PE every single day, all year, every year.
I do think it was a mistake to require 3 years of science credit for high school graduation while at the same time taking away freshman general science. Not every student is cut out to take up upper level science courses, but that is really all there is available by the time you get to your third year.	I think a diverse, liberal arts education should be available to all high school students. I don't agree with the small school within school model, ie; health academy, rachel carson, etc. High school should be a time where you can take mutiple electives and try new disciplines.	In a perfect world with adequate funding, I would like to see home-ec, wood shop, auto mechanics, etc. brought back to our high schools.
As an employer in the construction trades I feel let down broadly by the high school shift away from more vocational tracks and training.	The trimester system is a disaster with respect to learning, flow, continuity and stress. Unless it truly has some amazing financial upside get rid of it. It has a huge list of negatives that this box lacks the space to elaborate on.	In general I have been frustrated by public schools difficulty with working with learners on either end of "normal". Yet I do also think South has done well relative to funding trying to create spaces and resources for those out of the "normal" box. In general, students should be well-nourished and physically fit. Our students need better food options, more recess and physical activity. We know so much about how to be healthy - the schools should reflect this knowledge and teach the students about how nutrition and activity affect the brain and learning.
Many classes are just too big. We need fewer students per class/teacher.	Students who do not have basic skills should not be pushed ahead. We need remedial classes to address reading and math deficits.	It would be something that will affect all aspects of students' lives for their whole life.
Not necessarily in the district's control: the reliance on standardized testing.	Also out of district control: insufficient funding.	In the district's control: lack of collaboration with community partners- an attitude that often starts with a sense of "We can't do that..." rather than, "I'm not sure, but let's give it a try..."
Too many high need students in general classrooms	Lack of budget for staffing and enrichment (arts, music) programs	Inability to maintain discipline in classroom (see problem #1)

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Recruiting and retaining high quality staff. Bethel and Springfield have become preferred destinations for new graduates across disciplines.	Lack of central office administrator and central staff accountability.	Inadequate effort and resources devoted to mental health and behavioral
Too much focus on giving/having local control at school level	Too much attention on appeasing "squeaky wheels" (be they parents or teachers)	Inadequate resources to fully schedule high school students
I believe we need to make sure all students are given the same opportunities.	There are teachers that are moved from school to school that are not effective.	Incentive to have teachers and EAs retire when they are ready instead of sticking around for benefits and making the life of students miserable.
Dealing with # of troubled students in classroom	Financial issues	Incompetent administrators
class sizes	lack of differentiated instruction	inconsistent discipline procedures between schools
Close the achievement/opportunity gaps	Increase the graduation rate	Inconsistent expectations and instructional quality
Technology, I don't want my son to have a 50lbs back pack like I did when the books can be digitalized	Group testing of students for evaluation, this singles out kiddos that need a little extra attention at kindergarten	Incorporating different learning styles
Inequity of alternative schools and to some extent in-district school choice	Class size	Increase electives, speciality programs and the arts at all grade-levels
More teachers should be hired at Howard, enrollment will increase with the new neighborhood of about 35 homes and new school	lower class size	increase in conferences and time with teachers
classroom sizes need to be reduced	teacher accountability	increase the number of academic instruction days
Better communication between district office and professionals in the buildings, especially when decisions are being made that dictate practice.	More mental health, behavioral support and academic interventions.	Increase the number of teachers/professionals from under-represented populations.
Significant inequities unless you are a mid to high achieving white student	A general focus on compliance and accountability frameworks with metrics that do not inform us on how students learn	Increasing class size and loss of instructional days
Funding	Physical education	Industrial Arts
Unions and inability to release "bad" teachers	Too many and ineffective administrators	Ineffective school board that is out of touch with current school/student issues
Large class sizes ( sometimes)	Still too many "no school" days	inequality between schools in the district

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Much of the curriculum not particularly challenging or engaging	Short school year, big class sizes simply adding more to do when trying to address problems	Inequitable system due demographics and open choice
class size/ students per teacher overall		inequity and achievement gap
Insufficient funding (impacting class sizes, staffing resources, teacher morale, and school closures)	CLC-B (too many students at one site, concentrated in south region/not regionally distributed, inappropriate placements, insufficiently supported, staff burnout/morale, safety concerns)	Inequity and lack of transparency in how the Needs Index is calculated and funding distributed
class size	mental health and sped resources	inequity between schools
Recruitment and retention of strong teachers/administrators	Opportunities gaps for predictably and persistently underserved students	Innovative Professional Development for teachers/admin
Class sizes are too large -esp with so many behavior prob kids mainstreamed	Insufficient support for teachers - student behaviors out of control derail entire classes	Instruction time is too short - budget cuts have shortened school year unacceptably
When reaching out to the community, too much reliance on businesses aligned with the Chamber of Commerce.	Respect by the community of the school board and its secretive decision making outside of the public meeting laws.	Instruction time--kids are out of school too much of the time.
Although specialty programs like the language immersion programs served their purpose at one time, I feel that now they cause inequity in resource distribution. When you go to the middle school and highschool classes, the immersion programs have small class sizes because of the limited number of kids that are able to participate at the elementary level. All the while, other class sizes are too large. These programs need to be phased out until the budget is more conducive to supporting them without detriment to other students.	Class sizes are entirely too large. Especially at the elementary school level. Statistics show that K-3 are critical years and that a set back during those years leads to a set back for the child's entire school career. Small class sizes for these grades should be made priority number 1, especially if the district is trying to get their highschool graduation rate up!	Instructional hours need to be increased dramatically. We moved here from California a little over 3 years ago and I was astounded to find out that the school year here is 20 days shorter. When you consider that kids only go to school 5 days a week that means my kids go to school an entire month less! How are Oregon kids expected to compete when they receive a sub-par education.
Funding	Class sizes	Instructional time
Equity	Elementary class size	Instructional time
Class size	Number of school days is too low	Instructional time should increase
	Facilities for Charter schools are not safe for students (See Dunn and Willard)	Intergrate TAG students rather than separate (actually, just get rid of the testing)
Smaller classroom sizes		
Funding for things like title one reading assistance	Funding for arts, music and PE	Investment in facilities needs to be more of a priority

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Class size, lack of class availability at Sheldon for 10th and 11th grades.	Too many parents have to hire tutors to maintain their ability to graduate timely unless they are in one of the advanced programs.	It needs to be more about the kids and less about the politics of the programs.
The fact that it is hard to weed out teachers with personal problems or those who have lost the joy of teaching.	Helping teachers maintain their joy of teaching (offering support, even proactively) and not become burned out. Conversely and directly affected by teachers and their outlook/actions, helping kids maintain their joy of learning for the 12 years and not become burnt out.	It seems like kids are pushed toward college, which is good, but what about those who aren't interested in college and would prefer a trade? Skilled workers are just as necessary as college students, so we need to make sure to set all kids up for success and not just how to study and take notes.
Huge class sizes- need more teachers Better graduation rates. Alternative schools at the elementary K-5 level promote unfair access to learning	Less testing and not so much importance on standardized tests More retainment of good staff.	Keep art, music, and PE in all the classes at every age level Keep class sizes reasonable.
Classes are too big.	Need smaller class sizes Standardized testing gets in the way of learning.	Keep teachers and staff motivated Keeping arts programs vibrant. Keeping our lowest SES students in school and instilling some hope for their future
Class sizes are unacceptably high	School choice hurts neighborhood schools need bigger and more varied programs/ responses to special ed extreme cases--mainstreaming can be a disaster	keeping up with technology at the expense of arts and other subjects' critical needs
class size is way too big I think the start time at YG seems a little late. I think starting earlier, like 7:50-8am would be more beneficial to children's minds.	YG is outgrowing their school. Class sizes are large and the facility is old and failing.	Kelley Middle can not support two non-English immersion programs. YG needs to move to the Churchill area and feed into those schools.
Class sizes are at or beyond capacity, this affects student learning As a parent of a student who has a learning disability, I do not feel that we have received the support we need and my child is not receiving a proper education.	Kelly Middle School is not equipped with faculty who are trained to deal with students with disabilities  I am concerned with the lack of creative outlets and life skills offerings.	Kelly Middle School can do more to be culturally sensitive to a diverse population, not just white and latino cultures  Kid should be allowed more time to eat lunch, and fed nutritious food. Kids need more connections to the community and bridges to post secondary life
Kids don't have access to mental health services they need	Kids need opportunities that match their unique strengths	

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Their needs to be multiple choices of schools	The kids behavior need to be improved	Kids should be able to choose out of all the 4J schools where they want to go even if it's out of district
Class size! My 2nd grader doesn't know the names of all of the kids in his class	Poor graduation rates	Kids that need iep for behavior but don't have it set up. Integrate these kids in a classroom with 33 other kids and it is hard on everyone
Absolutely need to LOWER class sizes across the board. This is where we are failing students who are not as strong in the classroom.	Review and dismiss lower quality teachers. I'm a union supporter, but I've seen teachers who aren't up to par.	Lack of a variety of languages starting in elementary school. Let's learn from other countries!
achievement gap	lack of computing curriculum (different from technology)	lack of access to expensive extra-curricular activities for all
Communication with parents and students - inconsistent across district.	Special needs students being served as second class	Lack of adequate administration in schools and district - rebuilding from [Personal information removed]
ESS is a big mess and needs to be helped. Leadership is not present, doesn't support staff or programs and blames the staff for everything that happens even though they are the ones getting us sued all the time. It is my experience that if a parent or family feels heard they do not sue. Try returning some emails or phone calls once in a while. Just for fun the district should survey the ESS staff and see how often they get a response from an ESS admin...I bet it is an average of 15%. So when major things come up that admin should be dealing with, advising on, helping with, supporting or whatnot it doesn't happen because you can't get ahold of anyone. They have even taken to ignoring building admin now as well. We are truly all alone.	Sped is a big mess. Our own union doesn't even understand or support the needs of sped teachers. They also make a bunch of excuses like it is bad everywhere in the district or you think that is bad well how about this...or that is the way it is so just deal with it. When having conversations with people who do my job in other districts their mouths drop at what I have to say about the lack of support and difficulties we face. Also how about getting EA's for our programs...we can't do our jobs on our own. EA's are a major component to the success of student who get sped services..especially in terms of those who are mainstreamed. I am not sure how one is expected to teach groups and support students in gen ed classes at the sametime...that is why getting EA's hired and in place quickly is very important.	Lack of adequate leadership is a major concern. Admin seem to have forgotten what it is like to actually teach (if they have taught at all) and only talk about data, not kids and what kids need or how dare they actually support the staff and teachers in the building they work in. Just as a system is only as good as it's weakest link it too is only as good as it's leadership.
Lack of music	Lack of PE	Lack of art
CLASS SIZES	Behavioural integration without proper staffing	Lack of art & languages intragrated in all schools



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Traffic. Lack of crossing guards at most schools, traffic needs to be directed.	Too much emphasis on state testing and test scores.	Lack of art and music in most schools
Funding, funding, funding	"School choice" means there is no school choice for low-SES students	lack of art, music, language, and sport programs
Mental health counseling	Student led conferences - I want to hear feedback from teachers regularly	Lack of art, strings, music @ all grade levels
Burnt out personnel from Admin to secretarial staff.	Too many changes in schedules, district priorities, curriculum	Lack of attention to individual students as people with needs and issues
Sometimes inconsistant rigor - too much homework/night	Majority of the teachers constantly push their political & social agenda	Lack of available classes at the high school level
Lack of accountability for behaviors in the classrooms and school.	Cut of vocational programs in the schools from 17 years ago.	Lack of classes to help students become independent after High School.
Excessive administration without clear purpose	Inequities between schools	Lack of clear priorities in budget decisions
Number of programs, field trips, etc. We need to protect our instructional time.	Support system for teachers and administrators - keep administrators in their buildings. meetings after school day.	Lack of communication between different departments, and school buildings.
Lack of adequate resources- we end up having to buy textbooks so our kids can use them- not everyone is able to do that. Teachers should not have to illegally scan textbooks so that students can study at home.	Too much homework- teachers complain about having to do work outside of classtime- not fair for students to have so much. If a student doesn't learn the material in the classroom, it does no good to send them home with work they don't undetstand	Lack of communication between levels- my kids were doing much more rigorous language arts activities in 5th grade than in 7th grade. They also repeated reading the same novels in multiple grades.
Classroom size!!! only the middle get attention, the weak get none, they fail no time from the teacher. The smart ones are OK on their own and the middle group will get the enough with the little explanation they need.	Tenure has caused major problems retaining BAD teachers. Any teacher needs to show to stay a teacher, even 20 year experienced ones, that they must produce quality classes (as with any job) and have refresher courses on how to spot ADHD, Autism etc. kids that maybe haven't been diagnosed yet and not mistreat them by making a mockery of them in front of the classroom and scar them for life.	Lack of communication! Counselors, some are too new or not good at communicating well, some teachers like one format over another, some parents don't like a school's format over another. I think with today's technology, texting the is the best to communicate. Or start a communication. Like, when can we meet. Is there a concern? Now, if there is, then a meeting can be set up.
lower class sizes	or emphasis on regular diploma and college readiness versus job and community readiness	lack of community awareness of the issues we face

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No curriculum for SPED and lack of specialized PD for SPED teachers and staff (They should get more not the same)	Lack of equity in support (One school can provide more support for struggling students, while another can't due to budget and transportation limitations.	Lack of connections to real world vocational opportunities.
Not enough instructional time (days of instruction at all levels and hours available in High school)	Extremely large class sizes at all grades	Lack of consistency among schools in participation in professional development and curriculum standards.
class size	creating equity for students from various socioeconomic backgrounds	lack of constructive leadership in the past leading to poor moral
Lack of a common vision	Lack of consistent communication between departments and staff	Lack of continuity when new employees are hired
lack of culturally relevant curriculum	lack of culturally sustaining policies and practices	lack of culturally and linguistically diverse students
Too high student to teacher ratio in the classes	Trimester schedule creates so many problems	Lack of direction and quality of PD
Inequality of resources between parts of town	Special education services are dismal and a crisis based system	Lack of effective teacher training for K-3 teachers around literacy
There seems to be a persistent shortage or lessening of support for helping troubled kids. I've heard psychologists have to cover many schools and there aren't enough people to help kids with big problems.	Teachers and staff seem beat up and overwhelmed trying to keep up with the demands.	Lack of electives and AP courses at the high school level.
Lack of communication	teacher bias- presenting only one side making Caucasian children feel guilty for their skin color	Lack of electives at the middle school level
Class sizes, particularly in lower elementary school	We need better programs/resources for TAG students and students with other special needs	Lack of enrichment in elementary schools (e.g., not enough music, PE, librarian, etc.)
Shortness of school year	Class size (too big)	Lack of enrichment programs for above average but not TAG students
Lack of sports in Jr. High	Lack of guidance for students who are on a specific track toward career.	Lack of equal access to classes specifically in middle school.
continued struggles with class size	decrease in non-academic subjects: PE, music, art, field trips	lack of equity between schools, caused partly by "school choice"
Large class sizes	Frequent turnover in district leadership	Lack of equity in opportunities for lower income families
Too much testing	Too much homework	Lack of funding
classroom disruptions by at risk kids- they should be in their own classroom	marginal quality of food in the cafeteria	lack of funding for adequate staff

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	Kids who are challenging in classroom not getting the individual attention they need and disrupting classroom for other students.	Lack of funding for schools
Large class sizes are a huge problem.	HS schedule leaves gaps. Important classes for only 2/3 trimesters	Lack of funding means kids with fewer families resources lose out
Class size too high equity, Charlemagne perfect example of wealth concentration	class sizes too large	lack of funding root of many problems
Administrators and supervisors out of touch with real needs of students and teachers	Unclear strategy for facilities placement/walkability and programmatic equity throughout the community	Lack of funding, battling for resources, and decide which kids to underserve.
Class Size	Lack of funds for all facets	LACK OF FUNDS
Class Size	Low number of instructional days	Lack of funds for supplemental experiences
Clear vision, priorities and communication to all stakeholders	Clear roles, responsibilities and accountability for administration	Lack of high school course alignment to college and career expectations
Lack of importance put on homework	Lack of importance placed on behavior	Lack of importance placed on student accountability (turning work in on time, self discipline, etc)
Class size	Class size	Lack of mental health
Lack of resources (staff, programs, room, etc.) to support special education students	Disproportionate discipline	lack of mental health services for students
CLASS SIZE at early elementary level (K-3)	Lack of counseling and behavior support staff	Lack of money to hire more supervision staff
Class size	Lack in funds	Lack of music/art
Class size	Budgetary limitations	Lack of career opportunity other than road to college - urgent and immediate need for vocational programs in high schools
growing class size	nutrition programs for elementary students	lack of PE and arts for elementary students
Using technology effectively	High school lack of classes/full schedule	Lack of PE/music/art
Class size is a huge problem...our teachers have way too many students to teach! It is unfair to teachers and students.	Not enough classroom aides to assist teachers and students that need individual or specialized help.	Lack of physical education classes and fine arts.
High school schedule	Focus on the whole child instead of just achievement	Lack of professional development for student engagement
Class sizes, esp. in middle schools	Lack of certified librarians in elementary and middle schools	Lack of programs in art and music.

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Class size	Lack of TAG advanced programs	Lack of programs to support students falling behind
imbalance in school choice toward the "good" parts of town	use of standardized tests to evaluate diverse students	lack of proper support for IEP and 504 students
Class size	school choice and some schools getting more programs than others	lack of recess time
Quality of teachers - it varies a lot	Lack of interdisciplinary learning at middle school level	Lack of regular Physical Education
Lack of communication between district and staff	Loss of FTE, especially for ELL and electives	Lack of resources for health
Lack of teacher quality	Class size	Lack of resources for teachers/parents
Special Education Administration	Less downtown administration	Lack of respect for staff
behavior of students requiring frequent room clears	large class sizes	lack of school counselors on site, full-time, in all schools
The "4J Shuffle;" the practice of promoting ineffective administrators or moving ineffective teachers to other buildings	Lack of formal oversight for business-school partnerships	Lack of Service Learning programs (credits for community service are not the same)
Diversity awareness and training for a very homogenous teaching and support staff	Class sizes	Lack of services (counseling, school nurse, etc.) for students at risk, especially at our smaller schools.
class size at elementary schools	equity issues related to school choice	lack of specialists
Lack of Art and theatre	Lack of full time music education	Lack of sports in middle school, lack of full time physical education in elementary and middle school.
Inequity of facilities and curriculum choices in our most needy areas.	Lack of opportunities academically for students that need it the most.	Lack of strong leadership in some schools, and no accountability for not doing your job.
collaboration with local universities and research organizations to identify best ways to support teachers in implementing evidence-based practices	collaboration with local universities and research organizations to identify best ways to support teachers in implementing evidence-based practices	lack of student support services (e.g., counseling) at the elementary and middle school
fidelity of implementation of evidence-based practices	Institutional discrimination: confusing standardization with equity, failing to realize that decisions at all levels tend to reflect the priorities and values of majority communities, and lack of diverse input supporting individual teachers	
Curriculum as a set of checkboxes rather than a starting point for addressing individual needs		Lack of sufficient funding

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The lack of adequate counseling services.	Over paid administrators.	Lack of support for gifted children. Simply stating that you have a TAG program is not enough - you actually have to support it.
Testing standards	Funding	Lack of support for mental health issues and disabilities
the inability to fire terrible teachers or administrators	lack of resources causing giant class sizes/services not being provided to students	lack of support for teachers
class sizes too big	old buildings	lack of support services for behaviorally challenged kids
Offer vocational education (CTE) in all schools	Incompetent teachers that stay in their jobs due to tenure system	Lack of teacher evaluation by parents
class size	outdated materials	lack of technology
Change to 4x4 daily schedule (eliminate trimesters)	Aging facilities! Newer school/athletic facilities attract families	Lack of technology in classrooms
Equity issues around language immersion schools (SES differences, class size differences) as compared to neighborhood schools	Variable quality of teachers and administrators across 4J - most are amazing; many are mediocre; some are awful. No way to resolve these issues.	Lack of transparency about budgets, decision-making, data, etc. erodes community trust and support
Too many students are failing.	Too many teachers that are stretched thin and have given up working beyond contract hours.	Lack of transparency by administration at building and district levels.
Need to improve quality of teachers. Some are truly awful	We need to create a culture of excellence. This is not present at our local high school	Lack of transparency in district decision making
Consistency from school to school. Why do people think S.E. is better than other schools?	Consistency from school to school calendars within 4J and planned days off.	Lack of trust and transparency from the 4J School Board including needless spending on administrators or those who have moved on.
The 3 x 5 high school schedule	lack of real visual arts instruction	lack of vocational classes for kids not interested in college - i.e. woodshop, metals, auto mechanics...
Teachers making fun of the disabled and minorities at Sheldon High School!	Not enough Music and the arts! Science has shown a correlation between higher education and music!	Lack of vocational skills classes -shop, culinary arts, etc.
Curriculums teach to lowest common denominator; kids are not challenged to succeed enough	Poor employees are retained for too long. Applies to both administrative staff and teachers	Lacking more vocational/life skills classes that reflect communities needs (i.e., shop class, wood shop, home economics, etc.)
Need smaller class sizes	Music/P.E.	Language classes

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Buildings	Class size	Language immersion falling apart past elementary
Focus on technology before high school	Standardized testing	Large class size
Kids need more specials: P.E., Music, Art	Major behaviors in classrooms with little support	Large class size in Elementary
The lack of athletics at the middle school level has created climates where students are more likely to be involved in drugs and other outside influences	Lack of resources and funding	Large class sizes
unrealistic college goals for all students	need more job preparation for non college bound students	large class sizes
Art instruction in elementary schools	More PE & Music in elementary schools	Large class sizes in Middle and high school should be reduced. No classes should be over 30 students, including electives.
Lack of teaching earth stewardship	Standardized testing	Large classes
Funding quality staff and programs	Problems with equity among schools and programs	Large classes and lack of curricular opportunities
class sizes; teacher burnout	solid communication with parents; a pervert was arrested for lewd behavior at Edison but Camas parents weren't told about it	leadership
Positive classroom management and values (training), as opposed to the clip-up/down chart phenomenon.	Large class sizes	Less 'worksheet' instruction; more hands-on learning and art/PE or tech skills (incorporating different learning styles)
Equitable services / materials for all students and staffs (perception that some schools are allowed to implement initiatives/programs while other schools are hung up in processes to determine if they can implement similar initiatives/programs)	Less stigma about certain regions in the community (South vs. North schools for example)	Less "island school" visions. Where is the district's STEM / STEAM vision rather than simply a particular school - or region?
Less sport oriented funding and more on activities all students can benefit from	Give school and teachers more parent/guardian access when student is out of control	Less disruptions equals better class and individual concentration.
qualified teachers/substitutes	updated books and equipment	less focus on social issues more focus on science, math and reading
More music & art	More focus on the "whole child" - mental health especially	Less pressure on early grades to read & write when not ready - more playful learning

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More interactive learning	More adults per class, or smaller class sizes	Lessons that prepare kids for life past school
Allowing children to be children and enjoy learning.	Supporting children to learn in their unique ways.	Letting spent teachers go so new teachers can be involved with students.
class sizes	recruitment/retainment of minority staff	life skills/career readiness courses
Class sizes - too many students in each class.	Wholesome local food needs to be served and taught - there should not be corn syrup, unnecessary sugars, colorings/dyes or artificial anything in a school setting. Students can't learn on a rollercoaster of sugar rush and crash.	Limit media exposure and save technology for older grades. Children have too much of it at home already - teach handwriting, reading, math, art, music, language without tablets/computers/ipads. Strengthen their relationships with each other and not with media and hand held devices.
class sizes are too large	outdated buildings/infrastructure	limited arts/physical education in elementary schools
Lack of consistent evaluations of administrators at all levels by stakeholders	Lack of support in ESS	limited options and access to a strong arts program
TAG program is a joke - it does nothing for students	Differentiated learning could be much better	Limited resources for advanced students
Reducing class sizes	Hands on trainings/workshops - ready for classroom use (technology)	Limited staff with way too much responsibilities
Class sizes are frequently too large	Too few instructional days in recent years	Limited TAG programs/opportunities at many schools
lack of proper funding and all that entails -- too-large class sizes, too short of a year, not enough course offerings at high school level	marijuana/the drug culture concerns me and I think it's worse than most parents realize. there definitely needs to be more education about drugs for students and parents!	local pride/engagement in schools is conflicted -- some begrudge giving the schools more money because of PERS and/or lack of transparency in past.
Make the district office approachable. For the last 2 superintendents the admin offices were frequently hostile to parents,	Lack of info on SpEd programs at the School Choice time, schools won't share, admin offices don't respond to emails	Long negative track record with ODE cases in Special Ed.
Reduce Class size	Full schedules for all high school students	Longer school year
Moving to a culture of excellence in terms of being willing to do the hard work of getting rid of incompetent administrators and teachers--less "kicking upstairs"	Thinking outside the box to deal with intractable financial situation--for example. hiring staff to organize serious use of volunteers and setting up community internships at the high school level	Looking beyond class size. What are the key levers for graduation rates, etc.

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Lack of Technology and trained, individualized Techs for support	Not addressing mental health and addiction issues of parents and students	Loosing the Arts and Sciences in lieu of testing and core curriculum needs
Lack of funding or misuse of funds by district	Too large of classes with over burdened teachers	Loss of critical programs in art, languages, music and career skills training
Loss of arts and music programs	Loss of foreign language in elementary schools	Loss of PE in elementary school
Disparity of expectations and achievements within and between schools.	Can we be any more vague about what it means to be a prepared graduate?	Low expectations/demands for academic achievement in High School.
Food-we are serving lots of terrible food considered cancerous by WHO	class size, school year length, lack of arts	low teacher pay
Bullying on Campus'	Out-dated teaching methodologies and use of standardized tests	Low vaccination rates
Need more arts programs K - 12	Increase foreign language offerings	Lower class sizes
Competitive wages for qualified teachers	Class sizes are too large	Lunch time is too short!
too large of classes	retaining quality teachers	maintaining diversity in curriculum to interest and challenge all students
determining where efficiencies can be gained through centralization while addressing the individual school specific needs	Finances - need to work with EEF to build community partnerships for help in finances/programs	Maintaining physical fitness, art, music, theatre etc to keep kids interested and engaged who struggle with academics
ESS needs to be reorganized from the ground up, it is inefficient and ineffective	Class sizes and caseloads are way too large	Maintaining qualified staff
Funding	arts and physical education	Maintaining reasonable class sizes
		Maintaining school choice and quality of schools, despite constantly changing enrollment numbers/allocation of dollars.
Class sizes	Lack of non-core educational opportunities	Make sure we hire and retain highly qualified, experienced, and passionate teachers
Make sure we have small class sizes	Is homework more important than family time?	
A disconnected system that doesn't align well (lack of departmental communication).	Our Finance Department has some serious flaws which have become intensified over the last 4-5 years.	Managing disruptive student behavior.



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Experiential learning	Technology is very much lacking in this district. Many other districts are reaching a 1 to 1 ratio of students to computers and many of our classrooms don't even have 1 student computer available.	Many facilities are run down. Not only is this a problem for teachers (ie, not enough outlets for today's technological needs), but also for the students - who must try to take pride in a run down looking building. It's sad.
Classes are too big!	Teachers and administrators need to continue to work on collaboration and communication skills.	Meeting diverse needs.
Class size	curriculum needs to be more rigorous	Meeting needs of individual students
Cultural competency	Class size	Meeting the needs of students with low socioeconomic status
Top-down, so-called "data driven" decisions that don't take relationships and individuals into account	Lack of functional communication between colleagues and between leaders and staff and between 4J and community	Mental health help for students and more alternative schooling options
The trimester schedule is not conducive to good relationships with teachers, in depth learning, or consistency.	"Downtown" seems very disconnected from what is going on in the schools. There seems to be a lot of surveys lately, but no real communication. Two way communication.	Mental health issues at the high school level are poorly funded.
There are many inefficiencies in the way money is spent.	Communication lines are unknown or not followed, or are followed on short notice.	Mental health needs of students are not being met. This really stresses other students and the staff.
Bullying on the buses	Bullying at school	Mental Health services
Class sizes are way too high for primary grades	Targeted instruction (small group reading and math) isn't happening soon enough and isn't a priority. This is especially important in primary grades. My first grader only has small group instruction twice a week at best and it didn't start until later in the year. Springfield school district starts second week and has small group reading twice a day with 2-6 students. This is true even in kindergarten.	Mental health support
Class size	Teacher support	Mental health support for kids. ...library is missing
Building Improvements	Salary/Dealing with PEBB Tier 1/Budgeting	Metrics based problem solving, not changing policy because of one opinion

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Class sizes overall are way too big	Gilham elementary class sizes are ridiculous	Middle and High School programs vary widely in options and quality of classes
Food system is horrible - not conducive to learning, growing or aspiring.	Better testing for basics 2x a year for each student (not standardized tests)	Modern art, music and creative focused classes
instruction time / # school days	class size	money!
More art and music	Eliminate common core and smarter balance	More after school activities in Elementary schools
Class sizes are too high.	Lack of accomodation for students with ADHD and/or behavioral special needs.	More and improved integration of PE, music, and arts into the curriculum.
"Choice" is not available for all families, most especially single parent and low income families.	We have created large grade schools, but have not provided the support that is needed: assistant principal, counselor, office staff, etc.	More and more funding is going to administration/downtown. The priority should be on reducing class sizes.
Meeting the needs of students mental health issues early on.	Smaller class sizes.	More appreciation of 4 j's employees.
Parents are confused. We aren't all tech-savvy.	Reading is good, but sleep is better.	More art! More art! (Visual and musical)
We need smaller class sizes	Early foreign language learning -were wasting precious years by not offering foreign language classes in elementary and middle schools.	More arts and music for ALL grades
Lack of field trips	Need more pe	More arts and music
Principals need to concentrate on being educators not bureaucrats	More resources for TAG and well adjusted kids - they are left to fend for themselves	More attention and resources for extracurricular activities
Need more staffing - class sizes too large	Need more technology support with increased amount of technology in schools.	More class options for students not 4-year college bound.
Preparing kids for life after high school. Especially helping kids gain skills that will help them if they are not continuing their education right away	Mentorship programs for new staff and staff promoting to leadership positions.	More classified staff; from student supervisors to educational assistance.
Class size	More music and PE in elementary schools	More diverse curriculum
The food is really bad. It is shocking to me that we serve our most hungry students that food. We can do better.	There needs to be equal access to quality education - and an assessment of school choice - and if it is really working for us.	More emphasis needs to be placed on environmental education in the schools.
Total lack of after school programs	More gym and music at elementary level	More engagement by 4J admin with community

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Common courtesy. Tone of faculty toward parents could be nicer.	Listen to the students.	More engaging classrooms. Students are describing their days as boring.
	More programs that include kids in arts, stem, outdoor projects (school gardens, sustainability), and creative play	More equity among individual schools. Schools with lower SES having same access to quality after school, camp, and in-school programs as other schools
Healthier school lunches		
too much busy-work homework. my child attends school 6.5 hrs / day; homework (other than reading) should only be assigned on special occasions, for special projects. my child needs time for physical activity and self-care /family time	smaller class sizes, more teachers	more focus on / instruction in / exposure to: music, arts, and outdoor physical ed
		more focus on understanding of subject over standerdized testing of subject
teaching thought over memorization	life skills should be taught	
Facilities: aging buildings and grounds, aging technology, and overall safety/security	Ability to grow and support the in district students as well as incoming out of district students	More funding for the programs and schools that are performing well (rewarding what works)
Smaller classes	Cultural competence	More funds
		More hands on approach to learning for kids and less workbooks
Smaller class size	"One size fits all" teaching	
Class sizes are too big to meet the learning goals for each grade level.	Behavioral support/counseling is non-existent in most schools.	More hours should be allocated for adequate staffing in buildings.
There is a big disconnect between departments should have better flow and communication the right hand does not know what the left hand is doing.	The staff should be kinder I was a sub and some schools lack friendly people. Just even saying high to visitors. Need to learn to calm there stress ideas for that maybe.	More information on growth and development with in learning for staff.
	Better School Choice Procedures - not every family has an email address to use this process.	
Communication that is accesible to all families.		More interpretation/translation services.
		More mental health and behavior support
Smaller class sizes	More IA support	
Raises for teachers	Less furlough days	More money in the schools
Better outreach to families entering the system	Better facilities	More navigatable special education system
	lack of adequate support services for behaviorally challenging students	more opportunities for art, music, drama, etc.. within the school day
class size		More opportunities to lottery in to different schools
Three trimesters	Classes are limited for freshmen	
	Asking parents to pay for so many things.	
Class sizes! Too many kids in a class.		More PE, music, and art.

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Parent Involvement	Welcoming Staff	More personable Principal- sets the tone
Class sizes for elementary school are generally too high	More arts programs would be a plus	More Physical Education would be a plus
Mishandling of money/Too many Administrators and not enough teachers	Common Core curriculum is not working	More Physical Education-Kids need physical activity everyday
Legend myths about some of the regions....rich, poor, etc...needs to be dispelled.	Class sizes at the primary level (K-2) needs to decrease	More positive proactive marketing
Top heavy administration - finding "jobs" for principals who are incompetent such as the Churchil High School principal.	Lack of class availability to enable all students to be fully scheduled	More preparation for "real life" jobs more real attention paid to the people who are actually working in the classroom, less money and attention given to outside experts
more funding	more staff to meet inadequacies in all buildings	More recess time, get energy out for a more focused student
Class sizes are too large	More teachers aids	More recess time, longer lunches. Extend the day an hour and use that hour for more outside time! Research supports this as beneficial to students. We can do hard things - let's make 4J a wonderful school district again.
Class sizes are out of control. If we don't tackle that, no other measures are going to do much.	Resources not used equitably. Why do the alternative schools have smaller class sizes, lower poverty rates, fewer children with behavioral issues? Alternatives are beneficial, but these shouldn't be enclaves for wealthy children.	More required activities for students such as field trips, etc
Preparing students going forward.	Need more counselors	More resources for special ed
Staffing student to teacher ratios	Smaller class size	more science and math
children not prepared for college or good jobs when they graduate	need to have full class loads through high school	
Mental health support in Elementary schools. Each needs a full time counselor	More PD for teachers to collaborate.	More seat time for students. More services for students with disabilities/challenges so their behavior in the classroom does not prevent other students in the class from learning
Enormous class sizes	Smaller case loads for special education teachers	more STEM emphasis
Need year round math in high school	class sizes	more support for behavior problems in the classroom
smaller class size	more EA support in the classroom	

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Mandates without funding! It would be great if superintendents statewide could address mandates and stand united for what is really best for kids. Those who make the decisions do not really spend enough time in schools to see how it will truly effect students and learning time	Reconsider school choice and immersion programs. Would it be better to offer language etc as part of each child's day?	More support for extremely aggressive students. Not enough mental health services for them. Allow behaviors repeatedly because there is no other location to serve them
Class size and staffing support principals	Mental health and supports for our students that clearly need help office staff	More support for neighborhood schools and a lean to a more equitable way to get foreign language in all our school not just alternative...it had for years and continue to create a district of privileged and less priviledged more support for teachers
class sizes are too big, especially in primary grades	teachers need more time to plan, to collaborate with colleagues and to communicate with parents and to Possibly related to above (too few instructional days): There is too much homework for young people. Kids are not having the opportunity to just be kids, and have a life outside of sitting in school and doing homework. (parent of kindergartner and 6th grader of all grades from K-6)	More support systems are needed to help address the high needs of many of todays students and families
Too few instructional days. Staffing...Shockingly low FTEs allocated per facility	Better support systems for principals more educational programs and more classes for everyone	More time for physical education and mental health promotion. More transparency around 4J budgeting decisions between schools
4J schools need better food Class room sizes are far too large. I realize it's probably not possible but I think Eugene should try very hard to move towards a Harkness table model of education.	TAG kids are not handled well, which leads to many younger kids getting bored and disaffected with school.	more volunteers at 4J schools so kids can meet and see new faces regularly Move or open more alternative schools in north and west Eugene. Maybe begin to offer free transport for low income families that choose an alternative school.
Lack of equity, e.g., alternative schools a more unified curriculum; "vertical alignment"	High school program PD and support for meaningful, collaborative behavior support	Moving from past "glories" to future realities multiple pathways for high schoolers; more CTE, etc
Class Size	Mental Health Services/Counselors	Music and Arts

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3x5 schedule is a disaster. District showed that the leadership has little regard for parent or teacher input.	Kids don't get enough time or attention in class. Class sizes are too big and the number of days in class is too small.	Music and arts programs are being squeezed too hard and must be bolstered. These programs keep a lot of kids engaged in school who otherwise wouldn't be.
Classroom sizes - classes have too many students, it is impacting their learning and teachers' ability to properly manage the classroom at times.	Children need MORE time doing physical activity whether it is recess or PE	Music needs to be brought back to elementary schools
Smaller class sizes	Physical education everyday for elementary kids	Music programs year around My middle schooler needs someone on his case all the time to say you can do better and try it again. I fear he is falling through the cracks.
Smaller class sizes	Opportunities for TAG students to work with other TAG kids	need a better supervision during the recesses
unqualified teachers	week and boring curriculum	Need a dedicated funding source, all the constant fundraising beginning in the first week of Kindergarten are truly sad
Class sizes are much too large	Keep instructional time up	Need better way to catch the "in between kids" who aren't tag yet not IEP or special needs
Way too much testing	Need smaller class sizes	Need for strong leadership and board letting community know what is going on.
Internal problems with employees that need to be fired and are just moved around.	Burning out qualified consolors	Need for-More Humanities and arts in our schools
Class room size	Need for-More one on one teaching, for students with disabilities	
Safety, especially the older schools	More help needed for kids that exceed their grade level scores	Need lower class sizes
Too many tests. It takes time away from actual learning.	We keep losing elective classes	Need more art, music, PE. Sports are too expensive for most families
Too many students per teacher	Not enough time in school	Need more arts, PE and second language options
Reduce administrative staffing-reassign to staff in direct contact w/students	Eliminate "alternative" schools and reallocate those resources to neighborhood schools. Every school could have 2nd language instruction. Otherwise it's just lip service saying 4J is committed to equity	Need more counseling time at the elementary and middle school levels. need more creative thinking and learning/ out of the box/STEM education!
there are none or not enough vocational classes	lower class sizes	

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

better understanding of and implementation of truly equitable education	greater willingness to do things differently	need more money of course
Budget and providing extra curricular activities and sports to students	Quality and quantity of homework being sent home	Need more music, art and physical activity during the school day Need more recycle and garden programs and students involved with community service
Need more organic good food in all schools	Smaller class sizes	Need more support for teachers and assistants who work with students who have disabilities and/or behavioral issues
Class sizes	Need more support for children with disabilities or behavioral issues	Need more top down directives to teachers to standardize expectations and practices
Lack of professional development	Large class sizes	Need more vocational type training for students that are not college bound
Funding programs targeted at making average students above average and above average students exceptional	We seem to accept the status quo even when programs/schools are not performing well Elementary schools curriculum was not consistent and was not taught from beginning basics until learned instead I saw particularly in math a program that jumped all over introducing concepts before appropriate and without a sound foundation.	Need programs that will enable students to learn trades or manual skills. Car shop, wood work, garden, sewing. The coffee shop at South is a great example but is limited in hours.
Need teachers that enjoy the job and are better at teaching.	NEHS needs IHS again	Need staff and class availability in North region
North Eugene is punished for lower enrollment creating downward spiral too many resources going to the bottom 2-3% of students because of their behavior issues,etc. All students deserve EQUAL resources.	way too many teachers that don't care and are incompetent	need to be more like the Finnish system of education
Need to staff all school libraries to teach research skills in technological era discerning accuracy & validity of research	Need to bring back health clinic staff including resources for mental issues	Need to expand course offerings to previous higher levels of past
need more support for behavior challenges	need more SPED support	need to reduce class size
Need to restore lost class time due to budget cuts. Too many days off.	Need to upgrade facilities, not just maintain them. Expecting one teacher to manage children with disabilities, tag, and all the children in between, by themselves!!!	Need to reduce class size. Need to support inexperienced teachers better so my child doesn't experience a "lost year" of education.
Class size/split classrooms		

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Some schools have less friendly staff less welcoming than others.	There is a disconnect between departments of information needed for staff to know about their jobs insurance etc or who is their human resource person.	Needs to be a better flow between departments.
class sizes too large	too much emphasis on testing	neighborhood schools going away as all the engaged/higher income parents put their kids into a few schools
More financial backing for art/phys. ed. programs and teachers/EA's	Fewer number of students per class	Newer and improved building structures that meet safety standards
Smaller Class Sizes	Longer and more school days	newer schools
Failure of business departments (HR, Finance, Technology, Transportation, etc.) to work towards common goals	Missed opportunities for synergy between departments to save money and time	No central point of management and accountability in business departments
principal	large classes	no choices
cut school choice, its causing the problem in unbalanced "social groups"	excessive spending. Be good stewards with what your given, and maybe tax payers will be willing to give more.	No consistency. I'm tired of my children being guinnie pigs, with all the changes.



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<p>Cut the excess fat, put that money directly into what will serve students directly. IE no more TOSAs, etc. Director of secondary ed positions, director of online classes (APEX)etc that use our work time to train how to do their jobs. Also less non-working admin in buildings, who also have classified secretaries. Cut the fat, put the money directly to students.</p>	<p>See recorded interview with EPIC, that cost \$20,000! (Excess fat.) I know money is tight from the state, but what is not working: utilizing the money appropriately/effectively/efficiently.</p>	<p>NO follow up/follow through with initiatives, or email queries to DO, etc. No communication with all the cooks in the kitchen. Decisions made from the top that make no sense, and then change once we have to explain it to the top why those decisions don't work. Inconsistency on protocol/rules/procedures/policies, daily, weekly, hourly. It's crazy making, hard to advise students with the constant flux, also different bulidings follow district rules differently. IE South has study halls even though district told us no. South bends the rules, our admin doesn't. What's best for kids is not the focus. Bottom line. Last minute planning/info on things: summer school, APEX last minute meetings, etc. Counselor case loads/teacher class sizes way too large, learning is lost, FTE is spent for kids to retake classes over and over because of this. Mental health support is inequitable across the district. Bulidings need after school detention back as an intervention for attendance.</p>
<p>More access to whole person learning - arts, music, theatre as well as rigorous academics</p>	<p>Equitable offereings in all areas of district</p>	<p>No more reinventing the wheel - give things time to work before trying the next trendy new idea</p>
<p>High schools should be on semester schedules</p>	<p>High school students should have full schedules for all 4 years</p>	<p>No open campus until senior year</p>
<p>We need more teachers, aides, and support staff</p>	<p>Teachers need to be able to design and/or augment their curriculum to the needs of their students. They should not be forced into a using a standardized for profit curriculum.</p>	<p>No windows in the schools</p>
<p>We need certified librarians</p>	<p>More time to play and explore</p>	<p>No, or fewer, testing</p>
<p>Better facilities and more space.</p>	<p>Not enough support for immersion</p>	<p>North Eugene High School needs more support and an IHS</p>
<p>Aging schools and not enough classrooms.</p>	<p>schools in the middle and high school levels</p>	<p>Not enough accountability for special Ed teachers</p>
<p>Communicate and respond to parents</p>	<p>Kids falling through the cracks if not the very lowest or highest achievers</p>	

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class sizes too big	not enough classroom support	not enough admin support
	not enough instructional days per year	
class size is too high at all levels	or hours / week	not enough arts or physical education
outdated buildings	common core standards	not enough course offerings
		Not enough courses that allow for a more individualized education....sometimes there is only one choice for a particular type of course (for example, such as Geometry)
Class sizes need to be smaller at all levels	CPM math program is causing problems for many students (not all)	Geometry)
Class sizes are leading to burned out teachers.	Lack of nurses and mental health specialists on campuses.	Not enough curriculum choice at HS level due to lack of funding.
Dealing with behaviors in the class rooms and the time and energy used to do that. It takes away from learning and rewarding the kids that do well.		
	class sizes are too big	Not enough elective choices.
The amount of pressure on testing	The amount of testing	Not enough elective courses
Number of administrators moved to district office/made up positions	Help for students that aren't passing classes, resource centers	Not enough electives, variety of courses due to staffing
	Not enough support staff to help in lower grades	
Large class sizes		Not enough music/arts
Not enough opportunity for participation in the arts	Not enough opportunity for participation in music/choral	Not enough opportunity for hands-on skill building like vocational classes
	Quality of breakfast/lunch program.	Not enough paid time to prepare for students at the beginning of the school year!
Lack of training in dealing with children who have behavior issues	See Village School for exemplar lunches!	
Foreign language programs: are there real curriculum?	Class size	Not enough PE and arts
		Not enough resources allocated to bridging the achievement gap.
Facilities- they are pretty awful.	Funding.	
	Accommodation of special needs students vs. lack of help for "average" students	Not enough schools to accommodate growing enrollment
Classroom size		
Classes and schools too large	Too much focus on educational fads	Not enough staff diversity
There is not always accountability for poor administrators.	Lack of support for teachers.	Not enough staffing, which causes safety issues.
	Special education staff leaving for other districts because of high caseloads	Not enough time in work day to get all the work done.
More administrators and consultants with fewer teachers		
	Challenging/engaging children at their intellectual level	Number of days in class need to be increased
Class size		

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too few staff and teachers for number of students	keeping teachers on who are widely known as incompetent	nurses are seldom available, making school dangerous for many students, and avoiding legal compliance in some cases
Secure buildings!-ID every visitor upon check-in; hold ID while in the building. Locked office doors that have access to the body of the school.	Class sizes	Offer full year music, art and PE classes in elementary schools. Offer industrial arts classes and career development classes
Smaller class sizes	More PE, music, art in all schools.	
Reduce class sizes to a pedagogical able to teach - learn size	Hire more teachers	Offer more electives
The large class sizes needs to be addressed.	Pay teachers more, support & value quality teachers.	Offer visual art, and more PE and music programs/time.
District spending around building/facilities maintenance, inefficiencies with energy/water use and purchasing practices.	Class Size and support of teachers	Offering more classes around arts, PE/Health and music.
Class Size	Middle School Experience	Old Buildings
Decrease class size	Diversity	Old facilities
Too much emphasis on testing	Too many people in the District Office. The salaries could be more efficiently used to help students in the schools. More help for teachers with students who have social/emotional/behavioral issues	Older buildings
Class sizes too large		Omit school choice. Go to your neighborhood school. More equity.
Immersion programs and school choice give some of our schools unfair advantages over others. Immersion schools are much like private elite schools with heavy parent involvement which sometimes serves to foster a sense of superiority in students. In addition, students not fortunate of motivated enough are sometimes made to feel 'stupid' and left out.	Making it possible for parents to easily move their students to out of neighborhood schools robs some schools of potentially fantastic and much needed parental involvement and support. The goal on parents' part should be to pitch in and make their neighborhood school great; to make it what they and their children want it to be.	One of the best things 4J can do to improve their schools is to reinstate (where it has been suspended) and keep art, music, foods, and tech ed (shop) programs. Also, high schools should have 'state requirements' type class that teaches students how to be successful in everyday life by being able to work a budget, balance bank accounts, shop intelligently, and apply for a job among other useful life skills.
Class size is too large	Teachers need to be able to acknowledge "non-tangibles", such as attitude, effort and persistence as well as scores on tests/projects	Open campus/open class times when classes needed to graduate are not available

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Retaining faculty of color	PD for certified and classified employees	Opportunities for advancement in 4J Opportunities for gifted students to truly be challenged
Smaller class sizes	Retention of teachers	Opportunities for physical activity during the school day
Availability of arts	Consistency among elementary schools	
Classes are too big	Make school a fun place for all students by diversity of class offerings. Offer more courses, or a different track, for students who will not go to college. More emphasis on things like the arts, technology, applied technical skills, and so forth.	Opt out of sports with a lot of away travel time to places like medford . . . if stresses out students, affects academics, and lowers participation in sports by some students.
Not enough students are successful in their chosen fields	Too many students not graduating from high school who begin their education in 4J	Options are greatly limited by political barriers.
more timely assignment communications including parents	assignment tracking by students	organic healthy foods...no sugar or pizza
Funds going toward administrative costs instead of the students and schools.	Too much testing.	Other complaints relating to lack of funding: Not enough PE, Art, Music, no TAG program for my TAG kids.
We need better and more sustainable funding	Schools are bleak wastelands managed primarily for hardscape and grass. We should invest in landscapes with trees and native plants and food plants. This would require increasing landscape crews and training them to be competent to not hit nearly all trees with mowers as they currently do	Our children have little experience or knowledge of nature or subsistence skills gained at school. They need more time outside learning skill like gardening and learning our native and introduced useful plants and animals. Our class sizes are far far far too large. Teaching comes down to relationships and the teachers just can't begin to give the kids what they really need with such big class sizes, despite wholehearted effort on the part of most teachers.
Not enough time in school. Hours in the week and days in the year.	Teachers don't have enough time to prep and collaborate. What little time they have is stolen from what could be instructional time.	
Our school libraries are losing ground: not budgeted and not staffed with certified teacher-librarians	Our materials such as textbooks are very neglected, old and aging and this is inequitable between school: lack of adoptions!	Our schedule (high school) and system is burning out great teachers. We need to fix this now.
As a teacher, we need more support from our administrators.	Our buildings our falling apart and outdated.	Our textbooks/curriculum are over 10 years old.
Too large of class sizes	Lack of funding	Out dated facilities and lack of technology

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student engagement Schools are understaffed.	personalization of instruction One size fits all curriculum.	out-of-date curriculum Outdated materials and facilities
Lack of school counselors, nurses, and many other staffing positions that are vital for a school to function with.	Swelling classroom sizes are certainly a hindrance in students' effective learning ability and teachers' effective teaching ability.	Outdated science and social studies curriculum and lack of time for students to reveal their artistic potentials.
The CPM curriculum in math is a nightmare of concept churn and confusion for students	The 3X5 schedule has damaged the relationships between students and their classmates as well as their teachers	Over-emphasis on college readiness leaves students feeling like failures if they choose another path
allocation of funds (or rather, lack thereof) to staffing (especially for kindergarten)	serious issues with hiring staff (i.e. the refusal to hire for open positions and delay thereof at the expense of existing staff and students - particularly special needs students)	over-focus on test scores as a comprehensive measurement of student success when test scores alone are not reflective of student success or well-being
Class size	Lack of yr round PE and art	Overall lack of funding
Organizational structure around special education, need to recognize levels of leadership from the classroom level up, issues need to be dealt with at the lowest level not until they become big problems, minimal 3 to 5 year vision at the classroom level from which to target training and measure outcomes	we do not walk the talk regarding 40/40/20 outcomes of being of equal worth, and curriculum and instructional tracks for students to thrive in leading to any of these three valued outcomes(40/40/20). Many students do not see that they are smart and capable when all students are measured the same way, and provided the same instruction.	
Not providing art, music and P.E. for all students		Overall leadership from the bottom up, patience with changes to give them enough time to see if they are beneficial, stability for staff in regards to minimizing new mandates
Class sizes	Lack of technology in some schools	Overburdened support staff
No discipline for principals	Aging facilities Bad communication from principals to staff	Overcrowding in school buildings Overspending by schools
Funding - We are chronically underfunded, especially at the classroom level.	Equity - All families/students do not have the same opportunities. Having open enrollment allows families to have options. Unfortunately, single-parents and those less affluent families do not have access to these opportunities. This is an equity issue.	Overtaxed teachers and staff: large class sizes, additional responsibilities (supervisory, teams, meetings, professional development), limited planning time, special needs students, inadequate support
Large class size	Too much homework	Overworked teachers
Class size. Beyond ridiculous how large they are.	Too much emphasis on standardized testing	Overworked, at risk of burning out teachers - possible brain drain if they chose to leave
Administration shortsightedness	Teacher appreciation	Parent involvement

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libraries in the lower grades (elem. and middle)	parent involvemnt	parent volunteers
Lack of arts (not at Coburg) other wchools	Lack of science	Parental involvement
Top down management style never works	As above, Administrators not trusted and teachers not trusted.	Parents are assumed to be misinformed. "We just don't get it"
Not enough arts! Not enough physical education	Standardized testing doesn't represent the student!	Pay our wonderful teachers more! Pay quality teachers more--get rid of poor teachers (don't protect with union)
Counselors more available at H.S.	Disruptive students not dealt with properly	Pay teachers more
Overuse of out-of-school suspensions	Need smaller class sizes	SMALL CLASS SIZES SUPPORT the TEACHER
SMALL CLASS SIZES!		PE AND MUSIC AND ART AND LIBRARY
Large class sizes, excessive cut back in music and fine art, lack of vocational programs such as woodworking, home economics,	Inadequate funding , unreliable funding from year to year, tax structure	Pension plan pay out eats up excessive amount of school budget,
Community does not understand the funding problems	Communication regarding how students are placed in different schools across the district	People believing that learning a trade is a valuable investment as well as attending college
Class size	Arts education	Physical education
Class size needs to be smaller	More arts and music	Physical education every day for every child
PERS	More programs focused on helping the lower end of the class and ignoring the top end of the class	physical health of students and having the burden of educating the students in place of their parents in areas that used to (and still should) fall into our laps. Dental hygiene, nutrition, personal hygiene, etc.
class sizes too large	teacher turnover rates	poor budget management
Lack of support for Charter schools. (Lower funding, lacking bus service, etc.)	Over-abundance of administration.	Poor financial management.
Class sizes that are too large	Not enough teachers	Poor fund distribution for teachers and classes
Access to Counselors and Mental Health/Family support	Treating teachers and staff with respect - happy teachers and staff members create postive schools where kids thrive.	Poor Leadership (always fulfilling agendas and then people retire or move on leaving a mess behind them) 4J needs stability in it's leadership.

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class size	physical education, arts and diversity education for students	poor quality food offered for hot lunches and inadequate time offered to eat lunch--very disrespectful to children
4J needs to adopt the Core Knowledge curriculum. There currently is no real curriculum	AVID is a waste of money. There is no research supporting its effectiveness	Poor teachers can't be removed. There is no will to remove them.
Too many administrative positions	Stricter campus rules at high school level - keep kids in the classroom	Poor teachers need to be held accountable and there needs to be consequences for not doing your job well
too much sales	to much fiel trip for elementary school	poor teaching of be in a American citizen.
Class size	Staffing numbers	Prep time
Class size - class size has everything to do with the learning environment.	Middle schools - culture and academic offerings are drastically different in each middle school	Preparation for next level of schooling - especially going between 5th and 6th grades. Levels of preparedness in 5th grade does not meet expectations in 6th grade at many middle schools. 6th grade sets a foundation for a student's motivation for academic success for the future years up through high school.
Equity -- achievement of particular groups is below that of others	The expectation of high quality research based teaching strategies at all schools at all levels	Preparing ALL students to be successful after high school -- not just those from affluent families or those who are on a 4 year college track
Class size	Up to date technnoloy	Preparing for college
Teacher - Student Ratio	Facilities	Preparing for college
arts education in middle and high school	hands-on classes in subjects like word or machine shop	Principal [Personal information removed] at Holt. If he is still there, he needs to go.
Teacher observations and evaluations	Educational assistant evaluations	Principal evaluations
some teachers need to go and they are being protected by the Union rules. Protecting union employees is more important than kids learning.	some schools have cultures which are difficult for students to learn in and discourage parental involvement	Principals get stagnant at the same school. You have a number of principals who have been in one school for over 5 years. Some stability is good. Too long in one place promotes a narrow vision.
too much homework!	there aren't enough school days	priorities on testing and lack of arts/music/PE
We need more elective options to increase student engagement.	We need smaller class sizes.	Proportionally, we need less administration.

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Work on managing bullying among students	Provide sufficient counseling for kids with mental health needs	Provide better facilities for extracurricular clubs like the Robotics Team and other STEM projects
assessment: performance and work samples provide more accurate information and can show progress. writing, mathematical & reading practices are key.	Prioritize funding to support elementary, especially k-2, to build and develop foundational skills and class size caps at all levels.	Provide differentiated professional development for teachers \$& true collaboration opportunities to pool our resources. Work smarter, not harder.
Class sizes are way too big. High schools can cope pretty well but middle school is crazy with some classes being 50 kids. My kids got lost in it & when they needed extra help or had a question the teacher was unavailable because there were too many students they had to address.	Not enough funds for programs like the immersion program. My kids had a year & two years of no spanish at high school level cause they're was not enough money to hire a Spanish teacher & maintain the program.	Provide extra help in the main subjects-reading, writing & math for those that are falling behind. Provide more mental health services and counselors
Need to lower class sizes at all levels	Offer more electives in high schools	
Being able to hold students/families accountable for academic and/or behavior expectations.	Establishing goals with desired outcomes, have a beginning/end time, and stick to it. Not Bonnie Benesch (sp?)/Brain Based learning or the District created math program.	Providing an equitable education for all
Keeping class sizes down will be a challenge	Managing finances and making the hard decisions when they are needed.	Providing needed funding as employee contracts keep going up.
Increasing the number of instruction hours for all students - I have never lived in a community with a HALF day for schools beyond kindergarten. This is embarrassing.	Recruiting the best and brightest teachers and then retaining them.	Providing strong leadership to guide the entire school system.
Retaining quality teachers - paying them enough to keep them.	Providing quality materials and supplies.	Providing time for organized physical fitness (P.E.) and music/art.
Need Smaller class sizes	Increase extracurricular activities in sciences/math/arts	Pto should not have to fund teacher salaries
elementary math program is OUTDATED	smaller class sizes elementary	purposeful CCSS curriculum
Inequality across regions	School climate that is not welcoming to some students and families	Quality and engagement of the teaching force
Getting and keeping quality educators	Keeping class sizes at a size that is manageable and quality learning can take place.	Quality curriculum
Meals	Quality of teachers	Quality of aides
I really feel for the teachers with huge classes!	Large kindergarten classes are really rough for the teacher and the kids.	Quality of class time seems to be a challenge for some schools.



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Facilities	Arts Education	Quality of substitutes
Lack of in school physical activity and education	Lack of support and funding for arts	Quality of teachers
The progressive decrease in the arts	Too few language choices for foreign language requirement	Racial categorization and labeling (brown skin does not always equal "black")
resources for disenfranchised families, students	erosion of PE, art, music, vocational classes that offer a well rounded opportunity for growth for all students	Racial disparities and curriculum that is limited in focus
Class sizes/behavioral issues in classes how bad behavior is handled	Bad teachers/support staff	rating a child by test scores (state testing is a joke)
It would be nice to see more diversity among administration and staff.	Dealing with homeless students appears to be a growing challenge.	Reaching out to disenfranchised parents is a constant challenge for any public school system, but when the investment is made it has shown rewards for all involved.
Basic efficiency and synergy of services	Graduation rates	Readiness for life after graduation
Creating a reasonable work load	Balancing cerebral activities with tactile activities	Real world application
Class size. Classes are too large.	More teachers. It feels the teachers are stretched to thin, trying to cover to many bases.	Recognition of gifted students and moving them away from the under achieving students.
Lack of equity in resources dedicated to marginalized populations. the building themselves. Very expensive	School choice results in institutional racism and classism.	Recognition that college prep serves few students and more career readiness is needed.
Our graduation rate	class sizes	recruiting and being competitive to attract quality educators
	inability to meet the needs of our underserved populations	Recruitment and retention of teachers of color, retention of highly qualified teachers and administrators
Increase number of instructional days	Improve quality of education to the middle of the road "average" students	Recruitment/retention of great educators
number of instructional days is still below state requirements	- the majority	
	need emphasis on basics in elementary school	reduce class size system-wide
too many disruptive kids in class	disruptive kids should be removed not the good kids	reduce class sizes
Increase art and music education across the district	Reduce class sizes	reduce number of standardized tests
Classroom "seat time" compared to other areas/states.	Class size at all levels.	Reduced PE and arts curriculum.

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need environmental education /nature curriculum as integral component or base for reading, writing and math instruction	class size	reduced time with art, p.e., music, library, counseling and time spent outdoors
school nutrition program quality needs further improvement	foreign languages introduced at younger ages (full courses beginning in grade school)	reduction in class sizes, improvement of teacher-to-student ratio
Lack of/ inequity of elementary planning/prep time	Class size	reductions in early interventions, support in elementary
Removing staff members who are no longer fulfilling their duties and roles to the best of their abilities.	Facilities, facilities, facilities. North is difficult to work in every day due to the condition of the agin building.	Refocusing our educational funding towards extracurricular activities and electives such as the Arts, wood/metal shop, clubs/club sports, athletics and more.
Basic information exchange for student's school for annual activities (often it seems school/parent groups assume all parents are familiar with "regular" events)	Lack of school transportation given to high school students (it's an additional expense that can be a financial burden to some ... \$200 extra/year for bus passes)	Regualr parent-teacher communication at HS level (for example, parent-teacher conferences)
There is not enough priority placed on front loading resources for children entering kindergarten, esp. those identified with special needs. Research strongly supports the idea that money spent early on intervention is worth 2 to 15 times what it will cost in future resources.	Kids need FAR more time outdoors in the natural world	Relevant and creative hands-on learning experiences are sacrificed for test-taking and test-preparation
Classes are too large	Retaining/recruiting quality employees	Reliance on standardized testing
Class size	AP classes at NEHS, electives offered	Reputation of the NE area schools
Class sizes are enormous. We moved here from a poor state and the class sizes were under 24!	Require a school to provide the equipment and full uniform for the sports they offer, which would make a school reduce the number of sports but would allow a student to join a team at another school.	Requiring music but not foreign language in middle school seems unusual in our global economy. Research based and data driven professional development for special educators to support the delivery of effective interventions and supports with fidelity. Regular education professional development alone is not sufficient for special educators.
Improved delivery of research based Tier 2 and Tier 3 interventions with integrity to students who need them to succeed.	Class sizes that enable effective differentiation.	

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developing smaller classrooms in response to increasing proportion of disruptive students	need ever-higher ratio of adults to students in the classrooms (volunteers & interns)	resisting the tendency to continually lower the bar to accommodate a minority of dysfunctional children
class sizes need to be reduced	support services in schools are needed (counselors, etc)	resources are not equitable across buildings in the district
Bully victims are victims and should be treated as such. Severe punishment should be taken to combat bullying of any sort (in person or cyber)	Student health	Resources for parents looking for help
Class sizes need to be decreased at all levels	Less administrative positions more teachers and educational assistants, school psychologists, counselors,	Resources need to be allocated more fairly, school choice creates inequality.
Inequity between regions	More focus on introspection and deep thought over outward attainment	Respect for the whole lives of our youth
Ensuring that decisions are made based on student needs, not adult needs	Increased support for students who are struggling	Restructuring personnel decisions so that last hire isn't first fire
4J should be proud of kids' achievements not schools' performances	offer more programs for TAG and special needs kids	retain and hire good teachers
limited arts education	not enough focus on foreign language education	retaining good teachers (competitive salaries), large classes
teachers and lack of training and engagement	how the buildings look	retaining great teachers
Retaining qualified teachers	Retaining Art programs (Art, Music, Theater)	Retaining sports and clubs
Organization across the district	Collaboration between administrative goals/events and site level needs	Ridiculously Large Class sizes!!!
High school schedule is terrible and doesn't make sense. I taught 36 years for 4J and have seen our school district go down in quality instead of up.	Teachers need to be evaluated more by administrators. All administrations should be more hands on and made accountable.	Rigor!! Too many interruptions in the school week.
More resources for teachers	New school buildings for older schools	Safe school settings
maintaining existing budget without increasing tax base	use Lincoln School for school or community, do not sell	salaries getting any higher than they are, people do not want higher taxes
diversity awareness with employees/students	communications with schools and parents in some schools	same curriculum for all district
Class size	TAG	School choice
Not enough resources	Not enough school counselors	School choice causes inequity

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Classified are viewed as "lesser than" yet have important interactions/impact on students	Racial make-up of staff does not reflect student population	School Choice contributes to classism, racism, elitism
Smarter balance is bit effective measure	Newly built schools are more jskatisInthan functional. Not good use of tax money to be so fancy. New schools were needed but these are grossly over built	School choice hurts neighborhood schools n community cohesion
Maintaining access to important electives, music and arts in particular	Class size	School choice in relation to neighborhood schools (over allowed)
Class size is too big. Instructional year too short.	Elementary administrators need support, especially in large schools.	School choice is inequitable. If a student lotteries in the middle school then should be able to track to the appropriate high school in the same manner that French and Spanish immersion students are able to.
Large class sizes	Addressing mental health issues	School choice policies
Class size	Class size	School Choice Program
The system is too top heavy - too many people at the district office level and not enough support in schools	Many programs function without any measurable outcomes	School choice promotes inequity - low SES students/students of color/students on IEPs are represented disproportionately at different schools
Special Education should be broken down into smaller groups especially in elementary	Classroom sizes	School Choice really does not make it equitable for all families
Class size at the High School level	Bright/engaging teachers who teach with passion and commitment	School choice segregation
smaller class sizes are an important goal	unequal course offerings at middle and high schools, i.e. many students are excluded from immersion language classes due to school location, which then impacts opportunity of high school programs	school choice will negatively impact neighborhood schools leading to lack of equality in education
Highschool class accessibility too limited - 3x5 schedule sucks	Can't get rid of teachers everyone knows are bad	School district making poor decisions on school clubs within last year
Ethics	Discipline or Staff	School Leadership
Funding	Smaller class size	School lunch should not be out sourced.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

<p>Class sizes are too large. 34 per class is not acceptable. Statistically, that means there are 4-5 kids with ADD (1 out of 7)...diagnosed or not, those kids miss out, and so do the students who are in the classes with them. Not to mention teachers can't teach when all they can do is crowd control.</p>	<p>Democrat politics is abundantly evident on the walks and the curriculum of the classrooms. School should be a place where every kid feels safe; when one political party "takes over", this does not foster true freedom of thought and valuable critical thinking and communication skills.</p>	<p>School lunches do not offer enough protein (&amp; please, no "soy protein"...my boys don't need breasts thank you!)</p>
<p>Class size needs to be reduced and more periods per day to accommodate schedules and class sizes.</p>	<p>It's frustrating to see sponsors, district funds, and high ticket prices for football which only leads to head and body injuries, and only a few students move on to college and pro level, when music and arts have to fund-raise every other week all year just to have a decent program, and these programs benefit the students on a daily basis as well as their entire lives through expanded brain function, creativity, camaraderie, and a sense of accomplishment every time they learn a new sentence in another language or hit that perfect note on their instrument, or create something beautiful with their own hands.</p>	<p>School nurses and psychologists need to be more available at all schools. Perhaps even a hotline that a student can call, text, or email to reach out locally for help to find resources to help them with their troubles.</p>
<p>Class sizes</p>	<p>Excessive standardized testing &amp; prep</p>	<p>School nutrition deficits</p>
<p>The curriculum needs stay up-to-date.</p>	<p>There needs to be more focus on knowledge and skills that will actually help the student.</p>	<p>School should be less stressful and boring and more fun and exciting.</p>
<p>Uneven school quality--some are not so good</p>	<p>No mandate to use evidence-based practices or collect data to see what is working</p>	<p>School year is too short--need more teaching time</p>

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<p>Class size needs to be smaller at elementary, especially primary. Perhaps at middle and high school as well, but maybe if kids get a strong start, it would be less important at upper. Also, I don't know the class sizes of MS HS.</p>	<p>Schools do not have staff resources, like counselors, to provide instruction and strategies for student's who have challenging behaviors in the classroom. Teacher's manage behavior, but the child does not have the opportunity to improve by learning and practicing alternative strategies. Even elementary schools that have counselors, have a greater need than the current counselor can take on. Several counselors end up acting as vice principals and don't get to the counseling part of the job.</p>	<p>Schools (especially non-title schools) do not have staff resources to provide interventions to students who are struggling and not SPED.</p>
<p>Class sizes are way too large. It inhibits learning at all levels!</p>	<p>Physical Education offered only part of the year. Healthy &amp; active kids are better learners!</p>	<p>Schools are bursting at the seams with students. Either add more schools or add more space &amp; staff.</p>
<p>Keeping up with physical plant</p>	<p>Finding funding for teachers of art/music/PE/etc.</p>	<p>Schools are closed too much</p>
<p>budget</p>	<p>class size is too big</p>	<p>schools are FAR from equal in terms of services, money, afterschool activities, parental communication, websites...I could go on and on. Why does South Eugene continue to have the most resources?! Equality over economics!</p>
<p>Equity- 4J has major issues around access to art, music, &amp; language at its neighborhood schools.</p>	<p>IEPs for students with special needs. I have yet to hear from a parent who thinks this process is effective or produces positive results for their child.</p>	<p>Schools are run like little families, with the administration and parents guiding programming- this is a recipe for continued inequity.</p>
<p>Some teachers are verbally abusive and yet they keep on teaching</p>	<p>Several of our principals are ineffective and have high teacher turnover</p>	<p>Schools are too autonomous.</p>

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Not enough edu regarding critical thinking and breakdown of advertisements, compaigns, etc. Students need to know tactics of advertisers in order to make better spending choices, think for themselves, and learn to interpret stats correctly and how to fact check claims.	Not enough social studies, art or music. I'm astonished how little is taught about our history and how government works. My child mostly knows of slavery, for example, from me. He's a 5th grader and we went over this quite a bit starting in 4th grade, when I was a child.	Schools aren't teaching as much as they did when I was a kid. I moved all over the country growing up and most school districts were much further ahead in every subject than the kids are now. Their reading material is so dumbed down most of the time, it's disgusting. I have needed to supplement my son's education for years just to start to get him to "catch up" to where he would have been expected to be 20 years ago.
Things are being done in the name of "equity" that are "equal" not equitable.	Students from the poorest schools need the most additional supports, not students from the schools with the loudest parents.	Schools must have dreams for the future rather than live in a survival mode.
3x5 schedule is a joke	common schedule is not necessary	schools need to go back to site based management
Children need a variety of creative and educational afterschool programs.	4J facilities need to be more available for creative afterschool activities.	Schools should involve artists and musicians etc. to offer extracurricular classes
class size	lack of quality administrators/top-heavy district	schools unprepared for changing student population/needs
loss of elective choices--should keep culinary arts and art class	class sizes for electives too high	science curriculum is lacking
School choice has segregated our schools and made alternative schools more desirable than neighborhood schools to wealthier families that have the time and transportation to attend them.	Class sizes need to decrease	Second language learning needs to happen in all schools.
Developing a longer-range vision when deciding to close and reopen schools: it has been frustrating to see Crest Drive close, then reopen with far fewer students, while Adams is bursting at the seams with kids, so much so that there is no place to store equipment or have an all-school assembly, or give kids adequate time to eat lunch.	Developing a school lunch program that is higher quality and uses more local and healthy foods, and treating this as an educational opportunity, especially for kids who don't get adequate nutrition education at home.	Securing adequate funding for music, art and PE at all schools.
Lack of staffing properly	Better communication with parents	sexism towards girls when it comes to dress code

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Aging buildings old facilities	Using more technology in the classroom-Using tablets instead of hauling heavy books to and from class old school equipment	Short length of the school year compared to other districts in the nation short school days
Large class sizes	Limited options for TAG students	Short school hours
Support for activities outside of the school or OHSAA activities	Fewer committees and more capable critical thinking administrators	Significantly better transparency of 4J's plans and actions
Many facilities are in need of improvement	Unequal access to foreign language learning. All elementary schools should have foreign language!	Sitting for hours is terrible for kids (and adults). It's time to incorporate far more movement and outside time into education.
More physical education Better Lunches, Organic, Local, Non GMO	Better access to after school programs Higher Pay for Teachers	Smaller class sizes Smaller Class Sizes
All High School Students need a full class schedule with NO free periods	Higher Quality Teachers are needed	Smaller class sizes
We need more support for students with special needs. Especially behavioral supports.	Alternative programs for high school students that connect them to mentors in the community.	Smaller class sizes for teachers and more emphasis on instructional time vs. standardized testing.
Updated technology and more support for integrating technology into instruction.	More emphasis on professional learning communities, and making data driven decisions.	Smaller class sizes in the elementary grades, specifically K-3.
Making sure that All students, including staff feel safe and not threaten	Bring back the arts in all schools "hands on" not just technology	Smaller size classes
Class size is too large	Sheldon High School has substandard classrooms with no windows and not enough space	Smarter Balanced test is too mysterious and draining on time, funds and energy
Need Accurate Job Postings with Description and Title matching Sped Classrooms, even when blended LC/CLC- Mild/Moderate Needs vs Severe is very different!	Need Higher Nutrition Quality- Whole Fresh Foods & Gardens	Social skill lessons need widely implemented, especially in Sped, in both elementary & middle school levels
Lack of informational unity	Inefficient and inappropriate use of technology	Some aging infrastructure Some middle schools offere a foreign language others don't. Some high school have International programs others don't each school should be uniquely the same.
Inequality amongst immersion programs. All programs should be K-8.	Inequality amongst buildings; my child's school is share with another school. The building is way too small and student suffer because of this.	



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Supporting staff are not very cooperative/helpful	Too many days off	Some of the district policies seem restrictive and counterproductive for students
Early education - school preparedness	Library resources	Some schools focus more on sports than education
The 3 X 5 approach is a weakness for the high schools	The large class sizes throughout is a weakness	Some teachers are incompetent.
All teachers should experience diversity training, especially since Eugene's population continues to become more and more diverse.	Teachers need more information on how to teach students in poverty. Eugene's population continues to draw more and more students who fall into this category.	Somehow there needs to be more equity around teaching students in poverty. The schools who don't have a high number tend to not have to differentiate instruction as much, or have the same types of behavior issues.
Finances	Exhaustion and inefficiency at school district	Sometimes antagonistic relationship toward charter schools
Class sizes are too high	TAG is meaningless	South region and language-immersion schools are elitist
School choice should be done away with; it results in willful segregation and negatively impacts disadvantaged children and neighborhood schools	Public school funds should not go toward alternative schools that do not provide transportation to disadvantaged children	Spanish should be taught from the elementary level in all 4J schools
Class size and crowding	Funding	Special Ed and early intervention
Lack of diversity curriculum and staff	Class size	Special Ed should go back to being with Lane ESD it has suffered greatly since 4J took over
Better effort on staff part to communicate with parents to help children	More options for children with emotional special needs	Special Ed/mental health
Lack of access to visual art classes by qualified teachers	Large class sizes	Special Education
Top heavy...way to many admin downtown doing nothing and not holding building level and department level admin accountable.	School board does not think for themselves and they appear to be afraid to stand up for what is right. It seems it is status quo and what one says they all say. Gone are the days of nah votes.	Special education is a big mess. Very underfunded, way to many admin and not enough staff or support staff. Lacks any kind of clear direction or leadership. Sped is an island all on it's own.
Classes are far too large	Teachers are overworked and under paid	Special Education is lacking resources
Equity between schools	school choice process	Special education services
schools recognizing and addressing equity issues for marginalized populations	school choice syphoning "top" students from neighborhood schools	Sped/504/ELL plans being followed with fidelity

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Class sizes are much too large. Individualized learning is lost.	Charter schools (Network) don't have the resources necessary to help marginal students succeed. Network in particular struggles far too much with far too little.	Sports in middle school; clubs in high school. There just aren't enough for kids to determine what they like in life.
Staff honesty	providing FuLL day of classes for all students NOt those your staff chooses to get educated	staff accountability for their misdeads
loss of funding for class size, materials, time for new ideas	time limits on staff	staff tired, hard to be innovative
Administrative support	Class sizes	Staffing levels
There is still time and money wasted (such as hiring outside consultants for audits and then not using the information or, even worse, hiring another firm to do another audit within a short period of time; revisiting the 3x5 schedule decision)	Synergy and TalentEd are terrible tools, and take staff time away from student services	Staffing levels create class sizes that are far too big, limited elective offerings, not nearly enough PE provided/required
Listening to teacher voice -- empowering teachers and schools to find their own solutions to problems	Top down governance. Stakeholders ( this means students, too) need some real decision making power	Standardization and not having skills for having conversations between diverse viewpoints
Disconnect between administration and students needs and staff	Money spent on administration that does not improve quality of education	Standardized testing
Classrooms designated for children with behavioral issues/english learners	PE Daily - School offered sports	Standardized testing including sped students
Inclusivity can take away from a quality learning environment.	There should be a greater focus on talented and gifted opportunities.	Standardized testing limits teacher creativity and time for valuable instruction.
large class sizes	funding crisis	standarized testing concerns
Excessive class size.....35 kids in 4th grade at Gilham.	Because of excessive class size, increased behavior problems that take away from learning.	State budget cuts put pressure on district.
Need to refocus on the basics of a solid education. Resist fads and whims.	Fight for local control of curriculum-- ditch Common Core.	Stop social engineering. Trim the bureaucracy to include only essential administrators.
Support for teachers by administration	smaller class sizes for more attention	STOP teaching to the test and teach students to think and figure out problems

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dedicated focused plan that improves safety in schools in an ever increasing violent culture.	Class size k-6. it is shameful that a k class would have greater than 25 students per class.	strategic investment into lower performing schools located in the district, these schools need and deserve to be on equal footing with other successful schools in the district.
The district doesn't have a good educational technology plan.	Equity of resources from school to school. Some schools are 1:1 with tech, others have little.	Strategies could be tied to research. Our schools use outmoded strategies. Strict, but underfunded state requirements for student achievement. Taking away from teachers ability to teach organically, but rather having to teach state mandated curriculum.
Class sizes should stay at a level that teachers feel they can appropriately meet the needs of their students.	Attendance, ensuring students (parents) are attending school and learning the importance of school attendance at an early age/ focus on this would be to the parent	stricter attendance policy
crowded classrooms	financial instability	
Class sizes are too big	Not having full time art and music or full time nurses.	Structural issues
basic skills (math/reading)	financial support	student engagement
insufficient funding	student safety	student health
Aging facilities	inequity between schools (ex. North v. Sheldon)	Student teacher ratio
More curriculum on computer programming/coding. All middle schools and high schools should include this as an elective. Free resources make this easy to accomplish: at a minimum, you can just put them in front of a computer and log in to Codecademy. Some students will pick it up naturally, others will struggle, so create an environment where the fast learners help the others. Peer effects are powerful.	Graduation rates are embarrassing and make it hard to recruit out-of-state employees	Student to teacher ratios are among the highest in the US
More equality in schools throughout 4J	Creative engagement needs to be priority	Students and families need to feel proud and connected to their schools
Schools have too many bare, ugly walls that could be filled with color or permanent art such as murals or mosaics	Teachers are overworked and have too many students in their classrooms	Students are too stressed out about learning either from home-life or school such as taking too many tests--- not being able to be kids
Students need more health and physical education classes.	Smaller class sizes needed.	Students need after school activities.

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Funding needs to increase. Pressure on legislature to make broad changes in where we get funding	The Facilities are horrible and old. Serious upgrading is needed	Students need more access to technology in all schools
There needs to be free lunches for all children no matter what their parents make. sometimes people go through hard ships and lose jobs and can't afford lunches that's not fair to the kid's.	All schools need music and art classes it's very important in childrens lives and makes them want to learn. Music is a big part of our youth and they should have that option at Every school.	Students need more help than the schools offer sometimes, that needs to be addressed.
Communication between teachers and parents.	Current curriculum goals should be better communicated.	Students need more play/free time , and greater emphasis on creativity. Students that disrupt not being properly taught or disciplined.
Lack of discipline in students	Not using full class time for teaching Board of Education does not have the creative thinking needed to improve class size in curent financial situation. They just place the blame elsewhere.	Students who excel are not having their needs met.
Classes are too large	Class sizes too big	Students with behavior problems mixed in with standard classrooms students with special needs (racial/cultural; disabilities; behavioral; ELL) are NOT getting the attention they need and effective teaching/learning strategies in general ed classrooms due to large class sizes and profound obstacles to differentiation
Too much state testing	Class sizes too big	Success Measurement other than standardized test scores
teachers lack sufficient time to plan, prepare, assess, track, communicate and improve in ways that lead to effective teaching	class sizes are too large and hinder quality education in many ways Programs fo non college bound students	Success rate for students with educated finacially well off parents versus students with parents who have no money or education support and coordination for kids needing or on 504 & iep
Inquitable distribution of district funds (poor schools versus rich schools)	Special Ed inquieties (not being able to provide proper education for intelligent students with autism) PE, music, health are not year round at each school	
class size		
Healthy food. Removal of high pesticide products and non-organic meats. Focus on wholesome nutrition. Less sugar.	Children shouldn't be made to advertise for Nike despite funding they may give the district.	supporting parents in alternative modes of transportation for their kids.

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every year there are so many goals and areas of focus that staff are expected to address that it is overwhelming and nothing gets effectively accomplished; it would be much better to focus efforts on a couple realistic and doable goals per year	inequity of resource distribution, i.e. NEHS is very much in need of new facilities and for at least a decade the time frame for putting NEHS rebuilding on the ballot as a bond keeps getting pushed back and most recently we've heard that it is no longer slated to be a re-build, only a remodel	supposedly the district supports equity, but in action, many times equity is not upheld/enforced/supported; the district's definition of equity is very narrow and limited
Inequity created by school choice	Transparency in hiring systems from classified-admin.	Systems in general - across the board, that are reliable and consistent.
Some behavioral management practices	The need for more ESS supports in buildings	TAG programs, not just identification
Class size is ridiculous and unacceptable. education quality feels different between schools	Time spent learning in class versus other activities.  needing smaller class sizes	TAG resources are nonexistent and should be considered important. TAG students do not get served very well particularly at younger levels
Improve access for students to continue language programs	Strive to keep class sizes small	Target instruction and differentiating instruction for TAG students
Advancing students without the proper skill set	Get rid of common core	Teach the fundamentals and leave social issues to the parents
Parent participation/involvement	Student accountability	Teacher accountability
Class size!!!	Continuing to work for equity for kids of color and supporting students and families struggling with economic issues and other family issues	Teacher attrition
Class sizes- too many students to teacher ratio	Special education resources	Teacher burn out rate due to lack of resources
More support for at-risk students, more counselors	Teacher recruitment and retention	Teacher evaluations
Large class sizes	Too much testing	Teacher evaluations based in test scores
Facilities	Technology	Teacher PD
Class size	Meeting needs of advanced students at all levels--not just 11th and 12th grade	Teacher responsibility--keeping track of assignments and entering grades correctly into computer-based grade book--I've seen way too many errors in this area
Funding	Class Size	Teacher Salaries
Walkable neighborhood schools	Some real weak schools - big disparity between best and worst schools	Teacher support

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Mental health challenges not being identified or addressed	Focus on students' strengths and individuality	Teacher support to evaluate students. It shouldn't be based on high stakes test scores and labels
Mental health challenges not being identified or addressed	Focus on students' strengths and individuality	Teacher support to evaluate students. It shouldn't be based on high stakes test scores and labels
Lack of consistent and equitable access to quality arts education.	Cumulative music courses for K-12 including orchestra.	Teacher workload and how it can lead to less opportunities for students.
Class sizes are way too big--it's an embarrassment	Facilities need improvement: more classrooms, earthquake readiness, etc.	Teachers / staff should be paid more
Class size	Participation in decision of who is principal was non-existent	Teachers are over worked
an educational assistance to assist each elementary classroom	experienced (10+ years)	
	administrative leadership at the elementary level	teachers as part of a team making decisions about #s in classroom
an educational assistance to assist each elementary classroom	experienced (10+ years)	
	administrative leadership at the elementary level	teachers as part of a team making decisions about #s in classroom
Class sizes are WAY too big in elementary schools. This is exacerbated by alternative schools that can cap enrollment.	The number of class hours per year is far too small.	Teachers have minimal support services that students can be referred to (counseling, special needs, gifted).
Budgetary shortfalls.	Class sizes are too large.	Teachers must be retained.
Reduction of class size.	Not having special programs that discuss differences in the student population.	Teachers need to have a better income. (They work very hard.)
All gen. ed. teachers need to make content accessible for ELL students.	We need paths to graduation and post-graduation for ELL students, especially students who do not come/learn English until high school!!	Teachers need to understand how language acquisition and language arts instruction and assessment are different.
Relationships between administration and teachers need to be improved. Administrators are scared of downtown administration. Teachers in this district no longer trust administrators. This is Dr. Berman's fault, but the betrayals run deep. When I joined this district 18 years ago, teachers and administrators worked together to provide quality education for all.	Many teachers need to be put on plans of assistance and be forced out. Our weak teachers make it difficult for the rest of us. Administrators don't do their jobs in getting rid of weak teachers, and so the whole district suffers.	Teachers no longer have administrative support to create and operate excellent programs. Witness what happened to NEHS when [Personal information removed] dropped a bomb on small schools.

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Real learning opportunities and a challenging education for gifted students. They are usually overlooked in this district.	Developing students' technology skills year after year in a consistent and comprehensive manner.	Teachers seem overwhelmed by large class sizes and all the mandates. They seem to need more support
expand music program in middle and high schools...orchestra should be added, and full-time teachers in choir, music, drama, and dance	drama and dance classes should be added to high school elective classes	teachers should have strong positive support and respect from administration and district..this benefits students
Start time should no longer be 8:00. It is bad for child development and family time.	I am a lawyer and I start work at 9:00. Most other lawyers do as well. 8:00 is not a good start time.	Teachers should spend some individual time with each kid. I am not seeing this happen in the many hours I volunteer.
Funding!!!!	Lack of resources!!!	Teachers stressed and it is affecting effectiveness.
Large classroom sizes	Increased behavior problems tolerated	Teachers that are limited in what they can teach because of circumstances
An effort should be made to make core class sizes smaller in all grade levels.	The quality of the interior of the schools is lacking, ex. quality and cleanliness of locker rooms/ bathrooms, and there are little to no windows in almost every classroom in all schools.	Teachers who are willing to work with students, enjoy the subject they are teaching, aren't condescending, can accommodate to different student's learning styles and levels, and can make learning fun are lacking. We need more teachers like this
3x5 schedule is bad for students and teachers	Lacks enough Arts and Music programs	Teachers who close their doors and decide not to participate in collaboration with other teachers and admin, contributing to a fragmented work environment
More help for struggling students	More music and arts programs	Teachet training to keep them abreast of newest information
Balancing best practices with financial requirements to support them (for example, planned collaboration time with general ed and sped teachers)	Us and them mentally between different groups of educators trying to solve multiple problems.	teaching time - we need more to cover standards adequately
Reduce class size, or hire a co-teacher, assistant, or special ed assistant for every classroom. The best learning environment comes from teachers being able to connect with students to develop trust and rapport. This is impossible to do in a class size of 30 plus. A ratio of 15 to 1 is much more productive.	Bring librarians and functioning school libraries back. Children of all ages, are missing out on reference help, on learning important research skills that librarians offer. Knowing how to find and gather the right information, analyzing it, and applying it are essential.	Teaching to the test. Far too much class time is spent on these ridiculous common core/smarter balance tests. There are better ways to assess student performance. Bring back music, art, theater, wood shop, cooking,

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Class size	More opportunities for TAG children	Technology
	Declining enrollment at certain schools along with the perception that some schools are "better" than others due to misinformation	The 3 by 5 schedule! Cramming students into more classes during 1 year so they get more credit does not mean they are learning more...if anything, they are learning less, and teacher/student relationships suffer.
School choice--creates inequities amongst the 4 high schools in Eugene Do alternative schools use more than their share of resources	Size of administration We do not have enough people willing to take classified sub positions in the life skills classrooms. This year, understaffing has resulted in many days of "survival mode," which is very hard on the staff who are present as well as on the students who depend on predictable routines and familiar adults. The stress level in the life skills classrooms is truly too high. Every time a sub position goes unfilled, the problems compound. Additionally, without adequate staffing, it is not possible to do good, consistent instruction.	The bad teachers are really, really bad
The Education Support Services department needs more administrators/ more people who can do that work. They are so overextended, and that trickles down to special educators, who often need support and cannot get it.		The behavior support team, while incredibly skilled, is reactive rather than proactive. We need more behavior consultants and we need them to have more resources so they can do coaching and training rather than just reacting to behavioral crises.
Less fundraising that are directing to staffing.	They could use more of the parent to volunteer, instead of hiring teacher aids.	The calendar for days off need to match with all the schools in the district.
Not enough money to replace aging equipment lack of funding...the morning reading group lead by an assistant teacher at our school was discontinued due to insufficient grant.	Not enough money to drop the student to teacher ratio	The change in family support for students, families have increased needs
There are large scale inequities across race, culture and class lines.	More allotted time for arts and pe classes. The school choice system perpetuates the differences in equity.	The class size with adequate instructors/teachers supervision The class sizes are too large.
Over all burden on all staff for child to staff ratio.	Being part of an immersion school I am concerned about the choices for middle and high school and how it will effect the quality of my child's education.	The communication standards are bothersome between the principal and parents.



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Non college bound students are not valued as reflected in curriculum offered.	The educational establishment is now overly complicated with so many social goals and objective.	the complexity of the educational establishment has taken away significant instructional time in the classroom.... to many half and full days off for staff purposes.
lack of funding	class sizes	the cut of more programs (such as second languages and other electives) The disparity between different neighborhood schools. Those in the higher income neighborhoods seem to get more money/support than those in the poorer neighborhoods. The poorer schools need more support, monetarily and personally.
Lack of professional librarians is a weakness	Arts, especially music, are lacking.	The disproportionality of funding and amount of resources available between schools.
More support with students needing behavioral support. One student can change a classroom/school if the right resources are not provided.	More support for families that need support with parenting skills.	The disproportionality of funding and amount of resources available between schools.
Our school board is enamored of a "Stand For Children" that is funded by donations from companies with an interest in promoting certain curricular and testing programs. By deferring to SFC, our board is essentially selling 4J children out to these outside interests.	Class sizes are ridiculously large. Lack of funding (or maybe even misuse of funding received) impacts students in ways that are a roadblock to their success: ridiculous class sizes, gaps in scheduling, adoption of a 3 X 5 schedule that the district could not financially support to ensure its success, lack of availability of art and music programs, diminished opportunities to participate in school-sanctioned sports, lack of access to TAG programs, lack of school nurses and counselors, libraries that are not open because they cannot be fully staffed, etc.	The district is becoming increasingly class and race segregated.
Site-based autonomy is problematic in that it is not efficient or equitable across the district.	Class sizes are ridiculously large. Lack of funding (or maybe even misuse of funding received) impacts students in ways that are a roadblock to their success: ridiculous class sizes, gaps in scheduling, adoption of a 3 X 5 schedule that the district could not financially support to ensure its success, lack of availability of art and music programs, diminished opportunities to participate in school-sanctioned sports, lack of access to TAG programs, lack of school nurses and counselors, libraries that are not open because they cannot be fully staffed, etc.	The district should work more to create bridges in our community that make it a unique place to live and would enrich learning opportunities for students, especially through the growing tech industry and proximity to higher education (U of O, LCC, and other nearby colleges).

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The intense amount of homework. My student is a straight A+ student but is stressed all the time because of the requirements to do so much homework outside of school. She is responsible and works hard to maintain her A+ GPA, but it creates undue stress for a middle schooler. It creates a dislike for growing up and the responsibilities of adulthood far too soon and way too heavy-handed.	The class sizes are ever increasing. Some of the terrible teachers that remain because of the tenured system-	The focus still on traditional learning without introducing more ways students can move during their day, rather than sitting all the time, and use of experiential learning.
The large class sizes which make it difficult for teachers to do their jobs 3x5 high sch schedule lacks time for elective classes.	-unfortunately there are many examples 3x5 high sch schedule has learning gaps that impact my child.	The general lack of funding in OR for public schools The high school day should start slightly later in the morning.
The special ed, adhd and autism programs SUCK	The food made available is deplorable. Organic, non wheat based foods should be made available	The high school is more worried about their attendance stats than the quality of education The high school schedules should be returned to full year schedules not a couple of trimesters here and there.
There are few if any opportunities for TAG children. They are bored in regular classes and often lose interest in school. There is no challenge.	Class size needs to be reduced which means hiring more teachers. The good students lose quality education time while teachers are managing behaviors.	All students should have access to classes they need in order, back to back, not split over terms.
Staff training to work with an ever growing diverse population of children who all learn differently.	Competent staffing, not just a body to fill a position but actual experience or knowledge in a school setting.	The idea that not all children learn the same and should not be counted out just because they are different.
Older buildings are vulnerable to earthquakes and need replacement or upgrades	The school lunches could be more nutritious.	The kids need more physical activity and arts.
The lunch program is horrible	The staff Provide our children local, organic, non-processed foods (it is a missed learning opportunity!) Village School is an exciting model.	The lack of help for school problems The lack of music and PE all year is a serious weakness.
Class size! Class size! Class size! The loss of core arts and humanities such as geography, arts, physical education	The lack of additional funding for 4J teacher and school administrator salaries	The loss and cost to students of extracurricular activities, particularly sports The move toward standardization of curriculum and programs throughout the schools.
Class sizes need to be smaller	Teacher workload needs to be less	

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The inability to retain teachers	The amount of hours/days of instruction	The number of kids in a class
The 3 x 5 schedule at the high schools is terrible - students need to have the same teacher for both trimesters of a core class. It is hard on both teachers and students to have new students or teachers every 12 weeks.	computer created schedules at the high schools leave little room for the needs of the individuals students as people. It is the 1st week of the 3rd trimester and my daughter knows no one in her classes. She sat on the sofa crying tonight. She is a freshman in high school.	The one size fits all curriculum. More schools with the Montessori approach would be great. The waitlists at Ridgeline are long and many families spend years trying to get in.
Attendance	Class size	The overload of SPED cases on case workers
CLASS SIZE!	Losing teachers	The overwhelming spread of learner abilities without support in large class numbers
Class size! 27 to 1 in kinder is not ok.	Funding for PE and Arts programs.	The possibility that school choice is broadening the gap between privileged and underprivileged students.
Class sizes are too big.	Too much emphasis on standardized tests---Smarter Balanced.	The report cards are too lengthy and complicated.
There have been several teacher experiences where it feels like the teachers need instructional support.... but they continue to struggle. Autonomy needs to be returned to the schools. I have parented children in my local high school area for 17 years now. I have seen regime after regime impose changes that don't work. Just like in any policy, the opinion of the local people must be considered or face mutiny.	Recruitment and retention of staff who are ethnically diverse	The ridiculous 3 by 5 high school schedule!
Class size is too large	Career technical programs need to be offered at high schools	The school board needs to hear us, as parents, and react. NOT allow us to speak up, and then just ignore us.
The school district spends excessive resources on liberal arts.	Our children do not have enough days of school each year	The school choice program creates a perception (or maybe real?) inequality particularly between the language schools and the neighborhood schools.
It's top heavy (too many people "downtown")	The school district main offices are too big.	The school district has nice sports fields, but a shortage of quality faculty/staff.
	Huge class sizes	The staff is exhausted - reduce our meetings please!

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The fear surrounding layoffs and hour cuts every year for staff. It is a difficult work environment to live in fear of your income on a year to year basis.	Funding spent on classified staff to help support low income students as community liaisons.	The support of LGBTQ, Students of Color & any other minority has become such a priority that the idea of supporting any and all students seems to have been forgotten in some instances.
the classes are too large	the schools are underfunded	the teachers are over-worked and under-supported
Schools need to serve the whole child: sciences and arts, not just tests.	Business administration is lacking and not cohesive throughout the district- 4J District needs a Management of Information Systems rehaul.	The tunnel vision viewpoint of standardized testing has really hurt the district and the students. The District need to refocus on the human element.
The use of technology and properly preparing teachers to use technology. Many times I hear of teachers being given a class set of ipads, but then do not use them because they have never had any training on how to use them with students.	Dump textbooks for online and free resources. Use your textbook budget for technology that will allow students/teachers to access the most up to date material for any course. Textbooks are dated and can never be modified. Look into K-12 OER initiatives.	The use of your LMS. There is no reason why a teacher can not have an online presence to post course materials and engage students in different ways. As a parent I should be able to see what my kids are doing every day in class. They only way I can do this is to view what they have posted online.
4J is too big to do things really well.	Too much money going out of the community for technology and curriculum materials. Money should be spent on instructional assistants in every classroom.	The waste in terms of food, paper, and other garbage is absolutely phenomenal. It makes it very hard for me to lobby for more funding for "education" when I see so much waste.
Consistency among schools-teacheing methods and textbooks, etc.	Good Teacher--teachers not hanging in for retirement/file cabinet teacher	The waste of money spent
Special Education, providing IEP supports for children, special education classes, behavioral supports, on going training for staff working with the challenging behavioral kids.	Mental Health supports/counselors available in the schools for all kids.	There are great teachers, and there are not good teachers. Somehow an incentive for Teachers to gain the passion for teaching when they are burnt out.

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<p>Our schools lack teacher librarians at the elementary and middle school levels. This results in students entering high school without a basic level of media literacy and research skills. Teacher librarians are also understaffed at the high school level.</p>	<p>Serving TAG students is an afterthought in this district, with no meaningful professional development devoted to it. There wasn't even a single question option to prioritize TAG in this survey!</p>	<p>There is a disconnect between district administration downtown and the schools themselves. District administration has centralized decision making downtown and taken autonomy from building level staff, who are best equipped to make decisions for their schools. District administration and personnel at the Ed Center are often unresponsive to the needs of staff and unaware of what's going in the individual schools throughout the district. The district administration makes poor choices in funding priorities that negatively impact class size across the district.</p>
<p>Inconsistency in programs offered throughout the district.</p>	<p>Disconnected curriculum that does not build upon previous years in many subjects.</p>	<p>There is a strong focus on political opinions of teachers that drive classroom content rather than a focus on engaging students and teaching basic skills.</p>
<p>"PC" everything must be Politically Correct. 4J is scared to death of any, possible form of Litigation</p>	<p>To stop "coddling" everyone. Little Johnny's "feeling's" can &amp; must be "hurt". Welcome to the real world. The last several years saw the trust gap between teachers and administration grow immense. This desperately needs to be fixed, and administration needs to be humble enough to be willing to make steps in this direction.</p>	<p>There is actual Life beyond High School. Prepare for the Real World There is too much emphasis on test scores and achievement rubrics. Parents and teachers should be trusted and relied on (with on-site, in-class, person-to-person evaluation conversations) to evaluate what is and isn't working.</p>
<p>Class sizes need to be smaller. There needs to be programs/training for parents on how they can support/better help their children succeed.</p>	<p>There needs to be better college/career preparation.</p>	<p>There needs to be better math &amp; science comprehension. there needs to be bus service to charter (eg. french im school) to make it accessible to all students</p>
<p>school food is terrible and needs to be done more locally, no more sedexo.</p>	<p>class sizes are too big in neighborhood schools.</p>	<p>There should be more support staff, including school librarians to ease the burden on teachers and increase our children's opportunities to be educated.</p>
<p>Class sizes are far too big to meet the needs of students and teachers.</p>	<p>Some schools have greater advantages and resources than others.</p>	

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After a troubling full year for my student I feel the disciplinary process and tracking of teacher misconduct is laughable at best.	You need to increase the training of culturally competent teachers and get their buy in. I am sick of being told that a teacher who has been egregious in the actions has been sent to "sensitivity training" I don't want them to be sensitive I want them to be competent in teaching all types of students.	There should be more time for teacher prep. This should be achieved through lighten teachers student loads with smaller classes.
Kindergarteners are pushed too hard, focus on developmental and ABC's	special needs are not being addressed, some students need more one on one instruction	They need to be in school much more than they are, daily and monthly, they are falling behind This is blue sky... but for working parents, transportation is a major challenge when coordinating after school activities for kids. When the activity is over at school they need to be transported to their regular after school day care. This limits participation in these activities to only those who can figure out transportation. (activities like Youth Orchestra, other music programs, Lego Robotics, and more..)
Professional Development around digital literacy (very uneven across the district)	Communication with parents has improved significantly at our school with the new principal. Looking for even more improvements in this area.	Timely parental mtg when concerns arise
Meeting needs of diversified student backgrounds	Communication with families	To many free periods because classes are full. Skipping a trimester of math because of the HS schedule
Large classes	Short school year	Too big of class sizes
Too much testing	One size fits all education	Too few a days and too many concessions to Teachers Unions!!
Class size is ridiculous	Lots of wasted tax dollars	Too few hours in the school year to teach all the necessary curriculum
Class sizes are too large	Behavioral and emotional support is not available to all students	
low levels of funding	class sizes too large	too few programs/attention to the problems of over-achievers/gifted kids
school lunches, nutrition ed	too little PE, music and arts	too focused on testing. let's learn from Finland
financial management	strategic planning	too little class time/
Unnecessary homework creates aversion to school	Difficult kids take away from positive social interaction opportunity and instruction time	Too little help for teachers. Need aids in classroom.

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Class size the school year is too short. there should be more school days in the school year.	Lack of arts and physical activity furlough days are ridiculous	Too little time spent per year in school too many 'professional days' or 'grading days' off
equity across 4J schools in terms of what classes are offered/ if a school advertises it is an IHS school it should provide the classes required for the IB diploma; that isn't the case at CHS	ability to meet the needs of the higher (academically) performing students	too many administrators- \$\$ is wasted on administrators- why do we pay for a STEM coordinator?
early second language acquisition at the elementary level - we are ignoring in except for native spanish speakers and kids who can be driven across town to go to an alternative language school	neighborhood schools should be for kids in the neighborhood, not for special programs	too many bosses downtown - all principals who can't hack it in schools get pulled to do jobs downtown - a sad comment on past leadership in our district
Competent teachers that truly care about students learning &aren't burned out.	Trimester schedule has not worked well-less continuity for learning.	Too many fees for public education.
Class size. Even the best teacher is going to loose efficiency when the numbers get too high.	Not enough Instructional Assistants and/or 1:1 for special needs students.	Too many high need students in Special Ed. Classrooms.
Administration needs some changes. Some principals are very hard to work for and undermine your hard work. Then they get an office job Downtown.	The special education administration could probably be cut in half and we would all be fine. Bethel does fine with less administration.	Too many people get Downtown jobs based upon who likes them and then they never return to classrooms. More teachers and less of these specialists.
Choice system creates inequities	Class sizes too large	Too many resources (time and money) spent on standardized testing
Pre-school	Developmentally appropriate education	Too many rewards
Poor quality food.	Too large class sizes and stressed teachers.	Too many standards and pressure on students ,they are only kids, let them be kids atleast while they are young.
Class sizes are too big	Current common high school schedule is a barrier to learning and difficult for teachers.	Too many students fail to graduate in four years or ever.
huge classes	limited course options at the high school	too much damage done in the name of 'equity'
Class sizes are way too big	Behavioral health issues aren't properly being dealt with (designated schools for behavioral health programs aren't working)	Too much emphasis on parent fund raising
classroom sizes are too large	shortened school year	too much emphasis on standardized testing

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School food	Class sizes	Too much emphasis on standardized tests
Keeping up with technology	Making class sizes smaller (especially for Frenchies)	Too much emphasis on standardized tests.
Large class sizes	Not nearly enough support staff for children who need counseling	Too much emphasis on test scores, not enough on enrichment
Education cost per student	Teaching to the lowest common denominator	Too much emphasis spent on special programs and not on graduation and basic education. Not successful if a student spends time discussing feelings of diversity/bullying and little about grammar, algebra, & reading comprehension.
Manage large classroom sizes	Too much focus on testing, not enough on individual learning goals	Too much focus on fundraising for festivals and such.
Poor accountability by teachers and admin with struggling students	Staff resistance to change to meet varied needs of students	Too much focus on sports vs academics
Reduce the student/teacher ratio	We need counseling for mental health 4J is not doing enough to help North Eugene teachers and staff deal with students with challenges related to their home lives.	Too much focus on state testing
The lack of unique programming at North Eugene H.S. is leading parents to choose other schools.	A School Board that is made up of people, while well intentioned, that know little about the realities of what goes on in schools.	Too much focus on test scores and testing.
Class sizes that are too large to accommodate all the differentiation that is needed.		Too much funding for down-town administration - and not enough for classroom teachers.
Too much emphasis on equity, cultural competence, etc. Too often we focus on these types of issues and fail to teach skills.	There are a lot of staff members in the district who shouldn't be teaching. Well, they aren't teaching - they shouldn't be in the classroom.	Too much politicizing - related to the point above. If you want to be a teacher, teach. If you want to be a social justice warrior, get a Bernie Sanders sign, put on a Black Lives Matter T-shirt and go sit on the corner.
Class size	Teacher support- aids, helpers, etc	Too much standardized testing
Large class sizes.	Little or no options for students interested in vocational education.	Too much stress on testing rather than looking at the child as a whole.
Overcrowded classrooms	Lack of diversity with teachers	too much testing
Class size--there is NOTHING more important than this issue.	Disparity between schools--from funding to class size to neighborhood vs. immersion or alternative schools.	Too much testing, necessitating teaching to the test at the cost of teaching other subjects.
Economic disparity between neighborhood schools	School choice is limited to parents who can afford transportation and after-school options	Too much testing!



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No one is accountable for his/her actions;from admin & teachers down to students	Students are given freedoms but not responsibilities	Too much time off; teachers don't teach when school is in session.
curriculum not challenging	class progress is often dictated by weakest students	too much time/emphasis placed on stuff like cultural diversity, sexual orientation
rushed daily schedule	too large class size	too short lunch time
Communication	Parental involvement expectations (particularly at the elementary level)	Transportation
Class sizes	Safety / emergency plans/routes	Transportation
At the high school level, some great and some average teachers	Class size too big	Trimester system Trimester system in high school- this needs to go! Not enough daily instructional time in critical classes such as math, science, foreign language
Budget cuts, which have resulted in less instructional time overall- short school year	Class size	Unbiased reporting of data. The public deserves balanced accounts.
We need to reduce the uniquely High 4J Drop out Rates.	Equity. Especially for our less affluent families.	Under staffing in the elementary Life Skills programs.
Class sizes are too large. Especially in kindergarten and 1st grade.	Inequality, ignorance, and lack of inclusion when dealing with special education.	Underfunding
Class sizes are too large	Too many days off - not enough instructional time	Underpaid staff
Arts and music	sport programs for elementary schools	Understaffed buildings so classes are too big and not enough IA help
Elementary class sizes are too large	More prep time and collaboration time needed for elementary teachers	Uniform scheduling at high schools should be reversed.
Class sizes are too large.	Math and science in elementary schools needs to be taught by teachers that majored on those subjects.	unnecessary professional development
large class sizes	more I.A. time for elementary school teachers in non-title schools	Unreasonably large class sizes
Unstable funding	Process for holding poor performing teachers/principals accountable	Untrained support staff.
Monitoring staff performance and attendance.	Too large of classes.	Updated protocols for discipline and where to place children with accesibility limitations
Staff training, better teachers, new principals	Evaluate where money goes, not enough staffing	Updating buildings to support enrollment (I think new schools will improve enrollment)
Class size/blending classrooms	Teacher staffing (FTE cuts every year and modifications yearly)	

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Bring back TAG	Stop common core altogether, it is pathetic	Use more experienced teachers to rebuild ALL of our curriculum. Using technology more efficiently, I have visited schools that have computer labs with carts available to teachers but they are not used to their full potential, instead they remain stored in the labs. This is also due to the lack of teacher training on how to use technology efficiently. Smartboards are often used as projectors.
Increase number of alternative programs with dual languages	Keeping up with technology updates	Very weak hiring of incompetent liars that con the parents: ignoring problems, really?
Accountability of staff	Adhearing to the policys on bullies and harrassment: mostly the staff at 4J	Vocational programs for children who are not college bound so they can feel successful and develop high self-esteem.
Alternative schools and school choice promote real and imagined inequality between schools.	Retention of high quality teachers.	Vocationally training needs improvement
Class size. Teacher/student ratio	Arts and physical education.	Waaaaay to many students per class
NUTRITION	Less focus on testing/grades	
There is a disconnect between district adminstration and what is really happening/challenging for teachers and students. It seems at times we let the checklist fall in the lap of teachers without thought to how the tasks integrate into the rest of their full plates.	With changing demographics and changing standards, there seems to be little support given to staff to be truly empowering to all students. Teachers needs time to collaborate and really shine as the professionals they are. They can only do this with leadership that will unite them, listen to them, make way for them, and ultimately elevate them.	We are lacking models of quality leadership. Leaders don't seem willing to be vulnerable and put themselves into the classrooms they have no problem "managing" and "evaluating."

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<p>I have concerns about the lack of teaching our kids about their mental health. We teach them in health class about their bodies but their mental health is equally if not more important. There is so much pressure put on kids today to be "college ready" and achieve excellence that we forget that they are kids and can handle only so much. I know of several kids who have either attempted or thought about suicide. My children included. They need to be taught how to balance their life, work and social.</p>	<p>Our high school students need to have a REQUIRED Personal Finance class. We want them to go to college and get these big jobs but we don't teach them how to manage the money they will be making. They are not taught how to design a budget, invest money, balance a checking account, handle a credit card or even do their taxes and the importance of all that. On this, we are failing them.</p>	<p>We have several buildings still that need to be improved. Several are just hanging on and need remodeled or replaced.</p>
<p>Class sizes MUST be reduced.</p>	<p>School choice MUST be eliminated.</p>	<p>We have some administrative staff making decisions who are inadequate.</p>
<p>Old buildings</p>	<p>Immersion experience only full immersion k-5</p>	<p>We have to do a lot of fund raising just to pay for music and gym teachers.</p>
<p>It's time to revise/eliminate our school choice policy: Continuing the policy of school choice at the high school level when we have four comparable comprehensive high schools in Eugene is a vote in favor of schools segregated by race and economic class.</p>	<p>All regions needs equitable access to counseling and mental health services. Kids who attend South region elementaries have problems too, and have the potential to be pushed out due to behavior or special needs, as there just aren't staff to address them at the elementary level.</p>	<p>We just need MORE. The need is so great in my building, and there's just not enough staff, hours in the day or resources to meet the needs of my students and their families</p>
<p>Lower classroom student counts per Instructor</p>	<p>Customer service from top to bottom - Parents/Tax payers are the Customers</p>	<p>We lose services instead of lowering administrative costs - e.g. Management Pay</p>
<p>Smaller class size!</p>	<p>More training for teachers!</p>	<p>We need counselors in EVERY school! We need district supported sports to ensure equal opportunity for development in those skills thee activities provide.</p>
<p>We need P.E. every day for students</p>	<p>We need district supported sports to Access to support materials with our given curriculum.</p>	<p>We need full time support start to address the needs of our students.</p>
<p>Fluctuating Class sizes</p>	<p>We need teacher accountability measures that ensure all teachers are highly qualified and engaged with their students</p>	<p>We need increased cultural competency and programs that address special needs</p>

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we need counselors!!!	we need state of art curriculum for special populations	we need money
many teachers are unable to work with the diverse needs of the large classes; kids at both ends get left disengaged	many courses are uninspiring, we need more that relate to the needs of the kids hanging on i.e. vocations, makerspace	we need more counselors and aides to help with the non-instructional issues especially at the middle school level. The part-time school counselor was invaluable for our family.
We need higher graduation rates. Better planning for class size fluctuations over time. Anticipate changes and be prepared before school year.	We need more money allocated to public education.	We need more focus on real life skills, not test scores.
There is wide-spread cultural ignorance among teachers and students that adversely affects mostly students of color.	not enough EA support for teachers. They can't differentiate teaching or assess students as needed.	We need more money from the state!! We need to demand better for our kids.
Being efficient and cost effective	Standardized testing takes up way too much time and produces no benefits. Umbrella District policies that don't serve students and hamper our programs (athletic, extra curricular, educational, etc)	We need more teachers and smaller class sizes.
School choice is a huge equity issue.	Students are generally disengaged when it comes to learning core subjects.	We need parent accountability and administrators who have the freedom and ability to support teachers.
We need more teachers, smaller class sizes, and more class offerings for high school students.	We need to go back to a more traditional, basic math curriculum.	We need to figure out a way to get more nutritious food to our students. We need to focus less on ipads and tech gadgets and more on writing, reading, art, and actual science.
We need to have smaller class size at the elementary level--including a cap for K-3 that is under 25 kids/classroom and under 28 for 4/5.	We need to address over-crowding at schools such as Gilham and Camas Ridge	We need to raise more funds to pay for these changes.
Funding	Class sizes	We need year round school year. It would be easier on families and improve retention.
District is NOT paying attention to the Special Needs students with high IQs.	Teachers are so overwhelmed with the amount of work (too many students, too many behavioral problem students, etc.). A Masters Degree for this?? We are fortunate to acquire teachers at all, let alone the Best of the Best! The BOBS.	We should be ashamed in Eugene with facilities of many of our schools and departments! I am. We have only just begun to touch the tip of that subject!
3x5 scheduling nightmare	CPM math program	weakness: trying too hard to provide so many varied programs that core learning is compromised and achievement suffers.

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Way too much standardized testing. Smarter Balanced is 10 hours, plus monthly pre-tests, plus drills.	North is not adequately funded. Broken AV equipment, too few electives, ...	Where are the arts and music?!! Shop? hands-on activities that keep kids in school.
It would be nice if all students had access to the same technology across the district	All kids should have equal access to PE, Music, Educational help and resources, etc	While community involvement is great, administration, both at the school level and the district level, need to make decisions based on what is best for the students and not make decisions based on parental preferences
Enormous class sizes	Too few SPED teachers per building	whittling away of electives/technical or vocational offerings
Class sizes are a challenge. Funding certainly drives this, but with the increasing sizes as well as the increasing needs of students, students suffer. With class sizes of mid thirties and above, after instruction and guided practice, there is about 30 seconds to devote to individualizing instruction for each student.	Students with special needs who are identified are not being served appropriately. Some students with IEPs do not even work with the Special Ed teacher. Unless students have a teacher with a Special Education background, they are in classrooms that are overloaded and have untrained teachers. Most teachers have only one very general class on special education during their time in teacher education.	With all of the cuts over the years, classes that caused students with academic challenges no longer have motivation to attend. When the only classes offered are academics and support classes when students struggle, there is nothing in their day to connect with their heart and spirit. School is for more than teaching reading and writing. It is for creating well rounded individuals who have their schools and teachers value their assets rather than focusing only on their perceived deficits. Much of the heart has been taken out of our schools. Schools with more resources have the ability to maintain some of the choice classes, but it should not be based on zip code whether a student has access to those choices. Our system of "choice" only works for those with means. This disadvantages many of our families of color as well as our economically disadvantaged.

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Lack of full time certified music teachers employed by district 4J, means that only the well-to-do get true music education opportunity funding to provide sufficient staff and salaries	A 6-month taste of music in grade school is nothing like actually taking up an instrument or voice studies and gaining the language of music literacy, which is so well demonstrated to help with academic and creative thinking performance in schools all over Europe, Japan, and elsewhere in the USA.	Without the variety of creative arts built in to the daily curriculum with CERTIFIED, TRAINED music teachers, children in our district miss an entire part of brain development (and for many kids, a creative outlet during the school day) that children elsewhere receive. Their daily quality of life is diminished without creative time built into the school day, taught by certified faculty.
CLASS SIZE	INSUFFICIENT help for kids with behavioral problems	WORRIED about our school Edison's risk in event of earthquake. How long can we safely wait to build a new school?
Class sizes are too large	Need to support arts programs in schools	Would like to see more diverse staff. Most teachers seem to be Caucasian.
Need more music courses	Equitable access to arts learning	Year-round elementary music instruction
providing curriculum that works for students especially reading program	for program directors, administrators, and other school leaders to visit school more often	yearly anonymous survey for classified staff regarding the teacher they work with, building administrators and curriculum
Too much focus on embracing diversity. Yea, diversity is good but it isn't the end all and its stressed too much. Focus on educating the kids - not pushing done political agenda (like the gender issue).	Quit pushing college so much. It's crazy how strong this message is it the early ages. This country has a major crisis on our hands with student loan debt and college is not for everyone. I say this as somebody who has postgraduate degree. In hindsight, I'm not convinced I needed college and so I don't think we should be stressing the message that it's for everyone.	
Class size -- too large	3 x 5 schedule, adopted without teacher or parent by-in, resulting in students having too much free time	

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My daughter is transitioning to K from preK and has disabilities. She has always been around typical kids and is very bright but when i first met her 4J sped coordinator, he was polite but acted like he knew what was best for my child he just met and informed me that placement would not be my choice but up to him and his tests.	4J has a history of being the least inclusive of our area school districts and i hear far more unhappy parents in our district.
ESS is the most disfunctional department (to the point where it is harmful to children, families and the competent staff members)	4J needs a conflict management system/ombuds office
Less homework! My daughter is a great student and she constantly feels stressed with all the after school time devoted to homework.	A lot of the kids, as young as 12, are doing drugs and constantly talking (in class even) about sex. I'm not sure how this would be solved, but maybe it deserves working on.
State Testing is a failed metric that provides no useful data, treats students as numbers.	A School board making decisions not based on need or what is in the Districts best interest. Ie Civic Stadium sale to the lowest bidder, Board trying to hide decisions from the public.
Distribution of resources to support schools in poverty-- this needs to happen beyond the current measures	Ability of staff to engage culturally responsive teaching and learning-- much more additional training and conversation needed
Class sizes	Ability of students to compete with other districts
Open enrollment - students should attend their respective neighborhood schools.	Acknowledging diversity.
Shrink class sizes	Add and honor vocational training for non-college bound
Quality teachers	Address bullying with more urgency
Music Education K-12	Adequate funding
Money	Administration turnaround
Charter schools taking resources and students away from neighborhood schools	All day kindergarten
old school buildings and facilities	all schools need to be on the same schedule

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

School choice should be done away with; it results in willful segregation and negatively impacts disadvantaged children and neighborhood schools	Alternative schools that do not offer transportation should be done away with as it creates an obvious inequity
Class sizes should be smaller	Art and PE should be a focus in addition to testing
Class sizes	Art, music, pe, foreign languages on daily basis in all schools
Class size	Arts integration/creative thinking
District Boundaries	Attendance equity
Overemphasis on standardized testing	Average class size too high
class sizes are too high in elementary	behavior issues
class size	behavior problems
Class size is too large!!! We need smaller class size; especially in the lower grades.	Behavioral issues in some classes with few resources to deal with it. Even in kindergarten.
class size - FTE	being expected to always do more with less
Money	Bernie2k16
Teachers need to stick to district standards, not push social agendas addressing 'structural unemployment' that follows in the wake of high tech and automation.	Books for students
Site-based management has gone too far	Bring back shop and vocational training for those with that apitutde.
adultt/child rate for young children	Budgeting/staffing battles that pit school against school or dept against dept
Aging teachers' ability to use modern technology	class size
budget	Class size
Some building principals have too little history, skill, and vision for the job.	class size
Equitable programs curriculum	Class size
Lack of evaluation from a parents perspective on teacher performance!	class sizes
Some buildings very outdated- Corridor	Class sizes
the 3 X 5 schedule needs to be replaced.	Class sizes need to be reduced.
underfunding	class sizes too large at all levels.



**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

TAG	Classes are too big Classroom mgmt of behavioral issue students- need to equip teachers to handle it and need to have other options for where they can go
Class size	
Communication between parents/teachers	Classroom Size
There seems to be a lack of consistency among different schools in the district following policy guidelines with staff and students	Classroom sizes are too large for the diverse learning of our students
Class size	Cleaner buildings
Large class sizes	Common core communication between teachers and parents
special education services	Concerned about arts opportunities across the board. Not all families can afford extras.
I hear rumblings from TAG parents about lack of attention to their needs.	
Ban cell phone use in classrooms. The most effective teachers do this. Other teachers threaten and don't follow through, or just let the kids use them.	Consistency among schools for what is offered. ex: Churchill has courses in the medical field. Nothing offered at Sheldon.
Class size should be less than 25 at elementary & 30 at high school level. Too little attention can be given to individuals.	Counseling support needed for all schools to help with behavior & emotional situations
size of classes	curriculum
I am not a fan of homework. I feel that most of the homework is vague with instructions and the assumption that your child understands what to do is kind of silly. Not to mention that when your kiddos gets home from school they may have chores, after school activities, siblings that may need additional attention from parents, or they might have to run errands. The thing is most families don't have a stay at home parent anymore and adding additional work to a child's schedule often means adding addition work for their caregiver.	Cutting activities that give children joy and broadens there outlook in life is dissappointing. Children need exposure to fine arts, music, art, and even things like cursive.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Classes are too big	Days and number of days are too short
Large class size	Declining test scores for females in math/sciences
Quality of school meals	Developmentally appropriate instruction for primary grades
class size	Do not like the new 4th/5th blended classes.
need to get rid of school choice	do something about on site fund raising for FTE and programs at individual schools
more money and instruction into TAG programs	[principal name deleted] at Sheldon
Class size	Earthquake preparedness
Lack of cultural competence and understanding	Educators limited understanding of disabilities and williness to help
Supports for students with behavior, emotional and mental health needs (This is not necessarily a special education issue)	Equity between neighborhood schools: support staff (counselors, etc..), Sped/ 504 programs, TAG programs, facilities, arts/ enrichment
Class size	Equity in allocation of resources
Funding	Equity in resources amongst the regions
Class sizes are too large	Equity issues, achievement gaps need
Class size	Facilities
the lack of resources to allow more tailored curriculum.	families that are so busy they don't have time to participate in schools
Less homework	Fewer standardized tests
communication at the district level	focus across the district towards common goals
Mental health counseling. This would benefit all students not just ones getting counseling.	Free lunch/breakfast for all kids
class size	funding
class size in lower grades is deplorably high. why is there an average difference of two students in teacher-student ratio when comparing first grade to 10th grade?	funding from the state
class sizes need to be smaller	furlough days
Large class sizes	Get rid of 5 x 2.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Not enough public transportation for students who need it most. I am angry that the people living furthest out get the school busses	Get rid of bad teachers
Manage existing finances	Get rid of Common Core and develop better curriculum
open enrollment	going back to neighborhood schools
Too much focus on bullying: not enough conflict resolution technique teaching	Grading rubrics that are not clear: A,B,C,D,F was pretty well defined and easy to understand
Having people of color, especially those familiar with non-mainstream English, more strongly represented in the ranks	Having hiring teams more inclusive of people of color, especially those familiar with non-mainstream English
class size	head lice - can kids not have coats and back packs so lined up and tight, it's like a lice high way opportunity :(
Class size	High school graduation rates
Class sizes	High school timetable & terrible Math CPM curriculum
We need a better use of financial resources in high school.	Higher expectations for delivering culturally responsive instruction.
as a former employee (school secretary) class size has gotten ridiculous	hiring quality administrators for the schools. I have worked for and seen some very weak people in that position.
Closing the achievement gap and improving equity among children with differing socioeconomic backgrounds	Hiring quality personnel for the future
I hope there were some resources/extra curriculum for students that are exceeding in Math and reading in my kids school! It is really hard to see your kids are bored at school everyday. My son goes to Buena vista, but there is no plan for kids that are exceeding and my kid is little by little disliking school everyday.	I also know another 4J school, has plans for kids that are exceeding in Math and those kids get extra material/instructions everyday.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

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My daughter went to Monroe MS and Sheldon HS. My son went to 6th and 7th grades at Monroe MS and is now at Spence Butte MS. There is a huge difference between these schools. My daughter struggled academically and when we tried to get help from the school, we were viewed as a nuisance. I went through the 4J school administration when the local administrators at Sheldon provided no support. I am an excellent advocate, but finally gave up with the top person at 4J could offer no solutions to help my daughter. She graduated from Sheldon and has no confidence academically. She looks back on those years with much negativity. She did not go onto college because of her negative experiences with academics at Sheldon. We purposefully moved to the other side of town to hopefully give my son a better start and so far that seems to be the case. He felt disengaged at Monroe and was not challenged academically. He feels challenged and engaged at Spencer Butte. It's interesting how a move across town appears to have made a

I am hoping that the math department at South Eugene HS is an improvement over Sheldon's. My daughter experienced a non-negotiable policy where tests were not given back so that students could learn from their mistakes. They were also not gone over in class. Homework was not graded or given back to students so that they could learn from their mistakes either. I registered my concerns with my daughter's teachers, the vice principal, the principal, the counselor and several people at 4J administration only to be told by each one of them that tests and homework were purposefully not given back due to concerns about cheating. We were told that I or my husband could come in with our daughter after school to go over her mistakes with her. I was able to do that a few times, but my husband and I both work full time as well as have another child. This was an unreasonable mathematics policy as well as ineffective as far as student learning went. I am hoping it is different at South.

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**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Financial security is the number one challenge facing our local public school system - and that includes our public charter schools.	I think one aspect of 4J that could be considered a weakness is the "image problem" some schools seem to have. The recent article in the paper about North High seems to illustrate this point. North supposedly has all of the bells and whistles of all of the other high schools, yet it's student enrollment has drastically declined. For a parent who is already considering high school for my student, it makes me wonder if there really is an underlying problem with the school or neighborhood. There probably isn't, but some positive PR from the district might help to interest the public and community in reinvesting in the school.
The class size NEEDS to be brought down. My daughter has had class sizes of over 30 the last 2 years and that is FAR TOO BIG! This MUST be remedied!	I think there is a lot of money put into technology, that could be put into staffing schools with class sizes that are more managable!
I am concerned about the implementation of the common core standards. I'm not convinced this is a good method.	I'm concerned standardized testing will detract from the teachers ability to focus on individual learning styles.
The type of classes offered should be equal among all the school.	If one middle offers electives they all should.
Perceived conflict/ineffectiveness of district and school level admin	Inability to keep top talent among teacher and admin staff
Funding is simply inadequate.	Inadequate funding leads to the inability to recruit and retain great employees who are assigned reasonable workloads and class sizes.
Large class sizes	Inadequate instruction time
more emphasis on reducing class size	increasing teacher to student ratio
Lack of low or no cost after school clubs and extracurricular options	Integration/desegregation, a few schools host a disproportionately large population of minority students
The kids need more physical activity time.	Invest more in your teachers, both pay and training.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Smaller class sizes should be the top priority. Even an expert teacher cannot be effective if class size is above 30 students. Having more than 30 students in a class drives down moral for parents, teachers and community.	Investment in teaching vs downtown administration should be a higher priority. It is difficult for Eugene to be attractive to professional workers if it is perceived that Eugene has a poorly funded public education system.
Meeting the needs of individual students	Involvement in decisions by all stakeholders
The amount of time high school students are not in the classroom- have a free period or no class for themselves	It seems we spend a large amount of money on administrators and have a higher cost for staff that are non teachers than other districts
Officials need to understand that the highest priority is giving students a quality education, it's not there to provide better salary increases, bigger pensions to the unions that try to suck the life out of the system and leave the kids what's left!	It's time to reinvent the educational system and prioritize the children. Keeping class sizes in high school manageable for student and teachers' sakes.
Offering enough classes so kids can take what they need.	Lack of a good system for evaluation of teachers
Class size	Lack of arts education
Equity	lack of PE and arts/music as a part of ALL students regular instruction
large class sizes	Lack of resources to deal with heavy hitters (there are more each year in a classroom)
Large class sizes	Lack of resources to serve struggling students
Large class sizes	lack of school choice
Lack of funding always seems to be an issue.	Lack of teacher retention is concerning.
lack of sustainable funding for education	large class sizes
need improved nutrition and more time to eat	large class sizes
Poor arts programs	Large class sizes
need/want smaller class size	less testing time, more instruction & engagement time

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

cost of lunches	less time off during the school year, longer summers
School Calendar days seem low when compared nationally	Limited access for full schedule for high school
Lousy decision making at board/supt. level. the scheduling fiasco is a great example.	Listening to teacher input on crucial decisions. (see 12.1 as example of NOT listening) 4J works best when it's not all top-down decision making.
Older teachers removed	Long school days
Class size	Long summer breaks should be eliminated and short 2 week breaks throughout the school year. Other states have gone to this as far back as 20 years.
Class size. The current situation is not acceptable.	Many of the facilities are going to need work soon and look old.
sustainable adequate funding	Meeting needs of students not going to college
Class size	Mental Health Services/Counselors
Healthier food choices	More arts & music
4J seems to have more days off than other districts, both in OR and other states. More consideration should be given to working parents when planning random days off throughout the year.	More arts programs are needed.
providing a well rounded education not just "book smarts"	more effective methods to correct disruptive behavior
Class size, increased	More elective options ( stem, applied math ( cte))
Class sizes and the lottery of students into schools with already too many students.	More schools than Edison funded to deal with special needs students
To much time is dedicated to measure students' achievement but not enough meeting and learning time	More support is needed to retained and develop quality and effectiveness of new teachers
student safety for underrepresented students, especially students of color	More space for students in immersion schools
Aging facilities	More support for arts, clubs and athletics
PE	Music

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

With large class sizes, there is a lot of emphasis on student behavior and management. Students get rewarded for being quiet, which over time can send the wrong message that their needs aren't important.	My kindergartner has homework, which is absurd. Research has shown the home work in elementary school does not improve student performance, but rather turns them off to learning, an effect that reverberates for a lifetime.
High school bullying and social media issues	Need a more strict policy on tardiness and attendance
Disruptive/disrespectful behavior in class and on the playground being tolerated and allowed under the guise of trying to use "positive discipline" while the majority of the students suffer the consequences of the disruptions. Staff needs more power to have those individuals removed sooner.	Need higher expectations within all the classrooms, some teachers do well, but the majority seem to teach to the loosest common skill level.
Need less focus on testing.	Need less focus on "choosing" schools.
Lots of issues with bullying in the middle schools.	Need more cultural diversity.
Adequate staffing - including reasonable class sizes and professional development	Need to get with digital age skills and education
Need increased/stable funding for art and music programs	Need to reduce class sizes especially at elementary level
class sizes too large	need vocational training - not all college directed
History and Science classes only taught every other day, should be every day	No Honors or Talented and Gifted classes at middle school
Too many republicans	No money
less focus on test scores	no more teaching to the test
too many administrators on payroll-need more classroom teachers	no support in elementary--this is were it all starts
Large class sizes	North Eugene region is underperforming and has a bad reputation. Needs more staffing and resources.
class size	not enough arts/music
communication with teachers	not enough help for failing students



**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Too much money spent on Professional and Administrative employees!!!	Not enough money spent on Teachers and Classified employees
If student is needing assistance in an area, parents are not informed until report cards come out	Not enough physical active for students during the day
Class size is WAY too large!	Not enough resources for those children that need extra care or counseling
Too much emphasis on technology	Not enough respect from students to teachers and staff
the need for electives in schools. not enough extracurricular activities	not enough supervision, need more teachers or staff in class as well as out in hallway supervising during classes
Class sizes are too large	Not enough time for electives
The awful block schedule in the high schools	Not enough visual arts classes
Need more rigorous curricula and teachers to more equitably enact that curricula.	Not taking advantage of good approaches available because of Common Core.
Class size.	Number of staff; need more.
Financial stressors both within and outside of the district itself.	Older facilities don't have classrooms large enough to house the class sizes currently accepted as "normal" now.
Opportunities for talented and gifted students, or others who thrive on challenging material	Opportunities distributed equally among schools in 4J
Class Size	Pre-K
alternative schools negative impact on neighborhood schools	preparation for trasitions from middle school to high school and from high school to either career or college
Class Size	Professional Development and Retention
Funding in a community that can't set priorities and spends so much time trying to please everyone core civic priorities are sacrificed.	Proficiency or non-grade grading. This is an issue that confuses students and sets a moving and subjective targets which in effect still translates to a grade. Colleges are not looking at this as a preference and the standards vary so much teacher to teacher.
Music - Physical Activity	Promoting Sports Participation

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Providing equal opportunities for all students in all regions.	Protecting our over worked staff from outside "priorities" that take away from the time and energy that should be spent on student success.
Important to keep up with the tools and bandwidth to support integrating technology into the curriculum. We're preparing them for a world that's changing so rapidly and they'll need to be prepared!	Provide more opportunities for teacher professional development
Special Ed	Pt
Class size	Quality teachers
funding sources	reaching all stake holders
racism - in Eugene most everyone's intentions are stellar, but subtle and frequent racism happens, and though it is (usually) unintentional it still causes damage (my son is black - I wish that the teachers in his school AND the parents of other students were offered education re how not to be racist and how to teach white children not to be racist)	recess should never be withheld as punishment - especially for a whole class. Outdoor play is essential to learning and growing!
Improved communication with parents, including transparency about special ed programs available at different levels	Reduce class sizes and case loads of special ed personnel
Cull some of the ineffective admin. down town that a found a job when they fail at their schools.	Reduce Class Sizes.
Elimination of the TAG program	Reduction in music education in the elementary schools
Number of children in classrooms are way too many.	Retention of quality teachers. Seems like teachers are moved around too much or leave after a year or 2.
class size	safety
Stronger teachers	Same teacher throughout a child's life
Office staffing in the bigger elementary schools	School choice and class size

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

The high school semester system is a disaster. 15yo kids should not be having two free periods to wander the streets.	Semester system creates an situation where a student takes Spanish (or math or ...) one semester, skip ones and forgets everything, then must take it again, then summer comes to forget again, etc.
shamefully large classes	shamefully short teaching days
Over crowded class size in K-3	Short, 15 minute lunch times in K-5
Drug Use, or acting & smelling as if they partake in drugs.	Skill set classes!! Mechanics, welding, wood shop, etc.
Less bureaucracy and administration	Small class sizes
Need at least 45 min lunch time	smaller class size
We need to do more for students with mental health and behavior problems.	Smaller class sizes.
second-language learning opportunities for younger students	some class sizes are too large
class size-- Physics at South is unconscionably big	some incompetent teachers are retained
Students who transfer should be automatically admitted to the next school in the transfer neighborhood, as was done in the past	Some principals are a poor fit with their schools but are apparently very difficult to have moved to other schools
Many low income students can only go to neighborhood schools and cannot participate in all programs.	Some teachers who should no longer be teaching.
Need to hire better and more educated staff	Special education
Large class sizes	Special needs
Special needs programs	Staff educated on all mental and behavior issues
Class size	Staff numbers
Class size	Staff quality
Lack of flexibility with scheduling at the high school level	State testing is a joke - a total waste of time
get rid of common core	stop group work emphasis in high school. It only allows slackers to use the kids who work hard.
Building improvement	Stop teaching to test
Minimal exposure to arts in K-5	Student anxiety regarding new standardized testing

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Special needs programs need administrative support especially around providing adequate number of and quality/competent staff who are reliable.	Student attendance
efficacy	student: teacher: staff ratio
We need smaller class sizes.	Students with disruptive behaviors need appropriate placement to succeed.
Too many teachers with average or "acceptable" performance. Great schools need great teachers!	Support for our high school students who could take AP/advanced to take these courses with support.
staff connections	support for staff
Class size!!	Support for students with special needs
competative lottery to get into popular schols	TAG program is weak or nonexistent
Class size	Teacher displacement
Class sizes	Teacher retention and professional growth
There needs to be more support staff for Teachers.	Teachers shouldn't have to make their own copies or supervise.
hiring practices	teachers with no experience at certain levels getting hired (specialists)
Alternative Education Systems and Options for Students	Teachers' ability and commitment to differentiate instruction
It's very discouraging to see 4J locked into these awful food contracts. It's just not excusable to give kids food loaded with pesticides and sugar. Our kid doesn't go to Village School but what they are doing could be done throughout the district. 4J could be a model for showing how learning is connected to good eating.	The almost non-existent nature play on our playgrounds combined with short recess. Study Robin Moore's work, it's very solid and Eugene again could be a real leader and solve a lot of associated problems like attention span.
Class sizes are too big, with varying abilities of students in each classroom.	The Arts are so important for expanding a student's world view. I'm so sad that the arts are not a priority in schools.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

There is no visible effort to remove low performing staff. People can go through the motions for years.	The district should give the interest of students priority when making hard choices. Seniority/sick days/bumping rules/ evaluations/termination rules. All of these contract terms protect staff at the expense of educating our kids.
Monroe Middle School math teacher [Personal information removed] isn't very helpful with students with ADHD.	The parent vue needs to be consistent with all teachers. All homework can be scanned in the PDF so parents that work full time have access to missing assignments so they can work with their child. Parents with children that have ADHD will understand this.
We have more students trying to navigate poverty. These students don't always have a place to eat breakfast and supper, and they don't always have a calm place to do homework. There has been a big focus on rigorous programs (AP, IH, etc.) but there isn't enough help for students who are struggling to succeed.	The schools will need to provide more of the needs of our students. There is too much teaching to the test, creating a lack of inquiry-based learning which allows students to develop critical thinking skills.
Teachers need more time to collaborate with other teachers.	There needs to be more specific opportunities for families to be involved in the schools.
Class sizes are too big.	There needs to be more support in schools for children with learning disabilities.
The perceived and/or real inequities among schools in different parts of the district; SEHS's reputation as the only "good" option	Threat of the rise of charter schools or other privately-funded educational models
Uneven implementation of policies	Time for PD and collaboration
Lack of elective choices in middle and high school	Time wasted on NCLB testing
class sizes	too few school days
Large class sizes at primary and intermediate levels.	Too little time to burn off energy (recesses and PE time).
Support staff untrained in early childhood education (ie, secretaries) directing students/parents	Too many days off/early releases

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Bad teachers never leave.	Too many resources are spent on dumb kids.
Class sizes are way too large.	Too much emphasis is put on test scores. I know this pressure is coming from the state, but it is affecting district and school decisions that are not in the best interest of kids. This stress is impacting decisions made as early as kindergarten (for example, teaching keyboarding just so they're "ready for third grade tests.")
Class sizes are too big, especially at the elementary level	Too much time devoted to standardized testing
Class size	Too much wasted energy and resources (specifically the transgender topic)
The enforced 5 period high school schedule has been detrimental to my daughter's education.	Top-down management.
school choice is bad for the neighborhood school	transportation to and from school
Class size	Turn over in downtown admin
Class sizes are too large. Especially in elementary school.	Understaffing in schools.
School Choice	Uniform daily schedule-all high schools on Trimester
the tracking of students	using an educational model that does not work any more
continue to improve offering more organic food options and teaching healthy eating habits	Utilize advancing equipment and techniques for varied learning styles in the classroom. For example each classroom should have some standing desk options for kids that struggle to learn while seated at their desks
The common 3x5 schedule at middle and high school	Value of physical education: it was not included in this survey
More opportunities for physical movement	Viewing Computer Programming as a secondary language
We need to move to literature groups for reading instead of the Journeys.	We need a math curriculum with more drill and kill practice
Trust the teacher.	We prepare kids for college, but the fact is not all will go. Those are the ones we need to do a better job for.
Increased trade programs	

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Class size is too big.	Would like more physical education and focus on exercise and healthy eating.
We need Higher graduation rates	Would like to see more trade prep. for career bound kids straight out of high school
Remove autistic children that are not capable of learning anything	You do not teach children how to live in the real world
A better disciplinary system	
Almost every aspect save sports facilities.	
angry, mean teachers ..springcreek	
Athletic Facility Equity	
attendance at neighborhood schools	
Availability of quality teachers aids for one on one attending to individuals with special needs.	
better counseling for students	
Better homework reference for parents	
Budget issues revolving around inefficiency	
Build camaraderie among classmates	
Class room sizes are to big	
class room space for special education teachers	
Class Size	
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Class size is fundamental; no other strategy or intervention can be effective if class sizes remain high.	

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Class size is getting too large

class size is the single biggest problem

Class sizes

Class sizes are out of control!

Class sizes are simply too large.

Class sizes are still growing and are too large.

Class sizes are too large in Elementary Schools

Class sizes are too large to create quality relationships between teachers and students that make school meaningful for every student.

Class sizes are way too big. It's a huge problem.

class sizes needs to be reduced

Collaborative team work between classified, licensed and admin groups

Consistency within programs. As our daughter has moved through the school years, so much inconsistency and misinformation has provided hurdles along the way. We have to be constantly checking in with teachers and directors as the rules change.

Discipline practices that disproportionately impact students of color and students identified through SPED

Education is based on high academics.

We need diversity at all levels.

Elementary school class size is too large. 34 kids in a first grade class at Gilham Elementary is not acceptable.

Enrichment programs/vocational programs

Equity between schools, especially high schools

Equity between the schools--the haves and the havenots

Equity of school offerings and programs/access for all students



**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

Excessive need for individualism -- we are more similar than different and the business of education should capture efficiencies in the similarities

Extra curricular activities such as music, theater, home ec,

Extracurricular activity options are lacking

family involvement

Fewer meetings and more prep time for teachers

Finances, finances, finances.... How can we fund education better

funding

Funding

Funding cuts from gov

Graduation Rates

HEALTHY FOOD PLEASE! Not processed food.

Hiring qualified and enthusiastic teachers. In high school the students need teachers who can teach and not someone who is reading off of a book. How can the students master a skill that way.

Hurting children with bad food and a low value system along these lines.

I really dislike school choice and the inequality that it creates for students.

i think all schools should be able to have the same offerings for all students. Some families may not have the opportunity to change schools and their students deserve all of the same benefits as others who may have chosen to attend a school that isn't their neighborhood school.

I strongly object to receiving phone calls that are recorded messages with information that could be better communicated by email.

I think kids should have AT LEAST 180 school days per year, but 4J doesn't come anywhere close to that.

**Q12: What needs improvement in our local public school system?  
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I think the assistants (example: recess duty's, lunch dutys) don't help the kids resolve conflict or discuss issues.

They are quick to boss kids around and tell them they are arguing with them if they try to ask a question.

I would like to see more effective support for struggling students.

I would like to see more home ec classes ( cooking, sewing) instead of computers

I would love to see a dialogue of LGBT inclusion in Middle School and High School. Administrators should be educated about this diverse group of individuals and sensitive to the struggles these students face to be themselves and to feel included and safe. Their non- LGBT peers also have a right to to be educated so that they know how to be sensitive and respectful. LGBT students should not have to hear "no homo" and "faggot" every day in school by other students who mean no harm but who are simply uneducated about the impact of these words on an LGBT student (for example). Please include this topic in your discussions during sex ed or other appropriate curricula.

i'll get back to this later

inconsitent availability of music, art and PE

Increasing class times = stress on teachers

Inequality in facilities and student performance.

Inequality of access across all schools for all students and programs in neighborhood setting

Inequity - wealthy families using "choice" to segregate into language schools

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**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

It's important to re evaluate children  
each semester.

Kids need to be held accountable for  
their own education.

Lack of mental health and family  
counseling

lack of specialized classes such as art,  
music, and PE.

Large class sizes

Large class sizes

Less admin at the district level - too  
much overhead

Less homework, more in class work  
instead

Less writing and reading material  
provided during long weekend or  
spring break

libraries and librarians

Little emphasis on the arts ... Too  
much on athletics

long-term planning can be lacking,  
one example that is a symptom of  
larger problem is that academic  
calendar doesn't come out until 6  
months before school start

Mandatory professional  
developments are not effective.

Teachers never have a chance to learn  
from each other and discuss successes  
and problems.

meals

Meeting the needs of a diverse  
economic/cultural population

more character development

more comprehensive engagement  
with community partners

More developmentally appropriate  
instruction in primary grades

more focus on student learning,  
what's in the best interest of the  
student

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

More neighborhood schools. Current system discourages neighborhood relationships and teaches bad transportation habits.

Music for all

Need to find a way to reduce class sizes

NEED TO LOWER CLASS SIZES TO 20

No PE year round, the children need more exercise and physical activity

North Eugene High School

North Eugene High School is academically inferior to other High Schools

Not just using technology for productivity but using it to really rethink and transform learning.

Open enrollment and curriculum differences are creating high schools of the 'haves' and "have nots"

Open enrollment needs to stop if you are not able to better control class sizes in certain schools.

Options for special needs children

Outside academic pressure  
parental involvement

PBIS systems have suffered from lack of district admin support and coaching - need reinvestment in systems

quality of high schools is imbalanced

Reduce class size

Reduce class sizes

Reducing the elective options for students limiting them on Arts course time

Replace North Eugene High School.

Old, not energy efficient, no pride for students.

**Q12: What needs improvement in our local public school system?  
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Schools spend an extreme amount of time focused on nut allergies and making it a priority to eliminate them at school, however at these same schools you have cultural appropriations and constant heteronormative views that get to take precedence.

shop classes for All in middle school  
silo approach - schools need to collaborate more - efficient systems shared across schools

Smaller class size would allow more one-to-one attention.

Smaller class sizes

Smaller class sizes

Smaller class sizes!!

Smart boards for every class

Some buildings are older and need repairs/updating

Special Ed scheduling times for Elementary students

Special education

Special needs programs

Standardized testing

Suplying equipment to achieve better education in students.

Test scores should not define the abilities of a student.

That one teacher, the PE teacher has been able to eliminate the planned parenthood sex education at Roosevelt and has failed to cover it in his class. The trained educators do a professional job of teaching our kids about consent, sexuality, contraception and navigating the rocky terrain of adolescence. This program is used widely in the community and should be supported by 4J district.

the 3X5 schedule is a disaster

the 3x5 schedule isn't working

The administration is weak.

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

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The administrators. The teachers and parents should be evaluating the effectiveness of their school administrators.

The differences between schools, programs and teachers based upon SES

The grading system

The inequality that is unintentionally created by school choice

The kids aren't challenged enough in their classes.

the need for physical education in all grade levels

the quality of the food served in school lunches is poor

The separation of the communities. NEHS Why do we have separate Spanish conferences?

The website is scarily confusing as my main source of information.

There is room to improve District 4J's collaboration with the City around recreation facilities, with 4J bringing more to the table.

Time for PD and collaboration

To much testing, not enough time spent on the joy and wonder of learning.

too many top-down policies that don't support individual schools

Too much catering to small groups of people

Too much focus on standardized tests

too much reliance on parents' volunteering (especially selling beer at Duck games)

too much standardized testing

Under qualified teachers

Understanding the diverse cultural and economic backgrounds of our families

**Q12: What needs improvement in our local public school system?  
What do you see as concerns, weaknesses or challenges for Eugene School District 4J?**

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Watching class choices for kids so they get all the required classes in and not so many free periods so they can graduate!

We could use more charter schools

We need smaller class sizes.

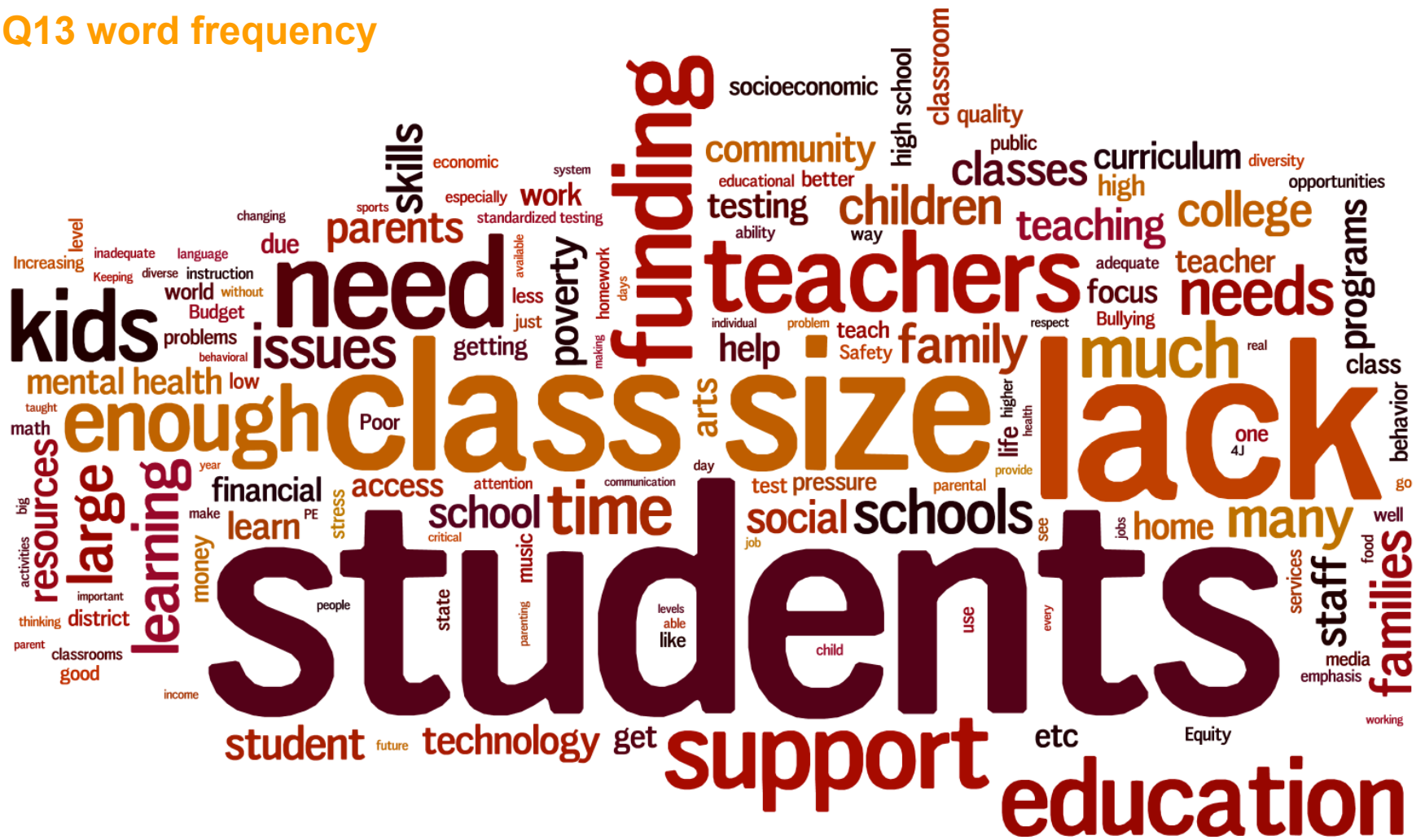
With autism rates as high as they are, it would be helpful if all teachers received quality autism training and enough support in the classroom to ensure all students can succeed.

## Q13

**What do you see as the top three issues facing students and schools today?**



# Q13 word frequency



### Q13: What do you see as the top three issues facing students and schools today?

Behaviors	Access to technology	Bullying
Need to include environmental issues as a core component of the curriculum.	Need to promote social responsibility	Need to promote cross-cultural understanding
ESL and special needs children	Giving our teachers More support	Putting a cap on the number of out of area children that can transfer into a school. The neighborhood schools are being over populated by kids from other areas and it is not benefiting anyone
Socioeconomics in Eugene/Springfield high number of families in poverty		
Toxic stress and early childhood	increasing developmental delay	"The parenting gap" (see Graham Scharf)
Teachers who need a sub [personal information removed] was always available to sub	[personal information removed] was always professional	[Personal information removed] was always on time and doing what was asked of her always
Too many behavior problems in the classroom with limited/no support.	Lack of support for students that need it.	#1 Budget
A dearth of creative and substantive learning that is interesting and meaningful to all students (PBL, for example.)	High payout to Tier I PERS that takes a substantial hit to state budgets and shrinks state allocations to schools	A broken SpEd system and a disproportionate reluctance to address high behavior challenges in classrooms throughout all schools.
We are failing our brightest students by not proving instruction commensurate with their abilities	Lack of differentiated instruction means one-size-fits-all learning environments and that is not ideal	A changing workforce means creative thinking and problem solving are more important than ever, but schools are not designed to foster either
Too much screen time a deficit of nature and real time, hands-on learning. A small example: I recently witnessed a toddler walking across the busy school parking lot staring at a cell phone screen. Aaargghhh!	I wish I had graduated from high school with a working understanding of mortgages, the tax system and the class distinctions necessary to navigate adulthood.	A definition of a healthy system (educational, medical, environmental) that is far more than the absence of disease, but full of participation, community, compassion, meaning and joy.
Too much screen time - television, social media, texting, violent and sex-filled movies.	Poor food choices - processed, packaged foods laden with sugar, corn syrup, partially hydrogenated oils, dyes, preservatives etc.	A flood of special needs students overwhelming the already too large classes - more support for these children will reduce the disruption in the class benefiting both them and the other students.
Skills to deal with social situations. Deal with conflict, stay curious, with hold judgment.	Students will continue to be challenged by an economy of the haves and have nots.	A focus on consumerism and self-esteem is robbing us of our experience to be content and strive to better ourselves.

### Q13: What do you see as the top three issues facing students and schools today?

More students/families with social/behavioral needs	too much testing/test prep taking time from instruction	A lack of joy in classrooms caused by overburdening the teachers
My high-school student is overwhelmed with work all the time	Too much pressure on them to be "ready" by graduation	A LOT of drug use at bot Madison and NEHS
Socio/economic issues and homogenous staff unable to relate to the experience and needs of an increasingly diverse student body	Large class sizes	A tendency to focus on worksheets over experiential learning, especially in elementary schools
Limited resources	Inequitable distribution of resources	Absenteeism
Available resources for students outside of school	Support/encouragement for academic success	Academic and socio-emotional skills
Class size	Education Funding	Access
Poverty	Student behavior	Access to challenging instruction that considers student interests
Curricular relevance	exposure to arts, pe,	Access to counselors
Large class sizes	Difficulty serving struggling students	Access to mental health services
Safety - mostly cyber safety.	College readiness - would be great if all schools were AVID schools.	Access to necessary technology. Google docs are great, but not everyone can afford a computer and internet access.
Connection to community	Support at home	Access to non-core curriculum opportunities (CTE, sports, electives, language, art)
Behavior problems in schools	Lack of equity for Title One Schools exacerbated by the Choice System	Achievement gap
Lack of extracurricular activities	socioeconomic gaps	Achievement gaps
Children facing poverty; lack of parental support.	Stress on staff to provide challenging coursework, yet graduate more students.	Adapting to how social media affects students.
Address early education support for low SES households.	Recognize and promote that #1 above will show no data for a few years.	Add shop classes back, and recognize that young people going into trades should NOT go to college.
Doing away with school choice, which perpetuates inequality and results in disadvantaged children going to neighborhood schools while their wealthier counterparts are driven off to a higher-achieving school	Ensuring equal access to educational programs, remembering that all children do not have access to transportation.	Addressing inequity among disadvantaged youth and their wealthier counterparts
Providing quality teachers, administration and substitutes	Providing challenging material to the students who need it	Addressing the varying needs of students

### Q13: What do you see as the top three issues facing students and schools today?

Our beloved band program was recently in danger. The arts need to be expanded not cut. Visual and performing arts in middle and high schools are where humans learn these disciplines. Extremely important for development. Google it!	Reliance on standardized tests. Trust teachers to evaluate their students	Admin and District should support teachers more and more respect from students will follow.
School facilities are starting to fall apart--affecting quality of learning	poverty--mental health and addiction	Administrative dysfunction Administrative positions should be eliminated or cut to put more teachers in the classrooms
Oregon schools overall need more funding	4J schools need class size limits	Advanced students abilities are not challenged. I understand we have children with challenges that need to be met, but or advanced kids feel like they do not matter. They are feeling unchallenged and ignored. Bored in classes work finished early so they read (not a bad thing) but many lost opportunities for learning.
Poor attitude and bad language of other students. For those who excell in school it is frustrating to be surrounded by kids who have lost interest	Teaching for testing. We're missing so much with a narrow vision. Allow students to lead class discussion see what they want to learn about at times and watch their interest and respect grow.	Advancing science and math more in every school
Class sizes	Funding for education	After school programs, such as, help with homework, creative activities.
Support against bullying.	Variety in school sports.	Aging facilities
Special education supports	Cultural competence	
Class sizes, student: teacher ratios	Enough instructional time to meet/exceed standardized measures (OAKS)	Aging facilities, aging resources
Class size	Bullying/cyber bullying	Aging infrastructure
College and career preparedness	mental health options	Alcohol and drug issues
Test anxiety	Racism is affecting my kid's ability to learn/focus	Alcohol and drugs
Class size	staff support	ALL schools are crowded. We need more buildings!
Funding	class size	Amount of time taken out of instruction for standardized tests
The retention of incompetent and uninspired teachers	limited economic resources for education	Amounts spent in a misguided attempt to create public school experience for all student when some are not best served by the seeking the same end
Budget cuts	Decrease in academic days	An aging infrastructure

### Q13: What do you see as the top three issues facing students and schools today?

Public divestment from funding education	Effectiveness is assessed based on high stakes testing that is costly and questionably aligned with best practices	An anti-labor focus that blames unions for school performance instead of looking to eliminate hunger, poverty, and addiction in families
Disrupted classrooms due to mainstreaming children with mental or physical impairments	an out-of-balance focus on inappropriately behaved students which penalizes the socialized child who is there to learn	An increasing pharmacologically dependent proportion of children suffering from screen-time addictions and other dissociated conditions
Public backlash against public education.	Lack of funding at the state level for a quality education model.	An overall attrition of creativity produced by the public school system.
Too much pressure to achieve starting at an early age with absurd amounts of testing.	Not enough focus on the students as individuals with individual needs.	Anachronistic school calendar that does not align with modern life.
Achievement gap and equity among children with differing socioeconomic backgrounds	Ever-increasing class sizes	Antiquated schools and infrastructure
Classes are too large.	Students are too rushed; they do too many things for short periods of time.	Appropriate use of technology - how to keep the arts in the 21st century.
Bullying is horrible and it happens daily. Adults and teachers need to be more aware of what happens under their roof.	Again students need to eat balanced meals to learn, lunches should be free, you never know when the last time a student has eaten.	Arts and music in every school
Too much screen time	Too much homework	Assigners, not teachers
Funding	Local socio-economic conditions (homelessness, drugs, parenting problems)	Assumption that every student is college-bound and that other avenues for solvent, fulfilling adulthood contribute less to society.
Funding	Respect for teachers and for learning	Attendance
Graduation rates	Achievement gaps	Attendance rates in Oregon
High stakes testing	Large class sizes	Attendance rates of students
Class sizes	Quality teachers being supported	Availability of creative learning from professionals
Kids lack basic manners and work ethic	Not enough teachers	Available elective classes are few
Computers are the predominant focus these days but kids should still need to figure out things by thinking	social amenities should have some attention	Awareness of the student in the world. As a citizen of the world
Staying up to date with technology	preparing students for a changing job market	Balancing a healthy lifestyle for students (too much time outside of school spent on school work)

### Q13: What do you see as the top three issues facing students and schools today?

Increasing role of technology in education and the workplace	Costs of a quality education are beyond what is budgeted for schools	Balancing nimble innovation (best accomplished with more decision making done school by school) and economies of scale (requiring decision making at a district level)
Opportunities to challenge TAG kids	Poor teachers - having to self-teach to get through courses	Balancing school and extracurricular for college apps
Finances for 4J	Evolving requirements of the job markets	Balancing technology with more traditional learning styles
Learning the fundamentals well (reading writing and math)	being prepared for life after school	Basic life skills and etiquette
Homelessness	Chronic absenteeism	Basic needs being met
Economic challenges	Lack of home support for some and no school counselors to intervene is huge issue	Behavioral issues, mental health concerns for more and more students causing major disruption in classes
Focusing on diversity and interacting with people of all different backgrounds/lifestyles	Safety, recognizing threats	Being financially responsible and successful.
Being prepared for after high school, whether that's trades or trade school or college.	Being a good citizen aware of how our government works and able to think through the bluster of the media and politicians and advertisers.	Being technically savvy enough to navigate modern world.
No one is held accountable and students are moved along even if they are not meeting in grade level.. Better support for these students.	More and longer visits in school buildings and classrooms to see the realities of what teachers/admin. faces on a day to day basis.	Better and improved medical benefits for teachers.
Being ignored	Wealthy students getting more opportunities	Better leadership from administrators
Socioeconomic issue	Consistent access to a well-rounded education	Better programs for 'problem' behavior students
Lack of motivation due to diminishing opportunities after high school.	Subject matter that is not presented as relevant to their lives. Lack of life skills.	Better programs for those not on a college-bound track.
No money. We're fighting over crumbs, and apparently nobody thinks that it's a disgrace that the US is doing so dismally in education.	No support for families	Blame is shifted to teachers, who work the hardest and bear the brunt of poor decision-making and no funding. Nobody in my family is a teacher - but I think teachers should be paid like lawyers. Their job is more important!
Funding	Second language aquisition at the elementary level is only offered at Charlemagne.	Board meetings need more advertising to reach parents.
Reading and writing	strenghtening math skills	Bringing back music and/or second languages

### Q13: What do you see as the top three issues facing students and schools today?

Lack of critical thinking skills	Cultural humility (note: this is the correct term - not cultural competency, for cultural is not static so how can one ever be truly "competent" in another's culture?)	Budget cuts
Large class size	inadequate facility sizes or quality (age) of schools	Budget cuts
Feeling included and important in class	Having food to eat and a safe place to live	Budget cuts that weaken the range and scope of classes, which then marginalizes some students and leaves some uninspired (language arts, music, art, shop, etc)
Equality and equity issues	Old schools/structures	Budget for staffing
Class size	amount of time in class is ridiculous. TOO MANY DAYS OFF	Budget is too small for simple things like photocopy paper.
Balancing school w/ after school activities	PARENT/CHILD INTERACTION	BUDGETS
Returning the curriculum to focus on the whole child.	Allow for more paths to success, rather than the one size fits all of NCLB testing	Build bridges to real world success, esp. for the non-college bound.
Students are unable to learn effectively when individuals disrupt constantly	Respect for others is not reinforced	Building a positive community to live in inside and outside the school
Academic excellence	Need for broad extracurriculars (fine arts, vocational skills, adult life skills)	Building inclusive communities
We are desperately underfunded.	Class sizes are too large	Buildings are outdated, don't accommodate current needs, and are expensive to keep running.
Lack of support for parents who struggle with behaviors / other issues at home	attitude of not caring about education	Bullying
Food security	Lack of electives	Bullying & students that are highly disruptive
EIP Program content should align with what is being taught in the classrooms	Technology needs to be more in the classrooms to keep up with 21st century demands.	Bullying and Cyber bullying
To much stress to be perfect	no time to be kids, all free time spent struggling over homework	Bullying by teachers as well as other students
Bigger class sizes will bring more problems	Less electives, will create bigger classes and then more problems	Burning out teachers energy with huge classes

**Q13: What do you see as the top three issues facing students and schools today?**

<p>ESS department. Fix it. Get open and honest feedback that will not get one fired for voicing it. Find a way to interview staff that have dared speak up at board meetings about sped issues if they even still work at 4J. We have been taught to keep our mouths shut or face getting moved, retaliated against or silenced one way or another. Gone are the days of free speech in 4J.</p>	<p>The entire district needs education on what sped is, what we are supposed to be doing, what the needs of the students and programs are and that we are not a drain on the school wide test scores or the outcasts of the school. Do a survey on the location of most sped rooms they are not in public locations, or in a place that any school is "proud" of them. They are often in a back corner where no one knows what is going on in the room or where any other students go...no wonder our students are embarrassed to come to the room. So tired of fighting this fight alone. I will say though that the school I work in is very much supported by the staff, not the admin, but the staff. The admin would prefer the school not have a CLC and doesn't take into account the needs of the program because after all what do 15-24 students needs really mean when you have 400-600 total students.</p>	<p>Burnt out staff and unsupported staff on every level. This is not the 4J of 10 years ago. It needs to be fixed and it starts with downtown. Please stop sending mandates from above that do not have anything to do with what is going on with those who are the boots on the ground. Top down...is disrespectful or at least be up front with what you are doing and stop acting like teachers and staff have a voice. No way to get by in that way.</p>
<p>Having open enrollment</p>	<p>accountability for students and parents</p>	<p>Challenging students in classrooms</p>
<p>Adequate funding</p>	<p>Increase in poverty rates</p>	<p>Changing job markets</p>
<p>High expectations for college and careers</p>	<p>inadequate financial resources for education</p>	<p>Changing world of social media</p>
<p>Poverty</p>	<p>Homelessness</p>	<p>Child abuse</p>
<p>Too much pressure on testing</p>	<p>Not enough consideration for changing family dynamics and caregivers work schedules.</p>	<p>Children are only young once, we should provide tools to help them succeed in life but we should also focus on the joys of being young. Providing my kids with memories and experiences is far more important to me than homework.</p>
<p>Class sizes are too big</p>	<p>Lack of electives and activities besides academics and sports</p>	<p>Children aren't as involved in their families enough</p>
<p>Teachers use there own work sheet, not get it off internet</p>	<p>more work and less playtime</p>	<p>Children need structure.</p>
<p>Tools to help them problem solve</p>	<p>Socioeconomic classes</p>	<p>Children who struggle are left behind</p>
<p>Lack of quality educational resources</p>	<p>Stress levels to high</p>	<p>Class divide in achievement</p>
<p>Teacher turnover</p>	<p>Administrator turnover</p>	<p>Class size</p>
<p>Socioeconomic issues</p>	<p>Behavior problems</p>	<p>Class size</p>



### Q13: What do you see as the top three issues facing students and schools today?

Socioeconomic and social emotional needs of our students	Being able to improve and add to academic programs in the face of limited financial resources	Class size
Achievement gap	class size	Class size
Class size	Class size	Class size
Class size	Class size	Class size
Curricular relevance	exposure to arts, pe,	Class size
Lack of Parent Support	Funding	Class Size
Financial	Increasing numbers of English Language Learners in the district	Class size
Achievement gap	Not enough resources dedicated to help students with disabilities	Class size
Social/family stressors due to poverty	schools are not equipped to support students/families with mental health issues	Class size
Financial	Socio economic	Class size
School funding to provide the richness of education our students deserve	the economic stress of many families -- kids need food, shelter, love before they can learn and many do not have basic needs met	class size -- not enough adults to adequately nurture and support students
School resources / money!	vocational opportunities (not everyone goes to college)	Class size & instruction time
Social emotional problems with students and family unaddressed	behaviors and low academic interventions within classrooms- students who are not identified for special education	Class size and general support staff that are highly qualified to help in the classrooms
Mental/Physical health services and inequities with services for low income families from school to school	Not enough focus on arts, extracurricular activity and programs to enhance core instruction and participation at school	Class size and teacher reductions every year, causing families to retreat to other schools/districts
Adequate financial support of schools	Ability to attract and retain best possible instructors	Class size too high
Mental Health, anxiety, depression	Parents who are not engaged or who are not supportive	Class size with little support for students who have special education and mental health needs
Disinvestment in education	Corporate influence on education-- i.e., schools run like businesses, children's social needs neglected	Class size--inadequate attention given to individual student's development
Family issues. Parents not holding kids accountable for their behavior	Screen time.	Class size-not being able to get attention from the teacher
Graduation rates	communication between most parents and schools	Class sizes
Mental health	Social/Economic Inequality	Class Sizes
Budget cuts	Teacher Salaries	Class sizes
Not prepared for crisis- violence	Staff is tenured and tired, need fresh and qualified people	Class sizes are too big and budget isn't distributed well

### Q13: What do you see as the top three issues facing students and schools today?

Homelessness, trauma, and poverty are affecting students in school. We have very few effective ways to support students and families with these issues.	New teachers and teachers in particularly stressful positions are not getting the mentorship and support they need. We are kind of just figuring it out as we go/ reinventing the wheel.	Class sizes are too big. Teachers have to spend so much time on behavior management and class logistics they aren't able to build the kinds of relationships they might want to build with students and families. It is also difficult to respond effectively to individual challenges with student learning when there are so many individual students.
Children unprepared to start kindergarten	Parents who struggle to make ends meet are not involved in their children's schools and learning environments	Class sizes are too large
All work and no play.... the current 3x5 schedule prohibits inclusion of arts/vocational classes for high school students	3x5 schedule ruined my graduate's chance for success in math and foreign language...lack of continuity with same qualified teacher each term.	Class sizes are too large; teacher/student ratio too high.
Family environments	Expectations on kids from parents	Class sizes need to be SMALLER
Lack of college affordability and other options ready and accessible for students in high school	under funded public education	Class sizes out of control
Lack of parent involvement	Lack of support of the arts	Class sizes that are too large
Poverty	Mental health issues	Class sizes that are too large
Low graduation rates	too much teaching to the test instead of knowledge of the subject.	Class sizes too large for personal attention
Relavant curriculum and instruction.	Resources for our students with socioeconomically challenged.	Class sizes too large.
TAG programs are not existent	Classes too large	Classes too large!!!
Students' abuse of "screen time"	Confusion surrounding Common Core and its value.	Classroom control - larger numbers, entitled students, lack of parental support
Teaching social skills to students	equity	Classroom management
Achievement gaps between schools in affluent neighborhoods and those in working-class neighborhoods	Bullying and school environment for students	Classroom size/management
Class size.	Behavioral issues.	Classrooms not fully staffed.
Lack of access to healthy food (especially in the schools.)	Inability to experience life without an electronic device.	Climate change and degradation of the environment.
Behavior of peers in the classroom	Class sizes too big	Climate in schools is hostile/aggressive
Testing	Preparing students for a global society	Closing the achievement gap
Food	no school supplies	Clothes

### Q13: What do you see as the top three issues facing students and schools today?

A school board that chooses to give away property that could bring a great deal of revenue to the district if sold to a taxable entity	Constantly changing focus and curriculum	Coarsening of our culture and tepid response to crass behavior
Being prepared for the workplace	nutrition	Cognitive overload - too much info and so much of it negative or useless
Social media and how it affects school performance	Creating balances education- whole child focus	Collaborative Planning time for faulty College preparation
Family support	Post graduation advising	Common Core Teaching / Testing that does not meet the needs of all students. It was created by Think Tanks on the East Coast and not Educators. Some are making money off of Common Core testing.
Financial issues- please fully fund education and special education.	Students coming to school hungry, not ready to learn, and their parents are not fully engaged in the school process.	Communication
Classroom size	Staffing	Communication from school to parent
Class size	Tracking by grade rather than ability	Communication within district/between schools
Student populations are increasingly complex	Low funding	Community - getting the families involved and part of the process
Equity - providing equal education opportunities for all students.	Leadership - finding strong, passionate individuals to lead our schools.	Community and cultural perception
Sustainable programs	Equity and access	Community involvement
Funding	Too top heavy and top down admin	Community involvement
Lawsuits, they steal time and money from any school-district to an extent that is not acceptable.	Extra curricular activities art, music and PE is extremely important to allow students to learn.	Community involvement
Mental illness	Funding	Community outreach
Class size	Equity of access	Community support
Class size	Safe schools	Competent administrators
I think the biggest issues facing students today are around preparing for the future. This includes the following ~ acquiring jobs skills for professions that don't exist	Acquiring bilingual/multilingual language skill to compete in a global workforce.	Competing in a global economy where digital literacy no longer offers a competitive advantage for US workers.
Meeting increasingly high standards.	Expecting more from students at earlier stages of development. Kindergarten is the new first grade. Just because they can, doesn't mean they should.	Competition, emotional well being, and increasing levels of "entitlement" from students is a challenge.
Increasing mental health problems and lack of resources to address them.	Increased stress for kids brought on by higher demands and family issues.	Completely inadequate funding for schools and a state that can't figure that out.

**Q13: What do you see as the top three issues facing students and schools today?**

There should be a strict policy of all school children being vaccinated in all childhood diseases. There should be no non-medical, faith-based, or personal reasons for a parent/s to exempt a child from receiving life-saving vaccines. Measles is coming back because parents are uneducated about the reality of how a vaccine protects and helps their children and others from a senseless and preventable disease and possible death.

No child should go to school with nits. What happened to the old way when no child was allowed to go to school with hair nits. You never know when a louse could come out of the nit.

Computers need to be taken out of classrooms. Classrooms should be taught by a teacher not by a computer. Children need to hear the words from a live human being not from a computer speaker. Teachers go to school to learn how to teach not to babysit children while they turn their computers on and play on them. Computers are taking the place of books. That is a shame and a disaster. There is no substitute for learning without a good teacher and a good grade-appropriate textbook. There is way too much computer screen time in homes, so why add to that in schools? Children should not be exposed to all that blue light emitted from computer screens. Their eyes need protection from that. Before computers, children attended school with real books and an eager, happy attitude to learn from their teachers. Are teachers not confident, competent, and capable of the ability to feel the pride and feel good about actually presenting children with the knowledge and education that only comes from "live" teaching?

Maintaining adequate, reliable funding.

Constant testing that gets in the way of learning.

Concerns of safety. It's outrageous that I have to select "safety" as a priority to be funded, like it's an option comparable to extracurricular activities.

Being forced to learn a certain way that is no their primary learning style

Lack of movement

Conformity

College expenses and debt; poverty means no access to health food!

violence and mental illness

Connection to the world, to people, community. Loneliness

Funding

short attention span and knowledge, phones, tablets, etc, focus

Connections between staff and student

Increasing socioeconomic disparities

continuing disinvestment of the state legislature from education

Continued lack of incentives for qualified people to become teachers

The need for smaller class sizes, which comes with more funding

More instructional time for students

Continued work on the achievement gap

**Q13: What do you see as the top three issues facing students and schools today?**

Equity for all - as our population's diversity continues to grow we need to fully embrace and understand	Hiring a diverse school district staff to mirror our families we serve	Continuing budget cuts to support services, college career centers, counseling, etc.
The need for stable, adequate, public funding is the top issue for schools.	While Oregon has one of the least racially diverse populations in the country, it is precisely because of Oregon's troubling history of racial discrimination (and the fact that the racial make-up of our population is changing) that our school system needs to make questions of race, culture and class a priority; both in students' education and in hiring.	Corporate funding and other interference from the business sector threaten to turn our schools into factories to churn out workers and consumers. Schools should, instead be fostering students to become active and engaged community members and citizens.
Safety	infrastructure	Cost
Low income families not having access quality food	Low income families having a hard time paying for school supplies and clothes	Counseling for students
Smaller class size!	More training for teachers!	Counselors in EVERY school!!
Class size	Not enough PE, Music and other electives	Counselors to help address behavioral issues
Focus on what matters not distractions. Focus on empowering teachers and students.	Adding vocational training and arts to schools for diverse student engagement	Create true collaborations with stakeholders- not just going through motions of listening.
Lack of technical training for actual career opportunities	The failure of the standardized testing as a measure for achievement	Creating a more financially stable spending ethic to ensure the betterment of programs
Social media is changing the way students learn and process information. Teachers need to take this into account when teaching students both in the classroom and for homework. I have seen very little so far of teachers talking about plagiarism concerns and/or training students how to appropriately and ethically conduct research for homework.	Effectively preparing students for college.	Creating school communities where the staff and faculty are sensitive to bullying issues and effective at intervening.
Lack of funding.	Excessive focus on seated instructional time which limits physical activity and social development kids get in recess or other free time.	Crowded classrooms that don't allow for effective teaching.
Lack of funding due to tax limitations	Number of children who enter kindergarten without necessary social skills and no exposure to books.	Crowded classrooms, not enough remedial help

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Instability/unhealth in family units	Lack of support and appreciation for teachers	Cultural attitudes of entitlement
Educated and up to date competent staff	Updated discipline protocols	Cultural Competency
Special Ed services	Too much testing	Culturally competent curriculum
Funding	Homelessness and transient student populations	Culturally responsive staff
Class size	Safety	Current Events
Need more help in classrooms so students get the help they need	Class size	Curriculum
Getting a full class schedule/too many free periods	Class size/students getting less individual help, instruction.	Curriculum
Overload of homework, especially homework not optimized for learning/hour	inadequate emphasis on citizenship	Curriculum aimed at tests instead of knowledge/skills
Censorship of foundation skills to teach political beliefs instead.	Censorship of history and literature so the district can teach students what to think rather than how to think.	Curriculum that doesn't link and has gaping holes so the students are missing basic skills.
Budget issues related to funding	Class sizes	Cut to enrichment programs
Peer pressure especially in terms of drugs	Bullying	Cutting electives and extracurricular activities
Budget instability/reduced funding	Common core curriculum	Cutting funding of enrichment programs, incl. art & music instruction
No jobs	Totally compromised environment	Declining social structure and too many wars...
Students have more challenges & less support	declining/non-existent librarians	Declining/non-existent specialists (art/music/PE)
Decreased priority of school at home	decreased physical play at home/too much screen time	Decreased behavioral expectations at home
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Need for more counseling help for students and families in crisis--there are more troubled children and families in schools today	Funding in education	Demands placed on schools from state and national decisions/policies
Over testing	outrageous class sizes	Demoralized teachers
Family stress	Lack of accountable society	Depressed people
Racism	Socioeconomic issues	Detachment from community and bullying via electronic devices.
Limited funds available to schools and families	highly competitive job market facing graduates	Deterioration of civility in public life
Money/resources	Not changing educational programs--more proficiency, application-STEM	Developing special education programs that work

### Q13: What do you see as the top three issues facing students and schools today?

Class size - teachers are too busy and overwhelmed to really give students the individual attention they need. Sometimes it just feels like they are pushing them through.	Lack of funding - the battle of the perfect high school common schedule is directly related to funding.	Developing students to be critical thinkers and productive members to our global society. Students in today's world have many pressures on them. A big majority of students are involved in extra-curricular activities outside of school (club sports, children's theater, etc.), because those are not offered in our schools, and then expected to keep up with a heavy core workload that requires many hours outside of school as well. Students are more stressed today than ever before.
Job/family insecurity	Overstretched school staff (teachers, administrators and support)	Difficulty in planning due to too much open choice in where to attend school (imo schools should know how many kids & who they are by mid-July. And the parents should know their kids teacher and schedule by mid August, not the day before classes start.)
Combining students with special needs with general classes, but failing to provide additional support staff	Schools limited resources in dealing with disruptive and dangerous children	Difficulty/long wait period to get a child suspected of having a disability evaluated and an IEP/504 put together.
Poverty	Mental health issues	Diminished enrichment opportunities that keep kids interested in school
Chaotic classrooms because often over 35 students in each class (speaking for elementary)	Lack of teacher support in dealing with interruptive/challenging students. Goes back to class size	Disappearance of all alternative subjects unless parents work hard to fundraise means for art, music P.E. These shouldn't be dependent on annual fundraising
Resilience --many students do not have enough support or they are unmotivated	Poverty	Discrimination--our media and wider community seems to be getting worse with issues of discrimination
Environmental collapse	Lack of economic opportunity	Disengagement
Disinvestment.	A need to switch to emphasizing/developing 21st century skills.	Disinvestment.
Class size	difficulty in class management due to kids not getting support at home	Disparity between socio economic classes in test scores/ grad. rates
Impact of poverty and trauma	lack of culturally responsive practices	Disproportionate disciplinary procedures
Not enough teachers	Not enough support services for special needs students. Mainstreaming is not always effective	Disruptions in classroom by students who cannot self manage. Other students lose out.

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Families in difficult financial positions	Global environment can seem scary	Distraction -just regular kid stuff
Adequate funding	class size	Diversify learning opportunities for diverse student bodies
Preparation for a changing world	Financial stability	Diversity and acceptance of those different from you
School choice	Budget constraints	Diversity of student population not honored monetarily.
Lackluster economy and subsequent lack of access to social services	college costs versus need for higher ed	Donald Trump
Class size	Opportunities after graduation	Donald Trump
Integration of diverse needs: for students to feel inclusion in both an academic and creative community, where every child has an avenue for creative as well as academic expression, thereby fostering an identity of belonging, from which the idea of alienation leading to something like school shootings would become unfathomable.	Non-violent (emotionally and physically) problem solving skills.	Drawing upon ancient traditions, such as music, art, theater, language studies to maintain the health of the human spirit in the context of the high-pressured school environment.
Poverty	Parents who are not prepared to help their students	Drug and alcohol in the home
Socioeconomic issues; number of families struggling financially	Students with challenging homelife	Drug and alcohol use
Poverty level-getting enough to eat	Getting enough education to get into college or to be prepared for a job	Drug and gang education/prevention
Family disengagement	ESL Issues	Drug Use
Poverty	Lack of employment	Drug use
Poor having no good shoes or clothes or lacking food or healthcare.	No mentors no dad or no mom need mentors to look up to.	Drugs and Alcoholic affected no parent around foster care kids need extra support
Poor having no good shoes or clothes or lacking food or healthcare.	No mentors no dad or no mom need mentors to look up to.	Drugs and Alcoholic affected no parent around foster care kids need extra support
Parents uninvolved in education	Unconventional home lives	Drugs/ online security
Students who move often	lack of parent involvement	Economic concerns
What happens after graduation? If going into the work force, job availability.	Behavior of students in classes, entitlement and respect issues.	Economic difficulties, homelessness, hunger and unemployment.
White privilege/opportunity gap	funding of quality education	Economic disparity within district
Finances	Budget	Economy and government priorities
A culture that does not value education	when parents are struggling they have a hard time giving their kids the attention they need, academically and socially	Education does not look the same for every student. Some will go to college and some need to learn a trade.



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Poverty/homelessness	Students getting the individual instructional attention they need	Education funding levels
Small class sizes- top priority - pay for this first (I mean first!!!)	PE, music and art year round - healthier minds	Education is the best way to help communities - make it count!
School funding, especially as it relates to class size	Apathy, due greatly to school funding problems	Education no longer pays. We have PhDs working at grocery stores
Schools need to keep up to date. There is so much research in the educational field - there is a need to implement the most recent findings and make sure that we are truly applying the best practices.	Students need to learn how to assess what they read and hear. There is so much information available that a person without skills in assessing reliability, veracity, usefulness is not a good decision maker. Critical thinking is essential in the face of all the information available. If we are raising future leaders and business people, and scientists, they need good reasoning and thinking skills, and the abilities to assess what they read and hear.	Education should be one of the top financial priorities of governing bodies, but it isn't. Without a good financial foundation, schools will continue piecing together what they can for our students. Partially funded programs, inadequate funding of teacher salaries and continuing education, and lack of consistent funding for infrastructure are major problems across the country.
Poor home support (financial, educational, opportunity, values-e.g., absenteeism)	appropriate use of technology	Effective use of money and resources in the schools
Student engagement	bullying/social stressors	Electronics etiquette/misuse
Reduce class size.	Eliminate the link between teacher evaluations and test scores.	Eliminate standardized tests and move toward individual measures.
Reducing class sizes	engaging teachers that do not teach from a script	Embracing technology
Bullying	support	Encouragement
Lack of quality/available counseling, peer support and resources.	Curriculum, family, social, economic, psychological, self esteem, identity etc. stressors.	Engagement. Need for more real world application.
Learning emotional skills	Civic engagement	Engaging parents
Equity of access to the resources necessary to learn and create.	Civic and cultural awareness, and learning to be productive and safe digital citizens.	Enough real-world access and activities to keep students engaged.
Students are very concerned with big issues (global warming, wars, poverty)	4J provided lunches are poor quality (our school went to bag lunches instead of receiving 4J lunches)	Enrichment programs are lacking.
Cutting the Arts because the Arts (especially music) levels the playing field for all students regardless of any other factors.	Building community across regions. The Haves and Have Nots each point the finger at each other as the problem currently.	Ensuring a "least restrictive environment" for all students regardless of the region in which they live.
Lack of resources	Large class size	Ensuring equity among all 4J schools
Too much freedom, not enough responsibility	Unrealistic expectations of the future	Entitlement, and 'I'm special' mentalities

### Q13: What do you see as the top three issues facing students and schools today?

Lack of high school course alignment to college and career aspirations	Cost of college	Equitable access to information from the school district (privilege=access)
Class sizes	Poverty in the community	Equitable distribution of district resources for our highest needs populations and schools.
High cost of higher education	Stunted learning due to large class sizes and lack of electives to well-round students in concert with the important fundamentals of literacy and math skills.	Equity between college prep and vocational classes. What has happened to hands on learning?
Stable and adequate funding.	Special need students.	Equity.
Students finishing K-12 with relevant and competent learning skills for the world beyond.	Tailoring educational experiences for individual students so they can learn at their own pace.	Establishing stable funding for the future and smart use of the resources schools already have.
Funding for schools & huge class sizes	large and increasing income gap	Eugene's population is aging
Late identification of English learners, especially in foreign language programs	Impact of socio economics in achievement gap	Euro centered, white curriculum
Bullying being tolerated	Wide range of skills and behaviors coming into elementary	Ever present gap in learning
Inadequate school funding	High (out of reach for many) cost of higher education	Ever-widening gap between wealthy and poor families
Bullying	Lack of opportunities for extra-curricular activities due to socioeconomic status	Expectations of children to do well in far from idea situations (children living in poverty can't always get homework done)
Lack of support from parents and family.	Increased Behaviors in the schools robbing educational time.	Expectations of students lowering, due to behaviors using up more time in the classroom.
Having skills to be ready for jobs that aren't available today	Shrinking middle class	Expensive collegiate system
Large class sizes	family and behavior issues	Facilities
Teacher - student ratio	Top teaching material	Facilities
Funding	Technology	Facilities
Teaching to state and/or federal tests	failing to teach communication/clear thinking, in speech and in writing	Failing to teach science well enough for students to understand why/that it is superior to opinion
Technology addiction has a negative effect on students' ability to focus and learn	Many students see no value in education	Families are not promoting literacy and, therefore, their children don't enjoy reading
Class size	Common schedule	Family

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Advancement of students to next grade level, even when they don't demonstrate proficiency. This does a great disservice to students, as they move through higher levels. Having them repeat a core class would create more accountability, and lead to success as they move forward.	Overworked & demoralized teachers. Teaching profession undervalued. Need better mentorship & support for teachers, so there is more collaboration, comraderie, etc.	Family & community problems & issues--drug use, mental illness, single-parent homes, etc.
Nutrition	mental health	Family finances
Class size	poverty	Family issues
Funding	Time pressures	Family pressure (esp. families where all parents work and it is a struggle for parents to stay involved in school)
Short school year	Math ability (or lack there of) impacting student success in college	Family responsibility for children's behavior
Testing stress	Class size	Family stress
Class size	Lack of appropriate resources to help with kids who need IEPs or one-on-one assistant	Family stress (job loss, homelessness, divorce/separation, incarceration, etc.)
Increasing diversity in our schools	Funding	Family stressors
Socioeconomic issues	Safety	Family stressors
Mis-use of technology (may be poor judgment in using technology, also)	Schools need to be both creative and relevant	Fast pace of change in society; students need to be skilled problem solvers and life-long learners.
Safety	funding	Fewer class hours dedicated to learning all subjects, including art
Adapting old-school ed models to PBL in our changing world	Teaching of ethics to be able to address advances made possible by technology (e.g., cloning)	Figuring out how to assess quality teaching without over testing
Class size	Mental Health Needs	Finances
Peer pressure	Pressure for particular grades/AP or IB classes	Finances
Diversity in the curriculum	uninspired, overworked and burnt out teachers	Finances
Culture changes in society in general.	Lack of parenting skills to support children in schools.	Finances for schools. The lack of financial support in Oregon is criminal.
Lack of diverse staff	lack of culturally competent instruction and curriculum	Finances from the state
Teaching just so the student can "pass the test"	Schools have taken away the single most important thing the student (young person) needs. FUN!	Finances is an elective. It should be Mandatory just as Civics should be.
College level prep	Communication	Financial
Parents who are not involved or just don't care	People are afraid to discipline children anymore and demand respect	Financial

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Children with behavioral issues being allowed in the classroom	Standardized testing including the lifeskills and sped students	Financial
Elementary kids not socially, emotionally ready for middle school	Having parents commit to a bigger part in developing an educated child	Financial commitment from the state
Education will determine ability to get into college	Ability to compete with schools that are better funded	Financial concerns
Students are not prepared for real life- no vocational options at our school.	Holding students to higher standards of conduct and learning.	Financial efficiency, accountability, and eliminating wasting of resources.
Preparation for entering the real world, not necessarily college	Development of critical thinking skills and the ability to question authority without fear of reprisal	Financial shortfall in improving our schools and educational system to prepare kids for the new world we live in
Population density increasing the feeling of becoming lost in the crowd.	prohibitive cost of after school care and activities	Financial support to a stay at home parent or to be used towards better quality preschools
Climate change--preparing students for changes happening now & later	loss of sense of security due to heightened fears of violence	Financial--getting more tax \$\$ to support our school system
Meeting all the cultural needs.	Not getting the counseling to figure out their strengths to prepare them for college and their interests	Finding a balance between education demands and the talent the student has and needs to build upon
Safety	Technology-finding a balance	Finding a place to belong
Class size is THE biggest issue. So many other issues could be helped if this issue were taken care of.	Drugs and alcohol use in middle/high school.	Finding and supporting kids who are not getting support at home, who will otherwise slip through the cracks.
Domestic pressures	Balancing Technology	Fiscal
Focusing on instruction	keeping up with the pack	Fitting in, socially
Need to get rid of teacher tenure/unions -- fire the incompetent teachers - they are definitely in the school system and drag the whole enterprise down	classes overall are way too big	Focus on having the best and brightest teachers. There are some exceptional ones but they are the rare find. This needs to change.
Insufficient funding for public education	inadequate teacher pay	Focus on standardized testing imposed by outside forces
Focus on jails instead of prevention through pre-k programs	statewide funding of education from pre-k through higher ed	Focus on standardized testing imposed by outside forces
Increased mental illness and behavioral challenges in our youth.	Large class sizes.	Focusing on quality instruction.
Time in the classroom	Students not having education support outside of school.	Food security.
For students: working hard to learn how to learn, to take responsibility for their education and to maximize what they get from it.	For schools: zeroing in on important skills and knowledge and not trying to offer every possible kind of curriculum.	For the community/society: we pretend to value kids and schools, but the level of support is absurdly low, both in k-12 and higher ed. We will become a has-been nation if we fail our kids.

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Financing/paying for retirement (PERS)	Attracting adequate quantity of quality teachers	Fostering better parent/student/teacher trust in schools/administration
Constant pressure to attain outward goals over any kind of introspection	Fragmented communities/families that lead to fragmented hearts and minds	Fractured consciousness brought about by rapid technological development
Student mobility	social media	Fragile home life
Class size	Poverty	FTE
Funding	Funding	Funding
Class size!	Keeping stable qualified teachers at the same building	Funding
Drugs and alcohol use	Parents over reaching and influencing teaching, for example fear to tell a high school choir the story behind classical choral works because they are religious in nature. That is not honoring diversity or respecting other cultures or preaching. It is a fact of music history behind the creation of this music. Honoring diversity is then programming and teaching music of a variety of faiths, traditions and cultures and teach that history and those cultures. (As an example)	Funding
Lack of Career-Technical education for students who may or may not pursue a college education.	Safety	Funding
Equality of funding/access to programs/equal enrollment for all regions - school choice is gutting the North region	Mental health services - we see more and more students coming to school with intense anxiety, depression, suicidal ideation and from families that have experienced major trauma. We need more help - counselors, mental health therapists, access to support services in the school building - to support these kids and their families. It's pretty hard to learn when you're too anxious to enter the classroom.	Funding - at the end of the day, lack of funds continues to harm us, and the North region especially. Though the state sets the budget, we need to be sure we're doing all we can to distribute resources equally among the regions to no school is able to offer more/less than others.
With the advance of technology, we are raising socially inept young people they believe everything they see on the internet and do not question what they see.	Lack of parent involvement and willingness of school district personnel to be flexible when dealing with placements for students with special needs.	Funding - spending money where it is needed rather than where it is wanted.

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Poverty, mental illness, and their effects on student success in school	Equity and achievement gaps across different demographic groups (particularly based on income and race/ethnicity)	Funding and class size
Class sizes too big	Finding space for kids from every walk of life and making sure no one gets left out.	Funding buildings and educations.
Class size	More programs and counselors addressinf behavioral issues	Funding for real experience hands on learning
Balance within the child's day - learning, play, creativity, exercise, down time...	Parents having to work too much to get by, making it difficult to be actively participating in the school and their child's experiences.	Funding for schools that don't put burdens on teachers or students.
Economic inequity.	Class sizes.	Funding limits of Measures 5 and 50.
Increasing needs of students in terms of food, clothing and shelter	Preparing students for a thriving future when college costs are becoming prohibitive	Funding programs and facilities with declining enrollment
Schools are too politicized, need to get back to educating students and celebrating many ways of student achievement	provide comprehensive services, that cuts away from the classroom do directly effect the classroom	Funding, funding, funding
Performance gaps (racial, gender, ELL, etc.)	Student stress (emotional, financial, social, etc.)	Funding. Always funding....
Standardized testing is not a useful tool to assess students.	Student/teacher ratio is too high and it makes for ineffective classroom management and learning.	Funds, not enough money going to the schools.
Families struggling to be able to support their children due to time, money and educational limitations.	Attendance rates and laws	Gaining stable funding for education
Achievement gap among students in diverse group of SES	inspiring and enggaging teachers to inticed students to learn and be curious	Gap between home vs. school expectations
Explosion of technology--you can never keep up	Us vs Them attitude/not enough classroom support	Gap between poor and richer kids and access to learning tools
Bullying, you really DO NOTHING about it.	Common Core, my son already knows, stop worrying about the kids who dont know, they can get a tutor, teach all subjects	Get better teachers, whoever is training them these days is pathetic.
Better way of rewarding excellent teacher/staff	A way for schools to get rid of teachers who are not performing	Get rid of the testing!!! It is if no value and makes kids who test poorly to feel stressed and lowers self esteem
Getting personal interaction with teachers	Teaching that is tailored to the student (e.g., students with disabilities or gifted/talented students)	Getting a quality learning experience (engaging, stimulating) at a young age

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Insufficient State funding	Preparing Students for jobs that don't exist today	Getting aging staffs updated with 21st century teaching skills
Safety outside of school.	Help for single parents.	Getting all families involved.
Closing the achievement gap	Providing varied and high quality schools to attract and maintain enrollment	Getting funding to actually do what is best for our students
Drugs	moving schools and no friends	Getting into college
Pressures from over-testing (with no apparent positives or useful outcomes)	Fast changing world in terms of technology	Getting parents more involved in their schools - we need more outreach from the district to foster this
Budget/finances	Slowness of Synergy at Cal Young (infrastructure issue) causing those teachers to spend time at home doing school work.	Getting rid of ineffective teachers
Income inequality	family stress	Global competition
Economic pressures.	Local opportunities for graduating students. So many move away to find employment.	Global Warming.
Lack of budget means overcrowded classes and stressed out teachers	Kids are learning how to take tests, not how to succeed in life	Good neighborhood schools have been weakened by specialty programs and schools Good teachers with skill and passion and a good curriculum in all subjects. Providing that enthusiasm and helping our kids/teens get excited for learning (the math program at SEHS, the teachers leave it up to the kids to learn or get outside tutoring rather than really helping kids learn the concept) I think the math program changed for the worse when they went to the current system. I hear kids all the time telling tutors that they have no clue what they are to do, because the teachers don't teach. They have the kids sit together and figure it out. It is not working for those students without the "math" brain.
Drugs	Social Media, are kids learning the boundaries and healthy choices around use of having a phone/communication tool at hand 24/7.	
Community parents aren't invested in the public school system; many feel that the private and charter schools are the right choice (and their attitude sucks, it rubs off on others)	class sizes	Grad rates

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See 12	Financial challenges	Graduating students ready to enter the workforce as well as college
Class size	Attendance	Graduation rate
Financial support	parental involvement	Graduation rates
Insufficient funding.	English Language Learners' needs.	Graduation rates.
Financial.	Support of Music programs.	Graduation rates.
Behavioral issues	Lack of funding - Oregon needs a sales tax	Greater efficiency in schools
Behavior issues are growing more severe and disruptive	Uneven parent involvement in schools and support of learning	Growing acceptance of ignorance and stupidity in society
High reliance on quantitative test scores to determine funding and teacher pay	Lack of funds to support a well-rounded education that includes PE, arts, etc.	Growing income inequality, which may reduce the diversity in schools
Lack of discipline because teachers have been handcuffed	The terrible "PC" rules they have to abide by	Gun free zones are dangerous
Climate change	Economics - stable jobs	Hate rhetoric - Racism
		Having a clear definition of what schools are supposed to do. Schools have become the catch all for societies issues and are asked to address more and more needs with less and less resources available.
Class size	Mental Health support for families in crisis, behavior, social emotional needs.	
	Vaccinaions. In my personal opinion: If you are not vaccinated, you can't attend public school. Parents find more ways to get around their kids being vaccinated.	Having a psychologist on site for 3/4 days a week per school would help a lot. Expensive? Probably, so maybe a counselor or social worker?
Communication from Parents to school		
The students not understanding the coloration between school work and they future career.	Parents need to help financially to have enough staff members, on top of paying taxes for education.	Having too much homework, and not be able to separate schoolwork from home time.
Funding (both school funds and low family incomes)	Cultural issues, awareness, curriculum,	Health nutrition
Financial situations of families	School budgets	Health of students, families, and staff
		Helping kids to choose college or offer more technical schools, not everyone is college material, but everyone can learn through technical schools like auto body repair and electrical work. These two industries are in desperate need of qualified people. Let's help them by helping students to see the benefit of technical schools.
Economics of getting to college	Drugs	
	Students who lack support at home because families are stressed economically and emotionally	Helping students navigate social media to support their health and well-being.
Insufficient local and state funding		



### Q13: What do you see as the top three issues facing students and schools today?

The rapidly changing structure of the U.S. economy and culture	Too much focus on 4 year college when some students will have a difficult time being successful in such a pathway	Helping students with significant home life challenges be successful in school
Influx of families from other states, countries.	Student depression is a problem, especially in the winter.	High housing costs.
Not just using technology for productivity but using it to really rethink and transform learning.	Equity and access, particularly for under-privileged or under-represented groups.	High quality teacher training and retention.
The district spends too much money changing curriculums or buying new curriculums that are not "tried and true" or proven to serve students well.	The district spends too much money on technology such as laptops and ipads, etc. They are not useful for students, who spend most of their time writing papers on them which can be done by hand or on less expensive desktop computers.	High school students should have math all year, every year. The trimester schedule seems to have created great gaps in learning.
Class size	Funding	High stakes testing that kills joy for students and teachers
Large schools, making teachers overwhelmed	High drop out rates.	High stress in the homes. Students unable to concentrate at school.
Class sizes	Lack of funding	High turnover (students coming and going)
Classes are too large.	Poor teachers need to be removed and replaced with better teachers. Weaken the teachers unions.	Higher standards for curriculum. Communications with parents could be improved.
Class size and overall school funding	National climate of requiring accountability through testing, without support for authentic improvement	Home life stress for students, particularly economic stress with all of its repercussions
Class size	Achievement gap	Homelessness
Class size	Equitable distribution of SES across school sites	Homelessness
Mental health: anxiety, depression, bullying (4J should partner w local schools like NWCU/UO for counseling interns)	Family issues	Homelessness
Class size	teachers who are burnt out	Homelessness and food insecurity
Class size	access to learning or if you need more assistance	Homework - do kids have support at home to get homework done?
Racism	sexism	Homophobia
Working with diversity	Adapting to Change	Honoring individuality
Peer pressure	Money	Household Issues
Economic and family stresses	Overall earning power of the Eugene community	How big the classes are and how few instructional hours

**Q13: What do you see as the top three issues facing students and schools today?**

<p>Too much homework!!!, There's got to be a better way, another school system that has it right! I'm talking grade school, middle school and high school!</p>	<p>School Safety! Each time I drop off my child, I say a prayer that nothing bad will happen to her (like a school shooting). That's sad!</p>	<p>How does a family of 4 or 5 kids deal with all the school supplies they have to buy? Are we supposed to buy the toilet paper next? This is getting out of hand!!!</p>
<p>Classes to big</p>	<p>Not enough classes for middle and high school students-to many empty periods</p>	<p>I am worried about the focus on tests vs. letting the teachers teach. I worry about the amount of time kids are taking tests and the consequences on how they score effects the teachers, the schools and funding. I want my child to have a well-rounded education and have a balanced day at school, with arts and science both being taught.</p>
<p>Computer lab is important but should be organized to have in classroom or go to the computer lab. Sending students to go to another room to go get one wastes time, organization, and focus</p>	<p>More in class help from teachers</p>	<p>I believe Principals should visit classrooms more often and be willing to help if teachers are overwhelmed. Check on teachers for their learning capability and organization and consistency</p>
<p>I have concerns about the lack of teaching our kids about their mental health. We teach them in health class about their bodies but their mental health is equally if not more important. There is so much pressure put on kids today to be "college ready" and achieve excellence that we forget that they are kids and can handle only so much. I know of several kids who have either attempted or thought about suicide. My children included. They need to be taught how to balance their life, work and social.</p>	<p>Our high school students need to have a REQUIRED Personal Finance class. We want them to go to college and get these big jobs but we don't teach them how to manage the money they will be making. They are not taught how to design a budget, invest money, balance a checking account, handle a credit card or even do their taxes and the importance of all that. On this, we are failing them.</p>	<p>I see that we are pushing our kids to all be ready to go to a four year college. There are some who either have no interest or who will not be able to afford that. We need to bring back classes that will teach those who won't be heading that direction, skills to use in the real world. In the real world, everyone is not cut out for college; I wasn't and would have never made it in the 4J district today. Thankfully, I went to Willamette and had the opportunity to explore several different classes, cooking, business and such. I ended up being a banker for 12 years and never going to college, being completely content and earning a good income.</p>
<p>Lack of parental support &amp;/or ability to aid in educational development of children which leads to disparity among students and schools.</p>	<p>Testing is taking too much time out of instruction. Tests should be staggered throughout the years so that students are not taking all tests every year. Streamline the process. Parents cannot often understand the results of the SBAC either.</p>	<p>I'm concerned that financial struggles will continue to be an issue for maintaining school systems well over the long run.</p>

### Q13: What do you see as the top three issues facing students and schools today?

Discrimination and bullying towards people whom are gay or different race.	Teachers- a lot of them don't seem to care as much as we do as parents. When my child has a missing assignment or slacks off and their grades are dropping it is really hard to get my child back on track of the teacher doesn't care enough to get on board as well. My son has successfully convinced a few teacher to raise his grade or remove a missing assignment from synergy so he wouldn't lose his phone as a consequence at home. That's just not doing him any favors!	I'm not sure
Schools are expected to educate, feed, provide mental and physical medical care, shelter and clothe all students so that they can be successful, but we are sorely underfunded to do this	Teachers are the scapegoats when students' needs aren't met	If there is no support at home, almost always, a student will not succeed
Poverty and limited access to adequate housing, healthcare and human resources.	Provide experiential learning through the arts, outdoors and physical education.	Impacts from global warming and the degradation of the environment
Budget	Retaining good teachers vs. tenured teachers	Implementing education innovations
Finances!	Fractured families and society	Importance of community recognizing the need for excellent schools in the community and willing to support it
Funding	Meeting diverse educational needs of todays students	Improving the quality of school board and district decision making
Bullying	Mental health of students parents and staff	In equally of families neighborhoods and school districts
Class size.	Creating an interest in STEM subjects from a young age, in all demographics.	Inability to differentiate amongst ALL students and their needs. Behavioral issues, TAG, ELL - they all need attention and no one more than the other. They should all be getting it.
Family and social stressors.	Increasing mental health problems.	Inadequate financing.
Technology and other distractions from learning environment - inability of students to focus on learning	Weird emphasis on "evaluation" . . . evaluating kids and staff to death, taking away valuable resources that would actually create success	Inadequate funding of schools

### Q13: What do you see as the top three issues facing students and schools today?

High school students are not in school full time. This is unacceptable.	So many families are struggling economically, and we are seeing more and more children with significant behavioral and/or emotional challenges. Having large class sizes, especially in elementary school, exacerbates the situation.	INADEQUATE FUNDING! Since Measures 5 and 50, the tax burden in Oregon has been changed. Corporations are paying a far smaller portion of the tax base, at the expense of schools, higher education, and social services.
Distracting peers who have less support & structure at home Student support services: homelessness, mental health, counseling, etc.	large class sizes  Class sizes resulting in lack of personalization	Inadequate planning time for teachers  Inadequate resources!
Too much poverty, a preponderance of mental health disorders, and too many stressed-out families	The upcoming teacher shortage	Inadequate state funding for schools
How to create, maintain healthy school climates for all students	Adequate staffing for classroom and support services	Inadequate support for marginally neglected students
Student behavior that gets in the way of teaching	Large class size that makes it MORE DIFFICULT to meet needs	Inconsistency between years ... Not being able to depend on resources Inconsistent schedules. We need to look at a quarter system and adding instructional days
Parents are financially stressed and unavailable to be involved in learning	Drugs, lots of them in school, on school grounds	Incorporating farm to table into school meal programs to teach this concept to students
Parent involvement	Funding	
Climate change	Increase of school shootings nationwide	Increase of socio-economic gap
School safety	amount of uninterrupted instructional time	Increased needs of students (those identified for special education and those not identified)
Class size	Limited differentiation within the classroom to address the needs of all students	Increased negative behavior, disrespect, and feelings of overwhelm in both students and staff
Need smaller class sizes	depression/ anxiety	Increased responsibilities with work, kids, single parenting, etc., causes less awareness or time with what might be happening at the school level or with their child.
Class sizes are too large to result in effective learning	There is not instructional time	Increasing diversity within our community (race, income, sexual orientation, etc.)
Economic insecurity, especially future jobs.	Increasing pressure to perform to tests.	Increasing emphasis on sciences and engineering, to the detriment of arts and other hands-on skills.
Changing demographics	Viable alternatives to college as a successful pathway	Increasing financial challenges for both districts and students/families

### Q13: What do you see as the top three issues facing students and schools today?

Is the Common Core really helping improve education	continued lack of state funding due to property tax limitations (Oregon prop 5)	Increasing financial difficulties of the general population causing more children to be distracted from learning by basic concerns like food/shelter
Class size; in HS, students do not have adequate feedback esp. In humanities departments	Socioeconomic stratification among schools	Increasingly diverse student population with a stagnantly majority white staff
Class availability at the high school level. Instead of offering ap classes offer all students a challenging full day. They have time for college when they leave high school	Budget concerns are always an issue.	Increasingly seeing students with more needs to be successful socially. Less and less time for social skills to be taught and explore
High anxiety in children as young as Kinder	Too much emphasis in math and language arts	Indoor recess on rainy days, kids NEED to move, let them get wet!!!
Finances	Teaching to the test	Inequality created by school choice
Instability of program offerings	High schools don't offer comprehensive programs or full days	Inequitable offerings by region
Low graduation rates, especially among minorities and children with disabilities	Mental health issues among children, especially low SES families- lack of resources	Inequities between schools, usually depending on neighborhoods
Bullying	Large class sizes	Inequity
Inadequate state funding	Lack of focus	Inequity in offerings between schooling
Lack of funding for schools to have the resources they need to be successful for all students	the changing demographic of schools	Inequity in resources available to schools both across the state and in individual districts
Lack of well prepared teachers	Lack of technology integration	Inequity of technology provided
Poverty	parenting styles	Influx of special needs students (Eng. lang. learners, behavior issues...)
Poverty and under treated mental health in our community and families.	Inequality across the district.	Information overload from the internet and social pressures.
Lack of enrichment activities such as art, music, PE, sports, drama...	Hunger: Terrible quality of school lunches, not allowing kids to return to the salad bar, barely minutes remaining after getting through lunch line, no time to eat and/or not allowing kids to eat more results in hunger, hunger prevents learning	Infrastructure: The fields and gyms at BV and Monroe are the worst in the district.
Wide achievement/opportunity gaps	Insufficient funding (large class sizes, inadequate instructional time, not enough supports, etc.)	Insufficient career exploration and CTE programming (more relevance)
Budgetary woes	Students coming into school unprepared	Insufficient physical activity and unhealthy food

### Q13: What do you see as the top three issues facing students and schools today?

Lack of clear communication to students & parents	Cultural competency for all teachers and staff members	Intentional effort to support students through transition from MS to HS throughout district
Too much on their plates! School, sports, community service, jobs	Socioeconomic issues- students whose parents can't afford to purchase the technology or special supplies teachers require	Internet/social media
Marginalization of students in secondary schools (based on difference or non-majority culture)	critical thinking in light of information saturated life environments	Interpersonal, interdependent relational skills
Community understanding for how important school funding is.	Over regulation of teaching	Investment in education
Cell phone use in classrooms	lack of parental interest and supervision	Ivory tower administrators who don't understand the true classroom challenges
College readiness	support for struggling students	Job security
Jobs	jobs	Jobs
Building new schools: Willard School & South Eugene HS.	Maybe create a community center at Willard School too.	Keep 4J school grounds and open space for the community to use.
Class size	Working with other children	Keeping discipline positive
Class size		Keeping students who are not in sports physically healthy by teaching them the importance of exercise. Used to be 4 years of PE was required. Now it is only 1 unit. I see many kids who are not healthy and this will impact them later in life just as much, if not more than, career choices.
Achievement gap, achievement gap, achievement gap.	Many students not liking school because they are judged by how they compete with college bound students	Keeping the drop out rate low.
Balancing demands of school and family life	How to handle the administration of the SBAC. It took a week out of instruction in English classes this year.	Keeping up w/ CHANGE ... curriculums, technologies, facilities ...
Funding schools adequately, including SPED services	How to support Non-Family-Supported Students	Keeping up with our digital age economy
Class size -- affects learning and staff burnout	Providing a holistic education, including core academics as well as the arts	
	Teachers should be well paid and a lot should be demanded of them. No one should go into teaching for "June, July and August"	Kids need healthy food, physical education and participation in the arts to be healthy and well rounded.

### Q13: What do you see as the top three issues facing students and schools today?

The widening gap between those children with parental support and those without. Children need parents to help them. Teachers are overwhelmed by class size and variability and can not do everything. It is clear which parents don't give extra time to help their children read, write or do math.	Falling behind on our curriculum. As we struggle to maintain a baseline of education, our children are losing many opportunities. For example High school used to have many foreign language choices. Now there are few and kids are lucky if they have a choice in middle school. The music programs at the elementary level are so poor that they can not function in middle school. Art is completely absent unless the PTO pays for it.	Kids spend more time in learning procedures, policies and paper work than they do in actual instruction time. School days are short. The school year is too short.
Fractured families	Lack of parent involvement/school communication to parents	Kids with special behavioral or educational needs increasing dramatically
Facing an increasingly competitive job market when out of HS/college	Dealing with large classes and limited class choices because of the pathetic public school funding in OR	Knowing how to change the situation-- past superintendents/school boards have only made things worse
Class size	Large integrated classes	Lack of 1-1 or small group instruction
Lack of staffing to appropriately educate our students.	Lack of building space to accommodate two elementary schools.	Lack of a building and facilities that foster academic success.
Focus on memorizing for tests instead of creative, problem solving skills	Lack of art, music, sports, cooking, etc.	Lack of access to high quality schools
Class size	Lack of support for teachers	Lack of accountability of administrative overhead
Lack of funding & strategically planning for economic slump	Large class sizes	Lack of adequate resources/support for special Ed support if placed in regular classroom
Fairness - economic, educational, social etc. The understanding that equality is not flat but vibrant	The erroneous notion that certain careers are more important because they are "proffessions" or because they are higher paid.	Lack of appreciation for skills and interests that don't fit the "most desired careers" category!
Class sizes	achievement-based assessments and curriculums	Lack of arts and languages
Drug use	overtesting/data driven not student driven	Lack of arts education
Homework (there is WAY TOO MUCH)	mental health	Lack of arts/music/PE
Reduction of class time from furloughs.	Lack of individual instruction due to class size.	Lack of budget for instruction.
Very few class choices that cater to NON ap and ib kids	Oaks testing	Lack of caring community feel

### Q13: What do you see as the top three issues facing students and schools today?

Mental illness issues and lack of support to address these issues.	Poverty and its impact in the classroom and home life.	Lack of certified teacher librarians. Students need strong librarians to help them to succeed in higher education.
Lack of parent involvement	Lack of electives & advance courses for those children who might need a challenge	Lack of communication
Too much academic pressure too early	Poor interpersonal skills	Lack of communication/ support between home and school
Increasing costs of living	stresses on families w/ dual working parents/time demands/lack of school time or direction of extra curriculums	lack of community support of and encouragement of schools/education broadly
Not ready to enter the workforce	Lack of responsibility for their own action. Seem to be too many victims	Lack of competitive spirit
Not enough ias	large class sizes	Lack of consistent funding
Large class sizes. Some kids are struggling and falling behind and need extra help and attention.	Behaviorial issues and disruptive behavior in class. Bullying.	Lack of counseling services and school nurses on site at each school.
Lack of diversity	Common core	Lack of cultural competency
Pressure to achieve test results	Too many kids in a class	Lack of cultural competency
Underfunding of education	Income inequality --> household stresses/ACEs	Lack of cultural respect for education.
Lack of culturally relevant curriculum	lack of culturally sustaining policies and practices	lack of culturally and linguistically diverse educators
Lack of support for the schools to help meet the ever growing needs of the students.	Zero accountability to families and students themselves. Excuses are made for everyone's behavior or reasons for not coming to school or learning.	Lack of current and relevant PD for teachers to help meet the needs of students.
Money	Overcrowding	Lack of Curriculum Lack of decent funding/school.
Class size - way too many students, unable to walk around a classroom easily, too many behavioral issues, which are compounded with tight spaces, and not enough adult eyes to supervise, teach and guide. We need help!	Behavioral problems affecting learning for all - impacts learning and safety. I worry about this as a parent a lot.	Excessive fundraising by all schools and still can't meet the needs of students. It's a sad state of affairs that each school has to raise > 150k and still isn't enough. We are 2nd in the nation for educational funding :( and have a year's less instruction for students. We need help now!



### Q13: What do you see as the top three issues facing students and schools today?

Too much pressure and testing	too little emphasis on life skills - social, interpersonal, healthy eating and living, problem solving with others, mindfulness	Lack of direction or vision, desperate need of great leaders to carry out the vision, opportunities for all children for music, arts, 2nd language. Children at immersion programs feel stuck when leadership is awful, there's no option besides sticking it out in what feels horrible even with the 2nd language program itself is not the problem. Students who leave early give up all that they learned and are behind in the non-immersion school option. Very unfortunate for so many over a lot of years for children at Buena Vista with a poor leader at the helm for 7 years.
Lack of good time management, structure and organizational skills	lack of faith in the future	Lack of discipline
Lack of respect for fellow students and parents.	Funding to provide enough staffing resources to properly instruct all students (class size)	Lack of discipline in both the home and classroom.
Mental health problems	Poverty	Lack of diverse opportunities to match diverse learners
Behavior needs of students which lack of resources and time cannot then overcome at school	Eugene is so lily white we struggle to learn for ourselves and facilitate cultural competency for our students	Lack of diverse programming at middle-school level
Poverty	hunger	Lack of diversity
Lack of counseling/education for parents and children suffering from socioeconomic/emotional disabilities.	Equity	Lack of economic resources from the State
Equal opportunity for all income levels	Incredible stress for high schoolers to take AP/college classes not good	Lack of emphasis on critical/creative thinking, too much focus on testing
Lack of Computer Science in early grades; programming is key in future employment.	Students are forced to learn a lot of things they don't care about/don't need to know.	Lack of emphasis on helping students focus on subjects they are most interested in/ naturally skilled in.
Students coming from disadvantaged backgrounds not getting the support they need at home or at school, and end up dropping out	Lack of connection between the schools and the community/parents except for in privileged neighborhoods	Lack of engagement for some kids with the content they're taught--too much if it seems irrelevant to their lives after high school
Lack of and waste of financial resources	disregard for individualism as it relates to teaching and learning	Lack of engagement from students. We lose them early because we are misdirected in our goals for education
Lack of and waste of financial resources	disregard for individualism as it relates to teaching and learning	Lack of engagement from students. We lose them early because we are misdirected in our goals for education

### Q13: What do you see as the top three issues facing students and schools today?

Lack of access to technology/internet at home to work on assignments.	Lack of meaningful communication with families.	Lack of family events.
Class size	disruptive and unsupported students	Lack of family support
More students with behavioral problems	More diverse learners	Lack of family support for education
The impact of social media	Lack of guideline (as least I'm not aware of any) for how much homework is enough	Lack of financial resources to hire enough high quality teacher
College is too expensive; students would benefit from more vocational training in high school.	Inadequate funding -- hopefully this is changing with new sources of tax revenue.	Lack of financial/life education in school -- kids need more classes in cooking, finances and how to manage the cost of living on your own.
Bullying.	Getting "lost" in the large population of students.	Lack of fine arts.
Multiculturalism	Classism	Lack of free after school programs
Access to alternative education programs and mental health services	Lack of FTE and class sizes increasing as a result	Lack of FTE support for students with special needs (IEPS and 504s) and students who do not qualify yet have significant behavioral needs.
Class size	Growing high needs of students because of socioeconomic status and trauma	Lack of funding
Lack of mental health access	Increasing diversity at all levels and needs	Lack of funding
Lack of educational rigor -- not learning enough in high school.	lack of engagement amongst some kids/teens especially in high school - kids not having enough to do and/or not having a full schedule in school.	Lack of funding
Lack of options in career readiness paths	lack of student-centered approaches to programming	Lack of funding
Common core	Standardized tests	Lack of funding
Meeting the needs of a diverse population	Outdated schools	Lack of funding
Preparing students for future careers	Keeping kids safe	Lack of funding and not placing education at a number one priority
Economic inequality	Family instability	Lack of funding for education
An increasingly narrow curriculum-- driven by high stakes mandatory testing policy (that we could opt-out of).	Class sizes.	Lack of funding for programs that would promote equity and quality.
Mental and physical health issues	High level of students with learning and behavior challenges	Lack of funding to support the above needs.
Social media.	Lack of family involvement.Family with addictions/broken homes.	Lack of funding.

### Q13: What do you see as the top three issues facing students and schools today?

Reliance on technology. Its helpful but makes some kids lazy.	Increase in class sizes. I worry the kids aren't getting enough one-on-one time.	Lack of funding.
Large class sizes/lack of financial support	minimum wage going up but salaries not following	Lack of governmental support (local and fed)
Huge classes - less one-on-one help	Stressed out teachers that have too many "one more thing(s)" to do	Lack of home support - I have many "feral" kids
Too much pressure	Not enough hands on learning	Lack of home/school connection
Under-funding.	Breakdown of discourse as fueled by over-use of electronics.	Lack of honesty, self-discipline, and work ethic on the part of students.
Home life instability, i.e. Poverty, or their family moves a lot, or lack of a good job by parent(s)	Some parts of this community doesn't value education enough	Lack of jobs in the area leads to a brain-drain as young people find out there aren't many good jobs in the area
To many days off	lack of brain forming school foods	Lack of meditation
Complete dismantling of the public education system and lack of funding	Large class sizes and lack of staffing supports	Lack of mental & physical health and social supports within the building to address student needs
Lack of funds	class size	Lack of mental health support
Bullying	Class size	Lack of mental health/counseling/social services for students who need it
Focus and concentration	High academic pressure	Lack of non-academic activities and resources (art and music)
Teachers forcing their opinions on students or teaching opinions as fact	lack of qualified teachers	Lack of opportunities to take higher level classes
Socioeconomic issues	Budget restrictions	Lack of parent involvement
High behavior needs	Socioeconomic issues	Lack of parent involvement
School districts burn through money too quickly, always looking for more money	Lack of positive leadership within district	Lack of parental involvement, may be because families are busy working trying to survive
Disparity in funding levels across the nation	Lack of federal benchmarks/requirements results in inequitable education	Lack of parental partnership in children's education
Lack of consequences and personal responsibility.	Lack of parental involvement in students' lives: dual income/single parent/etc.	Lack of parental support for educators.
Too many kids leaving school ill-prepared for college and career	Insufficient school funding	Lack of parental support for so many children
Socioeconomic issues	lack of parenting skills/ unhappy, broken homes	Lack of parental support/ no homework/they don't come to conferences, curriculum night, school functions
Lack of physical and arts education.	Large class sizes.	Lack of parental understanding of how common core is a better way to learn.

### Q13: What do you see as the top three issues facing students and schools today?

Socioeconomic hardships	Inequity in the schools access to learning (South versus North!)	Lack of parenting skills
Safety	Class sizes	Lack of PE/arts
Limits on resources for schools (need more \$ to support schools)	meeting the needs of our community and students post-highschool (non-college bound students)	Lack of perceived value by citizens of funding schools (teaparty idiots)
Students with families who do not value education whose children take the majority of the educators time in the classroom, which leaves the other students whose families support education in a state of not being challenged appropriately.	Lack of funding for public education	Lack of personal accountability of students and parents
Peer pressure	lack of family support/structure due to parental absence and/or rules	Lack of personal responsibility/accountability
Classroom size	Growing number in behavioral issues	Lack of physical activity and the lack of creative arts offered in elementary school
Big class sizes	Mental health problems	Lack of preparation for college
Underfunding	Class sizes which impact how much time teachers can actually spend on each student	Lack of preparation for real life
Class sizes that are too large due to ineffective state funding formulas and budgets.	Lack of sufficient Tier 2 and Tier 3 interventions due to ineffective state funding formulas and budgets.	Lack of professional development to support the delivery of effective research based Tier 2 and Tier 3 interventions with fidelity due to ineffective state funding formulas and budgets.
Achievement gap as related to class, race, and ethnicity.	Standardized testing lowering the quality of education.	Lack of public funding, resulting in minimal offerings, which do not serve the whole student. Without sustained integration of the arts, physical education, music and languages other than English, students are not prepared to be fulfilled and successful in today's world.
Homelessness/ poverty	lack of diversity	Lack of public library cards, inadequate school libraries
Increasing poverty and family stressors	Too much political influence in some states on curriculum content	Lack of public understanding of the real and serious student/family issues schools deal with daily
Safety.	Lack of basic resources such as food, shelter, or a stable home life.	Lack of qualified teachers and substitutes.
Lack of personal morals	One on one attention for children in the home and school	Lack of quality educators

### Q13: What do you see as the top three issues facing students and schools today?

Not college ready	Have only learned how to pass standardized tests; can't perform basic math, reading, writing when looking to enter college	Lack of real life skills/training, such as balancing a checkbook, counting change, and more.
Over-reliance on test scores (and pressure on students and faculty alike to push test scores as the most important indicator of student success)	lack of funds - both from state-allocated funding, and fund mis-management within the school district	Lack of resources for parents - especially younger parents with a lack of family support systems
Fractured families	lack parenting skills	Lack of respect towards others
Inadequate teacher quality	Irrelevant teaching routines	Lack of responsiveness from schools to what students need to learn today
Childhood hunger/poverty (1:5 Oregon children)	Increase in standardized testing- teachers/students limited in creativity & scope of studies, class time spent teaching to tests or actively testing	Lack of school counselors
Student poverty.	Breakdown in families.	Lack of social programs to give a hand up.
Mental health services	Emphasis on reading/math at the detriment of social studies, science, arts	Lack of specialists in schools
The many distractions of the variety of technologies easily accessible to the public (cell phones, computer games, youtube, twitter, social media, etc.)	lack of funding for education at national, state and local levels	Lack of student willingness and/or ability to put in the work ethic needed to be successful
Mental health challenges	Not enough innovation at traditional schools	Lack of support for at-risk students
Cost for and access to extra curricular activities	Increase in homeless population	Lack of support for government agencies, unwillingness for community to pay higher taxes for better services
Lack of funding	fund allocation: as much \$ as possible to support teachers, smaller class sizes	Lack of support for high achievers especially in early grades
Lack of funding for public schools	High class sizes	Lack of support for students who have difficult situations, which may range from dysfunctional family life to mental health issues.
Too much time out of the classroom/ so much to material to cover	Not enough staff for school/ full time nurse/counselor	Lack of support from home for education. (No time because of...)
Classism.	Disproportionate allocation of school funding.	Lack of support staff in schools leading to over stressed and over worked teachers and administration which promotes a negative culture/learning environment.

### Q13: What do you see as the top three issues facing students and schools today?

Disruptive behaviors of classmates making it difficult to learn	Lack of structured instruction	Lack of teachers "checking in" to make sure student is on track
Teaching to tests does not teach a subject or critical thinking	Growing Special Education classes and those being outsourced as well.	Lack of technical preparation for non-college bound children
Class size	outdated materials	Lack of technology
Lack of consistent adequate funding	Class size	Lack of time and resources in schools, for well-rounded education
Poverty	Equity	Lack of understanding of other cultures.
Technology	Mediocrity	Lack of unstructured play time
Breakdown of families/parents who do not care about their child's education	lack of support for kids who are out of control behaviorally - we need to bring some kind of behavioral program back where kids can get help	Lack of updated laws requiring kids to be at school
Lack of vocational education (CTE)	Lack of vocational education (CTE)	Lack of vocational education (CTE) Bring back the vocational ed programs PLEASE!!!!
Lack of digital literacy skills.	Lack of math skills.	Lack of written and verbal communication skills.
Competing on a national level	Lack of funding	Large class size
Money issues at home	not challenged enough	Large class size seems exhausting to teachers
Lack of help for mental, dental, and physical health.	Large class sizes making it hard to students to have a personal relationship with their teacher.	Large class sizes, which create a poor learning environment.
Lack of funding	Students who lack family support	Large classes and fewer hours in classroom
Alternative/at risk students have limited options for alternative programs, especially at the secondary level	Limited support for students in poverty	Large classes with disruptive students
Attaining skills necessary to obtain and sustain employment.	Critical thinking and collaboration skills to interact and make important decisions in their community.	Learning good habits to foster mental and physical health.
The risks of digital addiction and excessive TV / screen time.	How to deal with childhood obesity and related health issues.	Learning good manners, interpersonally and online.
Funding for schools is a never-ending concern. I think the 4J should establish programs like what the Goodwill has done, take in free donations for the community, employee high school student to run the stores (teach them about working, paying taxes, accounting, etc.)	Keeping the community involved in our schools and supporting the growth of students.	Learning in an environment that is safe, free from harm and trusting.

### Q13: What do you see as the top three issues facing students and schools today?

Learning in larger class size	Adapting to change as school life never stops adjusting	Learning to spend more time at home with additional learning tools through their computers. They can learn at their own pace if they have the computer software.
Getting ready for college and careers	Feeling safe and welcome in school	Learning to use new technologies
Smaller class sizes needed	Financial support for public education	Less emphasis on testing and need increase in curricular diversity/offerings
Teaching kids to be healthy in body and mind	Arts are for everybody - getting more kids access to these programs	Less testing
Quality schools in low income areas	Class size and attention and instruction time, for slow learning students, disabilities	Less testing and standardizing students, more progressive views of learning cycle, and interests in younger population of students, more Humanities, less technology.
Fundraising that is applied to specific schools gives those schools unfair advantages over schools with poorer families. Fundraising should be put into a district fund and distributed equally among the schools.	The state needs to raise more taxes for schools and education.	Less time spent in testing and more in learning
There is not enough attention paid to the basics	There is too much wasted time on ethnicity and homosexuality	Let the teachers teach and get administration out of the classroom
Not enough attention for special education	Not enough educators	Limited choices for special needs kids
Declining enrollment due to online schools	Reduction in teaching and classified staffing	Limited class offerings (too much college prep, not enough vocational)
Lack of quality teachers	Class size	Limited funds
Lack of/ quality of social programs and resources in our community	Preparing for next transition: focusing on project based/ problem solving opportunities and encouraging persistence and flexibility in thinking. Everyone doesn't need to go to college, vocational opportunities should also be an option. Create thinkers and doers.	Limited time with staff. Large class sizes mean teachers aren't able to make the connections and contacts with students. This is crucial.
Homelessness	need job skills	Literacy
Insufficient funding and rising PERS/benefits costs	educating students to be agile, competitive and successful in a challenging economy	Losing our ability to track academic achievement and gaps due to standardized testing opt outs
Class size	Teachers and staff have unmanageable work loads	Loss of elective course options: PE/Arts/Music/Cooking/Photography, etc.

### Q13: What do you see as the top three issues facing students and schools today?

Political and media dysfunction/lack of coherent priorities	Loss of cultural-spiritual family glue for moral guidance and ethical uprightness/understanding	Loss of food quality to support growing bodies and minds into progression and evolution of thought, doing and being.
Staffing hours reduction.	Socioeconomic issues (homelessness, lack of transportation, etc...)	Loss of important elective courses for trades.
Class size	Teacher retention and salary	Loss of music, arts, TAG programs
Attendance disconnect (what the state requires is not consistent truancy)	Inequity created by school choice, that pit region against region for enrollment and resources	Loss of programs that allow us to attract and retain students and quality educators
Yup -- large class sizes.	Pressure to adopt standardized, "measurable" curricula at the cost of losing individualized and personalized and rich content education.	Loss of quality educators (teachers) due to low morale and low valuation of teachers.
The need for smaller classes	WIDE range of student needs in each 30 student classroom	Lots of no school days
Lack of personalized attention in larger classes and larger schools	mental health issues: schools could provide counseling	Low competence of some school teachers
Growth of Eugene as a city	Demand for higher skill sets in the job market	Low graduation rates
Keeping up with the technology.	Learning to accept the students who are different, physical, sexual, etc.	Low-income students achieving their goals.
Meeting the needs of the most vulnerable students.	Making school more engaging/student centered-less standardized testing.	Lower class-sizes
Developing a compassionate world view and recognition that there are other cultures, languages, and ways of doing things that are different from one's own and deserve respect	Filtering and critically analyzing information	Maintaining a curiosity about the world and themselves as agents within that world
Family stress and lack of resources	Schools having to carry more of the load- counseling, early childhood development, afterschool care, nutritional needs	Maintaining a quality education with an increase in pressure for high stakes testing and a decrease in funds
Lack of focus in classrooms because teachers allow students to "work" on their phones, which means they are texting and playing games rather than learning.	Students DETEST the times that work MUST be completed on the iPads. While it is nice to have a current technological resource, it creates obstacles for fluency in learning and writing, and it does not insure that students have mastered the conceptual standards that must be learned.	Make a school day and actual school DAY, not a few hours. Students who are not carrying a full schedule. They should ALL have a full schedule of coursework until they graduate from 12th grade. Partial schedules are for college, not for high school. Ultimately, it leaves them unprepared and underachieved for college applications and performance, and it leaves too much room for laziness and unproductive diversions.



### Q13: What do you see as the top three issues facing students and schools today?

The need for smaller class sizes	curriculum that meets students' needs (literacy in early elementary, esp.)	Make the corporations pay their fair share so there is more staff to help students.
Lack of involved and informed parenting, and the children that come to school unable to learn effectively due to negative conditions at home.	Lack of consistent funding and budget decisions that seem so short term, that we cannot even see a school calendar for the school year until sometime the spring before. Other districts (like Bend) seem to be able to publish their schedule almost a year prior.	Making class sizes manageable. Making sure all students are challenged, no matter their level of knowledge
Safety	Growing class size	Making the curriculum meaningful and relevant
\$\$\$\$	The sense of entitlement and lack of responsibility	Math: every 2-3 years the math curriculum has been changing in the lower grades, and skills are falling between the gaps as teachers try their best to fill in those gaps... STOP changing the curriculum.
Disruptive/ disrespectful behavior to school personnel and fellow students.	High achievers/learners being overlooked as teachers trying to play catchup with those lagging.	Maximizing the Education of all Students regardless of race, gender, or sexual orientation
Preparing students with the skill sets required to effectively compete with the global workforce.	Preparing students with the ability to effectively navigate the socioeconomic conditions that will be faced as global citizens with the ability of thriving in the new world order	
Parent communication in middle school from teachers.	Class size	Meaningful curriculum
The same as 12, we must get rid of the current institutional food contracts.	We must expand school gardens, outdoor education and nature play.	Measures 5 of the 90s and the actions of the state government have really let Oregon students down. We need a reliable tax system to fund schools.
Increasing lack of morality in our culture	lack of caring and respect between students	Media violence
Silly surveys	"kidsports" mentality where everybody wins	Mediocrity
Staying engaged with traditional (outdated) teaching styles	high teacher turnover	Meeting needs of all learners
The struggle to get adequate state funding	Balance between acquiring technology and dealing with costs	Meeting the challenge of smarter balance testing
Discrimination and bullying	family socioeconomic challenges	Meeting the wide variety of needs of all kinds

### Q13: What do you see as the top three issues facing students and schools today?

Ability to respond in culturally appropriate and sensitive ways to other students	Appropriate use of technology	Mental health
Socio-economic status	Lack of access to preschool	Mental health care services
Families in distress	Affordable housing and access to jobs	Mental health needs for students
Too much homework.	Too little physical activity in the day.	Mental health.
Poverty	Lack of supports for families in need	Middle achievers are lost in the shuffle
Reliance on volunteers in the classroom at elementary level.	State funding.	Modern lifestyles/family structure that makes it hard for some parents to engage.
Large percentage of students with financial difficulties on free or reduced lunch.	English as a second language	More and more kids with behavior issues. Cause distractions and cut into learning time.
Large class sizes	Not enough services for those with disabilities (curriculum, not enough 1:1 staff, delayed communication between administration and staff members, etc.)	More classes that teach students about trade-skill jobs (agriculture, welding, automotive shop, wood shop, photography, construction, machine repair, etc.); We need to make sure that graduates know that they don't all have to go to college, and that they can instead join a field that they can be successful at.
Not enough information for parents and children about special ed programs	Large class sizes, caseloads, meaning less equitable access	More demands in education with fewer supports available
Re-boundary the high schools (and feeder schools) so each school's attendance is equitable	More time in the classroom	More extracurricular activities
Less extended family members to support working parents and kids	Less time for kids to play outside, be creative	More families moving their kids out of neighborhood schools because they choose higher quality, alternative or charter schools
Lack of consistent funding	Lack of consistent District leadership	More families struggling to provide children with the necessary support for early education, reading and teachers having to deal with behavior-related problems that are the result of parents not doing their part (for a variety of reasons - financial, socio-economic, poor parenting skills, etc.)
Making sure children are eating lunch	Offering counseling and better emotional support	More help for kids with special needs

### Q13: What do you see as the top three issues facing students and schools today?

No PE kids need to exercise	remove disruptive kids!!!!	More individual time with kids and communicate with the parents. Especially with all the technology that we have today
Finances - we need our state support for a sales tax to support schools.	Once again - reducing class sizes (finances again)	More PD on differentiation; not only being culturally responsive, but also learning best practices for teaching students of minority groups including our students with disabilities.
Mental health professionals available to students and families	Safety	More rigorous math, science and computer education
Higher staff to student ratios	Better support programs for struggling families	More school days! Less furlough days and longer school year please!
Students are coming to school without knowing the basic social skills.	Disconnect with face to face communication as the younger populations are too connected to technology.	More students are attending with mental health issues and/or unique needs that are not familiar to staff.
Behavior issues	Counseling needs, emotional/social support	More supervision at lunch/recess to help kids work through problems
Too many kids in one classroom	Common Core is not working for all kids-Need to have a different approach	More teachers and helpers within the schools
Health due to poor diet and not enough exercise.	Children are not connected with each other and with their school as a community, we need more teaching in empathy, community, and civic responsibilities.	More technology, music, and arts, as tools for teaching math, science, and reading.
Adequate funding	family participation in student success	More varied curriculum. Better offerings for college bound kids but recognition that not every kid is destined for college, there must be something for everyone, not "one size fits all"
Student achievement	Preparation for life after HS	Multi-culturalism
Training is needed in skills which will help students succeed after HS.		
Vocational programs in HS for example.	Technology as a benefit and as a detriment.	Multiculturalism and how that effects education as it changes.
Child to teacher ratio is just too large.	Children are taught based on just lowest in the grade level. Not pushed above when they are more than capable. I have a tutor working with my daughter three times a week to keep her challenged. Otherwise she's bored.	Music needs to be incorporated in elementary school.

### Q13: What do you see as the top three issues facing students and schools today?

Not enough time for physical movement		My youngest hates school because of the state's new rigorous academic push in ece-elem. A kinder should not dread school
Na	Not enough time for arts and music NA	NA
Learning how to think critically and problem-solve complex environmental/social problems (learning holistic systems thinking)	Learning how to work collaboratively and cross-culturally	Nature deficit-disorder (and the resulting lack of connection/care for where you live, health issues -obesity, vision, etc., lack of engagement in community, etc.
Students learn better with more physical activity.	Large class size	Need a big enough budget to pay teachers what they are worth. Need music and physical education all year round.
Financial stability of schools	Curriculum and clear education goals Need to adjust curriculum to match the times. More tech, collaboration, etc. Less homework, worksheets, emphasis on testing and grades.	Need for counseling at all grade levels. Family stress.
Need for personalized learning.	Need for more physical education	Need for cultural awareness.
Poor math skills	Influence of technology and social media (both positive and negative)	Need for more music and arts
Socioeconomic stressors / achievement gaps		Need for updated facilities, particularly at the high school level
Nutrition/ we offer empty calories in the cafeteria	Class size unmanageable	Need more Art/PE
Too much variability in student abilities makes learning difficult. Classes should be stratified based on merit so that it is easier for teachers to maintain consistency.	Lack of resources for high quality learning and education. Need more teachers and help staff that are focused on excellence.	Need more emphasis on creative thought, problem solving, and independent learning behaviors.
Lack of Appropriate Social Skills (elem./middle)-empathy, compassion, etc.	Smaller Ratio of Students to Staff is a Must!	Need more interactive lessons that are fun and engage student interests, esp. in Sped
Developmental stage appropriate instruction	Early math education	Need more parent support
Too much time spent on the Smarter Balanced test: preparation and taking of the test	Pressure on test scores	Need more personnel to be available to help individual student needs
Inequity between neighborhood and choice schools (which can limit enrollment, require parental volunteer time, etc.)	Money going to the wrong efforts, like more testing or unproven educational methods.	Need to address issues like teacher burnout, and proven programs to improve teacher effectiveness.
Need to reduce class size by hiring more teaching staff	3x5 high school schedule is detrimental to staff and students	Need to go back to building-based decision making instead of district office centralization

### Q13: What do you see as the top three issues facing students and schools today?

Class size is too large.	Curriculum is inconsistent and not always rigorous enough for fast learners.	Need to replace older facilities.
School choice, when not all schools have something special to draw parents to them.	Need to stay on the cutting edge of cultural competence.	Need to retain excellent teachers, and be more proactive about removing bad subs from the pool, and mediocre teachers as early as possible. Need to send a stronger message to students and families that college is not the be all, end all for everyone and that trade schools, arts and other professional training programs are excellent / better resources for many kids. Need some segment of educators that are better trained to work with kids and possibly their families, to identify 'career' paths for individuals, not necessarily presuming that 4-yr university is "the" answer for everyone
The standardized testing is a waste of time; get rid of it	maximize time actually spent in class; cut way back on homework - kids' time better spent outside of class doing things like extra curricular activities, sports, arts, family time, self care time.	
Peer pressure to fit in	Feeling overwhelmed with the overcrowding	Needing to change things up a bit
Family breakdown	Lack of sleep	Neglect abuse etc.
Large class size.	No support for ELL	No after school program to support students who are falling in the cracks
Television babysitters, rather than after school programs	No access to arts, sports, clubs after school	No buy-in for struggling students, we need classes for all types of kids
Family engagement	safety of all (students and staff)	no counselors
More funds	Too many tests	No creativity in curriculum
Too big of classrooms	not enough one on one with an educator	no elective classes or extracurricular activities
Lack of Nourishment! (Food is not just calories)	Kids fall through the cracks. Graduating, but not having basic reading, writing or math skills	No future goals upon graduation.
Not enough money; bad choices in where to apply money	overtesting	No power to terminate terrible teachers
Too many students in classes	not enough Physical Education	No skills being taught; just go out for sports and get PE credit
Access to classes that students need	Lack of Music and PE all year around	Non-healthy lunches and too short lunches
Economic stress/family issues	Start time too early	Not challenging enough
Financial hardship- not enough money to serve students in the way they need to be served.	No preparation for the world outside of a school environment. Critical and creative thought is lacking.	Not enough access to technology.

### Q13: What do you see as the top three issues facing students and schools today?

Some kids are getting sick and very ill from some school foods because it is not cooked very well and it is not healthy	having to much drama at 4J schools	Not enough after school groups and or clubs that young or older kids can get involved with
Class size	Behavior issues in early education (I volunteer and see a lot!)	Not enough after school program availability for elementary school kids
Class sizes are too big.	Not enough PE	Not enough art/music
Too large class size	too much focus on testing	Not enough arts education
Lack of diversity	Too much time spent teaching to the middle	Not enough arts education
Not enough help in the classroom	Not challenging enough	Not enough arts or physical education
Too much focus on standardized tests	Not enough emphasis on communication skills (more recess, sports, community based activities can help)	Not enough arts, sports, music
Funding	Lack of parental support	Not enough classes that challenge students
Not enough support addressing behaviors.	Class sizes too big with too many behavior problems.	Not enough consequence for negative behaviors.
Housing instability	Not enough bilingual staff	Not enough cultural competence throughout the district
Low graduation rates.	Less comprehension of math & science.	Not enough education/information for parents.
Too much emphasis on standardized tests	Not enough funding	Not enough emphasis on critical thinking and creative problem solving
Graduation rates	standardized testing that is killing meaningful learning	Not enough emphasis on pedagogically sound teaching--for instance taking a trimester off between language classes or math and science at the high school level
Lack of funds to have full time school- we still take too many furlough days	large class sizes means advanced students and lower achieving students are ignored	Not enough emphasis on science and technology, some schools have very outdated technology
Poverty/hunger	Class Sizes too large for teachers to really know the abilities of each of their students	Not enough FTE for support classes to close the achievement gap
Too much emphasis on standardized testing as opposed to actual learning	teachers forced to teach a rigid curriculum instead of being allowed to be more creative and tailor classroom activities to student interests	Not enough funding of education programs resulting in shorter school days and shorter school years.
Poor parenting practices that prevent child school success	Too many students per classroom	Not enough highly skilled staff
Inequity	Too large class sizes	Not enough individualized help
Too much state testing	Class sizes too big	Not enough instructional time

### Q13: What do you see as the top three issues facing students and schools today?

Confusion and social pressure from overexposure to media and technology. Schools need to take a proactive stance on addressing these issues. No accountability in high schools, kids text and cheat with cell phones in classes all the time. They bully each other and influence one another in inappropriate ways. Classes on appropriate use of technology and policies and the enforce good boundaries with social media.	Class sizes are too large for students and teachers.	Not enough mental and emotional health support for average students who are struggling just as much as challenging students or students with 'problems'. All student need to feel supported and have access to extra support when they or their families need it. Everyone struggles, not just the students who have extreme challenges.
Too much focus on test scores	Not enough teaching of real life skills.	Not enough money to adequately accommodate good education all around.
Stress	Academics introduced too early	Not enough of the things that inspire and activate student brains, like art & music.
Mental health, inspiration and well being	attendance and tardiness	Not enough proper funding
Not enough educational options for students who don't want to go to college	High stress families	Not enough quality living options in all parts of the city
Education is a one size fits all	Growing class size	Not enough resources for kids and teachers
Lack of connection to school (schedule does not allow for building relationships with teachers, many students aren't involved in sports or clubs etc.)	Too much testing pressure	Not enough room in arts/elective classes
Home life stress (financial, family, housing, etc.)	Too much focus on testing and scores	Not enough social studies or history being taught
Not enough funding	Not enough special education training and awareness	Not enough staff/overcrowded classes
Lack of funding, or misallocation of funds.	Overcrowded classrooms.	Not enough support for disruptive students, which can lead to safety issues.
SES inequality	Class size	Not enough support for students and teachers
Many challenging behaviors of students	lack of school support	Not enough supports for teachers to do their job - teach
Higher population esp. Minority= too large class sizes	because of many languages it slows the education down for the non english student at the detriment of english speakings	Not enough teachers for the increase of students

### Q13: What do you see as the top three issues facing students and schools today?

Students living in poverty.		Not enough time for the arts, sciences, social studies and vocational programs.
Class sizes	High class sizes.	
That kids don't care. They don't know how to express their feelings. They don't know how to care.	Increasing homeless population	Not enough time instructional time
Student boredom, feeling the curriculum doesn't speak to them and won't have meaning once they are out of school	The need for job and skill training	Not enough time to exercise, run pans play.
Safety in school and out of school.	too much busy work homework with low actual thinking expectations - teaching to the test	Not enough to engage kids who aren't planning on going to a 4 year college
State test pressure - and poorly formatted and confusing tests	Preparing for success in college and in life	Not falling behind the rest of the country due to funding and class size
High levels of homework out of class - kids in general need more pure down time	Class size	Not having access to good organic food
Getting lost in the system.	the cost to educate	Not having good pathways into careers outside of the college track
Too much pressure on students to perform on tests.	Not completing school due to drugs and/or mental health issues.	Not having the quality education they need for life after high school
Teachers afraid of technology use for instruction	Dysfunctional families sending children to school unprepared to learn or function properly.	Not many options for students who are not academically inclined (i.e., wood and metals programs available)
Equity issues, students should receive talks on diversity and equal treatment with peers	administration moving too slow to try new programs	Not near enough Professional Learning for Teachers
Large class size	The fact that they are not using evidence based programs, but instead they use popular "well known" programs that do now have any evidence of their effectiveness	Not targeting enough time for preschoolers. Kinder garden programs should be extended days, not only 3.5 hours. We need to prepare these students better for first grade.
Chaos in the classroom	Short lunch times	Number of days in school
Too much "teaching to the test" rather than teaching students how to think.	Mental health issues	Nutrition
Poverty	Large class sizes are undermining educational experience	Obsession with STEM is undermining those disciplines that nourish the soul. Once basic needs are met: students and families being engaged enough to participate and learn
Lack of a knowledge-focused curriculum. Core Knowledge is the answer!	mental health	
Class size	The influence of European Romantic ideas on education	One-sided education theory in our area. No intellectual diversity at 4J
	tenure educators that should be replaced	Ongoing behavior issues that distract class



### Q13: What do you see as the top three issues facing students and schools today?

Work load of teachers is too high to be sustainable or for many to be willing to put in necessary time to do an adequate job teaching students.		Only some teachers able to handle diverse populations and so work distribution is not equal nor is access to quality education because some students get skilled and dedicated teachers and some get teachers that are just getting by with the workload.
High poverty	Too many students living in poverty. Inconsistent teaching practices	Opportunity gaps Opt out of smarter balance testing. It takes too much time and resources. Is not effective and makes teachers teach test material.
Large class sizes	Strengthen core classes	
Literacy: students are lagging behind and losing ground. Our reading interventions are a mish mash of programs. We need a research based plan for best practices for struggling readers.	Family stressors such as money problems are affecting students' abilities to grow academically.	Our curriculum needs to be responsive to the world our students are facing; we need to be forward thinking and creative.
Homelessness/poverty and all the negatives that come with that.	The buildings and departments that are in disrepair; students should have a feeling of pride in their institution! More attention needed to learning environments.	Our curriculum should at the very least, be comparable to Other Outstanding Global societies. We are unfortunately very far behind.
Lack of Sufficient Funding	Teaching too much to standardized tests	Out dated facilities (broken window syndrome)
Unbalanced resources by school	Aging facilities	Outdated educational approaches
Large class size	Too few teaching days	Outdated educational material
Waste of tax money for administration/ money not going directly to schools and students' needs	Burned-out teachers that can no longer teach effectively	Outdated or no books for students
Parenting, getting them involved in their students schooling	Learning for students, those who are "Left Behind"	Over crowding in classrooms.
Disruption of learning from students with behavioral challenges	Huge class sizes at the K-3 level	Over emphasis on standardized testing
High poverty and the link to students not being able to attend regularly	Low number of school days compared to past academic years	Over regulation of HQ standards
Class size. Students are getting lost in the crowd.	Economic pressures and equal access to experiences.	Over scheduling and not allowing kids to be kids.
Financial support for education in general	Too much focus on standardized tests and less on teaching the love of learning, exploration, critical thinking and problem solving skills	Over stuffed classrooms, over loaded teachers, over focus on testing and less on enlightening/educating our youth
Adapting to new technology	Equity issues, closing the equity and language gap	Over testing and too much homework, plus helicopter parents

### Q13: What do you see as the top three issues facing students and schools today?

Family stress trauma that Kids enter school with	Responding to diverse family and hold needs	Over testing of children
Outdated materials	Lack a global education	Over testing/lack of creative students
Big classes	no help	Over worked teachers
Technology exposure at too young an age.	Over-emphasis on being in class (e.g. full day kindergarten)	Over-emphasis on achievement (learning should be fun, not competitive)
Site based curriculum forces poorer schools to sacrifice electives, language, arts- for services their students need. Title doesn't level the playing field like people think.	ELL support need to have continuity across all levels. High school students with language barriers struggle to find support.	Over-reliance on technology, and curriculum that changes too frequently.
College debt	Emphasis on going to college, rather than all available options: Career Technical, Military, etc	Overall ugliness of the media; with their emphasis on all that is negative
Overcrowded classes	socioeconomic stress related issues	Overburdened classroom teachers
Poverty	Support for English language learners and their families	Overcrowded classes
Security	Influence of cussing, disrespect and bullying	Overcrowded classrooms
Inequity	Overemphasis of standardized testing	Overemphasis of "core" subjects.
Lack of funding.	Lack of community respect and support for teachers.	Students need the arts.
Students that fall behind and do not get the support they need to succeed	Lack of opportunities for remediation - passing them along without addressing problems	Overemphasis on standardized testing.
More money for schools	Attendance	Overwhelmed staff
Funding	lack of opportunities for students not college ready	Overworked teachers
An Increase in children with special needs.	Overwelmed Social Services System (socioeconomic proplem).	Overworked teachers and administrators.
Insufficient parent education and support (which helps parents deal with stress, problems, and supporting students)	insufficient income, time, and other stressors for many families	Parent communication and participation, especially for low SES and bilingual families
Availability of jobs.	Low SES and achievement gap	Parent engagement with student's education
Mental health	Social/Economic Inequality	Parental Engagement
Afterschool care	To much testing	Parental involvement
Class size	Class composition	Parental support / advocacy
Poverty	Trauma	Parenting
Too much focus on test scores and too little attention on understanding.	Pressure to succeed overcomes the love of learning.	Parents are too responsible for maintaining schools - janitorial, supplies, etc.

### Q13: What do you see as the top three issues facing students and schools today?

Lack of student interest	Bring back industrial arts - shops & career related classes	Parents have too much power - they're running many of the schools
Class size	expecting everyone to learn the same way	Parents not involved: either not knowing how or being too shy to join in
Nutrition: there are many students who eat their school lunch as a main meal of their day. It is a shame what is currently served in school cafeteria	kids need to have longer lunch break, also, it is not normal that the kids don't get a recess after 45 minutes of instruction	PE, arts and music need to be increased
Socioeconomic	Post high school transition support	Peer pressure
Social media- bullying, harassment, non-stop peer interaction.	Class sizes being too large, students becoming disengaged.	Peer pressure
Teachers not understanding them or their needs	Homework	Peer pressure online and in the community
Schools not adequately funded.	Class sizes too large.	PERS costs may not be sustainable.
Behavioral - it seems more and more students have difficulty in this area	kindness- having tolerance and kindness towards others	perseverance-working hard to meet goals
Class sizes	the ability to problem solve collaboratively	Perseverance
Feeling physically safe, given the terrorism and school shooting histories of late.		Personal and societal issues entering the classroom. Honoring diversity should mean acceptance of those who disagree with us, not forcing everyone to agree to the moral (or immoral) preferences of others...feeling threatened because of one's religious convictions is absolutely unacceptable, and it is beginning to run rampant from our teachers and staff...this lack of religious freedom doesn't belong in a public school...it is not freedom FROM religion that we are guaranteed in this country. And I do not think studying Islam for a year and Buddhism for 2 weeks is "equal", but in the Jr. High curriculum it appears certain religions receive preferential treatment. This is morally wrong in my opinion.
Huge class sizes	Unmanageable class sizes...State wide, and recently local...I am so disappointed Eugene succumbed to this!	Phones and social media are distracting
Huge class sizes	teachers have their hands tied by things like 3x5 and CPM	Place to sleep
Low family involvement. Few of us go to meetings or parent events	Food to eat	Planned parenthood... They are not educators.
	10 year can work against students if staff is burnt out but still working	

### Q13: What do you see as the top three issues facing students and schools today?

Distraction by social media/video games	parent involvement	Planning/thoughts of the future
The food	The staff	Playground
4J's unbalanced, affluent centered, fundraising practices.	4J's School Choice problems.	Political action for funding Public Education.
Poverty/financial instability placing increasing stress on families and in turn children	Special needs children receiving the services that they need.	Political agendas forcing their way into classrooms, deterring educators from best practices.
Too many disruptive and needy students - they take up the lion's share of the understaffed classroom instructor, leaving other less disruptive students virtually ignored	Funding, and the appropriate use of funds available.	Political and commercial interests swaying education decision-makers in regards to curriculum, policies.
Poor financial management in schools	Apathy	Politicization of issues
Undervaluing staff	Over-Emphasis on testing	Politics
Too much testing	Assigning too much homework per class per night to a student	Poor management of the class load
Classes too large - bright kids bored, special needs left behind	Not enough physical exercise	Poor meal offerings
Resource starvation	Increasing out of school challenges for students	Poor oversight
Poor parenting skills	Economic hardship/disadvantages	Poor parent involvement
Political forces that undervalue education, knowledge, and discourage critical thinking.	Financial resources	Poor public understanding of school system. Education policy needs to be created by educators, not politicians.
Food education, health and wellness.	Lack of connection to the world and nature.	Poor quality education. Poor teachers. Although we have been relatively lucky, I have seen the effect a poor teacher has on a child. My son's reading levels plummeted his 3rd grade year, I believe partly due to the fact that he had 37 kids in his class and partly due to the fact that his teacher was not equipped to handle that many kids. We worked with him over the summer and he is back on track but not every child has the benefit of a parent that will make up for deficiencies. I don't worry about my child because we have the time and resources to help him but other families do not and those kids more than anyone need small class sizes and AMAZING teachers!
Class size, class size, class size!!!	Lack of support staff for students in need. I volunteer a lot in the classroom and many of the kids could benefit from counseling services, social worker services, etc... It's difficult for children to learn when they are having difficulty at home, need eye glasses, don't have shoes that fit, etc...	

### Q13: What do you see as the top three issues facing students and schools today?

Cost of education.	Mental and emotional stressor and ability to cope.	Poor teaching skills and teacher attitudes.
Lack of well paying jobs	Lack of critical thinking skills	Possibilities of horrible presidents like [personal information removed]
Poverty in our community	Lack of consistent and adequate funding for education	Possible future teacher shortage
Money spent on administration instead of students, programs, materials and teacher salaries	Teacher burn out	Post high school life preparedness
Applicability of what is learned in school to real life after high school	Class size is too large	Poverty
Huge class sizes	Inequalities for special education students.	Poverty
Enormous class sizes make it difficult to teach all kids and to form relationships	Erosion of arts programs, AP class offerings, high school language opportunities, etc. - erosion of our ability to provide a first-rate education.	Poverty and homelessness in our community.
Classroom size and time in the classroom	diparities in opportunity and performance for some populations	Poverty in families
Class size	short school year	Poverty is the #1 issue
Students not prepared for the next stage of their education K-5 to middle to high to college.	Allocation of resources. Shrinking enrollment.	Poverty or low incomes for families.
Parent accountability for student discipline	Middle/High and Elem Schools not having the same days off (affects parent day care)	Poverty- McKinney Vento- Single Parent- Food Insecurity-
Financial resources for more teachers/staff and better teacher salaries	Low test scores as compared to other cities & states	Poverty/low income
Need to achieve certain test scores vs improve, learn for themselves	Addressing the variety of special needs of the children	Predictable budget for timely vs. last minute planning
The falling apart of family structure	Quality and variety of food offered in cafeterias	Prep time for elementary teachers (music and p.e.)
Class size	Technology	Preparation for college
Libraries	class sizes	Preparation for college/ graduation rates
Graduation rate	Acceptance to colleges	Preparing student for life changes whether going to college or working
Dwindling finances for schools that inhibit the hiring of staff	Fostering community spirit	Preparing students for the future, not just college
Insufficient financial resources	Aging baby boom less committed to public education	Preparing students to succeed post-school in a complex new world
Confused priorities	pressure to perform to test(s)	Preparing students to tackle future with prepared confidence

### Q13: What do you see as the top three issues facing students and schools today?

Lack of accountability on the student and family - teacher or school is blamed for child's failures	Overcrowded classrooms	Pressure for students to learn and perform the same. Not meeting the student in the way they learn best.
Low level of family support	Economic instability	Pressure on students due to school/work conflicts
Overcrowded, underfunded schools	lack of emotional support and mental health services	Pressure to be super achievers
Family hardships	society in general	Pressure to better/excel that some kids can't handle
There is a lot of pressure on parents to provide enrichment to their kids that they are not getting at school.	There should be more opportunities for kids to be creative in school and not just focus on math and reading.	Pressures for parents to always supporting fundraisers and programs at school when we are already stretched.
No sense of Direction post-high school for a lot of kids -need more vocational classes offered	Social media has impacted schools negatively - use of cell phones needs to be curbed at all levels	Pride and respect for schools/teachers/parents needs to be more emphasized
Parents aren't involved	Not enough one on one with teachers	Priorities of students
Distraction by smart phones and internet	Disciplines among students	Priorities. I see more focus on nonessential things (fun, games) than real essential (future)
Student motivation (cultural factors that encourage "coasting")	finances (for schools and families)	Prioritizing opportunities (for schools and families)
Mental health/anxiety/stress related in part to the importance we place on getting As and high test scores	Drugs	Problems with social media
Honesty	Spending our hard earned tax dollars not on stupid things	Providing the SAME amount of classes for all students not just athletes that must have 4 classes to participate, ELL students, Students that won the lottery ...but ALL students
Transitioning to a fully multicultural country; reducing white heterosexual male influence in institutional norms and decisions	Reducing inequities in outcome for kids that are based in socioeconomic class differences	Public infrastructure
Class size	Money spent on testing	Pushing our youngest children (look at Finnish schools)
Community needs: parenting skill, social skills, counseling for trauma, options for students who are in crisis	Funding: School districts need to unite to demand more funding from our state for our schools. I would start with community education. There is a lack of information about how poorly Oregon schools are funded compared to other states and what that means for our students.	Quality employees: lack of training and accountability for all levels.
Funding	Class size	Quality instruction

### Q13: What do you see as the top three issues facing students and schools today?

State funding levels for education!!!!!!!!!!!!!!	Mental health support for people who are suffering.	Quality instruction
Class size	Mainstreaming of special ed kids in overcrowded classrooms	Quality of classified staff
Class size	Funding	Quality staff
Lack of understanding, and education when dealing with socioeconomic issues the children may be living in or dealing with.	That we put test scores first, therefore there is a gap between what is actually being learned and what is taught just to pass a test.	Quality staffed schools to meet all the needs of a growing diverse population of children.
Bullying	Principles reacting to parents concerns	Quality Teachers that actually want to teach
Poverty	lack of resources	Racial and SES achievement & graduation gaps
Parenting and family support	students or families that are homeless	Racism/biases against people and students of color
Poverty affects children's ability to learn and achieve their full potential	uncertain economic future affects school funding	Rapidly changing world (population and work environment) puts more/new stressors on educational system
Large class sizes with a tremendous diversity of student needs, concerns and struggles	Understaffed schools, undersupported teachers and crumbling facilities	Rather than implement practical solutions to address the above concerns, districts and the State spend money to buy more/new curriculum and implement more tests and standards which don't address the underlying issues.
Ability to focus/dealing with distraction	Completing work/time management	Real world application
Class sizes too large	socioeconomic issues for families	Really old desks and chairs
Funding is the top issue for students and schools.	Class sizes being too large is the top issue for schools.	Receiving a personalized and individualized education in our current overcrowded system.
Class sizes too large	too worried about the ELL to the detriment of meeting the needs of legal citizens	Recruiting and retaining talented teaching staff
Financial stressors for schools and families	Class size	Reduced enrichment and do tech learning opportunities
Mental health	culturally appropriate curriculum	Reducing class size
Class sizes	Not enough funding for programs that keep kids excited about school (arts, skills, etc)	Reevaluating what is important to teach in a world with so much technology
Mental health issues	Drug issues	Relationship building with staff
Team building interactions between students and/or staff	Elimination of music, art, and PE daily	Reliance on technology to teach/babysit students
Poverty	Inequity in schools.	Reputation of 4J

### Q13: What do you see as the top three issues facing students and schools today?

Rising rates of special Education identification. And use of drugs such as Ritalin.	growing income inequality and resultant stress on families	Resource challenges--inadequacy of State school funding and rising PERS cosgs
Career training for students who are not college-bound	Children from poverty/neglect	Resources for gifted students
Attendance	accountability	Respect
Economics	home environments	Respect
Single parent families; time and finances are usually a challenge	Lack of civil manners and a sense of community responsibility	Respect for the possibilities of an education and how it can enhance all
Basic skills which can be used for future further learning	nurturing the next generation so it is better able to achieve than earlier ones	Restoring our democracy so it serves citizens before business interests
Class size -- leads to less attention to each kid	Behavior issues	Retaining and supporting top teachers
Class size	Graduation rates	Retaining of staff.
Recognizing that our schools need to look, act, respond differently, not just fiddle with curriculum.	Erasing the wall between school and community with student movement between the two.	Rethinking how schools reinforce the equity gap through differential support for sports, class size, arts,
Special education department needs to be restructured	Create a climate of service in South region- teachers are not accessible and many times hostile towards parents of students with disabilities	Revitalize north region-- give kids access to enrichment
Budget for schools and teacher salaries	Increasing class sizes	Safety
Bullying	Lack of Extra Curricular Activites	Safety
Funding	Quality of staff	Safety
Bad or unsupportive home environments in low SES homes	Too much focus on college vs. job training for right after high school	Safety - teaching conflict resolution, preventing violence
Addressing needs of early childhood.	Multicultural education	Safety and adequacy of facilities nationwide
Class sizes must be reduced!!!!!!!!!!!!!!!!!!!!	Technology / smart phones becoming a serious distraction and negatively impacting the educational environment for all.	Safety needs to be a top concern. Too many school shootings, etc.
Finances, or lack thereof.	Income disparities, for schools and families.	Safety. At school, at home, in the community.
Gigantic classes	lack of connection to nature	Scheduled lives without enough free play outdoors
Problematic standardized testing metrics (and focus).	Budgetary constraints	School capacity and infrastructure
More funding is needed!!!!	Teachers are underpaid and overworked.	School choice is not accessible to all families (e.g. Lack of transportation, lack of awareness)
Too much homework	Too much testing-- especially for those who do not test well	School climate that can be toxic or unwelcoming, etc.
Poverty	lack of transparency in school budget	School district board



### Q13: What do you see as the top three issues facing students and schools today?

Large classes	Lack of electives (students that struggle may be in ALL academic classes rather than getting a broad middle school experience)	School failures to recognize that many building have different populations that they had 10 years ago
Poverty	Mental health	School involvement of students (clubs, activities, sports, presentations)
Mental health issues	uncertain futures. College not the end all be all it once was. How do we prep for the unknown?	School needs to be relevant and engaging for kids. (Arts, sports, clubs, vocational opportunities...)
Equity between schools - programs and staffing ratios	Ability to meet the needs of students with behavior or learning issues that impact the entire class of students	School taught on agrarian calendar in same style building instead of making the transition to a full year calendar. This would lessen the impact of summer on students with low socioeconomic status who traditionally lose skills in the summer months.
Financial stresses that make home life difficult	Tolerance without agreed to standards for appropriate behavior; we don't have consistent norms	Schools are too independent, e.g. not consistent counseling at each school; probably other areas of inconsistency
Stress, from to many standards	Kids cannot behave like kids any more with all the rules and regs	Schools do not teach anything important other than propoganda and how to be a servant.
Racial, social or economic inequality	schools are not preparing students for life as it is	Schools don't make education relevant for all students
Getting enough individual/small group instruction	A lot to learn, fewer days in which to do so	Schools having to do more than teach - issues that should be taught/managed at home are not, schools taking them on
Society in general has a sense of entitlement and no sense of responsibility	\$\$\$\$	Schools need to flexible enough to adapt to students' needs yet strong enough to hold high standards.
Schools need more money	schools need social service wrap around support for low-income families - counseling, health care, more time on task	Schools need to improve the teaching quality and coursework quality - too few shine
Preparedness for life after school-- whether college-bound or not	Large class sizes leave kids behind-- whether they are high achievers who complete tasks early and are bored, or slower learners who are challenged to keep up with the rest of the class.	Schools struggling with funding leaving staff so overwhelmed that create curriculum development is replaced by what is easiest to implement = lackluster education, poor test scores and disinterest in education

### Q13: What do you see as the top three issues facing students and schools today?

Gaps between the "haves" and "have nots": those families with money have more opportunities for their children to excel (mainly concerning high school)	drugs (especially, marijuana) & alcohol	Secular ethics should be a part of the school curriculum
Students with lack of support, difficult home life, environment of drugs & alcohol is prevalent	teachers being expected to do too much, spread very thin, burn-out	Secure and increased funding for schools
Providing up to date facilities	environmental and ecological impact and teaching	Self sustainability
Students with agency.	Ability to transform vision/interests into real life experiences.	Self-knowledge.
Family involvement. I would love to see more opportunities for students and their family members to spend some recreational time with other students and their families. Higher frequency of events and maybe some shorter time frames. For example, there was one movie night during this last school year but it was a movie I did not care to see again. I miss the days of school carnivals, class presentations (musical or theatrical event in which the students sing about what they have learned or whatever unit they just finished in their classroom or grade level).	Social diversity. There are many students who come from many different backgrounds and home lives. Some are more or far less privileged than others. Diversity training for students to help them learn to be more accepting of those who are different from themselves. I would love to see more students who have a sense of responsibility and respect for their peers, their school, their community, and themselves. Students who are able to see the strengths in all of our differences and who will ask for help from others because they see that so much more can be accomplished by a team then by any one individual. Students should be taught that we can all benefit from those around us because everyone has different strengths so appreciating those differences is important.	Self-respect and problem solving skills or critical thinking abilities. If students had more education on and experience in finding solutions and the many different ways one can overcome a problem they would be more equipped to handle all that they come across during their lives. Just knowing the facts about something does not mean that they will know how to make good decisions. I see many students today who don't respect themselves enough to be firm in their choices and be less affected by peer pressure. Or they have not been taught the critical thinking skills well enough to figure out what the right decision is for them.
High poverty rates/hunger	lack of curriculum offerings for students who are not on college track	Sense of entitlement among students Short-term careers, whether to invest in a college education, exposure to a wide variety of skills that might spark interest resulting in life work.
Bullying	Balancing involvements with both the electronic and natural worlds.	
Families under stress (financially, or due to substance abuse or family breakup)	Safety ( threat of violence in schools)	Shortage of School Resources: financial, personnel, business support
Non-involved parents	crowded classrooms	Shorter attention spans
Feeling safe	Challenging courses	Smaller class size

### Q13: What do you see as the top three issues facing students and schools today?

High School Students not having access to a full class schedule.	Quality Teachers	Smaller Class sizes are needed
Behavior	Learning	Smoking/Drinking
Equity between schools / students	Critical thinking	Social / community connection & advocacy
Funding	adhd/aspergers students	Social media
Sports too demanding too early on. They are no longer seasonal, but year round.	Balancing extracurricular activities and school.	Social media and technology. How can we wean our students off these time wasters?
Safety	Academic pressure	Social pressures
Literacy	discipline/knowing how to appropriately punish for bad behavior	Social pressures/bullying
Parent involvement	Family issues (money, divorce, drug addiction, etc.)	Societal shifts
Class size	Falling apart schools, structurally	Socio-economic issues
Lack of access to technology in daily classes	Open access to marijuana in our community now with legalization	Socioeconomic equity to access a quality education and resources
Class size	special needs education	Socioeconomic gap
Poverty	I think PTO money should be socialized so higher and lower SES schools can have equity	Socioeconomic segregation
Funding	Achievement	Socioeconomic stresses on families/community
Testing Stress. There is too much emphasis placed on scores and not enough on growing academically for the sake of growing.	Social skills and technology. We need to implement strategies for how to socialize with today's technology into our curriculum. We currently take phones and ipods away from students when they are out - but this doesn't teach them how to properly use these items as tools for their education.	Socioeconomics. Many of our students go without on a daily basis. We need more programs that can help these students.
Family	Socioeconomic pressures	Sociological/peer issues
A lack of available parents due to work, etc	Class size	Space and up to date facilities and technology
Mental health concerns.	Inequitable resource distribution. (ex: Not enough books in curriculum to run a small group(8) where all kids get a book)	Special Education support and CLC classrooms.
Class size and student to teacher ratios	Cuts in programs that teach trades and promote creativity.	Sped inclusions that are not fully staffed or funded.
Too much testing	Need to prepare students for the real world using current technologies	Stable funding

### Q13: What do you see as the top three issues facing students and schools today?

Competitive education- Compete on a national and international level	Consistency across the district- offerings, programs, standards, discipline, etc.	Staff accountability- data driven decision-making, accountability for performance/output, measurable results.
Bullies, harrassment	Discrimination	Staff calling kids liars to hide the truth of day to day cover-ups of bullying
Behavior programs not implemented appropriately.	Class sizes too large.	Staffing not enough
Creating viable skills for those students not college bound	The absurdity of Standardized Testing	Standardization of teaching to meet the gifts of the few versus accessing the individual gifts in each student
Resources to provide programs that are essential	Class sizes	Standardized testing
Getting every kid to graduate WITH some real ideas of what they want to do with their life (i.e., not just "go to college and study something"). Kids need real-life experiences to develop this sort of self-knowledge; you don't get it sitting in a classroom.	Dealing with diverse students in the right way. For example, don't discuss Native Americans on the day before Thanksgiving and ignore them the rest of the year.	Startling lack of innovation in educational practices. Go visit some non-traditional schools and get a glimpse of how people are doing things differently in other places.
Poverty	Family engagement in schools	State economy with regard to education
Staying competitive with technology	Lack of physical education and fine arts	Staying competitive in math, science and communication
Increase the number of schools days in the school year	decrease classroom size	Staying up to date on technology (e.g. teaching computer programming)
There is little hope for our kids to live as we did and the schools still teach like they will	Life skills need more attention- writing a check, mailing a letter, paying a bill, cooking a meal, growing food, basic child care, basic sewing skills are missing	Stop teaching to test
This is difficult to address, as there are so many. Reduce class size by half for a ratio of 15 to 1, or hire competent co-teachers and/or assistants for each class.	Bring librarians and functioning school libraries back.	Stop with the common core curriculum, smarter balance testing. Stop teaching for the test. Bring back enrichment classes. Kids and teachers are over-stressed about test-taking.
Feeling like their education/classes are worthwhile and productive	Guidance in choosing a college/career path	Stress of too much, unnecessary homework!
Not enough self-discipline and respect for adults	Kids raised on electronic devices	Stressed parents and worry about job paucity + job stress for kids

### Q13: What do you see as the top three issues facing students and schools today?

Students are held accountable for actions.	4J Staff go out of their way to not offend someone of diversity but forget to treat others with simple respect.	Student are not being influenced at a much too young of an age to make decisions about their sexual preferences, belief systems which I believe is influenced greatly by the school staff as well as the community we live in.
Cost of supplies	mental health supports	Student bullying
Lack of face to face social interaction leading to alienation	lack of teacher empowerment to decide curriculum as they see fit based on students they are teaching.	Student engagement/lack of work ethic (related to the first two above)
Poverty	apathy of parents	Student entitlement and lack of motivation
Class size	Teacher work load	Student support intervention
Funding	Family dynamics, more disadvantaged families	Student to teacher ratio
More tech programs. Not all students want to attend college	more family involvement	Student's lack of respect
Students arrive in high school without basic research skills that used to be provided by teacher librarians in elementary and middle school.	Class sizes are too large for teachers to be able to give all students individualized attention, especially those who need it most.	Students are addicted to their phones and miss a great deal of their education while they text and use social media during class.
Classroom overcrowding	School safety. 1) bullies, 2) radical violent people looking for notoriety, 3) cyber bullies/social media influences	Students are always being accessed and subtly being told they are inferior to their peers in other schools, countries, etc. so much pressure for modern kids.
Students are deprived of Art and Music programs	Students are deprived of experiential learning due to the overwhelming high-stakes tests	Students are deprived of teacher contact time due to high class sizes and inefficient scheduling (3x5 in the high schools)
Lack of hope for a bright future	Manual skills are given short shrift	Students are individuals not a fungible crowd.
Students are learning how to problem solve well.	Students are missing critical reading and writing skills.	Students are not learning important (real world) math skills.
Insufficient access to topics outside of the standard curriculum	Large class sizes	Students at and above grade level are NOT being sufficiently challenged and the expectations for achievement are too low
Behavior	Home life	Students being able to build relationship with other kids.
Students are bringing big problems to schools that schools are not prepared to handle	social ills are holding back kids' progress in school	Students come to school needy for attention and parenting and find crowded classrooms

### Q13: What do you see as the top three issues facing students and schools today?

Schools need to provide opportunity to learn and experience a common culture.	The expectation that all students should aspire to go to college is not based in reality.	Students do not have the opportunity to develop skills in shop, mechanics, welding and fabrication... life skills that are important.
Many students stressed because of family issues and poverty.	Students being responsible for learning and supported by family. Students are put in situations where	Students entering school without necessary skills for learning. Need more pre-schools.
White students tend to be the targets of disapproval from many educators.	they can't have integrity or must keep silent if they have different perspectives than many educators.	Students get a lot of pressure from some educators to follow the crowd and conform to pop culture politics.
Too much emphasis on testing	lack of mental health and early childhood parental support	Students in crisis and how that affects their peers
Students lack adequate "play" time and time outdoors	Students lack adequate ATTENTIVE adult attention/input.	Students lack adequate opportunities to explore visual and performing arts.
Class sizes are too big and this hurts everyone's ability to learn	Serious behavior problems that sabotage a positive learning environment for all students	Students need and deserve full time P.E., Music and Arts programs
Poverty and hunger	Lack of family resources	Students need more focus on social emotional learning: communication, empathy, friendship and resilience
Parents can't help with homework because they are too busy working or don't have the skills themselves, these students don't do as well at school and it isn't fair	All the money going to South Eugene and none of it going to North Eugene	Students need more vocational programs, because not everyone is cut out for college
Class size	Access to technology	Students need to be taught basic life skills - balancing a checkbook etc.
Class sizes are getting too large.	Students with special needs need to receive services and appropriate placement prior to or early in Kindergarten.	Students need training to go right to a career if college is not their plan. Students not able to communicate because they are using too much technology
Families that are not stable.	Drugs	Students not being prepared to learn
Funding	Class Size	Students not caring about their education. No parent support.
The need for better, more stable funding of schools	Safety	Students not getting enough individual attention due to large class sizes
Students are bombarded with unnecessary standardized testing	Unstable families cause many problems - absences, learning & behavior issues	Students not getting enough support at home because of working parents to support themselves in this tough economic environment.
High class size	Not enough funding	

### Q13: What do you see as the top three issues facing students and schools today?

Bullying	reaching all students	Students not having support at home -- parents too busy due to work load
Not enough face time with teachers	"Tenured" (and other) teachers that are no longer as engaged as they once may have been and are not evaluated often or honestly enough	Students that are moved on to the next grade level who have not mastered their current grade level
A VERY narrow definition of student success (which de-values many students' work, and career paths)	Not enough support/services for TAG and SpEd (SpEd services were pretty good in this district until the many years of cuts we've had recently)	Students who finish high school with any diploma/certificate type should be counted as graduates!
Many students come to school with some much stress and trauma they are not ready to learn	intergeneration poverty, abuse, mental health issues causing students to have little support in having their educational, emotional and health needs	Students with financial resources moving to speciality schools, leaving other schools with students with fewer resources and greater needs in certain schools--making it more and more difficult for the students with few resources to learn and for their teachers, staff and administrators to do their jobs as well.
Excessive homework	Teachers fail to answer questions	Sub par teachers
Family problems	Mental Health issues	Substance abuse
Budget & program cuts	class sizes too large by far	Support for the arts
Closing the achievement gap.	Equitable school funding so all students have access to a high quality education.	Supporting a longer school day with more access to arts education, STEAM activities and social studies.
Socioeconomic issues between different schools	offerings of programs at all schools and not only the schools with a higher economic status	Supporting teachers and staff without overburdening their work load
Teaching to the needs of the 21st century. Students need the flexibility and skills to make (and probably remake) themselves as they go forward into their professional lives. They must know facts and skills but also need a great deal of practice at being thinkers, problem solvers and learners.	Students start in radically different places and have radically different needs. There is no one-size-fits-all approach or metric that will satisfy everyone's needs.	Supporting teachers and staff. In lieu of judgment and mandates, create a culture of faith in our schools and their ability to change the world student by student.
Family instability and lack of resources	Poverty	Systemic inequity
We are using a 20th century model that doesn't fit a 21st century reality	lack of continuity, constant switching to the "flavor of the month"	Systems that are designed around adult needs rather than student needs

### Q13: What do you see as the top three issues facing students and schools today?

Grade inflation and decrease in rigor. We see this in how unprepared students are for college despite having better grades than previous generations.	Society is busier and pulled in more directions than ever before. School is just one of many pieces in a complicated puzzle in many students' lives. This is even more of an issue for disadvantaged students who often have less support.	TAG programs are non-existent and the schools are for the most part utterly clueless to what is really needed for TAG students. The whole concept of TAG is misunderstood and mistreated.
Technology - keeping up with it and keeping teachers up to date so they can teach students	Unprepared kids. So many kids coming to school are not ready to learn because they're not fed or disciplined. The ready to learn kids spend a lot of their day waiting around while the teachers support these kids. I understand need to help these kids, but it's frustrating it takes learning time away from other kids. School is for learning. Unengaged parents see it as an all day babysitter.	TAG students ignored. TAG students are not being given wings to fly. They're being asked to wait around for their peers to catch up and wait around for the low achievers to catch up. If we want these minds to grow up and do great things, we need to nurture and cultivate them! We're setting them up to be bored and unengaged in learning because their needs are not being addressed.
Dwindling instructional time and overburdened class sizes.	Ensuring basic/core skills while integrating new modern skills and technology	Taking the confusion, stress, and lack of certainty out of school choice and transitions.
Declining health (obesity, diabetes, etc.)	Too much corporate control of our systems.	Tax dollars spent on weapons and war instead of education.
Cyber bullying. Not to do it. How to cope with it.	Helping kids find where they excel and not expecting 'one size fits all' solutions.	Teach creativity, problem solving, and critical thinking. More important than just rote facts for future success.
Mental health, trauma	Discipline practices that are outdated/ "zero tolerance" and feed the school to prison pipeline	Teacher burnout and stress
Inequity	lack of rigor	Teacher competency
Lack of language choices	Too large classes	Teacher complacency
Swelling class sizes		Teacher prep time is extremely limited with the hour/week during school hours. Teachers are spending hours upon hours outside of our 8-hour schedules in order to keep up with the load; on top of prepping students for smarter balance successes.
The achievement gap for our students of color, low SES students, and ELL students	Lack of staffing in buildings Class Size and school funding	Teacher preparation and continued development
No money.	Need fewer children in the classroom.	Teacher retention



### Q13: What do you see as the top three issues facing students and schools today?

Our larger communities no longer sufficiently support our school financially - students don't feel valued	TAG special needs kids don't receive support. Many fall through the cracks and have poor achievement on paper. They are simply told they will be fine since they possess some higher functioning skills than their peers. It is consistently ignored that TAG students most frequently have a common profile of asynchronous development - way ahead in some areas and sometimes behind in others	Teacher should get to have more training on TAG specific needs.
Inadequate funding	Teaching to the bottom / middle	Teacher support
Bullying, not just student to student but also teacher to student	Funding	Teacher training about cultural sensitivities
Class sizes too large for teachers to meet needs of diverse students	opportunities for well-rounded education (core subjects, arts, career-learning, community service, civics, etc.) are diminishing due to shrinking budgets	Teachers are increasingly discouraged despite their deep dedication to teaching and students, due to "against all odds" conditions of class sizes, limited curricular options, narrow assessment methods, reduced prep/planning time, and more
Smaller class size.	Every school is under-funded.	Teachers are overwhelmed with ancillary duties.
Classes are too large	Teaching to tests is not useful	Teachers are overworked and under paid
Over scheduled students and parents	Not enough teachers	Teachers need to be paid more to retain and support them in this valuable profession
PERS benefits are eating away our ability to afford decent class sizes. I will be paying for private school as a result.	More non-benefitted employees need brought in and given authority to actually teach within the class.	Teachers need to know how to rely on highly educated parents to fill the class size gap.
Family instability, one parent families, family financial stress	Class sizes too large	Teachers not financially compensated enough
Not enough outside recess movement time	Oversized classes	Teachers not getting paid enough
Large class sizes, no attention	need for counseling due to family/social issues	Teachers out of touch (especially at middle school) like to lecture and not let kids just learn
Parental support/ support at home	Class sizes too large to enable teachers to meet individual needs	Teachers overworked with too many requirements
Kids not succeeding in high school; too narrow a path	social obstacles for kids, including poverty, mental illness	Teachers still working/ teaching in silos, not collaboratively or accountably

### Q13: What do you see as the top three issues facing students and schools today?

Test scores as their only worth	Lack of family support	Teachers that are not supported to teach to their strengths
Increased number of students with poverty, trauma and behavioral histories and lack of guidance on how to support them in schools	Equity issues between schools with different SES factors (i.e. Charlegmagne vs. Chavez)	Teachers understanding how to actively engage all students and inspire them to learn
Class sizes	Trimester Schedule	Teachers who are not teaching.
Lack of real teaching time... I.e. Too much time taught to succeeding on standardize testing.	The math curriculum- more information should be taught by the teacher, not by the students trying to teach each other.	Teachers who are not willing to teach to a students individual needs whether those needs are high or low end of the spectrum.
Class size! Building capacity.	lack of mental health services and trauma informed practices	Teachers' lack of knowledge of disability or ability to truly differentiate instruction in their classrooms.
Common sense	Funding	Teaching Programs
Not enough teachers with the energy or time to see and adapt to the INDIVIDUALS in the room. This is not an indictment of teachers.	Publically we need more of our tax dollars being spent on education.	Tech is getting overplayed. Our kids need to learn to be critical thinkers, and they need to learn how to MAKE things - Relationships, art, objects,
Class size.	Increase in students with significant mental health issues.	Technology.
Too many kids in a classroom	Too much social media interaction and not enough interpersonal interaction	Teen pressures to excel or conform etc.
Financial stressors of the middle class and low income make it harder for parents to put time into school and also make sure kids are learning the life skills to successfully operate at school and get the support they need at home to meet the academic challenges, as well as have the basics of food.	Charter schools that are systematically eating away at the financial base and support for public schools.	Testing as the means for evaluating students. It continues to encroach on the school experience, impeding learning and creating student automatons rather than creative, critical thinkers.
Short school year and school day	parenting	Testing getting in the way of instruction time

### Q13: What do you see as the top three issues facing students and schools today?

<p>The largest issue is the lack of funding for our schools. (For perspective: we moved here 5 years ago from a small town in Iowa, where schooling is a top priority. One year, the town didn't have enough money for both the school and the road maintenance budgets; so that winter, we had zero snow plows in town, which made for very unpleasant driving conditions, but our school funding was never cut). I understand this is not a realistic situation everywhere; the point is, 4J does not consider its students to be the top priority.</p>	<p>Class size really needs to be fixed. 40+ students in one class is double what it ought to be.</p>	<p>Testing!!! It seems that our children do nothing but prepare for tests and learn how to take tests better next time. Where are all the electives? Where are the shop classes? Where is Home Economics? Where are all the well-rounded activities that balance all the math and language arts? Math, social studies, science, and language arts are not the only things about which children need to learn.</p>
<p>Adequate funding (for small class sizes, infrastructure, creative curriculum)</p>	<p>school equity</p>	<p>The achievement gap between "advantaged" and "disadvantaged" kids</p>
<p>High school does not fit the needs of a large number of students</p>	<p>poor funding for academics but good funding for buildings, Oregon's school funding strategy is really horrible from my perspective</p>	<p>The amount of poverty</p>
<p>We need to get kids outside and off of their computer games. Technology is great, but kids need to get exercise.</p>	<p>Teachers and Counselors are over worked with helping the non-motivated student. They need help so that we can help and prepare the motivated student for life after school.</p>	<p>The best teacher talent is staying away or leaving due to increased class size, lower pay and increased demands professionally.</p>
<p>Class sizes are too large</p>	<p>The 3 X 5 approach is an issue for highschool students</p>	<p>The budget</p>
<p>Children are not being taught values @ home and it disrupts schools</p>	<p>Teachers are bringing their biases in the classroom.</p>	<p>The children are being seen as a way of funding. Not as individuals that will participate in society.</p>
<p>Lack of funding</p>	<p>More support for parents who are single parents, full time working with no extended family support</p>	<p>The class size that is unrealistic to provide the adequate attention to each student</p>
<p>Some students have too many other needs being unmet in order to thrive in school (socio-economic, family situations, etc.) - This is an issue for everyone in the community to be involved in.</p>	<p>The brightest students need to be challenged to their maximum potential</p>	<p>The community needs to show it values education by allocating resources to our schools and the education of our children</p>
<p>Kids give up at the high school level due to the forced IB curriculum</p>	<p>The special ed departments need major help</p>	<p>The curriculum should be a good mix of core and "fun" classes to engage kids!</p>

**Q13: What do you see as the top three issues facing students and schools today?**

Apathy, on the part of students, overworked staff and exhausted parents	"Starting with the end in mind" - kids don't see the relevance of the daily work they do and do not have goals	The dance that schools need to do with state/federal regulations always changing
Making education budgets bigger and much more of a priority	Global and multicultural education is critical in this increasingly diverse country	The decreasing levels of tolerance, civility, and active respect for everyone, not just those with whom one agrees.
Budgeting for the needs of the district (especially more long-term planning) when the income can vary based on taxes, grants, and federal funding.	Adequate support for teachers. Time to prepare/teach/grade and adequate pay for teachers. Secondly, job satisfaction for teachers: at the end of the day, teachers (and students) should feel fulfilled and not like they are babysitters who managed to get through the day.	The difficulties ever-growing class sizes pose on teachers and students, and the loss of engaging, quality instruction this can cause.
Food	Food	The example 4J displays in front of the community regarding the poison food they serve to kids because it is cheap on the front end. Making the families pay later when health issues crop up. The expectation that schools can be held responsible for all social ills. Or, if that is truly what society wants, then fund the resources needed to meet the challenges.
The increasing divide between students with strong parental support or not (usually related to economics)	defining what really are the requirements for successful employment post education	The expectation that schools can be held responsible for all social ills. Or, if that is truly what society wants, then fund the resources needed to meet the challenges.
Poor funding for schools (especially special education)	The Smarter Balanced Assessment: The need to teach to the test, rather than diversifying our approach based on an individual student's needs, the cost of the test to the state and school districts, the requirement to give the SBAC to students who are several grade levels below same age peers, the amount of instructional time lost due to testing, and the lack of useable data the test provides teachers.	The extent to which special education teachers are over-extended, under-supported, and rapidly leaving the district and profession.
Funding for healthy schools and good teachers	Class sizes are too big. If you child has any issues such as a parent who isn't involved, it could be easy to fall behind.	The fast paced, over dependent on technology world we live in.

### Q13: What do you see as the top three issues facing students and schools today?

We allow the car to dominate the experience of coming and going from school. We should eliminate most school parking lots and restrict and enforce idling and dangerous driving near schools.	The school bus program currently carries children to school in a cloud of filthy diesel that contributes to asthma and a variety of health problems. We also fail to provide seat belts for our children.	The lack of jobs available that make the world a better place.
The crazy idea that teaching to testing is a good idea... Standardized tests based teaching is a disaster for 4J, Oregon and US Schools	The fundamental disconnect among many in the voting populace that education is not a priority	The loss of core curriculum in the humanities and arts and the increased cost or loss of extracurricular activities The loss of electives. Many kids will never succeed in the typical academics but will do great and feel successful in things like art, music, home ec and automotive classes. We will always need trade jobs and schools would do well supporting those jobs by working with local businesses.
Poor communication skills	No brainstorming and problem solving skills	The loss of funding - which means losing support services - counselors, nurses, etc.
Not enough alternative options on all campuses	A large and growing McKinney Vento population - students jumping from school to school	The loss of Music, Art, and other non-tested curriculum
Inadequate funding	The persisting Achievement Gap	The loss of vocational schools. Not all will or want to go to college. Lets get people working and contributing to society instead of just going into debt, when they don't know what they want to do!
Segregation. Everyone is so busy putting kids into social groups, its causing separation between children. How about we are all human! Not black, white, gay, straight	entitlements. no one wants to take responsibility for their own actions	
Resources are cleverly managed, but this shortfall is terrible. Find a way to force the state to provide more money.	Some students are being short changed but not receiving the appropriate educational help that they need. It's rather appalling how they are falling through the cracks. Especially students without parental support or with special disabilities.	The middle schooler would like to see more sports and art education and improve the rec equipment. It is not being replaced as it is lost and broken.
More students with needs for support in and out of classroom (i.e. Autism, ADHD, emotional disturbance)	Families and schools not having the resources for wholesome food choices	The need for more financial support to provide a well-rounded education to all students
The changing socio economic make up of Eugene	The need to teach people skills to students	The need for vocational programs that will help graduates be employed

### Q13: What do you see as the top three issues facing students and schools today?

<p>Many families are stressed, either financially and/or by parenting. Students' basic needs aren't being met, so they aren't ready to learn. Perhaps parents are lacking parenting skills or support systems needed to support children.</p>	<p>Students who have challenging behaviors in the classroom do not have support to learn new strategies and improve.</p>	<p>The number of students diagnosed (and not) with ADHD in our classrooms is high. Meeting the needs of these students (and other's with challenges, like depression, oppositional defiance, anger etc.) is a top issue facing schools today.</p>
<p>The lack of financial support for schools.</p>	<p>The inability to use money wisely. 4J should check out Ridgeline's ability to budget!</p>	<p>The one size fits all approach to education</p>
<p>The use of Common Core curriculum without question</p>	<p>High stakes testing and the time and money it consumes</p>	<p>The over reliance on technology and the money spent on new curriculum materials (connected to the common core)</p>
<p>Too much emphasis on standardized tests and results</p>	<p>The legalisation of marijuana will make drug use on and around school property more problematic</p>	<p>The over-emphasis of the importance of technology, sciences and (professional) sports and the dismissal (for lack of a better word) of the arts and humanities</p>
<p>Labor contracts that prevent the development of a high quality workforce. (when you can't effectively deal with performance issues, you can't build a quality team.</p>	<p>There are not many good jobs today where you go to be a cog in a big machine. (like the old mill jobs) There is a huge gap between the education of the bottom 60% of the class (especially boys) and the skills they will need.</p>	<p>The schools must somehow take our kids, who are coming from increasingly unstable families, and give them the tools and the appetite to compete in a global economy. The consequence of failure is a diminished future for our community. .</p>
<p>Students must be college and career ready before graduation.</p>	<p>Low wage jobs requiring only a high school degree are almost gone. We must have a trade option readily available to our students who don't want to go to college.</p>	<p>The unions have too much power and wield it in ways that are inherently selfish and ultimately anti-student/family.</p>
<p>Technology is changing so quickly it is hard to keep up.</p>	<p>Attending College is to costly, they graduate with a mountain of debt and spend decades trying to pay it off.</p>	<p>The world seems to be getting smaller so the need to be aware of cultural differences is critical.</p>

**Q13: What do you see as the top three issues facing students and schools today?**

The ever increasing state & federal hoops to jump through for adequate funding of education.

The lack of a mastery type education model where students do not move on to the next level until showing true mastery. Montessori type education does this well. A student is allowed to work independently on each subject for however long it takes to achieve mastery. Students are taught at a very young age how to self manage their time and education.

There are a lot of students who come from very dysfunctional homes. They are carrying the weight of world in their backpacks when they arrive at school. They are tired, stressed, sad, angry, and overwhelmed. In a perfect world we would have enough funding to provide adequate staff to help those students.

I don't think students understand what an education will do for them. Unless they have a mentor or a teacher with enough time and resources to show them, the payoff will elude them.

As a community, we aren't funding education like it matters to the future

There are not enough connections between schools and the community.

Sometimes trying to arrange what is best for a student (eg homeschooling just one class) is seen negatively

It would be great if all elementary schools taught a second language

There are too few staff to be able to give students the attention that they would like to give

There are too few teachers and staff of color. Our student population does not match our teaching population. Students need to see people who look like them in positions of authority. They need to know that there is someone who may understand their perspective. Far too many of our staff are trained adequately on equity issues, and with the choice of that training being site based, some schools have little access to training to improve their skills, while others provide their staff many opportunities to attend multiple enriching trainings.

We do not adequately communicate with our underserved populations. Site councils and parent organizations are made up of parents with means. In this community, that means that most of them are white and have privilege. They work with staff who are similar to them and decisions are made that do not take into consideration families who are not in that same social group.

There is too much focus on data for the sake of data. It needs to be understood that data can be and is manipulated to show whatever we want it to show. Standardized tests that were not designed to do what we are using them to do, don't tell the story that is genuine or real. Engagement of students is far more important and cannot be measured with standardized tests. We all use assessment measures, but authentic assessment tell a more accurate story. The corporatization of our education system does not serve our students well.

**Q13: What do you see as the top three issues facing students and schools today?**

Unjust focus on negative consequences for bad behavior/attendance when there is little to no access for intervention when a student needs it BEFORE they begin the bad behavior, or when they realize their behavior is self-destructive. I see anorexia and negative body image issues, emotionally and mentally abused and neglected kids, and quite honestly a few that are not right in the head for one reason or another, (both as I volunteer or visit the school, and as they are friends with my student coming to my home) and there is nothing at the school that they can reach out to for help. Nothing that I can do as a bystander to say "hey, help this kid, or at least reach out to their parent or pediatrician or extended family member to signal that they need some help" (except call 911 or cahoots...what about the girl that won't eat? The boy that sleeps over with friends several times a week because his mother won't feed him and locks him out of the house? The scars and the blades? This list goes on

The following are all crap, for lack of a better word: Common Core / Teaching to the Test / "New" Math / Teaching Islam (seriously? I haven't seen a section on Christianity, Buddhism, Jewish, or any other religion or culture since 9/11 that has been so heavily pushed on our kids and it needs to stop!)

There needs to be more focus on voc/tech skills through curriculum changes...not every student is college bound, yet they graduate without even knowing how to balance a checkbook, let alone have the skills to go into a career field other than [personal information removed] who feels entitled to a wage that will support a family.

Smaller class size would address and solve many of the problems facing our school district.

The gap between students who have access to literacy skills before kindergarten and those who do not creates a vast inequality that starts in kindergarten and only widens as they get older.

There needs to be more mental health services available to all students.

Keeping good, quality teachers.

Keeping music and arts programs. There's more to high school than sports. And the band always supports the football and basketball teams. But no one really appreciates that.

There's a lot of bullying going on at all levels. My daughter has seen couples having sex on campus, which is just wrong. There needs to be better supervision and cameras.

Reduce class size.

As society reduces care for students, try to provide services that help students succeed (counselors.)

Thoughtfully and efficiently look at how we spend our money. ECCO had no more than 5 students in a class over the last few years.



### Q13: What do you see as the top three issues facing students and schools today?

Too much standardized testing	disparagement of the teaching profession	Threat from pritzation
Emphasis on standardized tests	Family issues	Time management with extra curricular activities
Maintaining their interest "in school".	home lives: not providing structure, values, discipline so this falls to schools	Time! Everyone is too busy.
Less family support	More stressors in the home	Too big of classes to meet their needs
Inadequate funding for schools	inability to improve or remove bad teachers	Too few programs/attention to the problems of over-achievers/gifted kids
Overcrowded classrooms negatively affect what teachers can teach. A science teacher with 44 students has to can her lesson plan due to the fact that it is difficult for students to move around the crowded classroom.	Overcrowded classrooms affect how students can learn. Not enough interaction with instructor.	Too few resources for students that are struggling. We need more support classes.
Lack of mental health services	Too much testing time	Too large class sizes
Unruly, disruptive students and the lack of resources to deal with them.	Too much time spent on testing	Too large of classes and too many behavior problems in each. We are babysitting, not teaching.
What's going on at home	Benefits offered to teachers is decreasing, cost of living raises	Too many changes without support or buy in
GENUINE community inclusiveness - as opposed to institutionally enforced programs.	Allowing ourselves to become enslaved to technologies that have outpaced our ability to adapt and use them appropriately.	Too many damn people.
Lack of time in school	large student:teacher ratio	too many days away from school
Class sizes		Too many discouraged students when they see how hard it is to graduate.....way harder than it used to be for us....and we are still productive members of society!
Funding	Too much standardized testing	Too many special interests diverting funding
Large classes	mediocre teachers with tenure	Too many tests
	Disruptive students	
	too much technology- not enough arts	Too many tests
Not enough class time, too many students per teacher	Lack of arts, music, club and sports programs	Too much concentration on political correctness instead of reality.
Family involvement	not enough teaching staff	Too much crunched into a day (ie 15 minute lunches?)
Honesty with the public.		Too much dependence on the conservative and limited view of the OSBA, including the consultant for this process.
	A genuine interest in all students.	

### Q13: What do you see as the top three issues facing students and schools today?

The public doesn't value public education and is unwilling to fund it adequately	Middle class real income has declined over the past several decades. This effects families in many ways.	Too much emphasis is placed on sports at the expense of academic pursuits.
Lack of funding	too much emphasis on test scores/college admission as a measure of success	Too much emphasis on STEM over and above the humanities/arts. They work best in tandem with each other. Creative problem solving and curious thinking skills that tie all disciplines together is more effective and can be applied across all areas of knowledge
Inequities across ses and cultures	Student engagement	Too much emphasis on test scores
Not enough time in class; too many days/periods off.	Students are graduating from high school unprepared for the future	Too much emphasis on testing. Vocational classes should be brought back
Economic stressors for families	Class size is TOO BIG!!!	Too much focus on sexual identity at too young an age
The school of choice program is elitist. It should be abolished.	Old facilities are critically in need of seismic improvements	Too much focus on standardized tests is a bad thing.
Not enough focus on arts, foreign languages, educating the whole child	short school year compared to other states - not enough hours of instruction	too much focus on testing
Large class sizes/students slipping through the cracks	trimesters - too short, too many changes with faculty/not enough time to develop relationships with teachers	Too much homework
Budget, especially with PERS liability.	Stopping the decline in 4J schools as evidenced by graduation rates.	Too much homework, not enough time to explore other activities through school (drama, music, etc.)
Not understanding the importance of a healthy active lifestyle	Sedentary lifestyle	Too much pressure to achieve test scores
Poverty	lack of kinder readiness	Too much reliance on testing
The structure of school needs to be re-thought completely. Free public schooling needs to change in fundamental ways to better prepare our kids to be competitive in the 21st century. I feel like we're still teaching and expecting students to learn in a 1930's paradigm.	Staffing/FTE is a HUGE equity issue that needs to be addressed.	TOO MUCH SITTING!
Large class sizes	Better supports for our economically disadvantaged population	Too much testing
Class sizes are too large	The math curriculum in particular is horrible	Too much time is spent teaching to the test
Lack of playtime	Class sizes are too large	Too much time spent on testing and preparing for testing
Poor parenting	Not enough funding	Too much union control

### Q13: What do you see as the top three issues facing students and schools today?

Lack of state investment in K-20 education.	Generational poverty and children who don't have the resources they need to focus at school.	Top achieving (TAG) students who don't have sufficient programs to differentiate their abilities
Crowded classes	Not enough student/ teacher contact time	Transportation options
Requirement of standardized testing	Removal of the arts in education	Trend for 11 and 12th grades taking college curriculum.
Need new facilities at some sites	Drug use on school grounds	Trimester schedule: not sure if it's good for the students
School funding	Mental health, obviously we need to provide enough school counselors to detect and treat issues early to prevent school and societal violence	Try to help parents build an ethical, caring self for students
Difficulty scheduling at the high school - especially when trying to home school some classes and take others at the school	class sizes too large throughout all the grades	Trying to cram 2 semesters worth of material into 2 trimesters
Finances--not enough money for lower classes, all needed services	Social/family issues--families in crisis, pressures from social issues	Uncertain future---students don't know if they will be able to go to college or attain a career/staff don't know if there job will be there next year...
Class size	lack of discipline	Unclear objectives
Academic Support for Common Core Math	Class Size	Under qualified staff
High stakes testing that is not relevant to what children need to learn and develop	Equity between schools	Under-funding in the state of Oregon of education at all levels
Culture of Testing	Class Size	Underfunding is the norm
Elementary classroom size	Lack of elementary pe and music specialist FTE time	Understaffed buildings
Achievement gap	support for individual student needs, special needs, TAG, low SES, etc.	Uneven levels of teaching - amazing/excellent to mediocre/poor
Inadequate school funding	Increasingly diverse population	Unfunded mandates
Class size	Loss of fine arts	Unionization of teachers
Lack of morals and ethics. Fear of schools to support traditional values.	Excess attention to "diversity." Populations are being splintered by being identified as _____ - Americans.	Unions placing teacher salaries and pensions ahead of students.
Not meeting the needs of economically disadvantaged students, students of color and students with sped or mental health needs.	Funding for additional instructional time and FTE to lower class size and improve graduation rate.	Unique to 4J - lack of consistent practices, policies and "every school doing it their own way" approach.
Stress on families	Adequate funding	Unnecessary standardized testing

### Q13: What do you see as the top three issues facing students and schools today?

Class sizes	Not having a variety of choice in classes	Unprepared teachers
Misuse of technology (bullying, inappropriate behavior)	The need for students to be flexible and resilient with a broad base of knowledge that will allow them to do or study anything	Unstable economy
Increased class size	homelessness/ financial struggles	Unstable family
Unreasonably large class sizes	Lack of true school choice (lottery process is insufficient)	Unstable funding
Very little opportunity to develop hands-on skills, i.e., wood shop, metal shop, etc	Too much emphasis on college as the main path to success.	Untreated cell phone addiction.
Adjusting to technological advancement	Disparity in education across socio-economic status	Up to date curriculum
School funding	Keeping incompetent teachers in the first three years after they are hired when they could easily be non-renewed	Use of cell phones in the classroom during insructional time
Our education system needs to function effectively with regard to finance	having quality educators who are focused on character building and growing our children emotional well being as well as academically	Using practices that are based on need rather than being rigid due to policy.
Offering top quality caring education to all kids	teaching kids about american and local history and government. 'civics'	valuing teachers
Too much focus on Math and LA, not enough balance to meet other student strengths	Lack of adequate funding, too many cuts for too many years	Very few opportunities for students to explore the variety of skills they will need in a workplace
Unqualified and unprofessional staff	a week school programm	Very poor school library
Lack of truly qualified staff	Lack of parent support	Video game/smart phone addiction
Peer pressure	Social Media	Video Games
Developing technological competency early	Understanding the complex relation between homework and learning (i.e. less homework might mean more learning in some situations)	Vocational training and apprenticeship for students that aren't college-bound
Lack of parental involvement	Transient families	Wages and affordable housing
Poor teachers	wasteful spending on admin.	Wasteful spending on sports
Keeping kids safe.	Keeping a healthy balance of interactions with one another, kindness, addressing differences/issues calmly, respecting one another..	Watching for and dealing with children who are behaving badly/need more attention so they don't negatively impact/influence the kids who are rule abiding.
Large class sizes (less individualized attention)	Schools are struggling financially (underfunded)	We are not allotted enough teachers to keep our class sizes low.

### Q13: What do you see as the top three issues facing students and schools today?

We need a major PR blitz to inspire families to value education over all the other distractions. Put in the work for the long-term.	we need a stronger, more specific engagement of business support to schools; mentoring, speaking, supporting events, etc.	We must figure out why kids are dropping out; and create a community-wide support net
Lack of support and school full time counselors at every school.	Not enough quality subs for staff.	We need to find a balance between over testing and helping our kids achieve long term.
Traditional school models will not work for our 21st century learners. We need to rethink the way we deliver and collaborate in our school day.	Teacher voice and student experience has to be the driving force in professional development and the story we tell about our work.	We need to find better ways to make our schools a community partner and bridge to resources and supports for our struggling learners, students of color, gifted learners, musically talented, lower SES, and more.
The future lack of blue collar workers	The cost of higher education - is it worth it?	What it means to be part of a community - state - county - country
Enormous class sizes	Too few SPED teachers per building	Whittling away of electives/technical or vocational offerings
Self identity and accepting self and others	Interest in learning	Work ethic
Parents not invested in their children	Between unit, district, and state tests, kids are constantly being tested and it is very fatiguing for them	Young kids naturally learn through play, but that is often discouraged
		0
Students vesting too much time in social media. Which leads to ....	....Students substituting social media for human interaction and learning.	
A sense of community and equal resources	a belief that there is hope for students' future	
Trying to educate everyone and having troubled kids with very specific needs disrupting classes for everyone else	a huge focus on college readiness- college loans are killing the younger generation- college isn't a viable option for everyone anymore- how can we support trade skills, etc. that will allow students to survive in the real world without a high education they can't afford	
Changing family dynamics	A lack of diversity in the district staff	
A lack of competition between schools. (Schools that do well should grow and otherwise shrink)	A lack of fiscal accountability	
Higher numbers of children with special needs and behavioral health issues.	A need to rethink what students need from school in the 21st century.	

### Q13: What do you see as the top three issues facing students and schools today?

Lack of strong family ties and responsible parental involvement and roll modeling.	A sense that they need to have all the latest gadgets, clothing, and privileges they see in others without the necessary resources due to unstable family fortunes.
Preparedness to enter either post high school education or workforce	Ability to finance post high school education
Class size	Ability to offer career type classes: wood shop, metal shop, home economics
Time management among students	Access to affordable care after the school day ends
Fiduciary efficiency	Access to common programs at all schools
Equity	Access to preschool
Class size	add back electives and industrial ed
Families that cannot provide the support their children need.	Adequate funding for education at all levels in the state of Oregon.
Counseling/mental health	Aging buildings and infrastructure
Classroom size and the lack for individual teaching help for students.	All Staff not out in the halls during transitions, lunches or after school to monitor behavior of students.
Increasing non-learning readiness in students	Antiquated systems and methods not keeping up with student and family changing needs
Standardized testing lowers student AND TEACHER morale	Asking parents to donate money for school, fundraisers
The Arts not being as much of a top priority as they should be	Athletics and Extra curricular not being supported or recognized as they should
Poverty and institutionalized classism	attitudes and behaviors (e.g., entitlement, bullying)
Overemphasis on standardized testing	Average class size too high
Student to teacher ratios.	Balancing those who need special education services with those who are seeking a more academically challenging environment.
Preparation for higher (college level) education	Becoming self-motivated learners
Funding	Being prepared for the real world
Class sizes.	Budget cuts.
Equality	Budget issues, not enough resources available to meet the needs of all students
Access to better schools	Bullying

### Q13: What do you see as the top three issues facing students and schools today?

Social pressure/peer pressure	Bullying
Fitting into a brand of sports	Bullying
Lack of parental involvement/support for some students	challenge of helping children who are behind while not neglecting those who are ahead
Class sizes	child/teacher ratio
Financial	class size
Recent legality of marijuana and use.	Class Size
Families in crisis - lack of support at home	class size - not able to make positive connections with each student
	Class size - this is not only detrimental to students but bad for teachers.
Lack of funding for extracurricular activities - many students can not afford to participate in anything	South Eugene is clearly taking advantage of some good teachers by have class sizes double what they should be. Why would a good teacher stick around for that?
Present academic schedule (3x5) does not work!	class size (over enrollment!)
Not as many options for electives	Class size sometimes still too big
Too much top down decision making board who had little experience in education makes decisions that impact instruction	Class sizes
There are not enough services available to students who need mental health/behavioral resources.	Class sizes are typically very large in most schools.
There is a gigantic need for school counselors and there is not a counselor staffed at most schools.	Class sizes are way too large and need to be more managable.
Class size	classes offered that do not interest students
Family economic insecurity and college tuition costs	Coarse culture
Economic disparity	College readiness
Lack of funding	Common Core standards are written as a one size fits all
Counseling/mental health issues	Communication between school and home in home language
Pressure to fit into a certain box by peers, schools, and community	competing in the global marketplace

### Q13: What do you see as the top three issues facing students and schools today?

There is too much emphasis on TV & computers to keep children occupied. More social interaction is needed. This is a family and society-wide socioeconomic problem needing repair.	Competition from overseas for jobs. Better skills are needed to be taught here.
Health and wellness	connection to the community
Funding for staff and facilities in K-12	Cost of higher education
Matching skills gained in school with needs in work or higher education	cost of higher education or additional training beyond high school
Not academically prepared to transition from elementary to middle to high school	Costly for families to support multiple children's fees
Such large diversity of needs - kids who need extra challenge and kids who do not arrive at school ready to learn	Dealing with demands of common core or other mandated approaches that require new ways of teaching
Staying physically active	Deciding how/when/why to use social media sites safely
Dependence on local economy / community to bolster schools (levies)	decreased funding for schools every year since 1990 (Measure 5)
Kids don't learn at the same pace	Different learning types for children
Lack of diversity	Differentiated instruction
Immense and painful budget cuts to public schools impacting curriculum, equity, and enrichment	Difficulty of recruiting and retaining high quality teachers
Lack of funds in the classroom	Disconnect between school and home
Impact on classrooms of children facing difficult home situations	diverse learning needs
Bulling	Drugs
Attendance (Skipping Class) - Parent accountability	Drugs, Alcohol, Vaping, Smoking - Parent accountability
Diversity	economic
Transportation	Educational and developmental needs of students



**Q13: What do you see as the top three issues facing students and schools today?**

The desire to send my child to college but having no idea how to finance this is a great concern. I am very concerned that she be prepared for admittance (i.e., academically competitive with other students--- particularly those from more privileged communities. We owe it to every child equitable access to resources and educational standards across the district in order to prepare them for higher education in an increasingly competitive world.	Ensuring that my child receives equal education to those students residing in more affluent areas of 4J school district
District budget and it's distribution to school with needs	extra mental support for teachers who work at schools with lower SES students
Lack of investment from the state in education.	Families that move often, lack of stable home lives for students
Family financial issues	family crisis causing emotional issues with students
Large class sizes	family issues/expectations or lack thereof
Overcrowded classrooms	Family problems
Economics-not enough money for priorities	Fast paced technology growth/change
Equity and feeling welcome	feeling success in areas that can not always be test
Parental inconsistencies	Financial burdens
Safety. The increase of violence (on and off school campuses) over the past ten years has been incredible.	Financial instability.
Competitive job market	financial management
Lack of educational opportunities in Oregon due to funding	Focus on testing and lack of critical thinking development
For many students: home life issues disrupting education	for schools: funding
Class size	funding
Support staff that would help with problem students and library learning.	Fundraising in the community, support and partnerships.
Not being able to adequately prepare students for the realities and demands of the outside world	Getting appropriate funding.

**Q13: What do you see as the top three issues facing students and schools today?**

More children have emotional baggage whether it is attributed to poor parenting skills, electronic exposures, abuse or students with disabilities. The school district needs to be able to deal with these issues by providing support and training for these families.	Giving every child a chance to succeed and have some equity between students due to low economic status, language barriers, etc.
Poverty, addiction, fear-of-ANYONE-who's-different, etc. Problems that run throughout our society	greed in our society
More counselors per grade, more available for students	Growing class sizes
Attempting to learn in a 35-1 ratio.	Having the wrong priorities taught to them at a young age. It should be a priority to get kids to like school at the elementary school level - college readiness is an absurd priority for an eight year old!
Creating an environment where each student feels safe, and knowing that the school and their teachers want them to explore and learn the fullest of their abilities.	Help students to understand that they have true worth in our society and that we expect them to strive (learn) (explore) and to help make this a better city, community, state, nation and world.
Lack of funding for schools	High number of kids without sufficient support at home to succeed in school
Wise dispersal of funds	Holding teachers accountable for district requirements taught, not their social agendas
Class sizes too large.	Imbalanced curriculum.
Budget is comes down from the state, and largely out of our control.	Impact of PERS.
The lack of arts education is directly impacting our students abilities to think creatively, problem solve, and develop resilience in their strive towards excellence in all areas of their lives.	In 4J, the need for diversity in administration. A significant portion of our leadership was trained in Eugene. This does not create a diversity of thought necessary for dynamic change and may well be a significant factor in the fear of innovation and the desire to maintain the status quo.

### Q13: What do you see as the top three issues facing students and schools today?

Too much pressure on students: 1. Standardized testing, 2. Academic expectations that are not developmentally appropriate, especially at the primary level, 3. Inadequate time for lunch and recess, 4. Family stressors - economic, housing, jobs, relationships	Inadequate community support. In past generations, taxpayers have supported schools/higher education, but this generation of students is not afforded the same luxury.
Community and cultural distractions	Increased access to tv/video
Funding as a factor of valuing education within the greater community.	Inequality of educational opportunity for students of lower socio-economic status and lower political power
Socioeconomic issues	Insufficient funding
Meeting the needs of students who may need extra help to those who need to be challenged more.	Keeping schools as a safe/non threatening place to learn.
Large class sizes.	Lack of Arts programs within the schools.
Inadequate funding	lack of commitment to excellence in STEM
Diversity	Lack of competition between students.
Keeping teachers who are no longer motivated, inspired, good at teaching	Lack of funding
Poverty	Lack of funding for education
Too much pressure on the students and too much classroom instruction taken away due to testing.	Lack of funds necessary for everything that is needed :(
Common core	lack of parental involvement
The financial support to deliver quality education	Lack of physical activity during the day is fueling childhood obesity and related diseases/issues
Shrinking funding	lack of public support for public education
Unions. They make it nearly impossible to get rid of bad employees	Lack of support. No counselors at elementary school is recipe for disaster. These kids need it way more than high schoolers
Bullies	Lack of technology
Poverty	Lack of true equity in education
Shorter school hours	lack of well-educated teachers
Poverty, including access to mental health services and technology	Large class size
Over-emphasis on standardized testing	large class sizes

### Q13: What do you see as the top three issues facing students and schools today?

Anxiety. Children are showing signs of anxiety younger and younger.	Large class sizes affect quality of education and cause chaos.
Learning where they fit in to an increasingly competitive environment	Learning to be part of a team or a village
Class size	Loss of programs or less -- art, PE, etc
High poverty	Low family involvement
Funding	Maintaining positive, excited teaching staff amidst continued pay cuts
Living in a multi-cultural society	making healthy, life-affirming choices in life
No funding for TAG or more EA time to allow for assessment and differentiation to meet the needs of all learners.	Mass exodus from North Eugene schools to South Eugene and no capacity for increased class sizes. Need to reallocate funding and demand more from state.
Get rid of principal [personal information removed].	Maybe not today, but coming soon -- we're likely to have more Spanish language speaking families in the district and will need to support them and their children.
Family stress impacting kids' learning capacities.	Meeting the needs of students who range from complex special needs to exceptionally gifted.
State funding - unstable	mental health issues in community spilling into schools - no support for students and families in crisis
Not getting what they truly need because of class size or lack of support	Mental health issues not being addressed
Middle schoolers dealing with social issues, not enough support and specialists at each school	Middle School needs more administrative support such as a Student Supervisor to help with disciplinary matters
Parent/family support and involvement in learning process	Money to replace aging buildings, provide fine arts and specialized teachers
Class size	More counseling should've available to help students with emotional needs.
Cannot effectively help/recognize kids who need help, but don't necessarily stand out, due to class sizes.	Need a high school schedule that works across the board for all HS
Too much emphasis on math.	Need more support for students from lower SES.

### Q13: What do you see as the top three issues facing students and schools today?

Not enough time/money spent on socioeconomic issues	New ways to keeping students motivated and excited to learn
Lack of work ethic	no enough support for those with disabilities
As it has been for decades, dealing better with "the few" that cause disruption for the students who are trying to get a good education.	North Eugene High School is a mess.
To big of class sizes	Not able to try to resolve issues on their own. Adults quickly jump in and boss the kids around
Poorly funded programs	Not enough focus on the basics, to much on acceptance and feel good.
Not enough staff in lunchrooms or hallways during non class times	not enough help for needy families
Large classes	Not enough one/one time
Not enough one on one time with teacher to grasp concepts of what they're learning	Not enough resources/qualified counselors or staff to handle kids with extra needs
Lack of technology in schools	old curriculum
Family income and home stress is an issue for us.	One issue facing students is the amount of time being exposed to media and entertainment, or screen time.
Resource equity	oversized classrooms, not enough options
A lack of involvement from parents	Ownership from the parents and students in their school community
Engaging students to learn	Parental involvement
No time to complete homework at school	Parental support after school
Large class sizes in certain schools and subjects.	Parents allowing students to stay at home for no reason.
Parents, teachers, staff lack adequate nonviolent communication skills to pass on to students	parents, teachers, staff lack adequate conflict resolution training to pass on to students
Lack of family support as a result of having two parents working	Peer pressure from select few to deviate form socially acceptable behaviors
Steadily increasing poverty and financial stress	People in government that are opposed to public schools
Increased disrespect shown by students	Personal technology in schools

### Q13: What do you see as the top three issues facing students and schools today?

THIS IS THE BIGGEST -- Lack of necessary funding. This impacts class size, teaching resources, facilities, arts education, etc. And it is mainly due to lack of community recognition of the importance of funding schools through taxes	Personality-driven policies on the school level that impact the quality of education within the schools (e.g., principals that don't believe in TAG services).
Funding	politically hostile climate towards teachers
Lack of PE and music.	Poor quality of school lunches. More fresh vegetables and fewer prepared foods.
Bad economy	poverty
Eugene School District 4J has far too much administrative overhead	Public employee cost structure siphons money away from educating students
The testing/standards paradigm (as a response to inadequate funding) has not worked	Public policy needs to better support education funding
Community homelessness and mental health issue	Quickly growing population
Poverty	racism
Republicans	Racism
Preparing children to navigate a future world of unknowns (+ some scary "knowns" like climate change)	redesigning education and schools to support health/growth/learning in keeping with current research (like it's terrible to sit down all day; kids need to be outdoors getting plenty of daylight; play makes us smarter, etc....)
Transparent communication with parents, especially about special education programs available	Reducing class sizes and caseloads
Attendance	Rigorous classes
Class sizes	Safety concerns
Safety from the outside	Safety from the inside
Class size	School budgets
Charter Schools. They take the middle to high income families out of the neighborhood schools	School choice. The rich get richer and the poor get poorer. School choice is hurting our poorer schools
Demographics of teaching staff do not reflect student demographics	School to prison pipeline

**Q13: What do you see as the top three issues facing students and schools today?**

Class sizes are very large which makes it difficult for all student's specific needs to be met.	Schools don't have enough money to provide adequate resources, such as having basic supplies in all classrooms or having classes with the purpose of teaching students skills necessary for life after high school.
More stressful/rigorous testing	shorter days/recess
Mental health	Social media
Class size	Special Education caseloads
College preparedness	Standardized testing
Economic stressors at home, parents working too much or not enough. Students are not supported and come to school with their basic needs not met. Hard to concentrate and focus at school when you are hungry, living in an unstable situation and or homeless.	Standardized testing is taking way too much time from student learning.
Poverty	state budget cuts
Accountability with funds	State control of education
We need more elective classes - workshop and homemac	students are not well prepared and equiped for living and employment beyond high school
Class sizes are much too large.	Students aren't getting enough class time over the course of the year.
An education system that hasn't taken advantage of technological advances to meet the needs of individual students.	Students education so dependent on an individual teacher because either teachers aren't qualified to teach certain subjects and there is no way to fire teachers who refuse to improve.
Rate mof graduating students	students going to College are not well prepared
Schools need more computers / programming classes	Students need math/science everyday
We need to keep class sizes small so that all of our students get attention from their teachers.	Students need to have programs that interest them at school, not just reading, writing, and math.
Students don't get enough assistance to succeed	students of disadvantaged backgrounds don't feel comfortable enough to ask for help
Large class size	Teacher & staff shortage
Increasing class size!	teacher support and work load
Financial support	Teachers having to wear too many different hats

### Q13: What do you see as the top three issues facing students and schools today?

Educate faculty about how disabilities can be corrected through specific practices. Read The Natural Medicine Guide to Autism by Stephanie Marohn for great insights. Also The Biology of Transcendence by Joseph Chilton Pearce.	Teachers should be working with students to resolve health and behaviors issues from their root, not to punish children for behaviors caused by the lunches schools give children.
Classes too large to learn and to address different learning styles	Teachers too overburdened and missing too many kids
Lack of consequences for cheating, failing a test, losing a competition. Education has gotten soft, which is not preparing students for life after HS.	Teachers' Union has made the cost of education prohibitive for society (PERS, Salaries/Benefits for a 9mo employee, Job security)
Parent involvement to make sure children focus on their educational responsibilities both at school and at home.	Tech free times at home to focus on school work.
Class sizes	Technology
Kids need a better understanding of personal finance.	Teens need to know sewing, gardening, home finances, job trades, etc, not just a focus on college and test scores.
The stupid idea that all people are equal in ability and everyone is going to college	the concept that it takes more money to educate. We waste so much money striving for equal outcomes...we have joined the race to the bottom.
Students are exposed to too much media outside of school.	The elected officials continue to give too much importance to standardized tests. This in turn causes the public to judge education based on "test scores".
Testing	The pressure put on students to do the standardized tests
Respect for elders and people in authority is not being stressed enough	The value of life is not encouraged.
There is a lack of diversity of students throughout the high schools. The more racially diverse schools are the smaller schools and have less access to resources the other high schools have access to.	There is a stigma that in order to get a good education a student must go to South or Sheldon



### Q13: What do you see as the top three issues facing students and schools today?

Students who are unprepared for life - graduating without really understanding what they were learning and how it applies in the world around them.	There seems to be a greater number of students with mental health/behavior problems and staff are not equipped to address the situations much less attempt to teach in an environment while attempting to handle the problems..
Schools aren't equipped to handle the needs of students whose families aren't able to meet those needs.	Too few people doing too much work.
Class size is too big	too many electronics in kids lives
Limited class options	Too many fees
Overcrowding in classroom	Too many students to get attention
Shortage of mental health resources in community and schools	Too much homework and too little opportunity for movement in elem schools
Class size	Too much testing
Funding	top down pressure regarding curriculum and assessment
Fiscal sustainability	unaffordable higher ed
Class size.	Unclear expectations.
	Under than that civics doesn't always mean the rights of the very few outweigh the needs of the vast majority
Increasing behavior problems and how the volatility of a few students affect the rest of the school	Under-emphasis on math, reading, science and logic and over-emphasis on social and or political agendas and treating certain opinions as fact
Class sizes too large!	Understaffing at recess, and lunch.
Being prepared for the challenges of college	Understanding the need for a strong education to be productive in life
High quality educational opportunities for all students, particularly those of lower socioeconomic background	up-to-date buildings' structures
A need to refocus on basic skills - like reading and writing and math	
A strong education to prepare for college.	
Again, too many republicans	
Broken families	
Budget concerns, funding schools needs to be a priority at the state and federal levels	
Budget issues	

**Q13: What do you see as the top three issues facing students and schools today?**

Bullying and technology with social media

Children coming from homes that are broken and morally lost.

Children with severe behavior issues

Class size

Class size

Class size

Class size

Class size

Class size

Class size use of automobiles, rather than ped or bike

Class sizes

Competent leadership in the district

Constantly changing technology

Declining arts education. The arts encourage critical thinking, creativity, and cultural awareness--skills that can be applied across disciplines and an entire life.

Difficulty in addressing individual needs

Distraction of external stressors - home, peer

District Office/Building Administration not keeping what's best for kids first.

Economic stresses on some family

Economic stresses on some family

Equal rights - the gays lesbians transgender bisexuals have more rights than our heterosexual kids

Equity.

Excessive community focus on South Eugene area. For example, the number of newspaper articles focus mostly on that area, which increases the perception that other school areas are underperforming.

Excessive use of mobile devices among youth is reducing skill development in areas that are crucial in business and personal life.

Financial help

Financial struggles for local families

**Q13: What do you see as the top three issues facing students and schools today?**

Financing, especially the weight of PERS on the system

Funding

Funding

Funding

Funding

Funding

Funding for teachers, books and technology

Funds

Get lost in classes that are too big

Graduation rates are terrible

Growing class sizes due to influx of new families while funding for teachers is being cut

Growing class sizes throughout 4J.

Humanity's refusal to give children their due respect. Kids have more to teach us than we have to teach them.

I'll get back to this later

Improving academic performance of students

In Oregon, the level of state funding is inadequate and appalling.

Increasing number of special need students due to medical/social difficulties, taxation policies, political climates

Keeping a growth mindset and not giving up.

Lack of academic opportunities in Public education in 4J

Lack of adequate state funding

Lack of funding from the state level

Lack of funds to support smaller class sized and curriculum

Lack of help for failing students

Lack of investment statewide for public schools

Lack of pre-school/the awareness of the importance of pre-school experiences

Lack of programs

Lack of vocational programs

Large class size

Large class sizes

**Q13: What do you see as the top three issues facing students and schools today?**

Learning to learn, not learning things

Literacy

Low income

Low SES

Managing stress and anxiety caused by the pace, expectations, rigidity and social exposure of school.

Mental Health assistance for students

Motivation

My concern is that families and students more and more are not taking responsibilities for their actions and staff are taking more of it on

N/a

Na

No idea

No idea.

No life skills or preparation for life outside of school

Not enough funding for full time counselors, music and PE teachers in all schools

Not enough social time

Not ignoring special needs students

Opportunities for low income kids in underfunded schools (like North Eugene) to compete and achieve

Pace of technology is creating new expectations among children.

Parental involvement

Please see above

Poor parenting in homes

Poverty

Poverty

Proactive support for homes with changing/few resources

Safety in classrooms and at school

Safety. School buildings are to unsecure.

School systems face a shortage of financial support

See above

See above

See number 12.

### Q13: What do you see as the top three issues facing students and schools today?

Sleep deprivation due to family lifestyles

Social Justice indoctrination is destroying these kid's critical thought development

Special needs individuals falling further behind due to lack of individualized focus.

Student loans / cost of college education

Students are expected to achieve more, while being provided with less.

Students are not receiving relevant training and education to prepare them for a job

Students aren't all motivated and put themselves into positions to fail in life past high school.

Students need more art, music and activity at school

Students not attending/finishing school. The learning should be more active.

Students not ready for the real world!

Support for ELL

Support systems for students and families

Teach the kids how to deal with life and learn \*how\* you learn.

Memorizing facts is useless - we have Google now.

Teachers not doing up to date teaching or seminars

Testing that doesn't take students' situations/life experiences/general improvement into account.

The class sizes are way to large in the elementary grades

The constant turn over of new technology.

The insane focus on the core and on STEM

The push for standardized testing

There are NO ELECTIVES WORTH TAKING ALL REVOLVE AROUND ART

Too big of class size

**Q13: What do you see as the top three issues facing students and schools today?**

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Too heavy of a focus on common  
core/OAKS

Too many republicans

Too much homework

Under qualified teachers

Unhealthy foods puts students at a  
disadvantage life

You are actually making kids hate the  
race issue!

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## Q14

**If Eugene School District 4J had additional resources, what should the district do to increase educational excellence?**





**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Promote learning about green environmental technologies	Add to the curriculum vocational training in robotics	Add a class on our natural world- to appreciate that we cohabitate this world with many other living things
Higher appropriate number of staff in order to have more class size reduction and time with students	Better about your weight actual numbers of students in neighborhoods that will populate the schools and only open up the appropriate spaces	Make sure all Schools have similar opportunities and use funding to upgrade schools that are falling behind
Support for teachers with high needs kids	Smaller class sizes without having to blend grades	More prep time for elementary teachers. Add more PE, music and art classes.
Smaller class sizes	More art, PE, and music	Technology
More PD FOR TEACHERS	more modern options for stidents	21st century tech rich classrooms + BYOD
Training/curriculum that uses nature as an integrating context -	PE and music all year	2nd language instruction - starting in elementary
Bring back arts, music, home ec, wood shop and other classes that can help every single child prepare for their future	Smaller class sizes, no more than 20 per class	a counselor in every school that has time to help the children that need the most support
Recruit, hire and retain excellent staff (who are grounded in culturally responsive teaching practices) that mirrors the student body and have effective mentoring programs to help new hires establish strong teaching practices.	Invest in professional learning communities and provide ongoing learning oportunites for professional development among staff	acknowledge that not all students will go to college and invest in vocational skills acquisition within all learning environments
Hire more staff at all grade levels.	Fund Title, Special Ed, and ESS programs to levels according to their group size.	Actually coordinate curriculum with upper grades to be successful in the learning process.
Lower class sizes	Increase support for English language learners and their families	Add additional art, music and physical education classes
hire teacher-librarians- this is not a job for aidesor assistants	decrease class sizes	add additional school choice options for more languages
decrease class sizes	increase offering in music, pe and the arts	add after school offerings
Raise teacher salaries	Lower student ratios	Add after school programs
Pay teachers more.	Reduce class size.	Add art, music, and PE enrichment classes.
Meet the kids where they are -		
increase teaching via technology	Add teachers to lower class sizes.	Add arts & music programs to all ages
Higher more teachers.	add electives - arts, technical, etc.	add back bussing (or at least the free LTD passes)
Deal with class size	Add back the Arts	Add back counselors

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

class size	Address unequal access/opportunities for all regions.	Add back electives
Reduce class size.	Add vocational tech courses.	Add back mental health and nursing staff.
smaller class sizes starting in Elementary School and moving up to H.S.	add librarians to all schools starting with Elementary. Students are missing important research and technology learning.	Add back P.E., Music, and Art full time for all grades starting with Elementary and moving up.
Create a stand-alone TAG program or pull-out program	Improve math instruction at the elementary level	Add creative problem-solving programs like Scratch coding (online at <a href="http://scratch.mit.edu">scratch.mit.edu</a> )
lower class sizes across the district	add extra curricular activities	add electives like art, music and PE
Build additional "life skills" options for students not suited for general classroom	Reduce classroom size	Add enrichment (arts, music)
Additional staffing to reduce class size	add more special needs services	add foreign language at a young age
Lower class size	Add after school sports and arts programs with late buses	Add industrial and fine arts classes
Decrease class sizes	Increase support staff, including a dedicated librarian for every school at every level.	Add language education as an option at all grade levels.
Reduce class size, restore libraries, incorporate languages	Improve professional development for teachers and administrators	Add money for mental health resources at all levels
Expand the music programs to include orchestra, plus add drama classes	Hire more teachers, even teacher aides! They are the heart of the school	Add more class choices
decrease class sizes	add more PE classes	add more full time counselors
Drastically decrease class size	Add more programming in arts	Add more physical exercise to curriculum
Decrease class sizes (starting with younger grades K-3)	Increase support staff (for reading/math groups and supervision)	Add more prep time for elementart teachers
Reduce class sizes	Regular physical education	Add more regular artistic programs
More assitant teachers in the classrooms to help with class sizes	More one on ones teachers for students with disabilities	Add more theatre, arts instruction and music programs
Strengthen arts programs	Reinstate courses like shop and home-ec. Add computer science and engineering courses.	Add outdoor education opportunities.
Add more teachers.	Add more teacher assistants.	Add pre-school resources for low SES households.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

have lots more support services in schools with higher risk index	have improved staffing ratios, including support services, in those school with higher risk index	add programs in electronics, plumbing, etc. for students who are not and do not want to be college bound.
Add staff and decrease class sizes	Provide district busing to high schools	Add programs to decrease the achievement gap
Lower class sizes	Increase academic offerings (more vocational courses esp)	Add school days
Increase staffing and lower class sizes	Add art and music education	Add support staff
Update or rebuild south Eugene high	More technology in the class room	Add teaching days to the school year
Re-build staffing	Staff trainings on multi-cultural awareness/competence	Add Voc classes at all high schools
Decrease class sizes	Add back Librarians (or at least full-time clerks), PE, Art & Music classes	Add vocational classes to the high schools
Increase # of school days.	Eliminate trimester schedule.	Add vocational classes, real life skills classes.
Reduce class size.	Add back specialist. Counselors, Art, music, nurses, PE ect.	Add vocational options in HS
Provide legitimate instruction for our TAG population	Reduce class size	Add Alternative behavior programs
Class size	field trips in all areas	Adding back PE, arts, music, industrial education and Home Economics
food gardening..eat grown foods	health cooking of brain forming foods	additional in class teachers
Increased staff to student ratio / class size	Increase days of school attendance per year	Additional music / arts
additonal high-quality teachers	life skill education	additional non-skill, non-core education
Hire elementary and middle school teacher-librarians to assist students with research, inquiry, literacy, reading engagement, digital citizenship and technology.	Smaller class sizes	Additional opportunities for TAG students
Smaller class sizes	Increased instructional time	Additional programs (with staff) for children with behavioral/learning challenges
Broaden class offerings in high school, including vocational training	Utilize assessment testing results for targeted improvement	Additional reading, writing, and math skill classes for struggling students early as possible
Improve student/school nutrition	Smaller class sizes	Additional school counselors
counselors in every school	increased access to mental health services	additional special education programs and staffing
Decrease class size	Improve delivery of special ed services	Additional support staff

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Real world finance education, taxes, balances, housing, credit etc.	Include political vocabulary, definitions and all party options/meanings to future voters in a current format.	Additional support within large classrooms.
Run Metrics reporting and set goals for future years	Invest in school counseling	Additional teaching support for students who are falling behind
<p>At the elementary level I have felt for some time that all schools should have PE Art Music and Language instruction during their day. I feel the immersion programs and charter schools have created an unintended elitist group within our schools. No matter how hard we try, school choice and the other special programs negatively impact neighborhood schools and the students who can not access the "special programs".</p>		
Focus on programs that develop school readiness skills	Continue to promote the use of technology	Address Class sizes!
Improvement in math instruction	Focus on transitions (to elementary, to middle and to high school levels)	Address learning gaps early
reduce class sizes	Improvement in student engagement and enjoyment of school	Addressing inequity
Vocational education: wood and metal shop, culinary arts, computer assisted graphic design, etc.	hire more SPED teacher and IAs to support students with disabilities	Adequately staff mental health/counseling services for all students
More teachers	Adopt a new math curriculum	Adopt a 7-period common HS schedule
Train high school counselors to inform students about college	Smaller class sizes	Advanced classes for all levels
Reduce class size	Technical training	Advanced courses for college prep
Special education	Shop classes	Advanced placement classes
Reduce class size	IEP resources	After school programs for low income
Increase electives	Open more schools and allow them to develop unique and varied curriculums	Aks teachers what they need and give it to them.
More enrichment classes	have a real school choice option- schools aren't able to allow choice because they are filled to capacity	All schools have equal electives & not giving preference to one school like Fox Hollow French program or Buena Vista
Re-open closed schools, hire teachers, get class sizes down	all year round gym	all year round sciences
	Get music, art, and PE back as part of regular school days	Allow for more outside time, more lunch time. Look at Finland!

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Hire more teachers to reduce class sizes	Lengthen the school year by adding days	Allow individual schools more freedom to be innovative
Reduce class size increase the diversity of means used to delivery course content	Diversify the curriculum/add back arts, physical education, vocational educ. options	Allow individual schools to make different choices about programs and curriculum
Offer extra curricular activities and after school programs	Keep up to date on course materials and technology	Allow longer lunch times for students to finish their lunch
reduce class size by hiring more teachers	technology upgrades	alternative educational activities and extracurricular opportunities
Decrease class size	More opportunities for smaller groups that are learning at your speed	Alternative programs to support academics
Group acitvities: sports/arts/outdoors	Extra classes for kids who need them so they don't take away from teacher time and other childrens time to learn	An aid for each class
More teachers k-5	More music and art and science	Applied arts in middle and high school
Smaller class sizes.	Continued staff development.	Appropriate technology in classrooms.
More outdoor Ed/recess	Project-based learning	Art
Physical Education for all kids. Kids need to move and have breaks in their day that will help them be able to focus, having PE programs	Teaching tools for self regulation, organization, (executive functioning skills) that will help all kids at all grade levels and learning a skill transitioning into adults.	Art classes, music classes, shop classes, woodworking, cooking/home economic classes, etc.
Reduce class size	Provide targeted opportunities for all levels of learners/special needs (including gifted and talented)	Art, music and physical education
More Teacher Aids	Full time counselor	Art, Music, P.E. and more
Decrease class sizes	Focus on graduation rate	Arts
music	PE	Arts
Decrease class sizes	Update curriculum after thorough research	Arts education
more school days	competitive teacher salaries and professional development	arts, music and foreign language education
More recess	smaller classes	arts, music and other programs in all schools
Arts! !	More school days!	Assess students for improved intervention options!

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

At high school add back and/or increase vocational/electives such as auto shop, home ec., drafting, music, driver's ed., PE, drama, art.home ec., drafting, auto shop, pe, music, drama.	At middle school add back/increase the offerings of electives such as PE, music, home ec., drama.	At elementary staff all buildings with full time PE and Music Specialists all year.
Improve staffing and student/teacher ratios	Improve trust, communication and relationships between teachers and 4J administration	At the elementary level (where we are laying the foundation) replace lost specialist time (PE, Music, Library) and increase teacher planning and prep periods.
Higher more teachers for smaller classes	Technology	Athletics & extra curricular
Reduce class size	Improve facilities	Attract and retain higher quality instructors
instructional assistants	art teachers	band teachers
Decrease class size	Add counselors to all schools	Be sure all children have access to technology
Provide standard PE, art, music, and drama to all students.	Smaller class sizes.	Be sure all classrooms are welcoming and safe for all students.
smaller class size	Full time counselors in every school	behaviorly challenged students (aggressive) moved to a special facility
referral services for students with mental health issues	smaller classes	Better access to education for families with low socio-economic status
smaller class size	more qualified teachers	Better behavior management
Study the excellence of our Global Neighbors' educations and successes; then, implement them into Oregon curriculum.	More arts, sciences, vocational studies that have the ability to give a student "relief" from everyday studies and encourage healthy pastimes and hobbies to direct their thoughts away from "partying" as a way of life. Many within 4J, are too expensive for all except the high middle class and above.	Better buildings!
Smaller classes	More opportunity for involvement	Better curriculum
Stop State Testing, spend more time teaching	Better support for books and materials. My childrens middle school has to beg parents to buy books for their students.	Better emphasis on the basics of education
more teachers	more support staff	better facilities
Smaller class size	Mental health	Better facilitiesLong

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schools should have extra curricular Choicess for Children such as art and music and all schools	Bring art and music back to all schools	Better food in cafeteria
More IAs	smaller class size	better funding
help the low income kids more with clothes and food, including shoes	free lunches and snacks	better help for homework, or less homework
Offer French and Spanish in middle school	Smaller class sizes	Better lunch
add more technical classes	classes to teach kids about economics, i.e. balancing checkbooks,etc	better lunches
Fund more programs to close the achievement gap	Fund future technology	Better prepare all students for college or a career.
Smaller class sizes	more elective options	better programs for talented and gifted/ accelerated learners
More physical education	Teach life skills	Better quality and healthy food choices
decrease classroom size	invest in staff support & training	better quality food provided (e.g., local, organic, less processed)--yes, I believe this does impact academic performance
Arts (music, fine arts, drama)	Better oversight on non-classroom activities	Better quality supplies (NOT technology)
Hire more excellent teachers	Update books/curriculum	Better testing for all students
Smaller class size	Better programs for TAG AND special needs students	Better/more programs (scholastic&extra-curricular) for speech/debate, arts, music, science, and language.
after school academic support classes	before school academic support classes	boy/girl club or YMCA activities after school
increase teacher pay	develop district performance assessments	bring back art, music, PE
Hire more teachers and pay increases for the wonderful teachers wr already have.	Update the buildings and school libraries. There are books at my child's school that I remember checking out when I went there in 1987.	Bring back arts and music to our schools! Our children are at a serious disservice being denied access to the arts. Less money on test scores and more on music and arts.
Reduce class size.	More behavior specialist and councilors.	Bring back arts and PE in elementary and vocational classes in High Schools.
Hire more teachers, EA's, behaviorists	Decrease class sizes	Bring back arts, pe, extra curricular activities
Smaller class sizes	Early education preparedness	Bring back arts.

**Q14: If Eugene School District 4J had additional resources,  
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		Bring back cut art, music, health, recreation and mental health programs
Decrease class sizes	Increase instructional time	
Build new high schools. They are behind the times.	Support teachers with more classified staffing.	Bring back electives, vocational programs.
Bring back enrichment courses; music, art, woods hop, cooking.	Offer second language classes in every school.	Bring back field trips.
		Bring back full year art, PE, and other programs to provide a well-rounded education
Hire more teachers to reduce class size	Improve buildings--especially in terms of safety measures and libraries	
2nd language instruction in all elementary schools	more counseling time in elementary and middle schools	bring back hands on technical education (shop, cooking, etc)
Pay teachers more...even must more classroom funds and validate them more		
	Lower class size	Bring back librarians and counselors
Improve high school facilities	Add more technology to schools	Bring back middle school sports
		Bring back music education to elementary schools
Reduce class size	Add more physical activity	Bring back PE or consider additional playground/recess time to encourage large motor activity
	Increase overall number of instructional hours	
Reduce class size	hire more teachers and more supplemental staff	bring back well endowed art programs
reduce class size	Extend school year and/or school hours per day	
Reduce class sizes	Additional support staff in the classroom	Bring back year round music and p.e.
		Bringing back cut programs such as arts, Industrial arts, etc
Class Size Reduction	Hire more and better qualified teachers.	Build and improve facilities.
Reduce class size.	Lower class sizes in elementary schools or add qualified teacher assistants	Build and remodel buildings to meet current and projected enrollment
Offer fine arts and technology classes throughout all schools		
	Enhanced innovation through outside PD for teachers/admin	Build neighborhood schools
Smaller class sizes	Provide teachers with support, resources and the means to sustain themselves.	Build new schools but, costs should be contained and reasonable.
Invest in kids early. Develop strong k-5 programs and institutions.		build prep more time into teacher's schedules, especially at the elementary level
	increase elective opportunities at high school level	
hire more teachers to reduce class size		
Smaller class sizes OR instructional aids available 1/2 or whole day in elementary classrooms	More personnel to help with student specific needs	Building improvements
Staffing	Support programs	Building maintenance



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Increase staffing	Provide nontraditional educational opportunities	Bus passes for middle and high school students
Add classrooms and teachers to lower class size	Expand # of school days	Buy updated material
strong Math	Cooking classes	carpentry
hire more teachers, offer more classes, reduce class size, buy more textbooks	increase teacher pay	challenge students to use electives to explore rather than specialize
hire more teachers/cap the class size much smaller	more training for special education and arts and music	change to more nutritious lunch program/ban junk drink & treat contracts
Assure strong programs at each high school regardless of geographic locale	Increase language immersion programs across the district	Choose one region to fully implement International Baccalaureate, PYP, MYP, DP and CP
instructors	tutors	class assistants
Provide each student with a set amount of money to participate in extracurricular activity if they want to	Class size	Class offerings for smart kids
Salaries	Staffing levels	Class size
increase adult support for special education classrooms	provide adequate resources to special education classrooms (technology)	class size needs to be reduced
Variety in electives to engage students	More equity in quality between schools (elementary, middle and high schools)	Class sizes
develop teachers' ability to personalize learning for each student	acquire & implement technologies to assist in personalization	commit to the success of each student (irrespective of their race, economic status, needs, and family situation)
Technology	Arts	Communication
Add teaching hours	Buy new books	Compete for teachers
Smaller class size	Increased language, arts, and music for all grades	Competitive and appropriate teacher pay
Mathematics Professional Learning for Elementary Teacher Deep Understanding	Technology Use Professional Learning for Elementary Teachers	Completely Digital Elementary Math Program
Science and History at every grade	Bring back the arts and P.E.	Comprehensive sex education K-12
SMALLER CLASSES	more individualized attention to students and relationships with student and families	connection to art, nature, beauty
Provide support for students with behavior and learning issues, especially those that impact the learning of others in their classrooms.	Physical education daily at all grade levels	Consistent professional development for all staff that is meaningful and relevant to their positions.

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More resources for TAG learners on site	More resources for delayed learners	Consistent programs for art, music, PE and technology
Recruit and retain more teachers and specialists	Add back enrichment programs (languages, music, arts, club sports, etc.)	Continue investing in up-to-date technology and training for teachers
Reduce class sizes	Offer programs such as increased PE, art, music, and technical training	Continue investment in technology
smaller class sizes	IA for every elementary classroom at least 4 hours/ day- even if not a Title I school	continue school choice & allow for variety among programs for example IB, International high school, Technology schools, immersion schools, neighborhood schools
Reduce class size.	Bring back the art and music programs to the schools; these programs keep kids in school.	Continue to increase the amount of "hands-on" learning in middle and high school.
smaller classes!!!	more class hours in the year	continue to support diverse school choices for all students
Small class sizes	Up-to-date teaching materials	Continuing education for instructors
hire more teachers (reduce class sizes)	offer more educational opportunities (bring school year back up to normal)	continuity of education- no split trimester schedule that breaks up the teachers, class and continuity of subject being taught)
Fully schedule all High School students	Full time music & pe at elementary	continuous PD around effective instruction (RBT)
Return to the standards of the 1930's	Recognize few students need college education to be successful	Convince students that independence is a great goal
Narrow achievement gap	Reduce class sizes	Counseling/mental health for students
Small classes w high quality teachers	Support arts, career training in middle and high school,	Counselors available at every school at least 3 half days per week
Smaller Ratio of Students to Staff	More IA's in Elementary	Counselors available for students
Smaller class size!	More teacher training!	Counselors, librarians and nurses in EVERY school!
decrease class size	allow teachers more freedom to design curriculum	course offerings in the trades (auto mechanics, manufacturing...)
Increase instruction time / days	Employ additional teacher aids, extracurricular teachers in the arts, music, dance, etc.	Create a forward thinking plan that has both short term and long term vision with the assistance of worldwide education visionaries / leader.

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Decrease class sizes	Add teachers (not administrators and layers in between); this will allow more diverse class offerings	Create a high school schedule, such as a 4 period day, that allows teachers and students to be joyful and human, rather than over-loaded and stressed.
Decrease class size.	Offer more electives and movement activities with equipment to back them up.	Create a high-quality breakfast and lunch service.
Create an IEP review system that performs random file reviews to find trouble spots in the process.	Adopt a system where the district mandates basic curriculum at all schools, with additional offerings required to be available only after school, then make sure schools are complying.	Create a library system for sharing of resources, technology, and supplies. Our choir is having to fund raise for sheet music, while other schools have cabinets full of choral sheet music. Does that make sense?
Provide real, organic and locally produced food.	Give tests to students, especially new ones, before placing into classes/schedule.	Create a solution to get kids to come out of their shells and phone addictions.
Smaller class size.	Focus on writing competency.	Create a teaching position whose emphasis is writing competency.
Ensure all schools have access to high-quality technology and curriculum resources--the same at each school.	Make sure that parent/community outreach programs are in place (and staffed!) at each school	Create a year-round school schedule with longer breaks in between terms Create an environment where basic building blocks of education are the focus, not social engineering regarding alternative lifestyles. Those are why we have families.
Let the teachers teach and stop using Common Core.	Make the kids learn how to write in cursive and read	
Offer additional subjects to more students	Decrease class sizes	Create more consistency across schools
Increase Music, Arts and PE	Improve facilities	Create more integrative curriculum approaches for all grades create more interventions for students behavioral/ social/ emotional/ academic- not expecting special education staff to help when students are not on IEPs
reduce class size	add more teachers and support staff	
Reduce class sizes.	Implement arts education at poorest schools.	Create more vocational learning classes.
Support student-centered, personalized learning.	Greater support for art, music, languages.	Create smart tech plans to support real teaching and learning with technology, and adequate bandwidth.
increase district level administrators to support buildings	increase the length of the school year and instructional day	create/adopt cultural fluency standards k-12

**Q14: If Eugene School District 4J had additional resources,  
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More activities and clubs	Funding to teachers to help make their lessons fun	Creative classes music dance art
Reduce class sizes, especially in the north region where it is already difficult to attract and retain students and FTE	Create a menu of professional development and allow building administrators to select from among them based upon the needs of the individual building, region, communities	Cross-district lesson study opportunities for teachers and administrators
pay teachers more	add days and reduce class size	cutting edge nutrition offerings
Career and technical education classes	Ensure fully scheduled classes for all high school students	Decrease class sizes
Health education (PE, Nutrition Education, Mental health resources)	Equal Technology resources across the district	Decrease Class sizes
Increase CTE programming	Improve rigor, opportunities and consistent expectations for underserved students	Decrease class sizes
hire more teachers	offer more classes at the high school level so that students don't have so much trouble getting the classes they want - and so there aren't so many students without classes during some periods	decrease class sizes throughout all of the grade levels so that teachers have more time to give individualized attention instead of feeling so overwhelmed
Fully support its existing programs first through 12th grades	Innovative thinking to address the infrastructure and program needs	Determining consistent measurable evaluation criteria for administrators - you have excellent S ones and some very poor ones and we need to hold people accountable develop an array of opportunities across all the high schools rather than each high school trying to do the same thing, students could during their junior and senior years go to any of the 4 high schools that has the area of specialty they want to major in. Take a look at Minuteman HS in Lexington Mass,. with advisory committee made up of employers around occupational clusters
expand vocational training options at the high school and foster meaning overlap with Lane Community College	provide a summer youth employment program for sped and non-sped students	
lower class sizes	focus on high interest classes for secondary schools	develop and support inquiry based PD
reduce class sizes	improve and align instructional goals & practice	develop better student support programs

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Develop better systems of handling and consolidating data.	Expand (what are traditionally viewed as) "non-academic" courses and offerings (arts, sports, etc.)	Develop programs to assist our poorest students (breakfast programs, free after school activities, etc.)
teach nonviolent communication and conflict resolution skills	hire outside efficiency experts to reduce bureaucratic overhead	develop required community service projects for students to choose from
Financially support TAG programs to allow these students to develop to their potential	Change the high school schedule so that students can take music, drama and during normal class time.	Develop vocation classes again so kids can have more exposure to opportunities to make a respectable living
Reduce class sizes, especially at the elementary level but at all levels it is important is important	seek out interesting grants as done in the past, Getty Art Grant, Eisenhower science and math grant and other enriching opportunities for teachers to expand their curriculum	Devote more money towards the arts in all schools at all levels in all areas of art, including visual, music, theatrical and such
Limit class sizes, hire more teachers. Have science and math groups that compete within the district	Bring back Art, PE, Music. Have gardens for the kids to participate in at each school	Distribute funds evenly throughout the district so every student has the same opportunities for success, regardless of what school they attend. District wide music and art shows/performances
Think outside of the box	Individualize each students strengths and build upon- we are all different	do basics but put them in different classes based on their interests and strengths
Better curriculum	Support extra curriculum activities eliminating fees	Do no pass students who cannot achieve age level competency
smaller class size	differentiate instruction so that TAG students don't sit through material they already have mastered	don't adhere to a philosophy of education as much as meeting students where they are
Slowly replace old, dying schools with new ones! Ones like Sheldon H. which have ZERO windows have something done about it too, it's like a prison.	Give more to Marching Band and Arts programs, it's scientifically proven that music helps with math!	Don't just repeat what has been done in the past if it isn't working! Invest in the New to get Better results, if another school shows something works, try it and see!
More individual attention to students. Bring back student/teacher conferences every term.	Increase equity amongst school areas	Drop "super" schools and maintain the smaller school/class sizes
Music and PE. all year	Better student to teacher ratio	Each school should have scratch made meals
An even mix for EVERY student of core and fun classes, instead of taking anotes elective class away to provide support classes. They see that as punishment	Bussing NO MATTER WHAT SCHOOL for special ed kiddos	EAs for kids that need them. Instead of meeting after meeting and getting NO WHERE

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Smaller Class Sizes	Project Based Learning PD	Ed Tech outreach
ensure music programs and 2nd language options	make better use of existing resources	educational moment, allow children to help keep school clean like Japanese schools do...teaches responsibility
Smaller class size.	High quality teachers.	Efficacy of programs in the schools.
Invest in hiring more teachers and with more competitive wages	Invest in facilities to make necessary repairs and increase available classes	Elevate the quality of education by adding more enrichment to the curriculum (music, art, theater)
Depends on the nature of the additional resources. Probably more teachers teaching core courses to ensure mastery of core subjects	Kids have to come out of about sixth grade with absolutely solid reading, writing, and arithmetic proficiency	Eliminate pay to play in high schools to encourage higher graduation rates
pay teachers & staff more, a lot more. Attract better talent.	bring back shop! ( auto, metal, electronics, etc ) take money from football	eliminate tenure. everyone needs to perform every day. I do. why not everyone?
Hire more teachers to reduce class size.	Hire teacher librarians at the elementary and middle school levels to provide skills and technology instruction.	Eliminate the last furlough days and extend the school year by two weeks
Training teachers to use technology effectively but NOT exclusively	PE, Music, and Art daily	Eliminate unnecessary administrative positions
Proper class sizes	Emphasis on Math and Science	Empahsis on sports and extracurricular activities to balance students empathy training / team work skill building opportunities / community service push
More teachers, smaller class sizes	ban soda & candy & processed junk food machines from all campuses	Emphasis on cutting edge technology
Counselors	More teachers	Employ teacher librarians in elementary schools
Reduce class size	Improve graduation rates	
Reinstate many more electives, school gardens for providing food for school lunches	Offer much cheaper or free sports and clubs	Encourage and promote volunteerism
Support teachers with pay increases, improve professional development and hire more teachers	Improve mental health and disability support services	Encourage more parental/community involvement
Reduce class sizes.	End alternative schools.	End school choice.
Extend the school day/year	Recruit high-quality staff and provide ongoing intensive professional development based on researched instructional practices	Engage in a process to expand our high school programs to meet the needs of all students and prepare them for further training/education/work based on their skills, interests, and goals

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more electives	updated buildings	engaged teaching staff
hiring more specialized instructors in music and/or second language	math skills enhancement	english writing and reading skills enhancement
Lower class size	stop messing around with sped resources	enrichment ...art, music
smaller class sizes	more IA's and other help for IEP and 504 students	enrichment classes, especially anything hands-on
Staff development for all levels	Options for students with social emotional needs	Enrichment programs for Elementary and Middle Schools
Create more hands on, skill classes.	Pay teachers more in order to get better and more considerate ones.	Ensure access to curriculum counselors and mental emotional support counselors.
Lower class sizes	Support Teachers	Ensure safe and engaging environments within the school building
Hire staff to decrease classroom sizes	Improve buildings	Ensure that immersion programs are equal in financial support and access
Lower class sizes	Retain great teachers [personal information removed]	Ensure there are enough schools for the growing community
Anti-bullying campaigns that are based on evidence-based research (including online bullying).	Services for LGBTQ students and making school communities more sensitive and aware.	Ensuring that all students take PE classes and arts classes.
lower class sizes	equal opportunities at all schools, even if you can't fund raise	equal opportunities to all programs for all students (sped etc)
reduce class size	extend school year	equalize programs and opportunities across the district.
More counselors and mental health	Smaller classes to facilitate learning and better relationships between teachers and students. Kids come to school for relationships, and they're pretty hard to develop in a class of 40.	Equitable programs in all four regions - invest in all regions, so no one is better than another.
More teachers / space for additional classrooms to have smaller class sizes	Provide more support for teachers if having to take special Ed or behavioral kids in regular classrooms	Evaluate and work with teachers strengths and weaknesses in a supportive way
Smaller class size	Feeding students who are hungry on school breaks.	Ever school have a family liaison.
decrease class sizes	add back "elective" classes that stimulate the brain - arts, music, welding, etc	every school should have a counselor - and the high schools need more
Provide quality training	Provide support staff equitably to support teachers	Examine special education practices and programs

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Hire more teachers and lessen class sizes	Immediately add curriculum to address alternative dispute resolution skills for students!	Expand arts, PE, music, and extracurricular to offer as many options as possible to help retain and enthuse students
Add staffing to provide smaller classes and increased amount of elective classes.	Update technology across all schools	Expand contract year to add more time and days for professional development
More teachers	Updated school buildings	Expand school choices
Hire more teachers and reduce class size	Focus on Kindergarten readiness	Expand the AVID program
Add arts education from Kindergarten on	Add staffing for smaller class sizes	Expect greater parent involvement
More arts	More experiential learning opportunities	Exposure to wider work options such as becoming a skilled trades person.
More outside time, arts, music	Increase nutritional quality of school meals	Extend school day but with variety of activities
Buy-out teachers who are not performing	Lower class size	Extend school day, so children have more learning opportunities, including extra-curricular activities
Reduce class size	Hire additional support staff	Extend the hours of current staff to be in the building the entire time students are present.
Decrease class size, first and foremost	Increase support staff i.e.: IAs, full time music, PE, librarians, counselors	Extend the school day and/or year
reduce class size	diversify offerings	extra curricular activities
Smaller class sizes	No more school closures/consolidations	Extra curricular activities for all achievement levels and interests
Class Size	Providing mental health/counseling	Extracirricular activities
smaller class size	more project based learning	extracurriculars, PE, music, etc.
Salary, benefits for teachers as a motivator	Music, art, gym classes (correlation between these and math performance)	Facilitate parent involvement (involved parents teach at home)
Train faculty on dealing with students with disabilities	Staff training on cultural sensitivity for all cultures, not just white and latino	Facilities maintenance
Financial support for materials and programs for IEPs that are serving Gifted and Talented Students	Improve curriculum and materials to enhance learning modules	Facilities: better learning environments (progressive technology, large enough cafeterias & gyms for growing schools)
More teachers	More electives/fewer schedule holes	Fewer standardized tests



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Help special need students (students with disabilities, students with lack of parental support)	Buy textbooks for every subject. Especially ESPECIALLY for learning to write paragraphs. It's appalling. And teach them phonics, why are they memorizing words that actually have known rules (like take or up)? They would be better spellers if phonics were taught. Look at ABC phonics if you want a resource.	Fewers kids in the classroom; better teacher:kid ratio
Regular music/physical education classes	Teacher salary increase	Field trips
Healthier, more active kids will think better and perform better in school.	Pay teachers more and invest in their training.	Figure out ways to get parents more involved in their kids education.
Small class size	Increase salaries for teachers	Find Athletics Fully
Provide more in-class support for teachers with a high number of students with IEPs.	Provide funding for Physical Education and the Arts.	Find out what the teachers need to feel supported, and give it to them.
explore and keep up with what other districts are doing to improve and keep up changes in our culture	class size, so individual awareness and time for struggling students	fix schools with insulated windows, energy efficiency.
Reduce class sizes	Bring back career/technical programs in order to better prepare students and to reduce dropout rates	Flood low s.e.s. Schools with resources and engaging programs in order to give those students a leg up, reduce outbound transfers, and provide social capital to impoverished students
Focus funding on the classroom.	Bring back electives.	Focus on broad indicators of success, like transcripts, attendance and students' community involvement.I Focus on money management and critical thinking when bombarded with advertising. These kids need to learn how to research!!!
Increase art and music to once a week	Increase teacher salary	Focus on providing an array of interventions to address students who are struggling or are disengaged from the educational process
Lower class size	Increase instructional staff	
Hire specialist teachers for schools to include foreign language, daily pe, art, music and tech	Hire class aides for each elementary level grade classroom to add support for teachers and provide additional time with students	Focusing on a healthy development of the child including nutrition, behavior, parent communication to ensure success in all areas of development, not only the academic areas

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Broader choice and freedom/availability of subjects children wish to learn past reading and writing and basic math.	Definitely bring back art programs	Foreign languages broaden the horizon and create openness
Listen to children about their concerns with other children. If a child is being followed by another student at recess and the child goes up to a recess duty letting them know the other kid is bothering them, listen to the child. Make sure the harrassing child is monitored to not harrass other children anymore.	Listen to children when they are over stimulated. Turn off lights, put on natural sounds like birds singing or water running to sooth nerves. Teach yoga and embodiement methods in short burst through out the day to keep both teachers and students focused.	Foster a learning environment that teaches kids to inhabit their bodies and not escape their bodies by constantly being noisy and active.
MindUP Program by the Hawn Foundation - I'd volunteer to help coordinate!!	Smaller class sizes	Free after school enrichment programs
More art programs	Healthier food	Free pre k
fund charter schools and alternative schools better.	collaborate with community colleges and have a program that encourages students not to gain a lot of debt just to be in college when they really don't have a plan.	from my perspective a lot of kids drop out because they don't get an education experience that meets their needs. it's too bad we can't figure out how to shorten high school for non-college bound grads and better tailor experiences for college bound grads as well.
All schools have music, the arts, second language	reduce class sizes AND hold educators accountable for effective, kind practices	full day school for all high school students
Enhance its arts and PE programs	collaborate more with UO and other community resources	full schedule for high school students
More Teachers - top to bottom	Smaller class sizes	Full schedules for all high school students
Small class sizes	Year long music and PE	Full schedules for all students
Full times music teacher at all schools.	Full time pe teachers at all schools.	Full time art teachers at all schools.
Decrease class size	Full time PE	Full time Music
Smaller class size, more teachers, EAs	more counseling	full time PE and music specialists, and librarian
Full time art, music and language teachers.	Smaller class sizes.	Full time PE teacher at each school.

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Immersion schools need appropriate curriculum (language)	Reduce class sizes and more planning time for teachers. Our classrooms were not built to hold 30+ students. and now that we have so many students- no room to set up centers like I use to.	Full time support in schools as technology is not dependable. Because we share a tech there are times when stuff happens and we have to wait to get it taken care of, when we need immediately.
Smaller Class Sizes	Access to Behavioral and Emotional supports for ALL students	Full time teachers in each classroom
Lower class sizes (K-1 should be capped at 20, 2-3 at 23, 4th and above at 27.	Counseling and nursing staffing for all schools at least two days a week	Full-time principals and adequate office support for all schools, regardless of size.
Hire more teachers	Hire culturally competent teachers	Fully fund arts and music programs
find transportation to alternative schools - this would increase diversity	smaller class sizes	fully fund music, art, and pe at all levels
Reduce class sizes at the K-3 level	Build better programs to support students with behavioral challenges	Fully fund TAG programs
move to truly proficiency based progress: you move on to 4th grade mathematics when you demonstrate sufficient understanding of 3rd grade mathematics (and we'll help you get there)	smaller class sizes and extended school year	fund 'best practices' to support all students
Class Size	More Instructional days	Fund 'extras' like field trips, artists in residence, etc.
Decrease class size	Increase professional development opportunities for all staff	Fund an aligned assessment system k-12
Invest in high schools so students can opt out of having a full day, if needs must, instead of having to plead for a full day	Restore program specialists at the middle and elementary levels	Fund career and technical education
Make smaller class sizes	Make smaller schools. (Contrary to administrative assertion, smaller schools makes closer community makes higher quality education).	Fund interesting curriculum - not testing, but music, arts, meaningful social studies, exhilarating science investigation, applicable mathematical endeavor, etc.
New Buildings	Expand Immersion Schools	Fund PE music, technology, fund TAG for above grade level children
Reduce class size	Up to date technology	
Programs to keep students engaged who are ahead in areas.	Keeping up maintenance on the schools for safety of students and staff.	Fund technology so all students have access to the best tools for learning.
Reduce class size	Less sugar in cafeteria	Fund the arts
Lower class sizes!!!!	Additional building staffing- IA's, Counselors, PE/Music, Librarians etc	Fund the classroom, not testing and buying "new" curriculum

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Hire more teachers/aides to get more adults in the classroom	Add "electives": PE, music, art, technical skills	Fund the Read/Write program in middle and elementary schools Funding programs that bridge needs (consistently large failure rates in Algebra 1 suggests that students have a lack of skills, yet we don't give them anything to help them get to this level. This is a district, not state decision. High expectations are great so long as we can scaffold students in meeting them instead of having them fail with no recourse.)
Targeted interventions for underperforming students (easy to predict based on risk factors). For example, FTE at HS level to proactively team struggling freshman and provide some wrap around services.	Mental health resources/services on site	
mindfulness and meditation	more outdoor time	gender neutral restrooms
Reduce class size	Provide more opportunities to succeed for the students who are advanced learners	Get all neighborhood schools to the same level of quality
decrease class sizes	make the same programs available to all students, regardless of school area of origin (cut school choice inequity)	get back to value on life skills (personal finance, shop, technical job skills)
My child could not take a full load when we moved here- more classes please!	Life skills- cooking, bill paying, basic child care, basic sewing, how to vote, basic legal rights, what to do if pulled over by a cop...	Get more gardens going! More recess and more time outdoors!
Add class choices/teachers to teach them	smaller class sizes	get rid of lousy teachers
Make sure all High School students have a full schedule	Smaller Class sizes	Get rid of tenure so teachers that aren't doing their job can be let go. Get the government out of micro-manageing and decision making
Increase teacher salaries and security	Lower class sizes Mandatory Drivers Ed./ Food services; Stop getting pre made stuff that nobody want's to eat and start making	
Extra curricular activities that appeal to the student, not the adult.	food, enough to satisfy more than simple hunger.	Getting prepared for the actual life; beyond 17 years old.
Elementary music	Elementary PE	Gifted education
Hire more teachers and give them professional development	bring back the arts	Give children LOTS of physical activity and PE so they can focus in the classroom
Performing Ensembles at all high schools with adequate feeder programs	Choir in all middle and high schools	Give more time to teaching and planning collaboration and less to theoretical professional development 'activities's
Honors classes	Smaller classes	Great instruction w high tech ability

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

More teachers/staff to better address students' individual and community needs (prioritize diversity of curriculum and teaching approach rather than class size: it is better to give students contact with multiple teachers/staff each day than to reduce class size while leaving students with the same teacher the whole day)	Diverse curriculum working groups to reduce the impact of majority community values and norms in district support to teachers	Greater diversity in school administrators (buy out some current white male administrators if necessary)
Decrease class sizes	Increased opportunities to learn skilled trades	Greater emphasis on nutritional education and physical fitness
Wider range of classes offered	Lower class size	Greater focus on physical health
more one-on-one time with students	more integrative learning, immersive and tactile learning exercises	grooming leadership
Music - PE	More organized learning and in classroom work	Group learning and innovation sessions
Character Education curriculum	Field trips that expose students to the natural world.	Grow organic gardens
High quality staff	Improve infrastructure and technology	Guest speakers
Hire/Maintain good teachers	Provide music/art/language classes	Gym class all year round.
Smaller class sizes	More PE, art, music	Hands on learning
Lower class size, while at the same time increasing teacher salaries.	Add more enrichment opportunities to each school. (TAG teacher, art specialist, etc.)	Have a librarian in every school library.
Include more arts programs.	Include opportunities for students to study subjects related to industry.	Have an excellent tutoring program to help student who fall behind.
put more teaching staff in schools	hire mental health and behavior specialists	have better communication amongst the staff.
Hire more staff to decrease the class sizes	Have more educational assistance in classes	Have better teachers that can manage a disruptive/large class
Decrease class size	Increase class offerings for full schedules	Have centers of innovation to incubate and test out-of-the-box ideas
Increase arts education	Have consistent AP programs throughout the district.	Have consistent academic programs throughout the district.
Decrease class size.	Implement more interventions.	Have cultural competence programs at every school for students like Peacejam.
have culturally relevant curriculum	have culturally sustaining policies and practices	have culturally and linguistically diverse teachers

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

have full-time nurses at all schools, with subs to step in when the full-time nurses are absent	have full-time nurses at all schools, with subs to step in when the full-time nurses are absent	have full-time nurses at all schools, with subs to step in when the full-time nurses are absent
train and retain teachers	build in equity	have great behavioral systems
Have more extra curricular activities	Have more bus staff to prevent bullying	Have more mental health staff
ensure that all levels of education are excelling - from the advanced to the more challenged student.	Lower class sizes	Have more school days
PD for teachers	Lower class size	Have programs that encourage all learners-not just college bound
lower class size and more PE	have school nurses and social workers	have school librarians
Make certain every school has art, music, P. E. Additionally, that every secondary school also has shop(tech ed) and foods (Family and Consumer Science) classes.	Do away with school choice.	Have well rounded class choices for secondary schools.
Teacher Librarians in every school.	Smaller classes	Health centers
Give more money to teaches	more support to students	healthy foods
Reduce class size	More breaks, longer lunch. Students learn better when they have a real break	Help for students who need it, especially in low income families
Keep classes small.	Ensure that teacher wages are better than adequate so we can have excellent teachers.	Help lower income students with meals and after school care.
		Help with the bus situation, hire more drivers and stop blaming the department for not being able to provide the services they would like to due to lack of staff. Are you aware that the transportation admin runs routes when no sub is available...I have never seen a building admin take over a class when no sub can be found.
Sped PD for sped teachers	Lower class sizes	
Implement real IEP plans that build skills and help students be employable	A comprehensive alternative education program with multiple paths	High school ELL services

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

		High school kids should be provided transportation or bus passes for one mile away, not one and a half miles or more. These kids have heavy backpacks, expensive and bulky instruments and/or sports equipment, which I feel are getting left at school too often due to transportation issues. (Would you want to carry twenty pounds on your back and another bulky item or two in your hands while walking more than a mile twice each day?)
Voc/Tech programs, and computers in every classroom, but not necessarily iPads.	Increase class availability and/or expand funding to arts, music, and foreign language.	
Smaller classes.	More field trips, community experiences - basically learning that there's a world outside the school walls (be that in an operating room or a lumber mill).	Higher pay for teachers.
Update high school facilities (including technological improvements and athletic Title IX compliance)	Increase staffing/reduce class sizes, particularly to allow for increased writing instruction	Hire additional school counselors Hire additional special education teachers
Add mer days to calendar	Reduce class size	Hire additional teachers to decrease class sizes and make more classes available at the high school level.
Expand arts and music programs.	Add support staff, such as counselors, nurses, librarians.	hire and keep quality teachers and support staff
smaller class sizes	in class support for students with behavioral needs	
hire more teachers and reduce class size	hire full time counselors at every school	hire assistant principals at all schools
Reduce class size	Offer more arts, science, and other options that have been cut over the years	Hire better teachers and fire the incompetent ones!
Smaller class sizes	Offer enrichment/arts classes	Hire counselors
Reintroduce music and physical education classes to all schools, especially elementary school.	Reduce class size	Hire counselors
Help special ed.	Add back hours cut to student support staff and to classroom teachers.	Hire more admin last...or not at all.
Hire more teachers	Hire a LOT more ancillary staff	Hire more administration

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Add classes such as P.E., Art, and other creative and active opportunities, even gardening or personal finance, life skills etc.	Offer a study hall with homework help for students with disabilities instead of requiring TWO math classes and TWO language art classes each day!!!!	hire more class room assistants so students could have more one on one instruction time
reduce class size	hire more teachers	hire more classified support
Hire more teachers	Add music, art or physical education to the curriculum.	Hire more counselors.
Lower class sizes/ hire more teachers	Hire more classified substitute staff.	Hire more educational assistants.
More elementary PE	More elementary music	Hire more elementary counselors
Targeted professional development	Equal access to technology	Hire more highly qualified teachers to eliminate large class size
Reduce class size	Hire more teachers	Hire more IA's, librarians, and counselors
Regular PE classes	Offer academic clubs like debate, chess, etc. as part of the school day -- not extra curricular	Hire more really good, motivated and inspiring teachers
Hire more qualified teachers	Institute a mentor or residency program where teachers help teachers	Hire more specialists and engage in cross training so there is a "deeper bench" that can work with a diverse range of learners
Incorporate more funding towards experiential learning and experiences that require students to get out in nature.	Eliminate textbooks. Use textbook money to buy student laptops and use OER's in our curriculum instead.	Hire more staff to help make class sizes smaller. If you have happy teachers, you'll have better educated students.
reduce class sizes	increase use of advanced technology in the classrooms (programming, robotics, engineering)	hire more teachers
Smaller classes	Pay teachers more	Hire more teachers
When a child in special ed transitions between levels, make their social connections priority so they don't lose their "tribe" in favor of a program.	Improve information about programs available, in particular sped programs available, including updating website, informing teachers and special ed staff and reaching out to parents actively about programs and information.	Hire more teachers and special ed staff to reduce class sizes and caseloads and thus improve access for students.
Strengthen arts and PE curriculum.	Increase classroom "seat time" and decrease class size.	Hire teachers aides to help in the classroom.
Put a full-time nurse in each school	open additional elementary schools/ decrease class sizes	hire trained art-educators for each school
Lower class size	Expand music, art and pe offerings	Hire/retain/develop quality employees



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Special Education funding for students who cannot function and learn in the general education classroom.	Funding for counselors in every building and nurses.	Hiring of more bilingual and multiracial persons in all building to reflect our populations. (examine hiring practices)
Reduce class sizes	Offer more electives	Implement foreign language starting in Middle School
Hire more high-quality teachers	Develop existing talent	Implement stricter attendance policies
Expand elective classes	recruit & retain good teachers	impliment programs to eliminate racial & SES achievement gaps
great leaders and teachers at each school. create a healthy learning enviroment at each school. Please track kids, families, and teachers/staff leaving schools and ask why.....practice mindfulness across all schools. Spend a day or a week in our childrens shoes at all grades.		importance of nutrition and exercise - increasing staffing for programs such as music, physical education, vocational programs and the arts; and incorporating better nutritional services.
Willamette high did this and it was a huge eye opener and they are making changes because of it.	Bring back core learning-----art, music, science, cooking, 2nd language, ability to learn differently	
	Support parents of children with special needs	
Hire the best teachers available		Impose mandatory detentions
Increase program options for vocational success	Improve aging infrastructure	Improve access to current technology for students and staff
Provide more resources to teachers	Fund physical education and fine arts	Improve aging school structures
		improve CTE/educational offerings particularly at high school level
lower class sizes	increase instructional time	
Extend the school year	Reduce class size	Improve educational equity
Reduce class sizes	Increase teacher pay and recruit top-end educators	Improve facilities - which includes technology infrastructure in all schools
Provide more culturally responsive programs for students	Reduce class size by hiring more highly qualified teachers and staff	Improve facilities and technology services at schools
Lower class size.	Build in more supports for vulnerable, at-risk students.	Improve facilities, technology, etc.
Reduce class sizes.	Increase offerings that demonstrate excellence of the school district.	Improve facilities.
Hire more qualified teachers in order to offer more courses and reduce class sizes.	Bring back hands-on learning and "real world" skill-building opportunities such as auto, welding, construction, home economics, etc.	Improve facilities. Create learning spaces that are more energy and cost efficient as well as being a welcoming and comfortable space for students, staff, and families.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Improve staffing - both certified and classified	Strengthen support services - counselors, nurses, mental health practitioners	Improve high schools - all are outdated, crumbling schools, poor technology etc.
Add school days	Add teachers	Improve infrastructure of schools
Lower the class sizes	Provide better options for non college bound students	Improve middle school rigor and accountability
Music education, 5 day per week physical education, arts education	Reduce class size	Improve quality of school lunches-- allow time to consume food in a civilized manner rather than American style of eating while on the run.
Lower class sizes	Increase EA time in classes	Improve resources for special ed
reduce class sizes	offer more electives, including languages at middle school level	improve science curriculum
Reduce class size	Increase communication with parents and take parent input seriously (not tell parents what to do)	Improve special education programs and make sure they don't mean those children can't take band and other enrichment classes
reduce class sizes	retain and increase arts education	improve teacher performance measures/standards
reduce class size	increase time in school	improve teacher work environments and morale
Increase physical education, art, music	Higher additional certified teachers	Improve technology
Improve/expand existing structures	Hire more staff to reduce class sizes	Improve technology and STEM programs
Reduce class sizes!	Increase offerings to engage students (art, music, sports, clubs, shop, vocational courses)	Improve technology education. This will require training teachers as well too!
Hire more teachers	Provide better learning environments (physical) and material	Improve the PD options for teachers
Reduce class size and provide sufficient resources for special needs students.	Provide resources to support in-school music, art and gardening education.	Improve the quality of school lunches and other meals, and provide more time for children to eat (especially at lunch time).
More variety of classes, with an emphasis on the basics; finances, auto shop, etc	More opportunities for extracurricular activities without the added cost to families	
More teachers/Smaller class sizes	Staffing for Art, PE, and music	Improve/Update older schools
class size reduction	fine arts, music and counseling	Improved facilities (school building and sports facilities)
Add more language immersion programs	replacing outdated textbooks	improved targeted intervention programs for ELD, SPED, Title, etc.
		Improving STEAM programs

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Reduce class sizes.	Add more classes such as PE, Art, Vocational training, and music at all levels.	Include mental health services for students again.
Reduce class sizes	Hire more support staff to assist in classrooms	Inclue FTE for counselors, speech therapists, and other academic support staff.
reduce class size	increase planning time for teachers	increase access to technology (eg, ipads for all students)
repair failing infrastructure	energy efficiency	increase arts education
Reduce class sizes	Provide more instructional assistance (such as EAs)	Increase arts education, beginning in primary grades
Smaller class sizes	Increase support of arts	Increase attention to applied learning. Discussions and experiences are valuable learning tools.
Designate more money to Foreign Language program	Increase budget for Athletics Programs	Increase budget for Arts and Music Program
Smaller class sizes	Provide more equity-based professional development opportunities	Increase building FTE to include electives and non-academic programs
decrease class size	hire more qualified teachers	increase class options - no unscheduled class periods
New infrastructure for long term cost savings (i.e. replace old schools); merge small schools and close those that are no longer in use.	Recruit new highly qualified teachers; replace underperforming teachers	Increase classes for certain subjects where class size is becoming an issue. Better science lab classes (facilities).
Reduce Class Sizes	Improve Teacher Pay	Increase Classroom Budgets
reduce class size	add additional highly qualified teachers	increase classroom time, longer days or more days spent in school
Invest in more teachers for smaller class sizes	Invest in pre-kindergarten readiness and other intervention programs	Increase counseling for students
Increase or add counselors in every K-12 school	Increase staffing in College Career Centers in high schools	Increase CTE programs across the district
Increase environmental stewardship throughout the 12 years	Create more hands on learning opportunities	Increase discussion and collaborative learning in the classrooms
Decrease class sizes	Spend more time learning in smaller groups	Increase elective options
increase staffing (certified and classified) in buildings	provide more mental health services for students (especially for students who have been already identified as being Emotionally Disturbed)	Increase electives, specilaists, special programs, etc.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Increase variety and add more classes that focus outside the required testing curriculum.	Decrease class size! Or, hire more teachers. My child's middle school has many rooms that aren't even in use because they don't have the staff.	Increase extracurricular activities and put sports back in the schools; it increases our childrens' connection with their schools, peers, and community.
Increase funding at Title 1 schools	Decrease class sizes at all levels	Increase funding for after school programs and wrap around services
Buy new books and supplies More technology and teacher professional development to use this technology efficiently	fund TAG classes	Increase funding for sports and the arts
Decrease class size	Stop increasing classroom size Provide more staff support for teachers	Increase hours for kindergarten Increase instruction time
Lower class sizes.	Provide behavioral support to elementary schools. (counseling or assistant principal)	Increase instructional assistant hours in elementary schools to help with supervision and instruction. Increase mental health awareness and alternatives that create healthy children and eventual adults, such as mindful practices, more physical activities, more art and creative programs, more after school programs for kids of all ages.
School gardens, composting, revamping the 4J cafeteria system.	Decrease Class sizes & Increase salaries for teachers and their assistants and classified staff persons.	Increase mental health resources in the schools for students, teachers, support staff, and administrators
Listen to students to find out what programs, services or initiatives would engage them	increase opportunities in music, art, unstructured play time (not organized sports)	Increase mental health services.
Decrease class size.	Increase support classes.	
Let go teachers and principals who are ineffective or have negative impact	Decrease class size in primary grades	Increase money for library support
Lower Class Sizes	Increase PE times	Increase Music
Reduce class sizes, hire more teachers	Hire counselors and provide much more staff support in classrooms for behavior-issue kids	Increase music programs
Add curriculum that allows and celebrates individual learning styles.	Reduce focus on test scores, and increase focus on social skills and adult life preparation skills.	Increase opportunities for equitable access to great education.
Decrease class sizes	Increase behavioral support/ school counselors/other programs to provide family support	Increase paid time for staff to plan, analyze data, read and learn
Lower class sizes	Increase school staffing	Increase parent involvement

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Reduce elementary class sizes	Increase support for SPED students, particularly CLC students.	Increase PE and Music to all year for students (which would also give teachers additional time for prep and collaboration).
Hire more teaching/EA staff An ongoing Prof Dev PLAN for staff with outcome measures/goals (both academic and behavior); not just 'one and done'	Increase extra-curricular activities Mentor teacher program (look at Bend-LaPine district model)	Increase PE/Music time for all students Increase PE/music/art/tech to year-round to enrich learning; other enrichment opportunities
Increase instructional days and reduce homework	Increase curriculum that are not connected with state testing (arts, sports, etc.)	Increase physical activity and health education in school day
Develop real life activities for enhancing curriculum. increase opportunities in phys ed , health ed, music, the arts	Get kids problem solving out in the real world. Science at the water shed, etc. increase opportunities in vocational ed	Increase professional development for staff. increase professional development opportunities
Reduce class size	Increase support for students with special needs	Increase professional development opportunities for teachers regarding behavior support and cultural competency
Increase school days	Decrease class size	Increase professional development, invest in teachers.
Reduce classroom size decrease class size	Increase instructional time add electives - arts, technical, etc.	Increase school days increase staffing
Have a school counselor at every school, including Elementary.	Have music and pe, and art offered at every school year around.	Increase staffing and safety measures at each school.
Lower class sizes and teacher workloads hire more teachers	Increase arts, music, physical education, and other electives to all levels of education hire more counsellors	Increase staffing of all kinds...classified and certified...to all the schools increase STEM access
reduce class size	increase class hours	increase student support staff/specialists
Portable buildings as short term fix for over crowded classes	Increase school day time to increase lunch time	Increase support of special needs/behaviorally challenged students
Smaller class size New school buildings	Full time administrators in all buildings Smaller class sizes	Increase support staff--counselors, etc for all buildings Increase teacher salaries
Add remedial and supportive classes for struggling students. reduce class size	Reduce class sizes. hire more support staff	Increase teacher salaries and professional development opportunities. increase technology

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Smaller classes	Band, music, PE, art need a bigger place	Increase technology - computers for all kids 5th grade up
Decrease class size especially in primary classrooms	Increase mental health/special education services in all areas	Increase technology in all schools
Increase music and arts and give them funds for new instruments, theater sets, and choir needs.	Update old buildings.	Increase technology resources.
Reduce class size	Increase counselor time in every elementary	Increase technology/library specialists in elementary schools
lower class sizes	increase the amount of health services -- mental and physical	increase the amount of music and art instruction, especially in elementary schools
give teachers time to get together, reflect on their teaching and to improve instruction through collaboration	improve facilities where needed	increase the number of days students attend school and get instruction
Hire more qualified teachers	Enlist better policies/equipment for safety	Increase the number of minutes per day for physical education
increase teacher's salaries to retain and attract good ones	increase number of teachers and decrease class sizes	increase the number of offered classes for children: nothing is in place for TAG kids now, and more can be done for special needs and underachievers
Decrease class size!	Higher more teachers to put in new buildings.	Increase the number of school days.
bring back libraries and librarians.	reduce student teacher ratio	increase the school day
Each school should come up with an improvement plan.	Offer Spanish as a 2nd language	Increase time for the arts
smaller classes	bring back art and PE and Music	Increase Title VI reading and math
increase number of instruction days / year	increase slots in alternative schools that currently turn away students	increase use of technology in the classroom
decrease class sizes	buy up to date textbooks across subjects and even for electives	increase vocational offerings at the high schools
Address the problems raised in question #13 : )	Provide consistent professional development that isn't flavor of the month with supports and accountability incorporated. Best practices are not systemic.	Increase ways for a variety of students to do extracurriculars or real world relevant activities. The more students are invested in their learning, the more likely they will stay in school

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Increase staffing. The more personal connections and opportunities for students to be connected to adults the better.	A focus on not just understanding, but helping students that are in socio-economic peril. Having students advocates that are community outreach support to help students receive services that will enhance there lives and make them better students.	Increased "Trade" style elective courses.
Increased salaries for teachers	Increased resources for children with special needs	Increased funding for outdoor play and education, and arts curriculum.
Smaller class sizes	More trades related options, shop classes, etc.	Increased funding for stem related activities such as SERT.
Increase vocational training for jobs out of high school.	Dedicated art/music and PE teachers in the elementary schools.	Increased support staff for the teachers (grading, administrative support, student support, etc.).
Increased counseling at all levels	Increased requirement for physical education and the arts	Increased vocational offerings
Reduce class size and add support staff	Increase education in the arts	Infrastructure
Review teachers performance	Professional development	Infrastructure- buildings at our schools look old and run down.
smaller class sizes	offer Latin	institute a new academic schedule (get rid of 3x5)
smaller class sizes	integrating math/English with other subjects	integrate arts with all subjects
Hire qualified teacher librarians to support teachers and student learning.	Provide low/no cost extracurricular clubs after school in arts and athletics	Integrate more arts into other subjects
Lower class sizes.	Provide programs to teachers proven to improve teaching ability, such as mentorships.	Integrate physical movement, music, and arts into the curriculum.
Send teachers in a trip to visit some innovative schools, and bring their ideas back to Eugene.	Hire somebody to start developing community relationships, for things like internships, service learning, community projects, etc.	Integrate technology more effectively (e.g., Khan Academy and other on-line learning resources).
smaller classes	dance as a standalone subject	integration of dance and other arts subjects in academic subjects
Bring in and retain top-notch teachers.	Open up the neighborhood schools again for walkable communities with reasonable class size.	Introduce STEM to all schools.
Decrease class sizes!!! We had 37 in 2nd and 3rd; "only" 32 in 4th.	End high-stakes standardized testing	Invest further in teacher support - educational and material
Hire more teachers	Raise the pay scale and recruit highly trained and dynamic teachers to inspire students	Invest in capital projects for new buildings and to improve existing structures

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

increase number of schools days Fully schedule all high school students.	decrease class sizes Increase Career-Technical Ed classes.	invest in computer science/ technology and vocational programs Invest in current/relevant technology for use and education.
Build new schools. Please start with North Eugene High School. The North Eugene community has suffered long enough from disproportionate funding. Level the playing field!	Invest in quality support staff to help create a more positive culture of accountability and respect within the schools.	Invest in electives, extracurricular activity and athletics.
Invest in library	Pay teachers higher wages	Invest in facilities
Improve the food served at school. Change from low quality to high quality food. Source most food from local and organic farms.	Provide significant experiences in nature to students. Ideally on campus, by making school landscapes healthy through planting and caring for trees, native plants, and useful plants like plants for food, medicine and fiber.	Invest in major campaigns to get kids safely to school on foot and bike with a goal of 80% walking and riding within 10 years and 95% within 20 years.
invest in more behavioral classrooms Re-invest in our libraries especially w/ certified teacher-libraries. Our libraries should be the hub of academic learning and most of them are closed most of the day.	invest in more competent counseling supports Provide more stable mental health services, mentoring, and therapy groups.	invest in more competent IA's Invest in reading interventions that work -- especially at elementary level. High school students who cannot read is simply not acceptable.
Hire more special education staff to meet the needs of students	Hire more staff to reduce class sizes	Invest in safety
Reduce class sizes	Invest in technology	Invest in strong curriculum and literacy support
reduce class size. Provide better food / longer lunch times / more food source/cooking education - students can't learn if they are on a sugar rush, sugar crash rollercoaster	risk opting out of standardized exams so the curriculum could broaden. More teachers for smaller class sizes, additional enrichment like music, gardening, home ec, shop, language, arts, p.e.	invest in teacher professional development--especially focused on preparing teachers to better serve underserved students Invest in the facility - improve buildings, playgrounds so they are safe, functional and beautiful
College Readiness programs use it for research on how best to reach kids with the best kind of teaching; how to make it the most enjoyable and real world friendly	Lower class sizes & more time spent in school (eliminate short days and some days off) make schools and classrooms exciting and interactive	Investment in more authentic and hands on instruction it would be great to see a short physical exersice to begin a school day



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Pay Best teachers more	Limit class size	Keep Arts (Music/Band/Art)
After school program at school	More clubs	Keep class sizes small
decrease class size	recruit inspired and engaged educators	keep educational programs updated with new educational models
Hire more teachers	Get rid of CPM math curriculum at the middle schools, get something (anything!) else	Keep PE, Music, and Art in all schools Keep thriving neighborhood schools open (recall the shameful fate of Parker & Crest)
Smaller class sizes	Fairly compensate teachers for the many, many extra hours they put in	Keep updating instructors with the most current teaching best practices
Lower student to teacher ratio	Increase number of councilors on premises	Language immersion everywhere.
Bring the arts back: visual and performance.	Maintain technology for student learning.	Languages other than English in the primary grades.
An educational assistant in every classroom.	Band, orchestra, and art in every school.	
	Hire more staff, we need more supervision and smaller class sizes.	Leadership in ESS needs to change, IEP teachers are over worked and do not get the resources and equipment they need
Update all buildings and equipment, my chairs were purchased in 1960's	When I was hired we had almost 40 licensed staff, now we have less than half that.	
Fund art and music all year	Fund PE all year	Length school year
Focus on early education	Intervene early with students who can't read	Lengthen school year
First and foremost, decrease class sizes	Increase support staff i.e.: IAs, full time music, PE, librarians, counselors	Lengthen the school day
Bring back staffed libraries, year-round physical education, music, art, & theater programs.	Work toward lower student : "elder" ratios throughout all aspects of the day.	Lengthen the school year - more classroom time.
	No more early release. Longer school days	Less days off.
While year of music, art and PE		
Reduce Class Size!	Recruit top Quality Administrators	Less emphasis on standardized tests
higher more teachers	More classrooms	less students in classroom Let teachers and administrators determine best value for individual classroom and school
Physical Education	Music education	librarians
lower class sizes	add full time PE and music	Librarians
TAG activities/instruction time	Music, art, PE	
Small class sizes= greater student/teacher interaction and participation=greater learning/interest	PE and music = move the body and the mind works better	life skills, community, compassion,
Broaden the curriculum - hugely!	Do more in school and give less homework	Listen to teachers

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

More support for art and music in the schools, it's been proven that these areas help developing brains succeed in today's world	Lower student:teacher ratios	Lobby/outreach to the community and government for better and more stable housing/job opportunities
More preK opportunities.	Have a language classroom at every school so every child is exposed to a second language.	Long school year or summer options
Add more recreational programs	Healthier lunches	Longer lunch and recess time
Small classes.	More on hands classes.	Longer lunch time, so they are not rush to eat.
smaller class sizes	more school days	longer school days
smaller class size	better curriculum offerings (more variety in upper grades)	longer school year
Increase programs for gifted children	Increase language immersion for middle and high school	Lower class size
Music and Arts	Increase PE times	Lower class size
more certified staff	more classified staff	lower class size
Lower class size	Increase PE and arts programs	Lower class size!!
More arts	More vocational	Lower class size=better for kids and staff
Allow more time for collaboration, site-based PD	More counselors and mental health professionals, especially in early grades	Lower class sizes
rethink how behavior program is implemented to best support all people affected.	more staffing for schools for safety and better learning environment, including a counselor	lower class sizes
Foreign language learning in every elementary school	Physical education, music, and art year-round	Lower class sizes
Add more Art and Music programs	Add more experiential learning	lower class sizes and teacher work load
Provide more support for behaviorally challenged students.	Provide more professional development opportunities for teachers around effective math instruction.	Lower class sizes or provide instructional assistants for teachers.
Before and after school science, music and language clubs at no cost to parents	Eliminate early release days to increase in-class time for students	Lower class sizes particularly K-5th grade
Hire high quality diverse teaching and support staff (Mental health, counseling, etc.)	Offer a variety of elective options that allow students to develop their skills and see the application of their learning	Lower class sizes to give teachers a fighting chance to serve the individual needs of students
Support your TAG program.	Increase music and art programs.	Lower class sizes.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Do not stifle successful students. Give them resources to find a challenge in their academia early so they are familiar when material gets more difficult	Get kids outside to engage with nature. (I'm not talking nature school, I'm talking about exploring the outdoors in their community.) it doesn't have to be complicated or structured time, it's easier than you think and provides opportunities for resiliency and self care.	Lower teacher to student ratios. Create partnerships to help teachers get more adults and support in the classrooms.
More music where class sizes are expanding, adding teachers who fit with the philosophy of the school	More pe  Include visiting faculty from different cultures and income backgrounds	Lower teacher/student ratio  maintain modern technology devices Maintain rigorous options and support to encourage non-traditional kids to participate
Staff Making sure teachers are well paid and have the ability to deal with diverse students.	Training in PBS and tools for staff to help kids/families really struggling  Fund arts and extra curricular activities.	Maintaining buildings and keeping class size small.
more art/music/P.E. supplies	funding for school supplies to low income families	maintaining good faculty staff
Lower class sizes. Provide high quality art education at all schools, arts integrate and generalize knowledge, and are a vital skill for many life and employment experiences	Add instructional hours; get rid of early release Wednesday's.  provide a variety of course offerings to foster the strengths of all students, not just those good at math and LA	Make all schools seismically sound.  Make class sizes over 40 unacceptable
Smaller class sizes	More creative positive and active time	Make embracing diversity a priority make keyboarding a required class at the middle school level
Reduce class size	Field trip opportunities	Make learning fun and maintaining a safe learning environment where kids are excited to go to school
Add more teachers so we don't have 35 kids in some classrooms	Have a music program with singing not just xylophones every year and continue doing the same thing	Make schools more equitable - Roosevelt and South are strong in the Arts however Cal Young and Sheldon are not.
Improve Class size Put language schools together k-8 so they can stay full immersion throughout.	Improve Curriculum - especially the Math curriculum  Maintain a focus in technology	Make schools safer Make sure all schools have a counselor and a psychologist full time to make sure all students have support throughout their day.
Hire more staff to reduce class size.	Implement a preschool program for all students	

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Taking an initiative to look at innovative ways to better curriculum	Pioneer program away from standardized testing	Make sure Arts and Sports do not become so onerous on parents pocket books.
Special Ed- increase funding so kids with autism are not being served in the same classroom as students with severe behavioral problems.	Increase the number of SpEd teachers- they are exhausted and can't meet the needs of the many students	Make sure low SES schools can develop amazing programs- Schools like North HS is taking staffing cuts due to kids going to other schools. Perhaps North gets known for its small class sizes?
Decrease class sizes	Hire more qualified teachers Pay the teachers more so they stay longer. Turnover is a lot more expensive than keeping up with market wages. This is a concept few people get...	Make sure teachers have ample and updated resources
Decrease the amount of days off. better counseling and one on one time; connection	good books to read and other creativity such as group art	Make sure the content is up to date and encourages learning and interest. make sure the kids learn to read in first grade !
Make class sizes smaller at every level, but particularly at the elementary schools.	Allow schools more autonomy with staff development and curriculum.	Make sure their is adequate support for the neediest students.
Make sure you have qualified teachers and truly make them accountable for student success.	Really let the public not just student's parents know what is happening at 4J	Make sure you have the latest in technology. make well researched and wise decisions in regards to technological upgrades
invest in staff	focus on bringing standards up for poor kids including free lunches	Making available to all regions the opportunities available to students in the South region
Smaller class sizes	More technology and art	
Smaller classes and more art and music	Organic food program and garden to table	Making schools more Eco
Vocational training	Art and PE year-round for all students	Mandarin immersion school
Offer practical classes that focus on skills: mechanics, cooking, budgeting, etc.	Provide iPads for educational use only. (Like the Freshman piloted project last year)	Mandatory classes to teach kids about maanaging screen time and how it effects the brain.
More money for techers - so that class sizes could be smaller and more specific attention given to each child	Teacher evaluations	Many more oportunities for Art & Music - those should be required classes
Target higher performing students to fulfill their potential	Vocation educational experiences	Math & Science
	Bring more trade skill learning classes ( shop) maybe computer skill	Maybe better understanding in finances credit card knowledge and loan pitfalls and advantages.
Give help to kids falling behind	Microsoft office	

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Reduce class sizes make a complete school year including student days and PD/planning days	More individualized options for sped  reasonable class size	Meet mental health needs of students meeting students behavioral/mental health needs (4J support or connecting with community support)
Teacher PD to improve practices	Lower class sizes	Mental health services
Smaller class sizes	More nutritious, local, better quality lunches	mental health services Mental health services for ED students and/or a place for students with trauma, abuse, mental health issues, etc. to go
More sections of arts and electives	Emphasis on meaningful relationships and time to build those	Mental health support to reduce pressure on classroom teachers who aren't certified in mental health
Stem	Increase # classroom teachers to reduce class sizes	Mental wellness program for staff at all levels in the district, similar to State of Oregon's EAP benefit
Hire more teachers and teacher's aides.	Implement a comprehensive review system for Principals and vice- Principals	Money for programs beyond the basics, librarians, music, PE, art, etc.
Class sizes should be significantly smaller.	More time in school for students and more prep time for teachers both.	
keep class sizes down by opening more staffing positions	reward student achievement and good behavior on all levels	money to school counseling
More art	More music	More after school clubs and activities
Better teachers	More teachers	More after school free programs
Technology	New and improved Social Studies and Science curriculum.	More after school, extracurricular opportunities available to students.
TAG program	More summer programs accessible to more students.	More afterschool programs for homework help and extension.
higher more teachers for smaller class sizes	increase electives	more AP courses
All year PE and music classes in elementary school.	Smaller class sizes.	More applied learning.
Education/programs for parents on how they can better support their children.	Raising teacher's wages.	More art, music, PE, & science
Class size	Achievement gap	More art, science, music, pe
Add teachers and reduce class sizes, add PD for differentiated learning, PBL	Incorporate real-world curriculum such as consumer math skills, how to distinguish fact from fiction	More arts opportunities at all schools
Better School Food	Smaller class sizes	More arts, music, gym, recess, etc More behavior and mental health support
Smaller classes	More IA support	
Bring back the Arts!!	More staff to assist with special needs students	More bi-lingual programming

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

add back real visual arts instruction	smaller classes	more choice in elective classes
after school programs	sports, arts, technology	more classes
Technology	More teachers	More classrooms
	Increased teacher (refresher-type) trainings	
More instructional hours		More classrooms, fewer portables.
More electives and class options that will increase engagement	More multicultural education	More collaborative time for teachers
fund arts	decrease class size	more college now classes
Smaller Class Sizes	More Fine Arts	More college prep courses
	Continue Professional Development for staff	More College Readiness classes for student
Diversify Staff more in all schools	add electives	more community partnerships
reduce class size	more class choice	more computers
smaller class rooms	Smaller class sizes	More courses
More money for special education	Smaller class sizes	More courses on technology/coding
Smaller class sizes		More creative arts and in-school physical education programs.
Smaller class size.	Quality nutrition.	
Technology	Great Teachers	More Curriculum
	more staff to help address student needs on an individual student basis	More diversity in course offering, especially CTE
More in classroom staff	More PD time for teachers to collaborate	More EA support to increase student/teacher ratios
Longer school days or year		More education in the arts and fostering creative thinking
Class size reduction	Invest in technology	
Smaller classrooms and caseloads in sped	More specialists in all areas	More Educational Assistants
		More educational assistants and tier 3 support
Improve facilities	Reduce class sizes	
Higher level in math/ science class (experiments)	Learning second language in elementary school	More Educational field trips
smaller classes	increased FTE	more electives ( CTE, STEM)
		More electives (upper grades) / recess (lower grades)
Smaller class sizes!	Year-long music, PE, and art	
Reduce class size in all grades	Support teachers	More electives all ages
	better trainings / mentoring / coaching for teachers so they can meet IEP/504/ELL needs	more electives such as: arts, language, vocational programs (shop, culinary, medical)
reduce class size	More administrators in elementary programs. Current method of 1 administrator at a school of over 400 is untenable	
Lower class size at elementary level, build new ed center instead of throwing money at antiquated system		More ELL support, free athletics for any student who wants to participate
More collaboration between schools and local employers; students should learn practical skills.	Less focus on test grades and more focus on portfolios and quality of projects.	More emphasis on learning how to program computers and building/operating machines.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

More class choices within schools not school choices	Smaller class sizes at elementary level	More enrichment got male students as well as female
more teacher training	more money towards teachers salaries	more focus on teachers as individuals and how they teach
More FTE for staffing - schools need more teachers to be able to support the needs of all students	More FTE for school equality - schools should have similar offerings, which would keep students interested in their neighborhood schools. Currently there are very big disparities among middle and some high schools.	More FTE for Read/Right - reading is a huge barrier to academic success. Read/Right classes should be happening in elementary and middle schools. Not waiting until high school when students have already fallen behind the curve.
More teacher support in the classroom	Smaller class sizes	More hands on learning materials
Smaller class sizes or have educational assistants in class to help students get out of learning.	Pe, music, etc. need to be all year even if it is only 1-2 days per week.	More help for kids that are delayed. (Not lifeskill) the in between kids to keep them at grade level
hire more teachers and reduce class sizes!	bring back art, trade skill classes, PE all year round	more help/aids or specific programs for students with special needs
smaller class sizes	more support for struggling kids	more instruction and class time to lighten homework load
more electives--music, art, etc.	shrink class sizes	more instructional days--longer school year
smaller class sizes	more teachers	more instructional support staff
smaller classes	more advanced high school courses-- don't just send them to Lane or UO	more instructional time (longer school year)
Hire more people and reduce class sizes, especially at elementary	Put shop classes back into high schools	More mental health services
Ensure current technology in all schools	Enriched language programs	More music and art opportunities
smaller class size	more CTE programs	more music, art, creative classes
Reinstate previously eliminated programs.	instead of building new schools, add modular rooms and up grades to existing buildings to make \$ go farther	More one on one with students from all aspects, counseling, teaching etc.
Smaller class sizes	More project-based learning opportunities, apprenticeships, etc.	More opportunities for art education, PE, etc.
Decrease class size	More after school activities for younger ages	More opportunities to learn, grow and increase knowledge before middle and high school
expand high school options	more counselors, mental health and social supports	more PD, higher bar and support for better instruction
Sound enhancement systems in every school	More vocational programs, wood, aut, electronic, robot ...	More PE
Decrease class size	More science in elementary schools	More PE, Art, and Music in schools

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Smaller classes	Healthier lunches	More pe, arts, home ec, science, outdoor time
More instructional hours for school year	Get kids using their hands (art, band, vocational classes)	MORE PE...longer lunch time...MORE recess!!!
More attention to college bound kids. We have lost a lot of AP and other advanced courses in the high schools	Need to foster a culture of excellence. Stop settling for good enough, stop accepting the lowest common denominator	More personalized counseling and scheduling.
More teachers	More teachers	More programs
Fix confusing schedules in high schools, add teachers and support broader electives and arts	Facilities.	More qualified, higher paid teachers More recess, art and music. These are things that can make long, tiresome school days less stressful for kids. Education is about quality, not quantity.
Outdoor classrooms with STEM learning connected to school gardens, bioswales, solar energy, etc.	Smaller classroom size.	
Organic local foods get rid of the teacher's union/tenure so poorly performing teachers are fired and not just moved to another school or to a different subject area	More teachers.  small class sizes	More relaxed standards and more fun.  more rigorous writing and STEM curriculum -- kids need more prep for their futures more scholarships to low-income families for extracurricular activities that help keep students engaged (ex. robotics, team sports) & add value to a college application
smaller class sizes!!!!!!!!!!!!	higher paid teachers, with more time for prep & other duties outside of class time	more school psychs on site, also conducting regular workshops for teachers on positive behavior management
add more school days to the year	eliminate furlough days	more school days! more SPED support More staff to deal with mental/physical health and mentoring students
Smaller class sizes decrease class size	Year round music and P.E. more counseling support	More staff to deal with mental/physical health and mentoring students
Smaller class sizes arts	More electives special ed	more staff to lower class sizes
Offer more counseling with referral opportunities available	More effort of time and personnel for family involvement & awareness	More staff!
Decrease class sizes	More behavior specialist at schools	More staffing for SPED evaluations
reduce class size	have fewer students per teacher during a year to increase relationships	more STEAM and PE



**Q14: If Eugene School District 4J had additional resources,  
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Reduce class size. Our teachers are good, give them a manageable student ratio.	Work more closely with police, DYS, etc. to help kids break out of bad family patterns of crime, drug use, gangs, abuse, etc.	More support for early reading development in k-3 kids.
Reduce class size	Improve and replace schools	More support for extracurricular activity to keep students challenged
More sports/clubs	Blending physical activity within classroom learning, not always segregating it	More support for Safe Routes to School
More school days	More teachers/instructional staff	More support for students in need
Smaller class sizes	Overt support for successful programs--Eugene IHS especially--language immersion & arts integration programs, too.	More support for teachers, across the board.
more 21st century electives	more support for those struggling	more support for those excelling; the TAG program was an empty promise
Small class sizes	More staff	More support program to help student struggling
Hire amazing teachers. Give administrators total authority to hire and fire. Everyone needs to be accountable.	Smaller classrooms.	More teacher assistants.
more tutoring for students in need	more arts and music opportunity	more teachers for smaller class size
More focus on healthy food	More arts and culture	More teachers per student
more arts and physical education	sports and clubs	more teachers to reduce stress and class size
Invest in more empathy related curriculums.	More art, PE, shop, theater, and music.	More teachers! Keep classes small!
More teaching assistants to help in classroom	More teaching assistants - not just for ell and title 1 schools...	More teaching assistants (especially huge classes)
Lower student to teacher ratio	More advanced "college prep" programs	More technical/vocational programs
reduce class sizes	full time PE, a school nurse in every school, music and art	more technology for ALL schools
Smaller class size and more pull out class support for special needs students	More support services at schools - counselors, social workers,	More technology for students to access
More support other than teachers, as in vice principals, more EAs.	More counselor time available at large schools.	More technology help at large schools.
Provide more electives for students such as second language at an earlier age or art history	hire more teaching staff to reduce class sizes	more technology in the class rooms
provide more arts( music, art, drama)	free tutoring/ enrichment programs for struggling students	more technology resources(iPads, laptops)

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Reduce class size.	Offer more choices for high school students, particularly for non college bound students.	More technology support.
Upgrade facilities to fit the growing class sizes.	Hire more assistants to help in classrooms so the child to teacher ratio is better.	More time for technology related learning. more trade school options for those that want that direction
Keep music and arts programs	More teacher/staff training Provide high school students with personalized career pathways (vo-tech)	More variety in outcome goals (not just 4-year college track)
Local Organic Foods & Environmental Education	Smaller Class Size	More Village Schools
More college and career preparation	Dual language elementary schools (Spanish)	More vocational technology programs
Hire math and science teachers for elementary schools.	Increase the number of music teachers.	More, smaller elementary schools.
Increase the amount of time children are in school learning.	Decrease the number of students per class by hiring (and paying well) good teachers.	Motivate children to learn
art	gym	music
More hands on learning	Second language classes	Music classes and sports
More teachers. Smaller class size.	Staff school libraries, many districts staff elementary & middle school libraries with classified media specialist. High schools with teacher librarians. Having access to a library will improve a students success in so many ways.	Music programs and PE school should not be just about academics. Extra curricular activities are an essential part of learning.
Start Racism Free Zone	Experencing other cultures	Music/theater/Arts
cap class sizes	more vocational opportunities and electives/programs at middle/high	new schools & more tech & newer curriculum
Hire additional teachers and support staff to reduce class size.	Expand art programs, music and vocational classes	New, up to date curriculum
Smaller class sizes	Happy teachers	Newer facilities
Smaller class sizes	Second language as part of the regular curriculum	No cost extra curricular activities.
Not so much homework for elementary	Art, library, electives like I had when I was in school	Not being so rushed with everything Offer after school extended learning/service opportunities
Reduce class sizes	Enrich language/culture programs	Offer after school support at Willard school site for teens.
Build new school at Willard school site.	Build community center for adults at Willard school site.	

**Q14: If Eugene School District 4J had additional resources,  
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Hire more quality elementary music teachers to increase to full-time year-long class.	Offer orchestra as well as band at all middle and high schools.	Offer art classes at all schools.
smaller class size	higher quality teachers	offer classes that directly effect all students daily lives (personal finance,etc.)
Reduce class sizes	Hire more counselors, mental health counselors, college/career advising	Offer comprehensive arts education and support for students of low income to particiapate in sports etc.
decrease class sizes	offer Latin	offer German
Offer Spanish, French and Japanese at the middle school level so that students have equal opportunity to get to AP classes at the high school level.	Increase civic instruction	Offer math support
Reduce Class Size	Improve Technology	Offer more art and music classes
lower class sizes	have more course choices in the high school	offer more arts
Hire a full-time teacher-librarian in every school.	Reduce class sizes.	Offer more courses for the full spectrum of interests.
offer better curriculum	train staff in all areas of curriculum	offer more CTE
Smaller class sizes/hiring more teachers per school.	Add more electives/arts/PE classes.	Offer more diverse classes to help kids find engaging areas of interest.
Decrease class sizes	Increase number of school days	Offer more educational options for both highest and lowest academic achievers
Reduce class size	Improve curriculum	Offer more electives and extracurricular activities
Separate smart kids from dumb ones.	Hire better teachers.	Offer more extracurricular activities.
Decrease class sizes	Bring back homeEc/shop/art/Spanish to middleschools	Offer more individualized tutor/help classes
Decrease class sizes!	Hire more assistants.	Offer more languages and arts.
Decrease class size	More support for the students and families that need it so they make the same choices that families with more resources can make	Offer more programs for students not in academic college bound tracks-- vocational specialties
Smaller class sizes	Incentives for teacher excellence	Offer more realistic and concrete TAG in the curriculum
reduce class sizes	increase teacher pay	offer more variety in electives-- eliminate 3x5 schedule
reduce class size	get rid of tenured teachers that are incompetent	offer more vocational tech opportunities ( Shop, mechanics etc)

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Decrease class sizes at the elementary level	Provide more support at the high school level to help students plan for their future. More staffing in the career centers and offering a few life skills classes like personal finance and career and college research.	Offer some extras, like counselors at the elementary level, music and PE.
Lower class sizes	Offer foreign languages starting in elementary school	Offer stable music, art, PE in elementary level
Decrease class sizes	Bring back the arts, shops, broaden academic experience	Offer transportation to other schools for alternative programs
Add more teachers and classified staff	Add more classrooms to buildings to reduce class sizes	Offer vocational classes
Recruit staff of color	Rebuild/remodel schools with no windows, improve air quality and capacity for technology	On-site alternative schools at HS level like Sheldon Academy
Reduce class sizes.	Hire more IA's, custodians and campus supervisors.	One to one student to computer/tablet ratio in high schools and middle schools.
All 4J students should have cost free access to the Eugene Public Library	additional staff in classrooms	onsite healthcare professional at every school
Hire more staff	Hire more teachers	Open more schools
reduce class size	add electives	open more smaller schools
Decrease class size	Daily mandatory physical education	Open the libraries, not rely on volunteers/PTA
High tech labs	Partner with Microsoft, Apple and other leading companies for training students. Do not wait for college as overseas schools start early.	Other trade skill classes such as electrical work, auto work, etc.
Hire additional staff for classrooms	PE and art	Outdoor gardens for all schools
Reduce class sizes.	Pay teachers better, based on performance, results, reviews.	Outreach to at risk youth.
Hire more teachers to reduce class sizes	Provide more well-rounded education for the whole child — more project-based learning, science, music, arts, physical education, coding / computer science	Outreach to parents, families, community, business partners — come to the community to engage us with schools and make us want to support schools, instead of assuming we'll come on our own. Make parents feel welcome and make businesses and volunteers feel like their partnership would be needed and valued.
Create new facilities at some sites	Reduce class sizes	Overhaul trimester schedule
More field trips!	Longer lunch time	Parent / career day would be great

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Include business community in with classroom teaching, more often.	More accountability for BEHAVIORS in the classrooms. Stop putting up with students who disrupt and use up teacher time for behaviors daily, thus robbing other students of their educational time.	Partnership with businesses and professionals incorporated into the classrooms.
Create smaller class sizes	Fund the Music/Arts programs sufficiently	Pay teachers better
Lower class sizes - most important	Have a real TAG program	Pay teachers better to attract even better ones
Physical education	More FTE for teachers and support staff	Pay teachers more
Add back PE , arts,etc back into standard coursework.	Reduce class sizes	Pay teachers more or find ways to forgive student debt outstanding.
Increased counseling on campuses	Arts and music education	PE
Smaller classes	Arts, music, second language	PE
Increase high school vocational programs so students can graduate with a job skill	Increase funding for special ed to cater to Autism learning styles (1:1)	PE EVERY DAY, music and Art
Allow more recess/lunch time for the elementary kids	Learn more through projects rather than lectures	PE/Music year round
more instructional hours	smaller class sizes	performance grade teachers
decrease class sizes/hire more teachers	support non-academic subjects (art, music, PE) and field trips	physical improvements in infrastructure
TAG	PE	Praising winners, not everyone, children need something to strive for. Principles should take the state testing seriously, this reflects on our children. I was told this test is only for the teachers to see how they are doing but not taken seriously
Smaller classes	More help from teachers in class if students need it.	Prioritize individual school needs instead of administrative downtown needs i.e. Teachers on special assignment, even professional development. If class size is 36 students, spending more money on professional development is a misuse of funds
Lower class size	Increase specialists in PE and Art	priority on communication skills, interpersonal skills and working together skills
Infuse education with the arts	good technology and support	Professional development
Decrease class size	More music and art	

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

reduce class sizes, particularly in lower elementary grade classrooms	increase support staff (counselors, librarians, PE, music, EA's)	professional development AND the resources to implement what is learned
more music and art	smaller class size	professional development for teachers
reduce class size	mentoring new teachers	professional development in highly effective teaching practices
Teacher empowerment and add meaningful evaluations from students	Return the services and classes that have been cut- arts, vocational, counseling	professional mentoring and development and rid school of teachers who are not performing well.
more school days	more choice in curriculum and programming	programs for TAG kids - social skills as well as academic
More teachers who have more time to create inspiring learning envonments	Facilities and materials that let kids know they are important	programs that focus on the child and developing their personal potential
Smaller classes at elementary level	Project based learning middle school	Project based learning at the high school level
Reduce class size	Improve physical facilities	Promote arts, music, theater, and technical skills through coursework
hire qualified staff	make academic programm stronger	provide save and sequire enviroment
Hire more teachers, and counselors especially teachers of color.	Math curriculum that aligns with CCSS (at elementary -don't have knowledge of MS/HS) and Social Studies Curriculum that teaches U.S. history of non-whites in a positive way and includes author/voices/perspectives of non-whites (All curriculum).	Provide a couple of half day planning times for teachers throughout the year. We get PD, but rarely have enough time in our building, to plan to implement it.
Keep class size down	Restore arts programs year round	Provide a full time counselor at every school
increase staffing and as a direct result - decrease class sizes	avoid closing down neighborhood public schools only to place alternative or charter schools in the same buildings	provide actual support towards the full-day kindergarten initiative (i.e. full time kindergarten educational assistants for every kindergarten classroom)
Hire more high school teachers	Improve aging facilities	Provide additional aids in all elementary schools
Reduce class sizes, especially in primary grades.	Provide adequate supervision for recess/lunch/bus supervision at elementary schools.	Provide additional counseling and nursing at the elementary levels.
provide each elementary classroom with an instructional assistant	brag on teachers who demonstrate excellent teaching/behavior management with other teachers via google doc	provide additional prep time

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Lower class sizes	Implement full arts and career programs K-12	Provide additional support staff to schools
Reduce class size or cap school enrollment if school population is over capacity.	Reduce the number of forlough days the District takes.	Provide additional support to teachers, Principals, school staff that relieves some of the burden caused by cost cutting initiatives.
implement environmental education as the basic curriculum model	reduce class sizes to under 20 students per class	provide additional time for kids to experience p.e., other sports, music, art, counseling and mindfulness
Reduce class sizes	Provide support services: adequate supervision for recess/lunch/bus/etc., Educational Assistants and/or Teachers to provide additional instruction, especially literacy in primary grades	Provide adequate supplies/office supplies/copies/printer ink/etc. so that teachers are not purchasing items with their own monies.
Increase gym, art, music programs Provide students with smaller classroom sizes so teacher can do their jobs effectively and students can meet the goals and objectives for each grade level.	Higher more teachers  Provide more IA time for each school.	Provide after school programs, including sports  Provide art instruction on a weekly basis.
Support more consistent training for teachers in diversity and equity issues. Provide similarly high quality education and programming in neighborhood schools as charter schools	Increase options for the arts including fine arts and music at all grade levels.	Provide better funding for family resource centers in all 4 regions and language support.
Provide wrap around services after school hours to support students and their families.	Reduce elementary class sizes Reinstate the outdoor school program. Contract with local organizations to provide service.	Provide counseling and mental health support to students and families  Provide culturally accurate and inclusive curricula.
identify what is working and do more of it and identify what is not and cut the dead weight	Bring in more qualified specialists. We live in a community with outstanding experts and we don't capitalize on the opportunity to utilize their expertise	Provide evidence-based parent training. This will help them better learn to set their child up for school success.
provide after school study places and assistance to students who need them	learn about and participate in the arts	provide food, clothing, shelter to those whose families are in need Provide free lunch regardless of income.
Reduce class sizes.	Add art & music. Provide more counselors to help with the serious behavior problems teachers are faced with	Provide full time Music, P.E., and Art teachers.
Reduce class sizes		

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Smaller class sizes	Increase staff salaries	Provide funding to implement evidence based programs that improve school climate, student mental wellness, and inclusiveness
Hire more teachers to reduce class sizes.	Provide additional funding for the arts (music, art, dance) at all school levels as a way to increase engagement.s to	Provide hands-on (vocational) programs at the High School level so students can graduate with work skills and create joint programs with Lane Community College to facilitate matriculation, skill success, and job attainment.
Implement innovative programming that focuses on learning and not testing	Reduce the number of students in each class so more time is allowed for each student to maximize their ability to interact with teachers, peers, curriculum in a meaningful way	Provide meaningful professional development for teaching staff that would address the real issues they face every day and inspire them to inspire our kids.
Get student input with surveys about coursework/teacher effectiveness	Reduce class sizes	Provide mental health and career counseling opportunities
Eliminate blends in elementary schools and lower class sizes by hiring additional teachers	Push to get 1 to 1 computers for elementary students at every school	Provide mental health and general health services to all students regardless of school
Reduce elementary class sizes - cap at 25 students in grades K-5	Extend school week and eliminate half-days	Provide more assistance to kids who are struggling (IEPs, student aids in K-5)
stop spending on things we don't need be accountable for every penny spent be honest with the taxpayer on what you spend every dime on	provide classes	provide more classes that give kids a skill or something that might give them a purpose in life...shop for example
Support the arts	Support and challenge the gifted into greater excellence	Provide more counseling for all students to actively, positively engage with
lower class sizes	increase mental health specialists and counselors	provide more electives and opportunities for students to participate
lower class size	fund more support staff in classrooms	provide more extracurricular options for students at ALL schools
Reduce class sizes	Increase school days	Provide more music opportunities
Increase instructional hours/days	Reduce class size/improve teacher/student ratio	Provide more one-on-one support opportunities to help students maintain grade level or be challenged to push the level
Provide teachers with more time for professional learning and collaboration	Fully fund media, music, and PE in all K-12 schools	Provide more opportunities for "hands on" problem solving with access to technology tools and data



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Progress monitoring tools for middle and high school that are tied to instructional materials	Increase after school support classes and provide transportation to all schools	Provide more opportunities for collaborative planning with effective structure
Look into evidence-based teaching tools like Flipped Classrooms, SOLEs, world cafes, etc	Re-think curriculum. Students today don't need to learn the same things we learned years ago. Things like algebra are only useful if you are in a data analysis field. We should be teaching things you can't readily learn with technology like critical thinking, ethics, problem solving, creativity	Provide more opportunities for creativity- dance, art, music, theatre, recess, etc.
Reduce class size	Improve teacher retention	Provide more P.E. at elementary and middle school levels
Hire more qualified teachers.	Pay raise that takes into account the cost of living increase each year.	Provide more resources and extra staff within the school building.
cap class size	provide every school with a full-time counselor	provide more specialist teachers (PE, music, art)
Longer summer school hours/days	Add programs that aid in the interpersonal development of students	Provide more support and services to teachers and assistants
Strengthen the arts programs K - 12	Provide a more well-rounded curriculum for all students	Provide more support for advanced students
hire more teachers	make sure teachers have new equipment (all of my chairs are broken)	provide more support for families in need
Strengthen children's reading skills	Increase physical education and arts class	Provide more support/assistance to classroom teachers
Reduce class size	Add music and PE back into elementary schools (this helps enrich students as well as address the inequity in elementary vs. secondary prep)	Provide more supports to schools, such as counselors, ESCs, and EAs
Limit class size to manageable and realistic amount.	Improve technology for all schools. Access for all students.	Provide more teacher aides in classrooms.
Increase arts and music programs in all schools	Provide top notch technology for teachers and students	Provide more VEGAN options on the school lunch menus. Less processed garbage and more whole fruits, veggies, legumes, starches.
Provide social/emotional support for MS & HS students	Provide college campus tours for all MS and HS students	Provide more vocational opportunities for HS students
Lower class size	Add aids to classes	Provide music, physical education and art to everyone
Hire more teachers	Improve aging facilities	Provide opportunity for more student recognition at the elementary level

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Hire more teachers to reduce class sizes and offer full schedules to high school students. Eliminate teacher furlough days	Hire more teacher aides to assist in classrooms	Provide relevant training programs for students unlikely to pursue further education.
Lower the class size at elementary level. Cap at 25 (28 at most).	Bring back music on a full-time basis to all 4J elementary schools.	Provide resources to facilitate, train and require teachers to use appropriate differentiation in all classrooms.
hire more teachers to reduce class sizes and increase curricular options	provide teachers with more time to plan, prepare, assess, track, communicate, and improve in order to be better teachers and produce better results. This is much more important than providing professional development as a factor in improving teaching and learning.	Provide schools with guidance on restructuring classes and teaching/administering methods to address needs of special groups (i.e. culturally responsive)
Reduce class size	Increase time in school	Provide second language option for all schools
Increase staffing	Increase course offerings	Provide services for those who struggle with learning due to cognitive, emotional or physical health
Reduce class sizes.	Invest in research based Tier 1 and Tier 2 interventions and implement them with fidelity.	Provide specialized professional development for special education teachers and all teachers of students in achievement gaps.
Lower class sizes	Staff schools reasonably	Provide students more digital age opportunities
Support special education students and teachers with training, research based curriculum, technology, and reduced caseloads.	Decrease class sizes	Provide students with nutritious school meals that support growing and learning.
reduce student to teacher ratio to more reasonable number (22:1)	provide current curriculum	provide teachers opportunities to learn new skills and teaching paradigms
Shrink class sizes	Hire more teachers	Provide teachers with the support and resources they need and deserve.
Community supports such as school counselors, mental health counselors, social workers in schools.	Culturally responsive/sustaining practices	Provide training for the programs we already have in place
Provide excellent healthy meals and snacks for students.	Encourage community businesses to participate in educating our students.	Provide tutors for students falling behind grade level.
provide general music to all students in K-5	eliminate fees and fundraising by students participating in activities	provide vocational courses in all high schools

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Provide better amenities for extracurricular clubs so that kids can peruse what they are interested in outside of school hours.	It would provide more options for educational field trips outside of the area	Providing better creative supplies and tools within the school for education and exploration, especially for the kids that might not have such things at home.
Provide enrichment such as Art, Music, PE, Drama, Sports.	Feed the kids fresh, nutritious food, and snacks... not carb/sugar laden junk in nugget form. Feed their brains and they will retain information better and have better behavior.	Public Preschool! Lower class sizes!
Hire behavior EAs for every school	Reduce class size	Purchase District Tier 3 materials/ Extend the school day
reduce class size	purchase new learning materials	purchase tech access for all students while at school
Lower Class Size	Increase School Year Length	Purchase technology for low tech schools
Make class-sizes smaller.	Somehow help schools align to feeder schools (i.e. elementary to middle to high)	Put all teachers through diversity training.
Give teachers more time to plan and collaborate.	Ensure there are enough competent administrators to support teachers effectively-- not just to put out all the fires, but to be responsive, to be people teachers can call when they get stuck.	Put full-time counselors in every school. Put full-time nurses in every school with students with serious medical needs (including every school with a life skills classroom).
Smaller class sizes	More services to students who struggle in EVERY category	Quality after school options
ALL children should have access to the latest technological advancements	All children should be taught lifeskills, (how to manage themselves, how to pay for things, how their bodies work, how to grow food) as well as academics.	Quality professional development that keeps staff engaged and aware.
More class selection	Better guidance and support for high school students	Quality teachers!
smaller class sizes	counseling	quit wasting money on changing technology
Lower class size	Lower SpEd caseload	Raise salaries
Lower elementary class size	Adopt AVID for all middle and high schools	Raise teacher salaries and school materials' budgets
Hire more staff to decrease class sizes, especially in language arts.	Bring back arts education at all levels.and speech and debate at the high schools.	Raise teacher salaries to attract and keep talented teachers.
More physical education	More teachers to reduce class size	Raising teacher salaries

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		Re-district and more behavioral help. Plus we need full time music, PE, counselor, RN, etc. More time for lunches, 15 min is insane and leads to more behavioral problems.
Hire more teachers and EA's	Get all buildings up to code immediately. Not get bogged down in years of politics, waiting, waiting.	
Hire, promote and invest in excellent teachers and give them the freedom to pursue creative and engaging teaching programs.	Celebrate the successful schools and use them as models, rather than tearing them down or trying to bring everything down to the lowest common denominator in the name of "equity".	Re-establish TRUE school choice, which means more than just either your neighborhood school or Charlemagne/Buena Vista.
arts education	up to date curriculum	reading and math facilitators in every focus school full time
Technology	Equity-- multicultural education and educators	Reading and writing proficiency (in elementary, middle, and high school)
more teachers for smaller classes	improve the current classrooms - quieter, more space, option of standing desks	real librarians
Adhear to the student handbook rules on fair consistant treatment	Document the truth	Records should be accessable to parents: Lawfull disclosure, errors should be corrected
Art, music, PE	Pay teachers better	Recruiting teachers
reduce class size district-wide	reinstate staffing of librarians, counselors, and music,art,and pe teachers	recruitment of more diverse staffing that reflects student population
Decrease Class Sizes	Increase classroom teachers	Reduce administrative and Support staff that do not directly help kids
Embrace a more multi-modal approach to education, with a reduction in teaching to the test.	More field- and inquiry-based education opportunities	Reduce class size
New teacher mentoring from an instructional lens	PE, music, ART	reduce class size
District wide outdoor school	Rebuilding of old schools	Reduce class size
Reduce class size	Reduce class size	Reduce class size
Reduce class size	Reduce class size	Reduce class size
year round math in H.S.	strengthen STEM program	reduce class size
Bring back instrustrial arts	Increase elective choices	Reduce class size
reduce class size	increase support (instructional, supervisory, behavioral)	reduce class size (yes, I said it twice)
High quality preschool!	More art (visual, music drama)	Reduce class size!
Build stronger partnerships with LCC, UO, and other school districts.	Closely examine equity across all schools in the district and make necessary changes to provide equal opportunity and equitable support.	Reduce class size.

**Q14: If Eugene School District 4J had additional resources,  
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Better Teachers having music and PE all year long for elementary schools	Better use of funding hiring more EA to work with different level of kids in each classroom.	Reduce Class sizes reduce class sizes
Expand art and music programs	Improve facilities	Reduce class sizes
Increase counseling services	Increase access to the arts and physical education	Reduce class sizes
Hire more teachers	Increase types of classes available, PE, arts, music	Reduce class sizes
Offer vocational (CTE) education	Offer more visual and performing arts programs	Reduce class sizes
Resource equity amongst the regions	Early childhood education programs	Reduce class sizes
Special needs programs	Profesional Development for teachers and staff	Reduce class sizes in elemntary schools
Provide protected time and opportunity for special ed., general ed. and ELD teachers to co-plan and evaluate student progress. Involve EAs in preparation for implementation of accommodations and modifications, Behavior Support Plans, etc.	Provide mental health services for ED/Behaviorally Disordered students	Reduce class sizes, particularly for primary students
bring back art, music, language, and sports programs - the stuff that make kids like to go to school	increase availability of transfers for all students at low-SES schools	reduce class sizes!
Address behaviors and mental health better.	Increase the quality and variety of classes at high school.	Reduce class sizes.
Reduce class sizes.	Reduce class sizes.	Reduce class sizes.
Not assign special education teachers to caseloads of 30 to 40 students. Give us a Caseload Cap like California (27)..	Support Special Education teachers by giving them a budge to buy materials we need to teach our students.	Reduce class sizes. My family teaches on the East Coast and they have no more than 20 students per classroom.
Accelerate replacement schools for the aged ones.	Diversify by expanding/reestablishing hands on curriculum, shop classes, voc tech classes, cooking classes. Trades classes.	Reduce or adjust class sizes to achieve the optimal educational experience
More front office staff to better connect with families. They are the first line of communication.	Improved curriculum.	Reduced class size.
Reduce class sizes across the board	Provide top notch sports/PE/team programs for all students	Reinistate music, art and school counselors at each school
Lower class size across the district	Improve graduation rates	Reinstate teacher librarians
Increase teacher salaries	Restore arts and physical education	Remove costs to extracurricular activities like sports

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Lower class sizes reduce class size at the elementary level	Bring back enrichment opportunities to the elementary schools (more music, P.E., art, etc.)  bring back librarians	Renovate and build new facilities  replace outdated technology
More teachers to lower class size fully equipped classrooms for science, music, and art at all schools	Increase arts/science/music enrichment opportunities (not just technology) for lower SES schools  fund arts and science programs	Require high quality, ongoing training for staff in working towards cultural competence - teaching staff to teach kids too  require high school kuds
More qualified teachers to reduce class size.	Enhanced programs to address diversity issues.	Require more from students and have higher expectations.
Abolish the alternative schools at the K-5 level. Have all schools be neighborhood schools and distribute resources fairly. More focus on improving quality of teachers and administrators--more training, more effective human resources support for dealing with low performers.	Hire more teachers and have smaller class sizes at all grade levels  More staff, but deployed in ways that research says will have the greatest impact.	Require physical education at all grade levels. Exempt those who are playing sports from PE so that resources can be used for those who are not getting regular exercise.  Required physical education at all levels to deal with kids need to move and enhance learning.
Reduce class size	Reduce caseload for special education teachers	Research-based curriculum/programs that work
Smaller classrooms so students get more individualized education	Every elementary school should have a covered outside play area, no inside recess	Resource lab, computer lab, science lab at every single school that is used by every class at least twice a week
Support of arts programs, including band and choir.	Scholarships for sports teams.	Resources for up to date materials
Reduce class size	Provide meaningful training for teachers	Restore cut programs in the arts and social science
Reduce class size	Hire certified 21st century librarians for elementary and middle schools	Restore music, art, and vocational courses.
full time school for all grades	reduce class sizes	restore science and arts education
class size elementary	increase arts and sciences in elementary	retain excellent teachers
Decrease class size	Update textbooks and technology	Retain excellent teachers and other staff
More instructional time	Additional help in classrooms/higher ratios	Return arts to schools
Return to a full week of school (no half days or furlow days)	Increase staff and decrease class sizes; improve teacher to student ratio	Return funding to PE, music, and art

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Lower class size	Foreign language for every middle school student	Return to semesters so that teachers have the time to teach a topic and students have the time to learn it
foreign language instruction for all schools, grades	music instruction for all schools grades	review the meal programs, taking a nod from Village School
Counselor at every school	Healthy lunch programs	Safe school. Locks
More clubs and sports for the Lower income that can't afford the 200 school fees.	More diverse classes	Safe zones for older students with home or mental health issues
student involvement in school day to day activities to teach/take pride in their school	hold the students accountable for their actions, not just tell the parents	school councillors
Hire more teachers, smaller class sizes	Have more Special Education Teachers and EAs	School Counselors, Librarians, full time music and PE teachers
Pay our teachers more!	Bring back clubs, arts, music, dances ect.	School gardens to grow food to consume
Cap class size at 28 even if it means eliminating school choice	Classroom aides	School librarians
Hold teachers accountable for teaching students, observe, coach, improve performance.	Focus on the students and let them active participants in their learning experience with structured guidelines.	School pride, we need to get it back, it has been lost, especially at SEHS.
finance courses: allow children to open \$5 bank accounts and track k-12	home economics: truly prepare students for survival on their own ie cooking, laundry	science science science
more staffing, smaller classes	offer more electives	second language starting in elementary
Fund the North Region as the South and Sheldon Regions have been funded	New North Eugene High school	See the arts for what they truly are. Core classes, necessary to student learning. Oh, and fund them consistently. Students who participate in the arts do better in EVERYTHING.
hire more teachers to decrease class size, esp. at elementary level	re-introduce "vocational" programs that provide job skills and recognize not every student is going to college	seriously consider the merits of recent discussion about algebra, and whether every student truly needs two years of the subject; this one subject's impact on drop out rate; and in-lieu of it for those who prefer, consider requiring basic life and financial literacy courses
High need schools be provide with funding to reduce class size to address ach. gap	Vocational and life management programs for high schoolers	Small group learning experineces

**Q14: If Eugene School District 4J had additional resources,  
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EA support in every classroom	Full teaching staffs	smaller class size
more art and music	organic food for school lunch	smaller class size
more enrichment programs: arts, PE, etc.	After school program that support working parents to transport their kids to thier special interest activities	smaller class size and longer school days
Smaller class size in elementary	Smaller class size in middle school	Smaller class size in high school
more class time	top of the line curriculum	smaller class size so that teachers can individualize learning
bring back librarians to elementary and middle schools	more physical education and music in elem. schools	smaller class sizes
Higher teacher pay	More teacher support (aides, training)	Smaller class sizes
PE should be required	Second language classes	Smaller class sizes
More mental health workers at high school level.	Better communication with parents re attendance issues.	Smaller class sizes.
Focus on foundation skills rather than politics in the curriculum.	Equal access to arts opportunities.	Smaller class sizes.
Teacher retention	Facilities modernized	Smaller classes
More "extracurriculars" : art, PE, music, makerspaces, projects	More hands-on learning	Smaller classes, more individualized attention
Enrichment programs	Better (and mroe nutritious) school lunch programs	Smaller classrooms
More classified hours per employee	Better school setting/meetings between staff and parents	Social Worker on site
I definitely see the need for a comprehensive vocational program	The district could look at adopting a modified year-round calendar -	Sorry, its Friday afternoon. My brain is tapped.
Student offerings to engage students and enrich their educational experience are critical.	More focus on civic education to create well informed and critically thinking citizens must take priority.	Special education services need to actually provide direct services to students to support their education. They are identified for a reason. Simply putting them into large classes with untrained general education teachers does not meet their unique needs.
Hire more teachers to reduce class sizes.	Electives	Special projects like field trips and special in class projects
Counselors in elementary schools	More seat time for students	Spend the money to get rid of bad teachers and administrators
Hire competent teachers	Decrease class size	Spend time on socioemotional health
After school progrmas		Sports progrmas
music and art programs	technology updates	staff appreciation
Smaller class sizes	Bonus to excellent teachers	Staff elenmentary school libraries
more elective classes	better curriculum	staff need to be compesated accordingly



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

smaller classroom sizes	better qualified teachers. When I gave feedback about certain teachers to my principal the reply was that I wasn't alone and it was common feedback. Why are these poor teachers still teaching??	Standard Planned Parenthood sex ed for elementary, middle and high school
Decrease class sizes	Invest in curriculum	Start language immersion at an earlier age stop basing achievement on standardized tests; many students who can pass a test haven't learned anything, and many students who don't pass tests are in fact extremely intelligent but not good test takers. It is demoralizing to tie achievement to these tests alone.
reduce class sizes to instill and educate children in the dangers of smoking, drinking, and using drugs. There is still a lot of young adults who smoke and admit to starting at a young age.	introduce/re-introduce life skills, vocational skills, hands-on learning	
	purchase updated, excellent text books for each child to have and use at school and to take home and read and study from.	Stop bullying. This is getting out of control especially with cyber bullying let alone in person bullying. student centered approaches that consider diverse learning styles and universal design
Career preparation other than college	Civic involvement	Student supports
Update curriculum	Community experiences	
add second-language instruction early in curriculum	decrease largest class sizes	supplement art education
Teaching Programs	Art/Music/Sports Programs	Supplies
MORE TEACHERS FOR SMALLER CLASSROOMS	ADDITIONAL TIME TO WORK ON SCHOOLWORK AT SCHOOL	SUPPLY SCHOOLS W/ APPROPRIATE SUPPLIES
Smaller class size	Support for teachers	Support / facilities for diverse learners
Start hiring teachers with doctorates in their subject matter instead of education degrees!	Give disadvantaged kids a knowledge-rich curriculum to catch up with the privileged kids	Support and encourage more school choice! More intellectual diversity!
Lower class sizes	Provide ease for SPED caseworkers	Support ELL programs better
More support services both educational and mental health related	More extracurricular activities	Support for planning life after graduation
Class size appropriate for age and subject.	Building/property maintenance to support handicaps, safety & technology.	Support for school staff.
smaller class sizes	additional trained IA's to support classroom instruction	support personnel like counselors

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

lower class size	encourage innovation, materials	support programs
Reduce class sizes.	Increase student time in the classroom, either by extending the school day (30 extra min a day?) or more days in school.	Support teachers needs for their students: reading specialists, math specialists, tech programs teachers want for their students. Time for teachers to reflect on their daily practice and not just attend "in services"
Reduce class size or adding aides in the classroom	Provide fine art opportunities to inspire and stretch students	Support teachers with materials, supplies, and planning time.
put music back at grade school level	hire teachers to reduce class room sizes	support teaching staff
decrease class sizes!!!	add music, art and physical education	TAG program
Reduce class sizes	Extend the year. Oregon lowest in country on days in school	TAG resources
Support teachers better	Improve quality of classroom environments / facilities	Talented & gifted programs
Have shoes underwear socks basic needs for some kids who lack.	Have a food pantry for families in need.	Teach about stress relief for families
higher more teachers- (in the classroom teachers)	equity- every school should provide the same opportunities (physics, foreign language, etc.)	have a fun night once a month free at school.
reduce classroom size	intervene with support/resources to "average students" who need extra help	teach foreign language (Spanish) beginning in Kindergarten
Do whatever is necessary to create the best learning environment, whether that means reduce class sizes or renovating space or investing in quality teachers, curricular tools, or technology.	teaching of more "how to live" life skills	teach kids life skills - how to handle finances, how to cook, basic car mechanics, self-sufficiency
smaller classroom sizes	Provide the full array of classes, from reading and writing, to math and science, to history and physical education, to art and music.	Teach life skills as well as academic skills, like problem-solving, time management, resilience, conflict resolution, etc. that will enhance academic achievement.
More time outside, nature based education	teaching of more "how to live" life skills	teach more fine arts
Smaller class sizes	Teach critical thinking	Teach permaculture
smaller class sizes	Challenging curriculum	Teacher evaluations
Reduce class size	more school days	teacher professional development
increase ap classes	Improve facilities	Teacher retention, qualifications
Provide teachers more collaboration time during the school day.	increase music and arts programs	teacher training
	SpEd students need choice too.	Teachers need access to outside thinking in PD.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Care about these kids and teach them skills to succeed	Understand that kids in life skills need to be taught too they need more structure	Teachers need to invest in tomorrow's kids otherwise we will have lots of problems with our youth
School gardens!	Creating bi-lingual kids, not just at immersion schools	Teachers that engage children and are happy to be teaching
School activities within the district and outside	Interaction and working with other schools. The students need to know they are the future of this world	Teaching the students the values of learning on their future and the world.
Smaller class sizes. Even at high school	Books and materials for each student	Technology
Music, arts, theatre etc...	More staffing	Technology
Innovative education to all schools	Support student engagement through creative expression	Technology
Smaller classes	Field trips	Technology
Add mental health supports	Reduce class size	Technology
More teachers	Smaller class sizes	Technology
Smaller class sizes	More art and music education	Technology for students
Reduce class sizes by hiring more teachers	Combat bullying behavior and ways to hold parents responsible as well	Technology in the classrooms technology for all students ie special ed
small class size	more educational assistants	
Retrain and retool for different learning techniques for the various learning styles	E-books	Test students individually
Building administrators need to be evaluated by the staff they serve and guide	Buildings do not need to be replaced after 50 years. Resources should be allocated to reduce class size. If facilities money needs to be spent, give every school covered play areas, improve traffic problems, work on heating and cooling	The school year needs to be longer there needs to be an online "e-school" for communication, grades, assignment info etc. this is not acceptable that communication is happening via email.
school nutrition and gardens are important part of learning many important skills	librarians need to be in every school	
Recognize different needs for different students and address all needs projected into the future.	Teach basics - how to grow and prepare food, build housing and deal directly with basic human needs.	Think more holistically in terms of the jobs of the future and focus on those
lower class size	hire specialists	train & support staff

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Lower class sized and cap them in at least K-3	Hire more support staff to allow teachers to be more engaging and creative and able to inspire and retain students.	Treat teachers with respect by giving them the resources they need to perform well. Larger classrooms, smaller classes, more teaching support and
Whatever it takes to maintain smaller class sizes.	Increase the number and quality of teachers.	Treat the staff you have well so they are willing to stay and be an investment for the 4J school district!
Teach penmanship again.	Reduce class size and increase instructional time.	Trust teachers to teach, meet the standards, but not to be overly constrained by rigid direction from the local, state and federal authorities. Try to level the playing field between various schools. My kids attend schools in the South Eugene area. I hear stories from parents with children in other schools that make me realize the education kids are receiving is not necessarily equal across the district
Hire more teachers/staff to reduce class size Special Ed	Add school days back to the calendar After school help	Tutoring help assistance
Increase staffing for significantly lower student/teacher and student/supervisor ratios. Keep great teachers happy	Music 2-3 days a week ALL YEAR LONG Small class size	Two recesses and 1 PE (or additional recess) every day for elementary students. Daily PE for middle and secondary students. Up to date materials
Longer school year	Smaller class sizes Expanding educational choices -- electives, charter schools, and handcraft education.	Up to date technology and classroom materials
Extra funding for the arts. Hire more staff - teachers, tech support, ESS team, PE/Music, ELD	Decrease class size	Up-to-date computer equipment and Update and remodel/build modern school buildings
Technology: keep resources current, teach technology literacy (keyboarding, citizenship) & research in conjunction with library services Add teachers so class sizes can be smaller. There are elementary classes that have been in the 30's and high school classes in the 40's. Kids sitting on the floor and standing is NOT the way to learn.	Hire more teachers to reduce class size and put in the necessary structures, even if temporary, to provide extra teaching spaces,  Replace/remodel more schools	Update curriculum materials that are aligned to common core  Update curriculum.

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Decrease class size	Increase hrs/days in school	Update facilities
Bring back daily P.E.	Teach the subjects not a subset of skills and facts	update facilities
Continue/add more diverse programs like language/alternative schools	Fund TAG	Update school buildings
Retrain staff/ especially Principals and front desk staff	Technology upgrade for all schools	Updated standards for students
Provide books for all students	Provide smart boards	Updated technology for all classes
Increase teachers	Increase electives and tech classes	Upgrade facilities
more teachers, more programs	smaller class sizes	upgrade facilities
create smaller classes	upgrade technology	upgrade facilities
Decrease Class Sizes	Increase Instruction Hours/Days per year	Upgrade/Replace Facilities
It doesn't cost money - fire bad teachers; hire good ones	Stop 'passing the trash'	Use available class time to teach!
Robust teacher evaluation and support planning	Professional development on how to teach across skill levels while keeping all kids challenged	Use of technology
Hire more teachers/reduce class size	Insure quality curriculum with modern textbooks, avoiding curriculum fads	Use updated technology
Athletics are a great way to increase school pride and teach life lessons	Hire more counselors that focus on college/career development	Using technology
HIRE MORE TEACHERS / REDUCE CLASS SIZE!	INCLUDE FUNDING FOR MUSIC, ART & P.E. - YEAR ROUND!	UTILIZE PROPERTIES THAT ARE SITTING VACANT.
definitely create "readiness" tracts to give high performing and underachieving children appropriate learning environments	provide after-school options for children of working parents particularly enrichment through the arts	value and develop "right-brain" intuitive processes which will enhance overall thinking skills
Resources & programs for TAG students	Increased staffing to lower class sizes	Varied programs offered within a school
Open schools earlier and allow students to stay after school if they need to. Let school be a safe place.	Have community time where grades meet in the afternoon to discuss challenges or have community speakers, etc.	Visit the community more. (Field trips).
More teachers	Extra curricular Actives and extra help for students	Vocational programs
Arts programs	Great teachers	Vocational programs
waste money as usual on silly surveys	waste my time on silly surveys	waste your time on silly surveys
Ask teachers what they need.	Teachers should have more actual aides (not college students)	Why don't we do outdoor school like other districts?
Study the Finnish system and implement changes	Incorporate more alternative schools and practices	Widespread anti-bullying training

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Get rid of tired old teachers who don't love their jobs	Hire new teachers who love kids and love learning themselves	Wire the schools for internet, rather than using WIFI which has been proven to harm children, see other countries choices to not use WiFi in schools
Reduce Class Size.	Restore arts, shop, and classes students want and need.	Work on student equity, so more parents would not want to leave their regions.
Hire passionate, inspirational teachers	Hire teacher who are qualified in their field, not by seniority	Work to bring back pride in school sports and music programs
Reduce class size	Invest in really understanding school staff--get rid of teachers/staff who do not perform!	Work to create equity among schools
Revitalize and accentuate vocational training and the need for it in the global marketplace	Broaden the support of activities such as the arts and other non OHSAA activities	Work to increase the desire to learn in the students
Find great computer software at a great price to offer to students to purchase and learn at home with their computers. They can learn at a slower rate and may retain it longer. They can also go back through the software to refresh themselves any time.	Programs to get teachers excited and paitionate about what they are teaching.	Work with other school districts to see what is working else where.
Reduce highschool class sizes	Mentor bad teachers	Work with the kids escaping notice but who need assistance
Revamp high schools to offer varied internships to all students in their junior, senior years.	Allow time and resources to implement performance assessments, esp in science, math, language arts, social studies	Work with the union to implement differentiated salary to have the best teachers work with the most challenging students.
reduce class size	fund and support TAG programming/TAG teachers in buildings	wrap around services for families in poverty (counselling, mental health services, housing, job training, parenting classes, etc)
Smaller class size.	Upgrade older buildings.	Year round fine arts.
More schools/classes to enable smaller class sizes	More support staff	Year round funding for dedicated PE, Art, Music, Librarian, G & T programs
More teachers of color (bilingual) and PD to support them	More after school programs for students	Year round school
Sometimes I think it's more cultural than financial	(I am from a European, more traditional culture)	
Smaller class sizes	A full time counselor in every school	

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

A more well rounded education.	
Mandatory physical education and mandatory community service classes for teens.	A larger focus on preparing for life after high school, including Jr college and working vs 4 year college.
shrink the class sizes	add back FTE
Reduce class size	Add classes for the arts and foreign languages
Decrease class size	add educational assistance
Build more schools or add on to current ones.	Add more educators
reduce class size	add physical education back
Add Fine Arts funding	Add professionals such as librarians and medical staff
Improve school lunches	Add to School Garden Program
Hire more staff that is knowledgeable with special needs kids	Adding more resources for special needs kids and families
Coaching for PBIS	Additional classroom staffing (teacher:student ratio or more EAs)
Reduce class sizes	Address further teacher development & support
Increase staffing to minimize class sizes	Adequate/up-to-date technology
Increase opportunities for academically challenging material, for TAG kids and others who want it	After-school activities, especially related to creative arts and science
More arts	Alternative learning environments
Vocational programs	Appreciation for music and the arts
music	art
smaller classes	art and music
Reduce class size to 20	Arts education opportunities
smaller class sizes	arts, sports, music, language
Help kids learn to solve their problems	Assist children who are falling behind
Planning time for Elementary teacher	Assistant Principals at the Elementary LLevel
Fund and support music and art.	Assistant with college prep and application process.
Reduce the class sizes to allow teachers more time to focus on individuals	Before distributing funds and setting class sizes, really take a look at the growth of the community!
Provide access to books, computers, etc for all students	Better intervention for struggling students

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

	Better school lunches (although ours has improved by leaps and bounds this year--not sure if every school has).
More technology/arts programs	Better technology
More teachers	boost language programs
decrease class size	bring back art and music
reduce class sizes	Bring back arts, PE, shop classes, technical ed, sports, etc. Find a way for each and every kid to connect.
Lower class sizes/hire more quality teachers	Bring back metal, wood, cooking, automotive class offerings
Smaller class size	Bring back music foreign language a Pe to elementary schools!
Reduce class sizes by hiring more teachers	Bring back PE, art, music, library
Decrease class size	
Increase parity between elementary school educational quality. For example, 3rd and 4th grades at César Chávez and Buena Vista are vastly different levels of material being taught and mastered. This is not fair to the Chávez students.	Bring more art, physical education and music classes into elementary schools.
increase staffing	build new schools
	Care that our state is an embarrassment when it comes to education.
Hold teachers to a higher standard.	Change the schedule to what South Eugene used to have. Full schedules with rigor. How are we suppose to compete in the world when we do not prepare them!
Make class size a priority	classroom teachers to de read s
elementary CCSS MATH PROGRAM	Computers for every kid 1:1
Smaller Class Sizes	Consistent arts instruction
Reduce class size	decrease class size
increase number if school days	Decrease SPED case loads
Decrease class sizes	dump 3x5 schedule and go to 4x4 block
dump the CPM math program and get some real textbooks	
Hire teachers to maintain reasonable class sizes	Early education
REDUCE CLASS SIZE!!!!	Economically integrate schools



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Be good stewards of the money and spend appropriately. We don't need additional resources to make this happen, we just need someone to put the money where the kids are, not a heavier district office, \$20,000 EPIC research on something we already know doesn't work.	Efficiency with allocating dollars.
Hire more teachers	Eliminate non needed jobs at District Office
offer a wide variety of educational courses outside the standard core classes	Encourage homework to be done on time
keep class sizes small	ensure teachers are qualified in their content areas
Ensure that every resource room teacher has the necessary HQ certification to teach the curriculum in these classes.	Ensure that every student has access to music and art at every level.
Professional development for all teachers and staff	Ensuring teacher effectiveness by following up when teachers have poor evaluations.
bring back pe, music and extracurricular activities	equal offerings at all schools
Art	Equal opportunities and equal classes in all regions
Reduce class size across the board.	Facility equity.
Better computers	Field Trips
More staff in the rooms with the kids and their teachers.	Figuring out a plan for children in the classroom with behavior issues.
Give teachers collaboration time	Find ways to empower teachers with successful students outcomes to become mentors to all without having them leave the classroom
Decrease class size / or increase number of adults in classroom	Focus on math, science, reading comprehension
Mental health support	Full time counselors in each elementary school
Lower class sizes	Fund music teachers, pe teachers, librarians, counsellors
training	funding
Lower class size	Get more services and enrichment in our schools for all kids

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Buses for out-of-district & charter schools. (Aiding school choice.)	Grade integration: Getting older students to help teach younger students.
Hire attorneys and break the union	Gun safety classes
Bring back art, music, library & P.E. full time.	Have all classrooms adequately staffed.
	Have full time school counselors in every school. I volunteer in my grandson's K class and there are so many disruptive kids that the teacher spends way too much time in behavior management and the class is over sized to begin with. She even has an aid that that is not enough when there are five problem kids needing one on one guidance. The same five are still having problems and probably will if their emotional issues are not addressed.
Decrease class size	
Get better and more fun learning equipment	Have more electives for students to choose from.
study the effects/differences of how people learn and interpret it into the curriculum	have more electives. have them learn everyday activities.
Hire more teachers and offer more courses, variety	Have resource centers & staff for kids in need
	Have teachers reviewed more often, those who aren't getting the job done should move on.
Longer school day, with more time on RRR and recess.	
Not have blended classrooms - more teachers for each class year.	Help parents understand Common Core/requirements.
	Hire better teachers with experience in more subjects
Provide smaller class sizes	
	Hire bilingual Title teachers and assistants (highly qualified)
Add family literacy programs	
Hire more teachers so class sizes are not so big.	Hire counselors
PAY TEACHERS MORE	HIRE MORE TEACHERS
Reduce class size	Hire more teachers
Please increase arts/music/PE!!!	hire more teachers / reduce class sizes
	Hire more teachers, and teacher's assistants.
Smaller class sizes.	

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

reduce class size	hire music teachers, pe teachers and librarians
Identify and attack root causes that are driving up cost	ID ways to reduce homework and drive up student academic performance
More extracurricular school based activities	Implement a tutor program
Add funding to music,drama,art,etc & teachers for it too	Improve school books/ have books for every kid
Additional teachers	Improve skill of existing teachers
Supports for the classroom; Librarians, Nurses etc.	Improve Special Education staffing.
Decrease class sizes	Increase elective course offerings
Reduce class size	Increase extra curricular activity options
arts	increase high school class offerings so students could go to school full time
decrease class size	increase instructional time (days/hours)
Reduce class size	Increase mental health services and socio-emotional interventions in the schools
add back certified librarians	increase music instruction, especially at elementary
Hire more teachers.	Increase PE and Arts time.
Increase staff/support	Increase special education training for all teachers
In addition to ideas previous mentioned, I would also bring back additional second language choice options.	Increase support staff for various departments at each school so teachers can focus on teaching instead of additional administrative tasks.
Add vocational career paths	Increase teacher pay
Offer more extracurricular activities at schools that don't have many	Increase teacher pay
more investment college prep	increase teacher salaries to attract/retain top educators
increase the number of teachers/lower class sizes	increase technology
Smaller classes	Increase technology in All schools
Hire MORE teachers to reduce class sizes.	Increase the number of minutes per day of Phys.ed.
bring music back into schools	increase the number of school days and/or remove early release days

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

focus on reducing class size	increase time for students to eat lunch
increase enrichment (arts music) programs	increase vocational programs (woods, welding, etc)
Smaller classroom sizes	Individual student learning plans - less emphasis on test results
Invest in better qualified staff	Invest in better academics
Increase our focus on current world issues such as sustainabilty by teaching, reducing the carbon footprint of our schools, and involving students in developing and implementing sustainable programs and design.	Invest in programs to suppliment student academic skill development and emotional interventions for students.
Smaller class sizes	Invest in quality staff and teachers
Bring in non-benefitted part time teachers.	It is the time with the adult that matters more than the teachers degree and benefits.
Pay teachers more. Get and retain quality teachers	Keep class size smaller
Lower class sizes.	keep elective programs/choices available to students
Hire more teachers	Keeping fine arts programs by having stable staffing levels
I am not sure. I think having more teachers for more classes in all subjects, or having after school proگرامing to help students learn more or different topics	Keeping up with technology
Behaviors taking time away from learning	Kids feeling safe in the classrooms and at school.
class size	literacy
Increase charter school funding	Lower class sizes
Wean out ineffective teachers	Lower class sizes (hire more teachers)
hire people of color	make language acces a priority
Hire and retain more quality teachers	Make school lunches nutritious
Make sure physical education is a significant part of the day for every student.	Make sure the arts are readily available to every student.
Academics higher standard, 4-j is behind	Mental health counseling in school
Arts integration	Mental health integration
After school programs that teach kids certain trades, skills	Mentoring programs that pair students with local business owners

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Year round PE classes in grade school	More access to arts
Smaller class sizes	More advanced classes
More field trips	More art, music, etc classes
Smaller classes	More counsellors
	More counselors to deal with kids that cause distractions in class so teachers time is not taken away from all the other kids that are behaving
More teachers and more classrooms so less kids in each classroom!	More days
More teachers	More electives in programs such as welding, shop, electronics, etc that will prepare kids for jobs
Offer more electives in the high schools to allow kids to take more classes and avoid free periods	More engaged teachers.
Reduce class sizes.	More hands on learning for primary grades
Smaller class size	More hands-on learning around STEM
After school classes/activities to help booster student achievement	more homework
more class time	more in school programs (art, language, PE)
Smaller class size	more instructional days
smaller class sizes	More money into early education
Reduce class size by hiring more teachers	More music and art
Smaller class sizes	More nonacademic subjects like art, pe, etc.
technology and the PD to go with it so we can advance personalized learning and project based learning	More resources such as pens paper markers for teachers to have for their classrooms
Smaller classes	More staff in each building to eliminate issues that come up daily where everyone is stretched for time
More sped staff in each building to serve all the students	More teacher trainings
Early Learning	More teachers & teachers assistants
Smaller class sizes	More time on subjects - relaly help the kids grasp what they are learning
More time to get energy out - more PE	More vocational education
Reduce class size	More work on how to develop relationships between peers and students with adults
More in class work and less homework	multicultural
social studies	Music ,art, phys ed and science for all
Foreign language in all schools	New curriculum adoptions
Smaller classroom sizes	

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Lower class room size	Offer alternative classrooms for children who need one on one support in all schools
decrease class sizes	offer interscholastic sports programs
Offer more technical/career training at the high schools.	Offer more life skill classes at the high schools.
Offering the opportunity for gifted students to serve as mentors/tutors for students who may be struggling. This can actually help the gifted student feel fulfilled and less bored.	Offering more tutoring for students who are falling behind, and making this information available to parents who do not have the resources to hire tutors.
Use Technology, music, and arts as a vehicle to teach the common core.	Paid mandatory training for all teachers in technology...as well as mandatory implementation within classrooms including a mandatory minimum hours of technology taught to teachers and children.
Smaller class size	Pay increase for teachers
Educate humans. Art, music and classes that reach out to brilliant students that are not engaged by narrow focus	Pay teachers better and give them more time to prepare for classes
Bring "fun" classes back for every student...performing arts, woodshop, mechanics, home ec/adult living preparedness	Pay teachers well and give them the support services they need for success.
Offer more career classes	Personal finance
Reduce class size	Professional development
Reduce class size	Professional development for teachers around higher order thinking and engagement strategies
TAG	Project based learning
Reduce class sizes - at least in the primary grades	Provide additional support staff for instruction
Increase support for students in the form of teachers, EAs, counselors, librarians, etc.	Provide additional training for teachers on how to teach reading and math
Redistribute to schools with lower economic base	Provide creative curriculum in addition to core competencies
Require equity & diversity training for every staff person & being part of each school's mission	Provide good effective training & professional development to staff
Provide more health care at schools	Provide more extensive programs for ELL students

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

provide additional art/music/PE instruction	provide more support for a variety of learning abilities and styles
Reduce Class Sizes	Provide more training for teachers in their specific area
Reduce class sizes to optimal levels, e.g. from 30+ to 20 or so at the elementary level.	Provide teachers the compensation and working conditions that encourage them to stay and perform effectively over the long term.
Ensure reasonable class sizes for subjects that benefit from more one-on-one attention from teachers (math, hands on science).	Provide year long music, art and PE for all NEIGHBORHOOD elementary students.
Hire more teachers	Purchase better supplies
Hire more teachers, including special needs teachers and aides.	Put more focus on advancing learners at an appropriate pace.
increase the number of teachers (and pay them well)	put the money into the teaching staff
Support for collaboration time for teachers, administrators.	Quality PD with coaching to support teacher growth.
Increased staffing and wages	Re-open some elementary schools
more art, music, PE, etc. programs	recruit and train awesome teachers and staff
increase arts education	reduce class sizes- especially at elementary level
Smaller classes should be number 1.	Restore music and fine art program , and wood shops and home economics with additional funding.
Recruit, hire and retain the best teachers possible.	Retire / remove under-motivated teachers.
music for all	shop for all
More extracurricular activity options to appeal to a wide range of interests	Shorten summer breaks slightly to provide students with more classroom and learning time.
lengthen school year (more days)	smaller class size
More instructional hours.	Smaller class size.
More arts education	Smaller class sizes
More help for academic programs at North Eugene High School	Smaller class sizes
More Staffing	Smaller Class sizes
Provide more support for behavioral issues	Smaller class sizes across all levels
Meet needs of all types of learners	Smaller class sizes, no more than 20

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

More teacher professional learning and accountability (portfolios of their strongest lessons?)	Smaller class sizes.
More programs for T.A.G. students.	Smaller class sizes.
MORE ART	Smaller classes
More art programs/classes	Smaller classes
more teachers	smaller classes
Hire more teachers.	Spend more time on important skills like math and communication skills.
Reduce the cost to the voters by paying down the Bonds	Spend the money on developing an effective way to evaluate teacher performance to keep the best and get rid of the bad
Music /arts	Staff
Vocational and art.	Stronger interface with life options for career or vocations
Support for TAG students	Support for teachers in upper grades
Smaller class sizes at the lower grades	TAG for Higher Math students
Asst. Principals at the Elementary Level to support growing needs of students and parents	TAG programs in place
Smaller class sizes	Teacher continuing education that is co
better use of technology in the classroom, e.g., iPads where possible	teacher education to support use of technology in delivering new materials, e.g., show a Kahn Academy video during math class, then discuss it
more class time	teacher management and development focus
more support for high needs elementary schools	technology at middle and hi school
Ensure curriculum is current	Technology is accessible, but at appropriate level; not bleeding edge or need to have just because it's there the opportunites simply need to be fair [personal information removed]
increase the staff to student ratio	
Add more art, music, PE and counseling to all schools at all levels.	The use of portfolios for assessing student achievement.
They should focus on smaller class sizes	They should
Offer more variety of classes	Trade classes in high school



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

immersion consultant	transportation support for those students who needs to take advanced classes in different HS or UO
higher more teachers to reduce class size	up-to-date technology
Hire additional staff	Update or replace all facilities to meet modern standards
Lower class size at the elementary level, and the benefits will trickle up for years to to come!	Update out-dated facilities
music and art programs	updated technology
Address equity issues between schools	Upgrade facilities at faster rate - too many schools are outdated - Edgewood, McCornack, Monroe, etc. and the newer elementary and middle schools only further increase disparities with even poor quality schools
Reduce class size, additional teachers	Upgrade older schools
lower class size	work on boosting test scores
Fewer kids in classrooms...more teachers.	Year around music and art classes.
Add more music courses	Year-round elementary music instruction
Teach more tech classes. Software is eating the world and it's the future so get as many students as you can interested in this field. They will get a better job one day - independent of whether they go to college or not.	
Add another elementary school	
add days to the academic calendar	
Add more instructional assistants	
Add more staffing to schools	
add more teachers to large classes	
Add teachers and /or educational assistants to expand class offerings and reduce class sizes.	
Address our wretched graduation rates.	
adequate libraries with staffing	
Arts. Arts. Arts.	
Class sizes	
classified behavior specialist position	

**Q14: If Eugene School District 4J had additional resources, what should the district do to increase educational excellence?**

clean and safe up to date buildings.  
communicate with college and university

Connections with your students. At our previous k12 district we would complete "home visits". Teachers got a stipend and they would meet with students in their environment. This made a huge difference and each kid felt connected to that teacher.

Continue to keep ARTS (music) in the schools

Create an environment that excites teachers - pay, supports, class sizes.

Decrease class size

Decrease class sizes

Decrease class sizes

Decrease class sizes

decrease class sizes

Decrease class sizes, especially in elementary school

Devote more resources to counseling and encourage kids to do well in school.

Don't eliminate electives

education should be more relevant for all students. ex: jobs related classes

Educational options... All kids learn differently, the more options parents have the more likely kids will get what they need.

Emphasize play and unstructured learning time/spaces, which research has shown to increase student motivation, learning, and (ultimately) test scores

Expand the educational reaches of the special needs classrooms

extra-curricular activities/elective classes

First thing that should be done is lower class sizes

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

focus on those w/potential but don't  
know how to get there

Full funding of music, movement, art,  
theater, outdoor and garden programs

get good textbooks

Guarantee equity of opportunity to all  
students/schools within the district;  
with emphasis beginning at the pre-K  
level and working upward.

having each grade level focus together  
as a team

Higher better qualified teachers and  
have them teach the classes they  
excel at.

Hire administrators who have 1)  
breadth and depth of knowledge  
around what is best for students in  
the 21st century and 2) are given  
power sufficient to use that  
knowledge and not fear for loss of  
their jobs if they do.

Hire better and more teachers

Hire clean food experts to run the  
district food program. Who ever is in  
charge now is basically abusing these  
kids.

Hire good teachers - focus on ability,  
not gender, ethnicity, etc.

Hire more support staff.

Hire more teachers and cut class sizes

Hire more teachers and support staff

Hire more teachers.

Hire more teachers.

Hire teachers

hire teachers who have experience,  
not based on who they know

Hire, evaluate and retain based on  
excellent performance.

I don't know.my grandsons have liked  
it but there has been a lot of parental  
activity directing them

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

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I like the idea of increased choice and  
options for foreign language  
immersion at Elementary Level.

i'll get back to this later  
identify students in need of extra  
educational help

If Eugene School District 4J had  
additional resources, what should the  
district do to increase educational  
excellence?

Improve staff to student ratios.  
in classroom resources (full time  
assistant) for elementary schools.

Kids are failing and not maximizing  
capabilities because of classroom  
support resources.

Increase music and art opportunities  
for students

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**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

increase the amount of time of physical education at all levels: Physical Education is an integral part of your child's education that contributes to his/her growth and development. It is the unique role of quality Physical Education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality Physical Education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. 4J Physical Education programs are guided by National Standards. Developing "Physically Literate" Individuals Physical Education professionals across the country now have a new set of National Standards, as well as a new goal of developing "physically literate" individuals. The ultimate goal of Physical Education is to develop Individual/school improvements integrate schools to eliminate high poverty schools Keep the arts and music and language! less hicks Longer school year, number of hours in the classroom, more academic choices to choose from. lower class size Lower Class Size (especially in upper grade elementary) Lower class size. Absolute maximums = 15 in K, 20 in EL, 25 in MS/HS

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

lower class sizes

Lower class sizes

lower class sizes

Lower class sizes at every level.

Make smaller class sizes

Make sure all classrooms have teacher aids so that all children can receive individual assistance.

Make sure all students have access to the same programs and resources

More and highly qualified staff to reduce class sizes which in turn would provide more individualized support, especially for those students who are struggling.

More arts, music and PE

more charter school type support

More class rooms, more teachers, reduction in class size

More classes and smaller class sizes

More consistency between schools

More counselors

More money for grants

More P.E. classes

More playing fields with new schools like Roosevelt

More school days

More staff (teachers, ia's) in the school - not at the 4J office

More teachers to reduce class size.

More technology

Music and art

Music for all

Music program funding

Must lower class sizes. I know some excellent, committed teachers who in the past would never consider leaving public education who now have considered it because of simple fatigue!

n/a

Offer full-time music, art and PE classes

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

offer more electives for high school --  
trades, CTE

Offer more trade skill education

PE in the elementary and middle  
schools - they need it every day

program staffing for specific positions  
in school (counseling, PE, Music)

Provide a better education to children  
who are advanced.

Provide equal education for all  
students among all schools

provide nutritious foods

put the money into teachers to offer  
more classes that are smaller

Quality Teachers

re-open schools

Recreate the music and arts  
curriculums District 4J maintained  
from 1965-1990

Reduce class size

reduce Class size

Reduce class size

reduce class size

reduce class size

Reduce class size.

Reduce class sizes

Reduce class sizes

Reduce class sizes

Reduce class sizes

Reduce class sizes

reduce class sizes - to improve  
instruction for all

Reduce class sizes & increase electives

Reduce class sizes K-5

Reduce class sizes.

Reduce class sizes.

Reduce class's size and offer classes so  
all high school kids have full schedules

reduce student:teacher ratio

Refer to previous answers

**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

Replace North Eugene High School.  
New modern facility, energy efficient,  
give the upcoming students  
something to be proud of.

Require PD for all teachers:  
technology use, CRT

Restore the Arts and provide equity  
across regions.

Sad to say, as in professional sports:  
you pay the best, you get the best  
(mostly)

Set higher standards for students....no  
money needed

Shop, home economics, personal  
finance, and full time PE, music, art  
Skill set classes. Not only does it help  
after high school for everyday life,  
there is a social aspect you are  
missing.

Smaller class size

Smaller class size

Smaller class sizes

smaller class sizes

SMALLER CLASS SIZES

Smaller class sizes

Smaller class sizes, particularly in  
elementary schools

Smaller class sizes.

Smaller classes

smaller classrooms

Smaller schools

sped classroom budgets

Sports teams

Staff Accountability

Staffing, smaller class sizes

Staffing. More support staff and  
smaller class sizes

Start experimenting with completely  
different school structures that  
engage students in authentic learning.  
support students adequately to  
increase graduation rates



**Q14: If Eugene School District 4J had additional resources,  
what should the district do to increase educational excellence?**

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Technologies and trade training  
outside the classroom

Technology

Tutoring

Unfortunately, I don't see how 4J will  
be getting additional resources.

Eugene planners seem unrealistic  
financially and I think voters are feeling  
"tapped out."

Up to date curriculum resources

you have the money! you just don't  
use it wisely.

## Q15

**If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

?	?	?
All testing technology, infrastructure, and professional staff. The data is NOT valid nor is it being used in any way that substantively improves instruction. The time and money spent on them should be discontinued and those resources should be recommitted to instruction.	All talented and gifted programs--they are a conceit.	?? 4J is cash strapped. I don't see many other places to cut.
Testings	Reduce 4J office staff	.
School choice transfers	School-specific donations that exacerbate inequities	"Investment @ of time money n other resources in smarter balance (it would have been nice to have a list of programs/services or initiatives to choose from here)
Excessive administrators	Free breakfast	
Language-specific magnet arts elementary schools (these are extremely small schools where the kids go k-12 with the same peers. They do NOT mix with others at mid-high level).	(See above) The culture this creates is highly exclusive and fosters a sense of superiority.	(see above) Although I am now at elementary level, I've taught K - 12 in 4J.
ESL	Music	1 day a week less
Senior project, I think research projects in classes would be better. Senior project wastes time and unless a student knows what they want to pursue they pick anything and it won't really serve much purpose.	The new system of grading based on test performance and not also taking into account turning in homework, classroom participation and contributions of ideas etc. Success is more than doing well on tests.	30 min lunch, should be longer.
football	standardized testing	7th grade - no joke. There is probably less academics going on in 7th grade than any other grade. Why not send students to a fee-for-community service program like a youth corps instead.
Improve the impact of the Needs Index, to benefit the vulnerable.	Eliminate the Alternative Elementary Programs.	A more equitable dispersing of Fund Raised Dollars.
Fewer ineffective professional development programs for teachers	Fewer administrators and more teacher leaders	A shift from school-sponsored sports to club sports
	too many heads at the top does not allow for money to be spent on resources at the bottom	accountability. it is hard to find. unruly teachers, clueless uninvolved principals... seems nobody is keeping an eye on anything
lunch - make kids bring own lunch		

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Less high paid administrative staff	Get back to the basics. Look at what other successful school districts do and how they accomplished it. Like staffing libraries, music and PE.	Add a grant writing department. A grant writer for each school.
technology	new text books	administration
Athletics	Arts education	Administrative overhead
football, basketball, and other expensive sports	parking lots for students' vehicles	administrative support for student teachers
immersion programs	extra admin staff--ed center	advisory
PE	senior projects required for graduation seniors have enough to focus on	advisory, its a waste of time
inter mural sports	reduce choice of classes and activities in nonessential subjects	after school non academic activities
Eliminate away travel for sports limits participation, hurts academics)	Eliminate trimester	Algebra 2 requirement for graduation. Students going to college will take it anyway. Those who are not going to college will never use it.
The number of TOSA's. We don't need so many teachers and administrators on special assignment. Many teachers are already doing the work and if resources were pooled and collaboration happened, you would need less staff managing.	Language immersion schools. The class sizes are smaller and since transportation isn't provided, limits students from diverse backgrounds attending.	algebra requirement: look at functional math & math literacy. So many students have to repeat that it limits opportunities for other students to access math classes and affects class sizes in other math classes.
Police	All of the vice principals and counsellors	All of the jobs that were created to make this survey
Sports programs.	Administration at 4J. If position does not directly interact with students on a daily basis it should be strongly evaluated for being cut.	All other extracurricular activities.
Reduce the number of courses funded that are also available through Ducklink or partnerships with LCC.	Either eliminate Smarter Balance or allow students who have met essential skills standards through PSAT, ACT, SAT or other approved testing to be excused from Smarter Balance so that requires fewer resources.	Allow students to get PE credit for athletics and offer fewer PE sections.
I would make the cuts with technology, especially with the younger kids	I know technology is a part of life these days, however the kids get plenty of it outside of school,	and when my kids were younger, I was most interested in their doing things with their hands like drawing and writing, etc
Professional Development	Administrative staff	Any \$ expenditure that doesn't directly impact individual schools or classrooms

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Anything that {personal information removed] had his hands on.	Home instruction it is a dumping ground where kids get forgotten about and do not get services they need.	Any downtown admin who do not have direct impact on students.
EsI program All Secondary Special Education teachers: please join your buildings for the district-sponsored regional/building PD. These begin at 8am at your regional high school, and your voices will be especially crucial to this work: During this time, you will be analyzing and discussing student data that will help focus professional learning for 2016-17, using collaborative "Teaching and Learning Communities" as a vehicle. Each TLC will be working with actual building data on March 18th to set targets for our four main underserved populations, including students in special education. March 18th will begin this work, and then regular PD time is devoted next year to carrying it out and learning together in the TLC's. You will be released back to your buildings for the afternoon.-----this is the email sent to sped staff. It appears we are doing the work for the district and once again have no voice in the PD nor will it be relevant to our daily work. Sped teachers are already being blamed for low test scores and are not given a true voice in the	Speech therapy program	Any program that benefits a small group/percentage of students
School Choice	IHS	Anything that doesn't have direct impact on student growth.
Fully scheduled students - this initiative has been implemented on the backs of teachers. Until the state provides adequate funding, this initiative should end.	Professional development during the school year. Until teacher workload is significantly reduced, it's almost impossible to add benefit in the classroom from PD that's meted out during the school year.	AP/IB (move to College Now for all)
Some sports?	Band?	APEX-type credit-recovery programs that seem to get little bang for the buck.
		Art?

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

everything related to gay lesbian transgender bisexual	sex education - that is for the parents to teach	arts
save money by saving energy and other resources--policies that encourage this (e.g., energy efficient lighting, water-wise landscaping)--upfront costs that will save in the long run	computers and the latest technology, esp. in the lower & middle grades	ask the teachers what we can afford, truly, to eliminate
IB	Consolidate Schools	Athletics
Extra Administrators	Look at Bethel S.D. How many admin vs teachers - check the ratio. Why is it so different in 4J?	Athletics - our mission is academics - if we can't do this well - why are we spending \$ on athletics
Smarter Balanced--offer SAT for all instead!	Proficiency Grading	Athletics need diminished emphasis
it seems like there are high paid consultants at the district level that need to be cut before teachers and classified staff	if Bethel, Junction City, Springfield and 4J school districts merged, many upper-level management positions could be eliminated and a lot of money saved	AVID
Many redundancies among "pet" projects; look for overlap in services	Paper based documentation (often in triplicate) when electronic records would suffice	AVID, if it isn't being utilized by its target population (it isn't; wealthy white students occupy most spaces in AVID programs)
School Choice! Get rid of it.	Less money on AVID. Bring trainers to our site.	Back to school event--instead, have superintendent visit each region for a round table. Survey for topics in advance.
Home EC	P. E.	Band / Orchestra , Art or a language class
You have	Got to	Be kidding.
PERS	Subsidized extra curricular activities	Building overpriced new facilities
Professional development that doesn't pertain to position you're in	Back to school gathering	Bus service
Administration	Testing resources	Busywork by children
non-language alternative programs	school choice	charter schools
Language immersion schools	Standardize testing	Charter schools
STEM coordinator at the district level [personal information removed]	cut district personnel (mid-level staff that don't help students directly)	Choice lottery system- eliminate the money spent on language immersion and school choice
Ugh	Close a high school	Close some middle schools
Downsize the alternative education program.	Close / consolidate small schools.	Close student health clinics.
Sports as funded by schools, have parents fund those like other extracurricular programs	Par down number of food choices especially at elementary cafeterias	Coaching stipends

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Sports	IB	College level classes in high school
TOSA positions	New administrative positions	college now
Programs that create inequality in the schools	Consolidate and update schools	Combine schooling with local businesses...like PE, arts, sports and local colleges with academics
Spanish school super boundries	Family school	Combine YG and Corridor into a neighborhood school
second language other than Spanish	charter schools	Common core
High stakes testing	Textbook adoptions	Computer labs
Sports programs	Stop buying brand new up-to-date technology and make better use of existing technology. (e.g., partner with NextStep for hardware refurbishing and get volunteers who can help install Linux and other free and open source software).	Concentrate funding and improving neighborhood schools rather diverting funds to charters and alternative schools.
reduce high salaried and redundant overhead	better screening of special needs children to outside resources like The Child Center	condense courses to get more done
I know what I would NOT eliminate: ARTS, support services	Reduce AVID	Consider eliminating 4J Immersion Schools--can we still afford them? Consider replacing assistant principals in middle schools, with a Counselor/PBS position. Make sure that principals are really doing Continuing Improvement work with staff.
I think alternative programs and language schools need to be reviewed for inefficiency.	Eliminate all parent-funded FTE.	
Mentally challenged children from behavior program. We are not staffed to best support these children.	New curriculum purchases until budget is in control	Consolidate headquarters to be more efficient
create a base funding model without the needs index - when all schools have been adequately funded add \$ to targeted schools.	rather than eliminate initiatives, the district should prioritize. Focus on fewer and do a better job at implementing those.	consolidate to two high schools
Administrators	Expensive pensions and health plans	Construction of new school buildings
I appreciate the alternative schools, but are so many needed. Cut some of these	Sports/that program seems to be able to raise their own money	contract lunch room and busses if that saves money
Music	PE	Cooking
TAG programs	Field Trips	Counselors
school choice	consolidate financial services and make it more streamlined.	create common programs across schools to eliminated redundancy
Recruitment efforts	Early education	Cultural competence
scripted curricula	RTI	current discipline procedures that result in inequities



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Incompetent staff	Stay local with food and other services	Cut back on front desk staff
Charter schools	Liquidate unused property	Cut district level administration
stop spending money on professional development.	minimize admin.	cut pers and entitlements to admin Cut waste ad the Ed Center. The district should cut outside consultants to a bare minimum and retain much more work in-house. The district should not retain failed building administrators by promoting them downtown. Non-performing administrators must be let go.
Reduce the excessive level of testing-- the districts spends too much money and students spend too much time on redundant tests.	Reduce funding for sports. Schools are places of learning, and academic programs should be protected from cuts at all costs.	
Sports is wonderful and teaches leadership and amazing skills but should not replace the basics and the arts. Once school is over, most sports involvement becomes spectator while the arts and education sustain individuals.	Downsize the administration, make it as streamlined as possible. We need more teachers, less administrators! Get rid of specific alternative schools and langu emersion schools and offer language at all schools	Cuts in salary and benefits need to begin at the upper levels of staff and less at the lower levels.
Get rid of school choice and strengthen neighborhood schools		Decrease bureaucracy and pay for top officials
decrease the use of technology in the lower grades - it's taking the kids away from drawing, writing, etc - and they get plenty of it from other places	CPM and 3x5	decrease testing -- too much money and time is being spent on that DHS involvement to smear good parents and blame them for school bullies: especially the staff bullies
District boundrys, very segrigation oriented	Policy of ignoring kids and calling them liers	
Investigations Math Curriculum, 4J probably wastes a lot of money on buying ind. workbooks each year for Math, ELA, science, etc.	Standardized Testing	Different report cards EVERY YEAR District should stop sending \$\$ out of the district to outside consultants . . . in-house staff can determine what textbooks and direction the district needs. We pay good \$ for good talent in-house, let's use in-house staff expertise and leadership.
OAKS testing is a ridiculous waste of already-inadequate instruction time.	Do we really need a "French Immersion" program? The Spanish ones are much much much more practical . . . plus I have never spoken with a Charlemagne graduate who can actually speak French . . .	
ipads at schools	TOSAs	downtown administrators
music	art	drama
Librarians (students can use public library or have classroom libraries)	Talent Ed	Easycbm

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Early childhood and culinary arts cut any extraneous requirements imposed by the state or federal government that do not improve student success	Family School and Corridor  state or federal mandated testing Seniority to teachers just because they've been around for so long. That doesn't mean they are good teachers!!	ECCO  eliminate initiatives that impair students for attending higher performing schools in the district.
Standardized testing. Eliminate outdated facilities and rebuild	Eliminate ineffective teachers based upon performance	Eliminate more school calendar days. Eliminate outdated learning materials and technology
Not sure entire scope of programs/services/initiatives. Generally speaking, there is too much spent on politically correct, overly sensitive things.	Eliminate programs other than core courses, fitness, and fine arts courses Reduction in administration. (Dean of students are as effective at a lower cost)	Eliminate purchase of new or reduce frequency of purchase of textbooks. use technology to reduce costs of such purchases
Reduction in funding for athletics.		Eliminate School choice! Eliminate so many days off. For working parents, the no-school days are so hard to manage.
Testing. Instantly fire [personal information removed], the most inept [staff] I've ever met. The school would run better headless.	Charter schools. Eliminate bussing to "school choice" schools. Bus to neighborhood schools only.	Eliminate special education services at "school choice" schools. Concentrate resources at neighborhood schools.
Cut from the top. Admins make too much money	Stop buying technology that the teachers don't even know how to use Eliminate the practice of putting principals in a district office job when they are doing a horrible job at the building level.	Eliminate standardized testing
Layers of administrators, special assignments, and curriculum advisors at the district level.		Eliminate the common high school schedule. Give building teachers a sense of empowerment. Eliminate umbrella district policies and replace with making decisions on a case by case basis for what is best for the students involved
Too many school choices for the size of our enrollment.	Eliminate meetings, staff development and	
SPED	IEP/504	ELL
Common Core	CPM	ESL
Alternative schools, IHS	School Choice	Extra' progams that are expensive for the number of students served.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

		Extremely advanced highschool classes. Some advanced math and science classes have very few students in them. This funnels money towards elite programs while leaving other programs with high class sizes and limited budgets. If kids are that advanced, they can opt to take those classes at LCC or through an online program. 4J needs to concentrate on getting the majority of it's students the most complete education, not a minority of it's students receiving an elite one.
Language immersion programs	One of the accelerated high school programs such as AP, College Now or IB. Do we really need all three of them?	
There are too many committees. They slow decisions and lessen transparency	Lessen overly cautious "safety measures" which are ineffective and instill fear instead of empowering individuals	Find better ways to maintain buildings/properties than complete rebuilds
Sports	Art	Fluff
Some sports.	Some heavy weight in district office.	Food programs, hand off to a non profit like Food for Lane Co. to do. Cut out Aramark, if they are still your contract company!
All but a minimal (!) standardized testing (No more than two days of a year every other other year?)	Administrative positions whose funding could better be used to decrease class size. And don't dismiss this without at least examining the idea that institutional pressures make managers imaging themselves more indispensible than they are.	Football
ECCO	Japanese immersion school	French immersion school
Choose a high school schedule that facilitates learning and avoids the current paradigm of cranking kids through an ineffective "learn and dump" educational mill	Stop paying directors and TOSA's to provide minimal support/services to the teachers/administrators they are supposed to be supporting. How about checking with the folks who are supposedly being supported by these directors and TOSA's about the effectiveness of the folks in those positions?	Get more support in the actual classrooms where it matters most, i.e. smaller class sizes, energized well-supported teachers, technology and curriculum that is effective.
I-pads are a distraction.	Less classes in a typical middle-school day.	Get rid of ineffective teachers. Nicely.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Eliminate PE requirement, if not the program altogether - allow extracurricular sport activities to count.	Forcing students to learn the same things regardless of their natural disposition brings stress and is not necessary.	Give different branches of education a chance to count the same as others - e.g. Art is worth the same as science and it can equally count toward graduation.
Testing	Scripted curricula	Groundskeeping
Testing	Teaching for testing.	Group lessons because it supports slacker students.
Costs to providing extra resources (folders, pencils, scissors)	The surveyors should list possible programs and services that could be eliminated.	I can't find anything that comes to mind that we could do without.
Administrators salaries, NOT eliminate just reduce.	Otherwise, I can't even imagine what I'd cut.	I don't know enough about the district but it seems to be stretched pretty thin already. Cutting anything seems cruel.
I don't think there is room to eliminate anything at this point.	I don't think there is room to eliminate anything at this point.	I don't think there is room to eliminate anything at this point.
You would be a fool to let go of the arts and music!!!!	Assemblies - get back to studing!	I hear the food taste horrible and not nutritious.
Eiliminate school choice	Eliminate honors tracks - although students with the the same class to earn 'honors credit' through extra projects/research papers/etc rather than tracking students	I worry that some of our school choice schools offer little more than a higher SES population than the neighborhood schools - not truly different programs
The 3x5 schedule at the high school level	Extraneous administrative positions at the district level - we all know there are too many people just shuffling papers around	I would adopt a universal social skills data collection system to identify potential Tier 2 kids before they get to that level - this would eliminate, to a large extent, the need for behavioral specialists to focus solely on one child's behavior and allow teachers to try to prevent the behaviors from getting out of control.
ipads, laptops, etc. There is really no need for such expensive equipment when they are mostly used for writing papers or doing research. Less expensive systems would save distric money or just use hand-written papers and the libraries for research.	I would eliminate school lunches. We've lived in other states where schools only provided a sack lunch to lower income families or other students who qualified. All other students brought their own lunch or went off-campus. This saved the district a ton of money as well as made the need for a cafeteria space unnecessary.	I would eliminate lockers as most students we know do not use them. This would also prepare them for college where they will most likely not have a locker.
i would eliminate, raz kids	i would eliminate, ixl	i would eliminate, khan

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

		I would largely rearrange how Special Education is administered. The lack of professional development available for teachers is appalling. 4J spends so much more on lawsuits that could be avoided if you spent more on training our teachers
Choice system	Alternative Schools	
Limit the amount of testing we do.		
Our kids are being tested SO much these days it's ridiculous. They are assessed multiple times over and over in elementary school. It just continues from there.	I would like to see the specialties such as STEM for the high schools eliminated. All the schools should offer the same classes so all kids have the same opportunities.	I would like to see the Charter School program eliminated. This seems like a program for the "elite" people in town and takes dollars away from the neighborhood schools.
		I would not eliminate anything without fully engaging the students, families, community partners and key stakeholders. This should ont be a cookie cutter approach. We want to help you with these tough decisions.
Hire and reward competent staff. Discipline and fire non-performers. Appropriately evaluate, manage and address district personnel issues.	Evaluate your programs to see if they are meeting your identified goals. Evaluate the need. Is there a better way to provide this service?	
I'm not very familiar with their current programs/initiatives	I'm not very familiar with their current programs/initiatives	I'm not very familiar with their current programs/initiatives
I honestly	have no	idea
IDK	IDK	IDK
professional development	team athletics (keep in-school PE)	IHS
Time dedicated to schedule related decision making (give union parameters and let them decide).	District PD that lacks strategy/cohesive structure	IHS as a school within a school
	Allow students to participate in up keep, landscape, cleaning of their schools to allow them a personal connection and ownership of the school.	In service money spent on the politically correct versions of what ever it might be. We have laws and protocol in place to deal with discrimination and harassment.
Cut athletic funding. Go to sponsorship and user fees.		
Consultants - entirely too many consultants who get paid	Reduce administrative overhead downtown	Increase dollars per student per school and give teachers raises
They are already stretched so thin, I don't if there are any "programs" to cut	Family school -occupying Crest Drive with buses and low numbers is wasteful	Ineffective staff members in IT Dept, ineffective leaders
		Initiatives that are "faddish" and have not yet proven the test of time in other schools (don't adopt them too quickly!!)
Anything that is duplicated (i.e., professional development offered too frequently)	Athletic transportation costs (keep teams competing locally to save money on buses)	
Programs that don't impact students everyday school day.	Services that could be absorbed by the community or private business	Initiatives that don't allign with district goals and or vision for the future.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Is there anything that can be streamlined and made more consistent and efficient, gain economies of scale?	Does it still make sense to have four high schools and eight middle schools? Could the district have fewer, larger schools, perhaps three high schools and six middle schools?	Instead of cutting school days, should cut days from summer vacation so students have more learning time and staff have more time for training and planning to teach. More days in the year without raising salaries and other costs.
I	Don't	Know
State Testing! Our children need to have the latest curriculum and best that is being used world wide and they should pass each grade and graduate and that way maybe the shame of being 25th in the world would rise.	Teacher Tenure! Show us you still can teach by what you produce!!! That goes for Administrators too!	Laziness in the District. People sitting behind desks while our children are not getting educated.
high school sports	teaching to develop "workers"	learning academies that discourage a broad exploration of many interests Less focus on pouring resources into high school when it's too late, and more focus on resources in elementary to set them up for success EARLY
Reduce professional development (particularly ones requiring district wide mass substitutes)	Reduce teacher/administrative positions downtown that could be used more effectively in a classroom by impacting students directly	
Computers before high school (waste of money)	Not necessary for high school students to earn college credit. Let kids be kids.	Less homework in lower grades.
reduce District office staff	landscaping maintainance	less money spent on technology
Too much eliminated already	4J very top-heavy - reduce administration so more money for kids	less/no money to charter schools
Additional technology	Sports	Liberal arts
Technology-specific classes	High stakes testing	Linking test scores with student performance and growth
Churchill High School - distribute all students among the other three schools which are under capacity. Many student who attend South Eugene do not live in the south Eugene area.	Limit money spent on charter schools - they drain public schools	Look at what foreign languages are taught and determine if they are usefull in the gobal economy.
Training that removes,teachers from class	EEF	Main office admin centered programs
alternative schools should be phased out, they divide neighborhoods and communities	Do not hire expensive consultants	make class sizes much smaller
Football and all contact sports, all grades	Standardized testing	Mass produced foods in cafeterias

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

So much has been eliminated since my oldest started in this district I don't know what else there is to trim!	Continue to consolidate and close schools if needed to. We have small schools compared to some districts	Maybe the TOSA program, if it is still going on
Additional/new curriculum	Unnecessary expensive standardized tests and replace with formative assessments and portfolios	Millions spent on district wide PD money spent on "teacher training" that teachers don't need, they need prep time
Adminstrators that don't teach art	TOSAs or anyone who is not teaching in the classroom	music
Sports	gym	Music
More equitable distribution of resources to ALL students -- too much going to the bottom 2-3% because of behavior issues. Will not pay off for society in the end. Need to help the kids in the middle as well	Pe	
	less administrators	negotiate down PERS benefits -- it's killing the system
testing	technology	new curriculum adoptions that are replacing very similar stuff and report card system now in place
Nothing	No More Cuts	No more stepping over dollars to pick up dimes
None	None	None
None	None	None
None	None	None
None	None, already too much has been eliminated	None, already too much has been eliminated
NO- NO-NO!	None	not a valid choice or question!
Everything has been cut. Nothing.	Nothing	Nothing
Football	Nothing	Nothing
Are you kidding me. There is already almost no electives.	No way	Nothing goes!
Bussing kids to Buena Vista. This is being done at a cost, but is not available to other schools.	Nothing-	Nothing- we need more programs to support all kids
State testing	Expensive curriculums	Office supply waste( paper communication)
school choice	year round sports	open campus
Middle management administration	Professional development for teachers	Outside consultants
diversity awareness	common core	p e r s

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Eliminate excessive testing, reconsider the separately funded programs by school that are paid for by fundraising and work towards funding higher quality programs (consistent throughout)	look at model schools - private, charter, and public. How can we become the model	partner with our community, the UO, others...we can do so much more together
"Honors" tracking.	Broad-based curriculum adoptions that everyone does not support (there is no one-size-fits all curriculum).	PBIS
art	music	PE
Autonomy of schools	School choice	PERS
New Math - go back to the correct way of teaching, please!	Football!	Physical Education classes in the mornings and Spring Term, unless ample time is provided to shower in a safe environment. No kid should have to sweat profusely during morning classes and then stink all day!
Expensive technology like iPads. Kids already know more than the teachers in this area	Technology	Please stop with gardening, sustainability, advocacy stuff. If you teach kids well they will make the world a better place!



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Eliminate many of the administrators at the district office and return autonomy to the local schools. The district office has consistently handed down changes/programs from positions of power. Those programs have repeatedly failed. Rather than listen to the community, teachers and students at these schools, the district continues to impose unwanted change heavy-handedly. When those programs/decisions fail, they simply impose more rules/programs without taking into account the desires/opinions of those affected. The district, over the last 17 years that I have been involved, repeatedly wasted money, failed students, (especially poor students) and alienated the community, staff, and benefactors. It is time to put the district in office in check and listen to the people.	Eliminate the p.d. Surrounding equity at the high schools. What we have is ineffective, at best. Productive p.d. Is welcome. But what we have is a waste of money.	Prescribed p.d. Is unwelcome. Instead, offer teachers a p.d. Fund. It is a waste of taxpayer money to teach people who are not invested in the outcome, and a waste of student instructional time to assume that teachers will have the time to implement said programs/plans
Administrative high pay	Expensive new curriculum	Professional development
There are several positions downtown that could be cut. High salaries for little gain.	After school athletics should be cut before the arts or physical education. After school sports serve few students at a high cost. I feel like the community/parents would fund club sports.	Professional development trainings should be CLOSELY looked at. Some are not of high quality and money would be better spent elsewhere.
Salaries of Board Members and Upper management should be cut or removed (volunteer positions).	Sports programs, Community programs could take over football/basketball/soccer.	Purchasing of Computers. Studies show technology does not enhance education, its more of a liability.
I-pads. They are a distraction.	Summer school. Or improve it.	Put grade 6 back in elementary school!!!
Get rid of AVID.	Keep administrators in their buildings, instead of spending money on "trainings" for them.	Quit spending money on CIM/CAM, or whatever the latest ed reform is popular.
reduce duplication / amount of testing	outsourcing health centers and mental health if it's less costly but still effective	reassess alternative programs
Cut administration	improve community involvement	reduce administrative overhead
reduce cost of sports programs	It should be a school and not a fully funded social service center	reduce amount of programs that do not directly pertain to core education

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Reduce administrators' pay not directly involved in day to day life of individual schools	Reduce initiatives that do not directly improve the quality of students' education	Reduce bureaucracy
Change ESS Rep Council	Eliminate restrictions on school choice	Reduce positions Downtown that are not necessary
Eliminate the excessive testing	Reduce professional development days	Reduce technology at the elementary level
Alternative schools at the elementary level	STEM administration/programs	Reduce technology expenditures. We are currently pouring huge sums into laptops that will be outdated very shortly.
Sports - students can access club sports	The amount of Alternative Ed programs - too expensive	Reduce the number of administrative staff at the district level - put those salaries back to hiring teachers
Technology programs in K-6th grade.	Reduce the use of cars, parking, and school buses in the schools.	Reduce the wasteful use of chain link fencing such as the new fence at Charlemagne, and the low quality landscaping at schools.
Reduce sports programs	Reduce number of administrators and autism consultants	Reduce time and energy spent on high stakes standardized testing - this is bigger than the district, but I think children spend far too much time testing rather than learning.
reduce school choice transfers	combine as many efforts as possible - designate a facility a learning hub	reduced administration in schools (not at district level - as they have their hands full!)
Any money spent on outsourcing.	Buying extras little things like bottled water	Reducing the biggest salaries?
Printed newsletters, calendars, resources and reports	Alternating Fridays off? (Focus on quality hour-days, not number of days)	Reduction in non-neighborhood/choice school offerings
Classes that don't lead to college prep	Classes that teach what students can learn at home	Retirement
Sports	Administration	Robodialers
School Choice	Some of the PD for staff (LEL, RBT)	SBAC
Some of the professional development trainings.	Teachers working in offices downtown who never return to classrooms to teach.	SBAC tests
days off for conferences when instructional time is already so low	programs that serve the top of the hierarchy if needs, like school gardens, when bigger issues aren't being met	school buses where public bus stops are nearby
Administration is top-heavy - reduce	Stop purchasing paper/text-based programs - they are obsolete	School Bussing, where public transportation is available
New technology/programs	Alternative schools (not charter)	School choice

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

iPads in the schools--too much policing, not getting bang for buck (not all teachers are using them enough to justify the cost)	Common schedule for HS	School choice except for immersion programs
I don't know	see above	see above
Seriously? I'm pretty disgusted this question would even be asked. Our schools run on a bare bones policy it seems, and you would possibly need to cut more??? How about you eliminate salaries of top administration officials, or even just reduce them down to the same pay as teachers.	Perhaps the gardens at each school could be increased significantly so you could eliminate how much you spend on food, instead of cutting our children's education.	Seriously though, find a way to make it work without eliminating programs, services, and initiatives that our children need.
Common Core	Common Core	Seriously, do you not get it, Common Core is killing us all.
Talent Ed	Easy CBM not helpful for planning instruction	Slow down on the new initiatives every year
Smarter balance	Smarter Balance	Smarter Balance
Language immersion schools	Alternative elementary schools	Smarter balance testing
Football.	Basketball.	Soccer.
Sodexo	Sodexo	Sodexo
Excess administrative staff.	Examine if AVID is worth the amount of money we pay to support the students.	Some of the leadership programs that seem ineffective.
Free Breakfast and lunch	Nurses	some staff and aids who are for helping learning disabled and kids with Individualized Education Plans
Diversity	Anti-Bullying	Spanish for Spanish speakers
anything that's not academic or career-related	all the -isms, programs that single out & celebrate individuals who've made poor life choices	special' services, like transgender bathrooms, assemblies, curricula, etc. Specialty "pet" projects by downtown district staff that is taking money that should be directed directly back into schools and classrooms. Your teachers are already highly qualified. Stop wasting money and put it where it needs to be!
Specialty Immersion schools - consolidate resources	AVID (unless it can be offered to all kids in all buildings)	
Computers	Career activities	Sports
administrative positions that do not work directly with students		Sports
Immersion schools	School bus transportation, (provide this only for students that really need it) public transportation works great.	standardized testing

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

The myriad testing programs that we have at different schools across the district.	AVID	Standardizing policy across the district so different schools are not a: developing their own programs and b: wasting resources in building what other schools have already built.
Testing	Administration	Standards
State testing	Common Core standards	State testing
high school sports, even if there is no financial cost to the district, it's a distraction from education	programs that develop highly specialized skills for employers. this is a form of corporate welfare. Employers should train their employees, not schools. give students a good general education.	STEM programs (see above)
Testing.	Math.	STEM.
District professional trainings	More teachers...fewer classified staff The French and Japanese immersion	Stop buying so much technology that goes unused...
The purchasing of textbooks; course reading materials should all be digital	programs - they should be converted to Spanish programs	Streamline the administration at the district office
Downtown administration needs to be shrunk.	EZCBM and kindergarten through 2nd grade testing gone.	Students on direct routes should receive city bus passes, eliminating school buses.
Standardized testing, where possible	Make sports more self-supporting	Students vetted (good attendance) before investing in/referring to alt ed options
Processed food and sugary drinks from breakfast and lunch	State testing- although I'm sure it's a requirement for all public school.	Such strict and sexist dress codes
3x5 common schedule	All school testing day in October	Talent Ed
Upper administration	Testing	Technology
Admin	3x5	Testing
Testing	Testing	Testing
Decrease the amount of people in administration/office staff.	Hiring out-of-area "specialists" to try to fix local problems.	Testing
Dental and vision testing. Why does the 4J Schools take on a parent responsibility?	Have the sports teams just play within our city area. Why spend the resources to drive to Southern Oregon?	Text books need to be available to take home. We are naive to think the majority of the students have computer access at home. Not true.
Administrators at the district office	All testing except easy cbm	Textbook adoptions
Stop focussing on fixing buildings, I am so sick of facilities coming before humans. Humans create the need for facilities. Human problems first, please.	Decrease administrative staff and salaries.	The 4J cafeteria system needs to be completely overhauled to include fresher, whole foods. Decrease food waste in the school cafeterias. Increase school garden

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Bad school lunches. A central kitchen sourcing local, organic foods could save a lot of money.	I don't know enough about all the different parts of 4J to answer this question very well.	The closing, combining and reopening of schools in our area seems nuts from a community perspective. Parents and neighbors want to be stewards of their schools.
Sports with low participation by risk populations	Reduce AP/IB offerings, possibly eliminate IHS if school funding drops significantly and immersion schools that are not dual emersion	The essential skills coordinator positions
top heavy administrators, both in schools and downtown	endless change and the cost of these changes	the new assistant superintendent position
Their food.	The amount of new curriculum materials.	The salary of the superintendent.
Reduce administrative overhead	One approach fits all mentality and programming	The unbalanced primary emphasis on college preparation
As much as art is nice to have it is not necessary & kids will survive & succeed without it.	Gardening programs	There have been so much eliminated at this point that we just cannot eliminate anything elses.
alternative schools except for high school kids in HS who would drop out	buying new curriculum unless agreed up first (current curriculum origin is still a mystery and for some reason no one talks about it - media should have	too many people experts teaching 1/2 time not being utilized - not enough forethought and playnning - just grabbing
Department based administrators such as: K-12 English Language Arts Administrator/ K-12 Math Administrator	District Wide Professional Development such as RBT	TOSA's (Teachers On Special Assignment)
Common Core testing	NCLB	TOSAs
We are anorexic as it is!	Staff development	TOSAs
Consolidate the two Spanish immersion schools.	Reduce senior level administration.	Turn surplus property into income, either through sales or lease.
administration	incompetent teachers	unions
Custodial reduction- Staff/Students help	Length of State/District Testing	Unknown
The district bus system	Move from paper documents to digital	VP level positions at the district office
We don't need flat screen TVs in every room.	We don't need the latest textbooks and curriculum, just solid, proven ones.	We don't need brand new buses. Just functioning and safe ones.
high school athletics	standardized testing	work to break down the legal barrier between capital and instructional funding so that money can be used as it is most needed

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

transgender education and rehab of buildings the transgender can use office and staff bathrooms no need to put students at risk	surveys and experts	you need to evaluate each position in each building and see where you can cut You should eliminate the idea that you have to cut services.
Recession lingo	Budget reduction programs	
Sub administrative positions such as assistant positions	Analyze positions or services that could be gathered to the community versus paid for by the school district	
Electives like Green team, etc	Choir and theater taught different periods- merge for basic I trots both	
we need technology, but some (like whiteboards) aren't worth the cost	??	
After-school sports (transportation for games)	"Choice" schools	
State testing	3X5 scheduling	
CPM math curriculum	Administrators	
Diversity programs let kids be kids	Administrators	
Alternative schools that serve privileged parents ... Bilingual immersion elementeries but not The alternativa high schools	Administrators pay	
Any non legislative required testing of kids	After school sports have community partner offer instead all sports should be "club" or community based	
All sports	community based	
School choice costs	Alternative schools	
Sped students with severe behavior problems taxing their neighborhood schools. Go back to more clc and behavior programs	alternative schools	
School choice.	Alternative schools.	
There is nothing to eliminate -- 4J had reduced PE & art/music staff; that staffing has increased in recent years but still is inadequate.	Any administrative waste.	
Heavy ESL focus programs	Any program that benefits only a few students (ie. field trips for 5 students that requires 2k to fund - this is a real example!)	
I can't name specifics: underutilized programs or those not serving families with extremely limited resources	Any program that piles "more of the same" academics on underachieving students rather than trying different approaches	

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Any "special" aka "extra" paid position/staff overseeing diversity development an training. This should fall on teacher(s)	Any time spent on "transgender" awareness.
School choice should be eliminated or altered to make it fair choice for all. Providing transportation to all would move choice in that direction, otherwise we are creating schools in poverty with fewer resources while families with means transport their students to schools with more options for their students.	As the ESSA requires testing, but not a particular test, 4J needs to invest in finding a test that does not take weeks away from curriculum and actually gives the information that would actually inform instruction. The current test takes away from the education of our students by taking weeks away from the classroom curriculum and causes enough stress that some of our students are in tears and others taking anti-depressants because of the stress of taking the high stakes test.
school choice	athletics
There's nothing left to eliminate but whatever it is it shouldn't impact teacher workload	AVID is expensive and although I am an AVID teacher, I'm not sure that it should be required at all schools
Football	Basket Ball
Outside contractors for audits or long trainings (like Saphier)	Big curriculum changes to align with the standardized test du jour
sports	busing - give students passes for LTD Buy out older tenured teachers
Cut admin positions by 15%	contracts Buying materials for curriculum changes that have not been proven effective.
Common Core testing.	Buying new curriculum. Good teachers can teach fabulously with old curriculum.
We are already at bare bones it seems. This is preposterous.	
Testing for national standards - seems like the data is too far removed to help teachers know how to help their students improve their knowledge	Can't think of anything else- my kids' school experiences have been excellent
The current school lunch providers	Change the 80% funding rule for charters
Language-immersion elitism	Choice that makes some schools "poorer and browner"

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Alternative schools! Someone should challenge the Constitutionality of the 4J Alternative Schools. They do not provide equal access to education. They have much higher parent involvement.	Choose staffing over capital improvements if a choice has to be made
Don't piecemeal the \$ problem. Cutting a handful of services will not solve the budget problem. A holistic budget and program evaluation is needed.	Clarify 4J's goals and purpose. Stop reacting to personal demands/threats.
School auctions that are unaffordable to attend for most families	Class rotating for different subjects
Classes that don't support building foundation skills.	Classes that teach students what to think rather than how to think.
Athletics	Classroom technology such as smartboards and computers for everyone
Standardized testing	Common Core curriculum
Smarter balanced testing	Common core curriculum
Fewer administrators downtown. Resources need to be spent in schools and supporting students IN THE CLASSROOM.	Contract out grounds maintenance Core testing (stop teaching to a test score)
School choice testing	curriculum adoption
standardized testing!!!!!!!!!!	curriculum imposed on teachers
Eliminate some after school clubs	Cut back on annual teacher training if the teacher has proved competent (let the good teachers do their job)
Before eliminating teaching staff: eliminate or move staff from district office to help in the schools and classrooms	Cut back on any waste of materials and/or services
administration	cuts to counseling
Do not eliminate. Add art and music	Do eliminate class size
i cannot think of another program that we could afford to eliminate. Kids suffer already for all that has been taken away.	do not eliminate, rather hold existing programs accountable...I removed my child because she never received homework help and always came home without any homework done.
School choice.	Doesn't really seem like there are many initiatives to me.



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Limit money and time spent on state testing	Don't hire outside legal representatives to negotiate labor contracts
less pay for the people at the top	don't spend money on useless tests that everyone opts out of
Cutting all of the fat off of downtown Tosa jobs and prof dev	Downtown - put teachers back in the classrooms Downtown admin
school choice	downtown personal, top heavy
Please stop putting programs in the schools that degrade white students!	Electives that focus on political opinions of teachers should be cut.
Parent financial support that results in unequal services in individual schools (political hot potato)	Elementary alternative schools
eliminate organized athletics at elementary school level and encourage more free-range "playfulness"	eliminate any federally dictated standardized testing, controls or evaluations
Eliminate the use of i pads/ unnecessary technology in classrooms like "smart boards"	Eliminate common core standards
New schools. New construction is encironmental disaster and unnecessary. Renovation is extremely cost effective nust not glamorous. The most effective schools in the country are often in veey old buildings.	Eliminate most testing outside classrooms
Reconfigure the way school nurses are used. Are the clinics truly necessary? We have many children at the elementary level with serious health issues. Maybe if clinics are going to remain they are housed at the elementary level so the youngest least capable students have a nurse or other professional more available. Front office staff doing meds, inhalers, monitoring children with seizures, diabetes etc. gives parents a false sense of security, and puts great stress on office staff. We have one nurse 1 day per week if a child in one of her other 3-4 schools is not having a medical crisis.	Eliminate school choice, immersion and charter.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Stop buying new curriculum that is expensive and requires the teachers to learn a new method frequently	Eliminate testing
We have eliminated enough--mental health, library, music and PE. We must restore these.	Eliminate the Food Service Management program so our money is going to a multi-national corporation. Return to self-operated.
Don't eliminate reading/writing/math... And keep recess/PE.	Eliminate upper administrative support personnel, if you aren't teaching full classes, or none at all then I would look at eliminating those positions.
Charter Schools that take money from neighborhood schools	Emphasis on certain sports over others.
Some of the professional development is useless and waste time	Evaluate administrators. Some arrive late, not there, and too many. Teachers are what hold the school together
School choice	Evaluation of administrative services and salaries
excess property not being used should be sold	excessive testing
South Eugene High School	excessive testing
Arts	Extracurricular
	Fewer "destination schools" like Charlemagne, or be sure schools like that are offering equal access to ALL, not just families who are privileged enough to be able to navigate the system, transport their child to school, etc.
Less time and money spent on testing	fewer long road trips for athletics
fewer curriculum / textbook changes	Fight back against how teachers are evaluated/admin burdened in this.
Testing and all the money and staff that goes with this.	Football (seriously with all the concern about CTE- why have this?)
Alternative schools with their lack of diversity	Football.
Central administrative functions.	French school. Who uses French?
seriously, I don't think there is room to eliminate, seems too bare bones as it is.	Make it Spanish.
Required music in middle school	Furlough days
Get rid of computers. They are only exsaperating negative behaviors and reducing writing and grammar skills.	Get rid of Friday Fun. Use the time instead to to twenty minutes health classes at the end of the week.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Many smaller schools are less efficient than fewer larger school. If funding were unlimited, we could have a hundred different programs but with funding limited, why do we allow so much waste/duplication?	Get rid of Smarter Balance tests. They aren't proven and our kids are guinea pigs. The scoring issues alone are crazy. Test the basics to look for trends but don't overdo it with essay questions, short answer, etc.
While I believe that certain languages, particularly Spanish, Chinese, and Japanese are quite valuable to teach, even essential, how can we justify , for example French?	Get rid of the current absurd High School schedule. Cramming a year of math, for example, into 2/3 of a year is nuts.
contract out custodial services/food services	highly paid trainers/professional development
Expensive technology	Hiring consultants
Is there anything left to cut?	Hot water
this has been done so much in past years!	I can't see any place where cuts are even possible
I would be that almost 100 percent of the people who take this survey do not have enough information to answer this question.	I don't know what all the programs and initiatives are
Yikes, hard question...after school sports by the schools	I don't know, I do not have a good answer for this
I don't think the kids need Ipads or learning tablets in the classroom	I think the superintendents are paid too much as opposed to the teachers. The teachers should be making more.
Dual language programs	IB/IHS programs (or at least consolidate into one location to maximize resources)
none. It's already cut to the bone.	If you had budget shortfalls, I guess you could increase class sizes or cut instructional days.
TAG	IHS
School choice.	Immersion programs.
Charter schools	Immersion schools
First of all, aim for efficiency, eliminate waste.	Inappropriate technology. We don't need all the latest classroom technology if it does not get used, is not useful to teachers, and does not further youth education.
the focus on sports (especially in high schools) over arts and science education (and over and underfunding respectively)	incredibly expensive and yet relatively invaluable staff development contracts with outside persons

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Sports	International High School
English for a Second L. Studens need full English	Intrepreter. Teach parents the confidently learnd English
Testing	iPads
	iPads for every kid/ let them take notes
French Emersion	Japanese Emersion
	Japanese. There is only one country that speaks it and they all speak English.
teaching to standerized testing	Language immersion programs that are not open to all
Charter schools	
AVID (expensive - there are other ways to teach students these types of skills; there is little research that supports any outcomes from AVID participation)	language immersion schools (good in theory but put undue pressure on neighborhood schools)
	Language immersion. I dont feel the schools that focus on language immersion are absolutely needed compared to other programs. Many people learn the language they need by taking courses - not by it being the priority of their curriculum.
Your union needs work. Get rid of terrible teachers.	Lawn services...who cares about weed-free lawns around school?
Opt-out of Smarter Balanced	
Decrease the amount of tests the students have to take! What a waste of time, money and energy	Less administrators bloating the system
	less focus on achievements on Athletics success and more focus on ca demia
Nonessential fun programs	Less raises for administrators who our failing our kids and families
Have the kids clean house themselves less administration	let go of ineffective teachers
	look at after school sports programs and downsize those that are a large financial drain to school and district.
minimize the use of technology in the lower elementary grades	
	Look into the equity of some programs like French Emersion, which take away resources from gen. ed. students.
Reduce some of the admin. downtown.	

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

There is really nothing left - but if necessary any part of busing that is funded locally. It will have the most dramatic effect on voters minds to see how serious the school financial situation is	Make parents pay for the football, basketball and other school sport team coaches so the school district doesn't pay for it.
easy cbm assessment tests	mandated district level PD mandatory full-day kindergarten
everything is important --	maybe folks that are not doing a good job
Eliminate Comprehensive Learning Center - Behavioral (CLC-B) program model or substantially revise	Modify the Needs Index (unclear evidence that the need-based funding model is having any positive impact on the neediest schools, while schools with low needs indices do not have sufficient funding to meet basic staffing needs; unfairly applied (e.g. schools with the same needs indices mysteriously receive substantially different levels of per pupil funding))
Less focus on high technology - just the basics re: computer skills	Multicultural focus can be a little overboars
school choice	multiculturalism
technology in the classroom	new buildings aren't necessary
Maintaining ineffective teachers.	New Cultural or diversity or "equalization" initiatives
testing	new technology
Extra district office administration who don't follow up with work, or make more work in the long run.	Non working/not present buliding administration/ineffective/incompetent
None	NoneNone
Any programs that don't serve students from a variety of socioeconomic and racial/ethnic backgrounds - at least at a % that matches the demographics of the school district.	Not elimination, but consolidation of CTE programs along with options for students to participate fully in CTE programs at a different school, or transfer to that school.
Alternative and language emergence schools.	Not sure there's much left to eliminate.
Nothing. Money should be found from efficiencies and building improvements	Nothing - need to add more, not take away.
Saphier training!	nothing else can be cut
State testing	Nothing else. We need to add, not subtract

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

school community service requirements (teach civics instead)	nutrition services could be scaled back or at least made more efficient
principal jobs	office staff
Look at staffing in the district office. It is my understanding that it is top-heavy.	Other than the above, I don't feel well enough informed to make this call
Look at staffing in the district office. It is my understanding that it is top-heavy.	Other than the above, I don't feel well enough informed to make this call
outsource substitutes	outsource itinerant staff
Utilize student interns before eliminating - too many free resources go unused in Eugene	Overhead
District level administrative positions	Packaged curriculum (where appropriate)
Administrative staff at district office	PE
Library	PE
Football	personal trainers
Testing	Professional development
Less time spent on diversity/political issues- takes time away from Instructional hours	Programs that single out students on the basis of their race or gender identity
While I think our district admin work very hard, I think they lose touch with the reality in the schools. Whereas our TOSAs or district leadership that has been seasoning in schools, tend to see them importance of putting feet in a classroom often.	Publisher created curriculum. It's shiny. It's new. It's expensive. It's not aligned. It puts a publisher at the heart of expertise instead of teachers. We should be going OER!
Less administration downtown..TOSA's could support fewer	RBT - we have enough in house knowledge to share
None - The district is operating at a sub-par level as it is	Really, none. There is nothing left to cut
immersion schools	reduce buses
soda and junk food dispensing machine contracts (maybe already done?)	reduce full day kindergarten to half day
already at bare bones can't afford to eliminate - shorten school year	reduce monies spent on state testing - waste of time & resources
Bussing	Reduce photocopies by eliminating worksheets in K-5 (this CAN be done)

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Eliminate standardized testing!	Reduce screen time (especially in elementary). Children already have too much at home - unnecessary to bring it into the school before middle school/high school.
Testing (cut it down by 95%)	Reduce the amount of resources that follows school choice transfer students (quit rewarding schools for taking lots of transfer students)
Eliminate abstinence only sex education and reinstate proper sex education that covers the real topics needed to prepare kids for real life.	Reduce the emphasis on state testing and focus on art and music studies
Restructure ESS. The number of administrative staff is mind boggling.	Restructure SPED in our schools. When the majority of our parents are dissatisfied. The referral rate for students with special needs to other programs is more than twice that of a student with no disability. This is not data that supports continuing the current model.
I would eliminate many functions in the admin office as much is redundant	Risk management would look to manage risk rather than eliminate
Charlemagne and other non-neighborhood schools	School choice
resc	school choice
Resource learning centers not SPED.	School choice
standardized testing (Smarter Balance)	School Choice and use of facilities for charter schools
High school level athletic programs (ie football, basketball, soccer, volleyball, lacrosse) - there are a number of private organizations offering high school level competitions - Maintain year-round PE for ALL students.	School Choice System.
Merge smaller schools into one larger school	School choice, including IHS
are there any left that can be eliminated?	seems like they've already all been eliminated
Streamline the north region programs. Consider moving Japanese Immersion to the Churchill region.	Severely restrict school choice and manage the elitism that persists in our schools.
Sports	Shermerhorn

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Some after school activities.	Shorter day at school.
Amount spent on athletic programs that serve a small minority of students.	Site-based management -- great idea, but way too expensive
After school programs because they have alot of day cares.	Smaller schools with less kids joining as one school close one.
Administrative expenses	Smarter Balance
Administrative expenses	Smarter Balance
Common core	Smarter balance
Common core curriculum	Smarter Balance testing
	Smarter Balanced Testing and other expensive testing that doesn't give teachers new/helpful data on students. Easy CBM and teacher assessments provide quality info that teachers can use.
Alternative schools except for language immersion.	
Pledge of allegiance	Soda vending machines
	Some of the math and science requirements
Standardized testing	
After school sports	Special education programs
	Spend less on textbooks and technology.
Decrease pay for upper management.	
computers	sports
Transportation	Sports
Testing	Standardized schedule across schools
	standardized state testing - wastes time
fancy new buildings	
Is there anything more we can eliminate? We are at bare bones now.	Standardized testing
Less focus on technology--we don't need an i-pad enabled middle school when there's not enough funding for full time PE in elementary schools	Standardized testing! (I understand this this won't go away...)
Excess administration	State testing
Theater - few participate, and ever fewer yet benefit from it further in life. It's more an avocation than an education.	Suspend efforts such as this one to chart the future path of the District. We just did this a couple of years ago.
I would skip the standardized test and replace them with digital portfolios	TAG. All students should have the same opportunities as TAG students. Take exisitng funding, reduce class sizes, train all teachers in the best practices, and raise the instructional level for all.
I have concerns about the idea of solving systemic problems with add-on programs such as AVID.	



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Fair wages, not inflated admin salary	Taking from children should be last option
Sports. They are a hinderance to education.	TalentED
Smarter Balanced test	Talented and Gifted program
The new grading way some teachers do. it's ridiculous!	Teach math the way it has always been taught instead of the new way it's very frustrating and confusing to students
Repetitive administration	Teachers on special assignment
Testing(SMARTER BALANCE)	Teachers on special assignments
Buying new expensive curriculum.	Teachers on special assignments.
alternative schools	teachers union
Standardized testing.	Technology use/screen time (IPADS, etc.).
High school football. Make the cuts that the general public will notice.	Testing.
School choice!!	The common core!!
Anything that is related to standardized testing.	The current math program.
stop spending on new curriculum that is not helpful to students or teachers	There is no more room for elimination, our students already recieve a poor education in comparison to almost every other state
Alternative high school programs; return responsibilities to high schools and encourage creative solutions.	There is not much left to cut...Just squeezing all areas.
Less district TOSA FTE, mandated Prof devel - more building level PD	There's not much left to cut to be honest
Don't have enough information	Things that are not chosen or interesting to students
Are you kidding? What more can we possibly get rid or?	This is probably against the law, but if I could, I would muse about the viability of some severely disabled students having full-time one-on-one caregivers/supports. This can't possibly be cost-effective, and it takes money away from the student body as a whole. But, I realize this is probably not a real solution.
Our middle school has too many electives that even the kids say are pointless, they don't learn anything	Top -heavy administrative positions- especially a number of very inept administrators!
PD days with expensive speakers	TOSA teachers

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

History. It is changing with global awareness.

Traditional year school schedule

Not eliminate, but build in efficiency through structural changes that maximize resources and staff energy in achieving purpose

Turn organizational chart upside down with the student on top, and figure out how all the layers from classified, certified, administrative can support the work of educating the student

Anything that is not meeting its goals! programs that only support a small group, based on race, economic etc.

Underutilized services  
we really can't afford to cut much of anything else!

We support programs, services and initiatives that are currently in place. Alternative schools, and I hate to say that because I went to alternative schools here and believe in them. But right now they are wealthy enclave and our schools are in a state of emergency. All children in Eugene deserve a wonderful education, not just the wealthy.  
cuts in administration

We would like to see a reduction in resources and time spent on standardized testing

We're so bare bones, what else could possibly be cut??  
what is left to cut???

Redundant standardized testing  
While I love the idea of IB for all at North, it takes duplicated resources from what exists at other schools. Looking for duplication or silos that could be more efficiently run.

?

???

4J has been cutting since the passage measure 5. Please do not cut one more thing. Oregon graduation rates and class sizes in comparison to other states says it all.

Aargh, none of them. Variety is good!  
Abundance of technology spending, students do not need an ipad and a laptop (per individual) in class, limit over excess.

Admin

Administration

Administration

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Administration  
Administration positions at the district level.  
administrative overhead  
Administrative positions  
Administrative positions that don't directly support students and teachers.  
Administrative salaries  
administrator salaries that are really high.  
Administrators

Administrators for things such as testing/Synergy/STEM. We've continued to add administrators/TOSAs and also reduce classroom FTE. This is not right.

ALL ATHLETICS  
All day Kindergarten  
all sports  
all that focus on standardized tests  
All the high priced after school programs  
already eliminated; what's left?

Alt high schools. Smaller classes would help struggling kids.

Alternative HS programs defer responsibility of educators to differentiate and inclusive practices

Alternative schools  
Alternative schools  
alternative schools/school choice... I believe if everyone supported the neighborhood school, the neighborhood school would be stronger

Any processed and pesticide laced food products.

Apex online credit recovery program

Are you kidding me?

Athletics could be taken out of schools.

AVID

back to basics--lose the fluff

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Being focused on state and federal tests and more on the individual student success.

bulk at district office

Bussing, give them bus passes

Can we really afford to cut anything at this point??

Can we seriously eliminate anything more? It is bare bones as is. Without a budget this is hard to answer.

Can't really answer this without a list of what all these options might be.

Can't think of any

Can't think of any.

can't think of anything I'd eliminate!

Changing the reading or math materials so much.

Charter schools

Charter schools such as Charlemagne (it jeopardizes the neighborhood schools)

Charter Schools!

Charter/alternative schools that are consistently underperforming

Chronically poor performing alternative schools such as Corridor Elementary

class time spent in clubs

Close the lowest rated schools? Just an idea, haven't thought this through.

Close the two alternative schools (Corridor and Family School)

Close unneeded elementary schools in South Eugene (school age populations have moved north and west).

Common core

Common core math

Common core testing. Keep the common core but eliminate the high-stakes tests which take up WAY too much teaching time and money. They are useless!

Computers

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

consider contracting bus, custodial or cooking services to outside agency  
consolidate admin and DO positions  
Consolidate campuses, if possible, to spend more \$\$ on teachers and less on administration. Do we still need 4 high schools in Eugene??

Contract with Sodexo. Better food options out there.  
cut admin.

Cut administration 50%  
Cut back of the inter-school-athletic programs . We spend way to much money and classroom times with sports programs which seem to take away more and more from the academic programs.

Cut back on administartion & increase staff at classroom level.

Cut back on all the technology purchases at the elementary level.  
Some of it is unused.

Cut downtown admin positions

Cut downtown administrative staff  
daycare centers in high schools

Decrease (not eliminate) money spent on sports and the high school level  
decrease the amount of time spent on testing

Discontinue Smarter Balanced Assessment tests and allot test prep time to actual learning

District level admistration

District level staffing (too many administrators at the district office)

District office personnel

District office personnel. Protect the front lines.

Do not do that, please.

DO NOT ELIMINATE PE - ADD IT - ADD IT BACK ALL YEAR

DO not touch arts, music or PE.

These are critical to well balanced, enriched kids.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

don't hire another consultant

Don't know

don't know

Downtown admin.

Downtown administration

dual immersion of River Road and Kelly-students have less choice of electives because this school is trying to have Japanese immersion and dual immersion. Spanish dual immersion should stay in Sheldon area.

Dunno

Easy CBM testing

electives like "History of Rock n' Roll", non-essential life skills electives  
electives not related to academics

eliminate administrative positions, HR

Eliminate Administrators that are unnecessary

Eliminate all the extra administrative staff at the district office

Eliminate alternative schools that do not address a specific need, but simply encourage segregation

Eliminate any program, service or initiative that does not add value to the students or the teachers. Cut anything that is essentially administrative bloat. Education at all levels suffers greatly from bloat at the top.

eliminate autistic children that have no learning capabilities

Eliminate funding for charter schools that aren't neighborhood schools, (like Charlemagne?), and turn them into private schools.

Eliminate GSA

Eliminate some administrators and/or their support staff.

Eliminate sports.

Eliminate TAG as a cost.

eliminate team (non-club) sports before music/arts

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Eliminate the CLC-B programs and replace them with something more productive.

eliminate the district office

Eliminate what was least priority to education.

Eliminate what's NOT working

Eliminate? Hasn't enough of that been done already?

Eliminate? There is nothing left to eliminate.

elite language programs. Given the need for Spansih as a second language in our community and the number of DLL spanish speaking children we should only have Spanish emersion schools and there should be more of them.

ELL

employee raises

Employee unions

English as a Second Language. English should be the Mandatory language in the U.S.A.

Equity committees - waste of time and resources

Everything has already been eliminated at local schools, so I guess that leaves central administration.

Excessive testing of the students excessive testing.

Extracurricular activities

facility upgrades

Fewer administrators.

Football

FOOTBALL!!!!!!! Stop hurting our children. Eliminate headers in soccer.

french immersion

French immersion at the elementary and middle school level.

Get rid of chocolate milk...to be replaced with whole milk.

Get rid of one high school and feeder schools to that area

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

gifted/talented programs (these curricula and teaching practices should be available to all.)

Greatly reduce standardized testing

Green initiative, school garden

grief counselors

Guest speakers like last year's transgender person who's talk was supposed to be "anti bullying" but instead promoted social bullying by using the tripping of former classmates in public as an appropriate way to get revenge in those who's picked on him/her as a child.

haha....you are joking right.....

Haven't we eliminated enough?

High stakes state testing is not necessary until high school. Trust the teacher

High Stakes Testing

Hiring outside consultants.

homework / emphasis on homework / grading homework; increase quality of learning time/instruction during the school day

how about reaching out to other organizations to collaborate. Build relationships with the City, the YMCA, sports organizations and others to share resources in tight times.

I am not aware of any programs, services or initiatives at my child's school.

I am not familiar enough with this topic here

I am not sure Special Ed students belongs in regular education structure if they can't really be integrated to the regular curriculum

I believe that 4J is already at barebones. I have seen so many programs cut in the last 10 years that it makes me sad to think of any further cutting.



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

I believe the cuts already forced on the district have well exceeded what should have been eliminated

I can't even imagine.

I can't think of any.

I can't think of anything I would want to cut.

I can't think of anything to eliminate.

We are already at a bare bones level.

I can't think of anything.

I can't think of many things to eliminate, because I think we need more programs and services to serve the wide diversity of people attending 4J schools

I do not know all the programs available. Difficult to answer.

I don't even know what programs, services or initiatives the district currently has going.

I don't have enough information about different programs available at this time to say.

I don't know

i don't know

I don't know - we've had so many taken already

I don't know enough about how money is spent in the district, but it feels wrong that class sizes are so big and we are asked to do so much for so many students.

I don't know enough about the gamut to select

I don't know how much more you can eliminate

I don't see fat to cut. If we're wasting money, it's on ineffective teachers that ineffective administrators refuse to get rid of.

I don't see where 4J has room to eliminate programs; the budget is already shoe-string.

I don't think there's anything left to eliminate at the school level.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

I don't think we should get rid of anything else. If there is a short fall then we need a bond or increased taxes. These kids' education can't suffer anymore due to adults' mistakes with money and budgeting.

I feel too much has been eliminated I feel we are already operating within a bare bones system.

I have no idea

I have no idea how to answer this question. Sorry.

I have no idea. No more standardized testing. Ha!

I honestly can't think of anything that can be eliminated as it seems pretty bare bones right now.

I honestly don't know what more can be eliminated from schools.

I hope not!

I know there are many programs/services that I am unaware of so I can't answer this question without more information.

I think school choice should be based on need not want. It has created a notion that some schools are better than others. There should be an application process to identify why a student should not be in their neighborhood school.

I would decrease the focus in sports at high school level and focus on other electives too

I would eliminate the small school model within the high schools and make those classes available for all students to take.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

---

I would eliminate school choice. I think it wastes district money and resources, increases vehicle traffic, makes it so kids don't walk/bike to school, and actually makes inequity worse by allowing wealthier parents who have the flexibility and means to drive their kids across town to school. It leaves neighborhood schools with less predictability in forecasting attendance, and with less families with involved and/or wealthy parents to support the school.

---

I would look at the number of high paying district office personnel and down size if possible

---

I would need to see a list of priorities to answer this question. On one hand, I feel like things are already pretty bare bones. What else could be eliminated?

---

I would need to see a list of programs/services/initiatives in order to form an opinion on this

---

I would reduce some of the amount of money spent on technology for lower grades

---

I would reduce time off from 15 weeks a year to 5 weeks off for all staff with total salary and benefits in excess of \$80,000/yr. \$80K should buy a full year's work.

---

I would want to review costs to determine ROI on programs to answer this question

---

i'll get back to this later

---

I'm not sure. We run on such a skeleton crew as it is. I would say it is more of a funding allocation issue.

---

If deep cuts were necessary, replace PERS with something competitive for current and future employees but not disabling to the budget.

---

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?

If there are niche programs in which district funds are being allocated to address a small percentage of students, let's look at that return on investment for the greater good of the student population.

If you eliminate any more I will home school my child. Really!

IH

immersion foreign language schools unless they are available to ALL students

Immersion programs

Immersion schools

impossible so much has been eliminated already!!!!

In my opinion, taking a look at administrative cost.

Individual school libraries

Initatives that compete with one another or are redundant

initiatives that focus on test scores as the primary means of measuring knowledge

International baccalaureate studies, those students will succeed regardless.

International High School

Interscholastic athletics as a dominant school community focus!

Is there anything left?

is there anymore which can be eliminated? There have been much too many in the past 15 years.

Is there anything left to eliminate?

It seems pretty bare bones already.

It's hard to imagine doing this with even less!

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

It's more up to the state, but I'd like to see the amount of time and money spent on SBAB cut back. A shorter test and testing at fewer grades would mean more time and money spent on actual instruction.

It's not for me to say  
Jobs at the DO that can be eliminated or combined with that of other employees

Language immersion

Language immersion programs for sure

Language immersion schools (spread language out to all the schools, and take away the unequal distribution of resources or the perceived unequal distribution)

Learning different languages

LEL - is individually based, not global to buildings/district experience

Less at the 4J offices

Less focus on new buildings- more focus on high quality enrichment for schools

Less professional development days and more instructional days with students

Less sports

Less testing-expensive, wastes time, stresses kids and teachers

LESS TESTING!

Less traditional forms of achievement measuring such as standardized testing.

Let parents buy supplies

Look for efficiencies. Can busing be outsourced or shared with Bethel?

Custodial? Tech?

Lottery/school choice.

Low participation athletics--turn into club sports

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Make K-3 class sizes much smaller, and high school classes larger. It is unbelievable that the ratios of student-teacher is the same for first grade as it is for high school!

make schools like Fox Hollow private Charter schools since they are able to raise \$140,00 at s parent auction while others struggle to raise \$5,000

Music

Music

Music in elementary

n/a

Nearly 3 months of summer break could be 2 months of summer break instead

Need to know the intiatives you already have in place? This question should have multiple-choice options.

Network Services should be contracted out

new curriculum

No

No idea- there doesn't seem much left to cut!

No ideas

no more math adoptions

No more testing!

No school choice. No more segregation.

non-language alternative programs.

none

None

none

none

None

none

none

None

none

none

None

None

None

none

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

None

None

None

none

None

NONE

none

None

none

none

none

none

None

None

None

NONE

none

none

none I'd add.

NONE - already too thin

None - education is too important for this. It is an investment in the future.

None - I cant answer that because I find that option to be what we have been doing for 30 years

None - time to stop that

None - we are cut to the bone

none - we've cut so much already

NONE everything is important in its own way and has value.

None of them. There has been too much cut already.

None put your heads together and figure out funding. Our kids are already suffering

none that I am aware of.

None that I can think of

none, all are important

None, but you could elimiate a few ineffective and unethical adminstrators

None, find ways to cut back on administrative costs, increase accountability.

None, pay superintendent less

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

None, there isn't much left right now  
None, they should ADD more P.E.,  
music, art, etc.

None, we are already bare bones. Any  
more losses will kill public education.  
If I had kids right now I would think  
hard about private education

None, we can't afford to cut anything  
else.

None!

NONE! It's stretched now. There's  
nothing left to eliminate.

None.

None.

None.

None. Things have been cut to  
barebone already.

None. All aspects of education should  
be deemed necessary.

None. Its been cut back to far already

None. The money is there, it needs to  
properly allocated.

none. we can do better than that.

None...you need more choices for the  
children so they want to attend school  
not a thing - bring more back

Not a thing.

not an option

Not having participated, but seeing  
the physical effect, programs like

Taking It Up have to be expensive.

Probably good to increase staff  
awareness of their own biases, but is  
that the best use of funds?

Not knowledgeable enough to know  
mandates, or options

not knowledgeable enough to say  
what needs to be cut

NOT music or the arts

not sure

not sure

Not sure

Not sure what is offered now



**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Not sure? I'd want to see a list with an explanation of each first

Not sure.

Not sure. I'd want to see the budget before answering.

Not too familiar with all things listed.

Would have to have a list of them in front of me in order to give a proper response to this question.

Nothing

Nothing

nothing should be eliminated at this time.

Nothing--it's already skeletal.

Nothing, it's all important

Nothing!!!

Nothing. There is nothing left to eliminate.

Nothing. Things have already been cut to the bone.

Nothing. We are already bare-bones and it's so terribly discouraging.

Number of administrators  
out of state lunch food

Out of town sports

Over Testing

Overpaid Underperforming

Administrative Staff

P.E.

PBIS and district wide behavior consulting.

Performing arts

Perhaps alternative schools - but I think the special programs could be incorporated into neighborhood schools

Perhaps decrease the number of extraneous electives available to middle school/high school

PERS

PERS

poor administrators instead of sending them downtown [personal information removed]

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Positions paid for that are shared with  
EEA

principal salary

Programs should be evaluated in a  
consistent manner. If, according to  
the data, they are ineffective, they  
should be eliminated.

Programs that only meet the needs of  
a very small portion of the overall  
population

Programs which cost a lot of money to  
serve a small group, but not special ed  
really? what is left to cut?

reduce administrative (district level)  
staff and their income

Reduce annual testing

Reduce overhead administration  
costs.

Reduce resources for athletic  
programs

Reduce, but not eliminate ESC's

Reduced lunch being free

Redundancy and business inefficiency

Redundant Professional Development

Redundant testing.

Redundant/overlapping district  
administration staff

Remaining non-language alternative  
elementary schools

Restructure programs to make them  
more efficient, but not necessarily  
eliminate programs.

Retool, reduce administrative  
overhead at district and building level

Sadly, there's not much left to  
eliminate...

Salary of administrators

SBAC testing

SBAC/OAKS Testing

SBAC/Testing

SBAC/Testing

School choice

School choice

school choice

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

school choice

School choice

school choice

School choice

School choice

school choice

School choice program and put language learning into all schools.

School Choice.

school choice. It's not equitable, especially for schools in the N.E. area.

School Police

Seek a way to streamline special education administration

Seems like it's all been eliminated already.

Seriously? We have been cutting for years. I don't see much "fat" left to cut.

Several district level administrative positions

[expletive] staff rather than switching them from one school to the next.

Parents talk.

Smarter Balance

Smarter Balance testing

Smarter Balanced Assessments

Smarter Balanced test

Smarter Balanced Testing.

Smarter Balanced tests

So many different math programs rises the cost of math teachers and math books, consistency in math programs could bring down cost not only in math but LA, SC, SS.

So much Digital classes.

social clubs/groups with no academic focus

Some language immersion programs

Some standardized testing

Spanish immersion

Spending money on collecting expensive consultants to collect data

sports

sports

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

sports  
sports  
sports  
sports - we can use the club sports in the community.  
Sports teams. Stick to PE classes.  
Sports- too much spent already  
sports, they never get cut when budget is tight - it's always music  
Sports....kids can get it outside of school.  
staff positions at the district - not direct teaching positions  
staffing at the district office  
Standardize testing  
Standardized Testing  
standardized testing  
standardized testing  
standardized testing  
Standardized Testing  
standardized testing  
standardized testing  
Standardized testing  
standardized testing  
Standardized testing and all the prep that goes with it.  
Standardized Testing, the teaching for and administration of costs a great deal of money and class time.  
standardized tests  
state testing  
State testing  
state testing oaks and smarter balanced testing  
State testing.  
streamline central office with fewer directors, etc. and hire more teachers  
Study hall  
TAG  
TAG  
TalentEd (too many reports, not enough time to do them well)  
Talented and gifted  
Talented and Gifted  
Tax breaks for wealthy people

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Teacher on assignment positions and excess admin - put staff back into classrooms

Teachers on special assignment

Teaching to testing (ie - only teaching what kids need for tests)

Technology

Technology

Technology - reading, writing and math are more important

Technology can be limited

technology improvements

Technology purchases that become obsolete within 4 years

Testing

Testing. Evaluate students based on personal growth.

that is a very hard question

the classes like the history of rock and roll( its not going to help them be successful )

the CPM math program and go back to the old math books, which the high schools still have

The current common high school schedule must be replaced

The current high school schedule

The district has had years of cuts that we need to find efficiencies but combining and centralizing some efforts

The long bus rides to other parts of the state for sports events

The schools have already been cut to the bone. There is nothing left to eliminate.

the wellness clinic

There is a lot of technology that is used which is inspiring for kids, but I think that some of it should be cut back to allow money to be used for extra teachers to lower class size.

There is no fat left to trim.

There is nothing left to cut!

There is nothing left to eliminate

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

there is nothing left to eliminate

There is nothing left to eliminate - it's all already gone

There is nothing left to eliminate at the school level.

There is nothing nonessential left to cut.

There should be less fundraising done at one time.

There's no room to eliminate anything

There's nothing to eliminate - there's already a major lack of services and programs!!

They should not eliminate programs instead they should look for ways to increase resources. Parents could be involved with this with fund raising activities

They've already eliminated enough :-)

Things that least affect the classroom.

This is building specific in my opinion.

This is hard, because I don't know all the programs, etc. to consider and I work for the district!

This question ---I would need options to choose from...

This should be the last option

Those classes that are geared toward college bound students.

too many cuts already. I honestly cannot think of any place to cut.

Too many have already been eliminated. What's left?????

Too many have been eliminated already.

Too many TOSAs devoted to canned professional development. (Good people being used poorly.)

Too much has been cut already over the past 30 years...what's left to cut?

Too much time and funding spent on professional development.

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

Top heavy at the administrator level --  
all those literacy positions

TOSAs

TOSAs that aren't needed (Synergy,  
etc.)

Unsure

unsure

unsure

unsure

Unsure...

Upper management

Vending machines

we can't lose any more!

We cannot afford to eliminate any  
programs or services.

we have already eliminated school  
nurse and counselors, regular gym,  
library, music, art, science, bus  
service, textbooks in some classes,  
access to remedial help, access to  
speech therapy, etc. The only things  
left to remove are the teachers, the  
buildings, and the students. I guess I  
would say the buildings.

We have eliminated enough.

We have eliminated quite enough!

We NEED TO ADD!

We run on bare-bones as it is - there is  
nothing we can cut!

We spend too much money on the  
Saphier program and trainings.

We've been cutting for 20 years!

what on earth could be left to cut?!

What's left to eliminate?

What's left to eliminate? There is  
already barely any PE (if any), mostly  
(if any) music, very little arts, no  
theatre...

where else is there to cut?!?!?

Why don't you just freeze the salaries  
of those making more than your  
highest paid teacher instead.

Would not eliminate

departments/programs, but make  
current ones more efficient

**Q15: If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**

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Wow. Not enough info. here for me to even begin to answer. I would have to look at the budget and do cost /benefit type analysis

You are already bare bones.

You can't empty a dry well.

You have eliminated enough



## Q16

**What do you see as the most important areas the district should focus on in the next 3–5 years?**



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

academics	more academics	and even more academics
Class sizes	Decrease amount of open choice, stay in your own neighborhood	Increase graduation rates from high school
Small class size	Support for teachers with high needs kids	Look at school choice, What affect is it having on schools with high needs
Increased environmental awareness and activism	Student empowerment	Place based learning
The environment and green technologies	How our government works/how laws are made/ the constitution	Teaching students how to think through problems
Excellence in instruction/educators	Reduction of class size	.
class room size	maintaining quality instruction/teaching staff	# of instructional days
Education rather than statistics	Student, parent and teacher satisfaction	4J schools, not some invented national "average" or "above average" IDEA of a school
Mental health and behavioral supports.	Consistent class sizes across the system.	A common central office schedule for PD/events/family involvement activities.
Student teacher ratio	All year PE And music	Access to challenging curriculum
Anti discrimination awareness	Social problems family addiction issues	Accountability
Reduce class size	Ingress participation in decisions such as who is hired as principal	Achievement gap
reducing class sizes	ability versus achievement	actual student learning versus learning how to pass standardized tests
Increase funding	Reduce class size	Add back previously lost programs like arts and PE
Class size	Reducing the need for parents to clean the schools, fund raise, buy supplies, etc.	Add elective courses
smaller class size	better nutrition in elementary grades	add more art, music and PE
Reducing class size.	Reducing teacher stress and workload.	Add more music, art, and movement to schools.
reduce class size	add full time counselors to all schools	add PE classes
Add teachers.	Add teacher assistants.	Add pre-school.
Reduce class size	Add counselors to school	Add vocational opportunities for students
Improving the achievement gap	Less focus on standardized state testing	Adding art/music and PE to elementary schools and more funding for middle and high school.
class size	lengthening school year	adding arts programs
Relationships/community building	Student mental health/less pressured learning environment (MAKE SCHOOL ENJOYABLE AGAIN)	Adding classes with real-world (employment) relevance and/or electives such as the arts
Teacher/Student ratio	Adding Art and Music programs	Adding more experiential learning

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

reading, writing	math	adding music and/or language to a curriculum
Class size and teacher workload	Equity	Adding music, art, physical education and other electives back into the school day.
Decreasing class size	Making allocation of resources equitable throughout the district.	Adding support staff in every school.
Graduation rates	College readiness	Addressing disparity in access
Lowering--and stabilizing--class sizes. Kids cannot learn Algebra when there are 74 students in their class (as a SEHS student complained to me)	Staff morale. Support teachers in every possible way, not just financially.	Addressing societal stress (i.e. mental health) and creating/adopting curriculum proven to help students learn alternative dispute resolution (alternatives to violence and poor choices in general)
Wise use of classroom time	Intervention for struggling students at all levels	Adequately resourcing teachers and students
Sped	Gen end working with Sped	Admin working with Sped
Increased wages for teachers/staff educational competence- meet average national and international standards	Additional support for afterschool programs	Administrative
Better Curriculum along Better Teachers not tenure.	educational competitiveness - exceed average standards nationally	administrator/supervisor accountability and reduction
Reducing class sizes	Reduce class size!	Administrators and Staff (Principals, Vice, counselors etc., do a better job, don't just take a pay stub and please Sports does not mean you are the most important! The Arts, The Sciences, are equally important! Look to history for that!
Achievement Gap	Diversifying our teaching staff and administrators	Advocating for improved school funding
Put at least the same effort that is given to special needs kids, to TAG kids so as to allow them to reach their full potential	Math and Science instruction	After school programs to support struggling learners.
Teacher resources funding	Apparently Roosevelt's new building will accommodate fewer students than in's old building and yet there is an increase in enrollment in the south region of children. There may need to be an addition put onto the new building - or the portable from the old school moved to the back of the new school.	Aggressively lobby for more funding
	Technology staffing	Aging buildings aging school buildings

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Aligning high school courses with college and career readiness	Improving the quality and alignment of professional development for all staff	Aligning data and assessment systems k-12
All schools should have organic food available	All schools should have more art and music wood shop and community service outreach like building huts for homeless	All schools should have smaller class size
retention of students	listening and responding to families	allowing students to have more electives at all levels (h.s., middle school, and elementary)
closing achievement gap	increasing graduation rates	alternative assessment practices
Class Size	Middle School	Alternative Ed Opportunities
graduation rate	seeing the whole child	alternative education and programs, closing achievement gap
specialized instruction	class size reduction	anti bullying curriculum
Reducing class size.	Keeping arts and music in the curriculum. Likewise: we spend most of our time on specific learning objectives that do not teach kids how to communicate effectively, how to advocate for themselves, how to work cooperatively, how to dress for work, how to solve problems creatively, or any other skills students will actually most need to participate in the work force. It would be good to look at students more holistically/ figure out how to make goals for teaching students those other skills. Kids are right when they say that most of us do not use calculus after high school.	Anti-bullying campaign.
Preparing students for a high-tech world. We teach students a lot about math and reading and almost nothing about tech literacy.		Anything we can do to support students who come from poverty or trauma, we should do.
Preschool	Recess	Art
Class Size	Competent Teachers	Arts and Music
Sufficient support is offered to classroom teachers	Strengthen children's reading skills	Arts and physical education
Health and well being of Students, Staff, Families and Community	Technology resources	Arts and Science enrichment
maximizing revenue	avoiding further cuts	asking voters to approve more tax revenue
Better and nicer teachers	Bringing back music and shop	Assessing what are relevant classes and moving away from the study a little of all things mentality and allow more focus on specific types of skills.
Decrease class size	Add arts education taught by certified art/music teachers	Assist teachers with research based instruction

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Student engagement	Diversity	Assistance for low income students
Class sizes	Retaining qualified teachers that care about there job	Assistance for the kids falling behind
Achievement gap.	Drop out rate.	Attendance.
Getting the grade/school configuration right	Every student has access to a quality comprehensive program	Attending to equity, diversity and inclusion
computers	teamwork	awareness of being a citizenof the world
Funding	Facilitites (next bond measure)	Balancing across regions (ex., NEHS population is dwindling fast)
Trade programs for kids not on the college track	Teaching kids creative thinking and problem solving skills	Basic finance education
Keeping wages down.	Work smarter, use the funds that are given in away like it is from your own house hold buget, not a charge card that never gets paid for.	Before adding anything new to programs, cut other programs that are not effective to pay for it.
Childhood trauma	Sped	Behavior skills
Decrease class size	Counseling	Behavior support
Class size	State and local funding	Behavioral mental health services
Reducing class sizes and increasing staffing.	Upgrading technology available to teacher and students.	Behavioral support and counseling services in each building.
Better accountability	Policy implimentation	Believe the kids, dont call them liers
class size	behavioral support at all schools	better admin evaluation
Cultural competence	Smaller classes	Better curriculum
To better understand the educational needs of each school	Change testing standards	Better educate staff
Free lunches	More electives	Better equipment to learn with.
Seeking additional financial support from the state	Additional financial support locally (family and/or corporate donations) to achieve targeted goals	Better estimates about class sizes and greater transparency in terms of how the overcrowding issues are being handled
small class sizes	more instructional time	better faculty training, and respect
lengthening the school year	meaningful all-day kindergarten	better funding to reduce class sizes
Reduced class size	Less testing	Better nutrition
Our many, many geniuses within the district that are not being paid attention to (compliments alone mean nothing). New challenging, fun curriculum which could encourage friendship, teamwork and a admirable commanders all working together for the greater good.	Spanish as a second language for all. Graduating with a dual conversational language.	Better pay for our Classified employees (we are closer & closer) to minimum wage. Better pay = better applicants!
Better education/programs for parents. It's not all up to the teachers.	Better math & science scores/grades.	Better preparation for college/careers.

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

classroom size	in-classroom support	Better programs (than TAG) to drive and encourage capable kids
class size reductions	more teacher professional development--chosen by teachers, not imposed by district or state mandate	better service to ESOL students Better support for special needs students
Class sizes	Less testing	
class size	support for kids with ADHD/aspergers	better teacher student ratio
Arts and music programs	Arts and music programs	Bettering school lunches with whole food vegan options and no processed garbage
reducing class sizes!!!!!!	making teachers happy (higher pay, more time for prep, etc..., freedom with their curriculum)	bridging the gaps of access to high achievement between low-income & others
Improving the quality and quantity of the 4J education again	Let teachers run their classrooms instead of constantly being afraid to assert their authority for fear of losing their job	Bring back arts and music!!!!
Maintaining and improving buildings	Adding instructional minutes to the school year	Bring back building librarians, PE teachers, music teachers, art teachers
Reducing classroom size	Giving kids the chance to be more active	Bring back music to elementary schools
removing impedimets to success for students	reduce class size	bring back teacher librarians
Keep our children actively learning	More out of classroom learning. Field trips that reinforce classroom learning	Bring back the pledge of allegiance
Class size, shrinking student load on one teacher	Hire more Assistant teachers to help out in classrooms	Bring more Humanities to our Schools, Arts, music, movement
Lower the class size at elementary level. Cap at 25 (28 at most).	Focus on equity throughout the elementary schools.	Bring the entire district up to acceptable standards of education -- including music, PE, libraries -- which were cut
class size	streamlining downtown services	bringing back art, music, CTE.
making sure every child is understood on how each one learns	world history and economics, not enough of it	bringing back electives, everyday classes to make them ready for the real world
Reduced class size	Increased instructional hours	Bringing back library, music and p.e.
Diversity and Equity	Supporting teachers	Bringing back PE and the arts.
reducing class sizes	bringing back electives	bringing employee benefits in line with the private sector
Decrease Class sizes	Focus on the students' whole well being, not just a test score	Budget enough EA's and Teacher time so that the focus on the students becomes the top priority

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

hire more teachers to reduce class size	increase elective opportunities at high school level	build prep more time into teacher's schedules, especially at the elementary level
Providing good good for students and staff	Learn from things that are thriving, work collaboratively with students, parents, staff and community to improve what is not thriving.	Build relationships in the community that will benefit the students and schools
Diversity	Empathy	Building relationships
Class reduction	Extra curricular activities	Bullying prevention
Diversity	Better schools. Bigger/better classrooms. Fixing/keeping of the buildings and playgrounds	camaras at the end of every corner of a school building. Undated Walkie-talkies per building
Reducing class sizes.	Ending policies that foster economic inequality, such as school choice and alternative schools.	Campaign for stable funding.
special education	core academic instruction	career and /or college prep
Improving neighborhood schools	reduce elementary class sizes	Center equity amongst all decisions
Graduation rates	Progressive and inspiring curriculum	Centralize for efficiency
Add vocational training and arts to schools	Teacher excellence and empowering students to take active role in their education	Change top down governance to balance with collaboration with stakeholders
class size	more days in school	changing the 3X5 highschool approach
class size	maintance of structures	choices to maintain interests of students, variety
Maintaining and hiring good staff and administration	Deaccreasing primary grade class size	Choosing a high school schedule that is most beneficial to students instead of administration or staff
Graduation rates	Budget	Class size
Class size	Class size	Class size
Class size	Class size	Class size
Increasing reading literacy, information literacy, digital citizenship and technology instruction for students	Closing the achievement gap	Class size
Facilities	Curriculum & Technology resources	Class size
Equal opportunities for programs and technology access at all schools	Equal opportunities for Art, Music and PE access at all schools	Class size
Partnerships	Finances and allocation	Class size
high school attendance rates	high school graduation rates	class size
Keeping and expanding the Arts	Hire more teachers to expand programs in the Arts	Class size
Class size	Mental health	Class size
Funding	Quality of teaching	Class size
High school schedule	Rigor at all levels	Class size
student behavior	student mental health	class size



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

increasing funding to all educational aspects of school- this does include physical aspects like track, basketball...	THE ARTS!!!! Too much has been removed from arts/ music and creative ventures!	Class size
More diverse elective class choices	Providing healthy lunches	Class size
Communication	Accountability	Class size and graduation rates
Increasing course offerings TAG, ELD, PE/Music, MS/HS elective options	Increase tech staff - it is not best practice for the district to purchase great technology then cut the staff members can help support the use of those devices and programs.	Class size and teacher workload
Teacher quality and professional development	Relevant high school experiences for students	Class size reduction
Increase vocational/elective classes. staffing	Mental Health support behaviors	Class size/staffing issues class sizes
mental health/addiction services available at our schools for our families	CTE/vocational programs in the north region	class sizes
nutrition ed and improving school lunches. the studies show that this helps with academics and behavior. gardens need to be part of learning	kids need textbooks.	class sizes need to be reduced
Class size	Before and after school clubs and programs	Class time and the amount of time students spend learning each year
graduation rates	class sizes	close the achievement gap
teaching staff stability in schools	decreasing student:staff ratios	closing the achievement gap
Equitable school funding.	Reduction in class size.	Closing the achievement gap.
Funding	Achievement gap.	Coherent K-12 programs. Collaborate with organizations like the YMCA and KIDSPORTS to help support those areas that are out of the school districts means.
Reduce class size	Increase instructional time	Collective commitment to improvement, internal and external
Aligning structures and systems within the district	Culturally relevant and responsive instructional practices	College credited classes.
Electives	Career focused support in HS and classes to match.	College prep
Graduation rate	High tech instruction	College prep
Cultural diversity	Mental health support	College prep
Learning healthy lunches and spreading it throughout all of the schools	Having safe and educational playground equipment	Committed teachers
Teacher classroom sizes	Special education/mental health services	Community involvement
EDUCATION	reduce fees and additional costs, cut waste, reduce redundancy	community involvement in schools, make it parental responsibility

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Budgetary, especially regarding PERS	KG readiness for all students	Community support and enthusiasm for schools and for education as a key to lifelong success
Reducing the school to prison pipeline by shifting away from exclusionary discipline practices	Culturally responsive/sustaining pedagogy	community/family engagement
Class size	Acheivement gap	Consistency in testing and teaching, the changing schedules and methods are frustrating to students
Lowering elementary class size	Upgrading old infrastructure - buildings, pipes, electrical, tech	Continual growth in educational opportunities for special needs students
The whole student - well-rounded education	Equity of educational access throughout the district	Continue bringing back student performance ensembles - highest graduation rates in Oregon are at schools with band, choir and orchestra
Lower class sizes	Maintain and improve facilities	Continue to keep the technology in schools current. One-to-one computers would be great!
Equity. Our schools are grossly inequitable in terms of their curriculums, access to technology, and resources.	The role that fundraising plays in neighborhood schools, and how parent raised funds are used. That information should be public as well.	Coordination of special services, IEPs, etc. The system isn't working, and it's a lawsuit waiting to happen.
Recruit and retain more teachers, admin, staff of color.	Prepare buildings for earthquakes - update-rebuild -whatever needs to happen. I hear there are grants out there for this.	Counseling, supporting struggling students (who aren't eligible for SPED) and social services.
what to do with students that show aggressive tendencies to others	smaller class sizes	Counselors
Hiring highly qualified teachers to lower class size	Offer foreign language at middle school levels	Crack down on the cussing and disrespect of teachers. The F bomb is way overused
reduce class sizes	better align curricular goals and support programs toward a shared mission	create community partnerships to reduce some of the financial burden and enhance student opportunities
Improve instruction - differentiation, culturally relevant, standards based etc	create a unified purpose that all staff believe in and support publicly	create identity safe schools
Transparency in its indicators for suvveds	Regular reciprocal communication with stakeholders for collective problem solving	Create innovation incubators that promote agility and responsiveness with a focus on educational outcomes and educational support

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reduce class size in primary	Increase mental health support for students in need	Create targeted small group instruction within first few week of school in primary to provide rigorous instruction and growth
Identify systems waste.	Creating a budget that any parent with a student in our school can understand.	Create term limits for the school board.
Adjusting resources to fully schedule high school students	Reducing elementary class sizes	Creating a positive district culture so staff identify with the district and not just their schools
Communication with parents about what we can and cannot do.	Talking outside the achievement gap - let's talk about opportunity gap.	Creating dynamic equal regions. Money for the North Region?????
Hiring and retaining Teaching Staff and Teaching Support Staff	Class Sizes smaller	Creative thinking on how else to fund schools. (Marijuana Taxes? And why not if no?)
Facilities	Science	Critical analysis
Reducing class size	Meeting the needs of students who are coming from struggling families	Cultural competence
College readiness	Anti-bullying	Cultural sensitivity
Current and relevant curriculum	Educating students that are ready for the real world with thinking skills not just academic skills	Current technology
Focused professional learning focusing on differentiation to address needs of underserved groups	Improving Alternative Education Systems	Curriculum alignment
Special education	Closing the achievement gap	Curriculum development
class sizes	funding	dealing with diversity
Clear plan for language schools: all High Schools to offer advanced language(s) New, safe buildings, staff, students. We do not want people killed in an earthquake and we need more security systems to prevent anothe SandyHook.	Facilities: accommodations for the growing student population and aging buildings	Decisions driven by good data, success of each program measured against the demographic of students served
Making coursework meaningful for all students to equip them for career/college.	Teacher hire and retention	Decrease class sizes
Improve student/school nutrition	Provide support for low-performing students to increase graduation rates.	Decrease class sizes. Decrease instructional time & curriculum focused on SBAC

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Class sizes	Counselors/mentors to deal with emotional needs and providing some social skills training for students that need it. Provide more training for all staff to deal with more extreme students with disabilities.	Decrease the drop out rate.
Getting funding.	Broadening services.	Decreasing class size.
Decreasing class sizes	Improving teacher working conditions (their conditions are my kids' learning conditions).	Decreasing class sizes
Decreasing the gap between the children who perform well on a test and the ones who do not. Just because you do not do well on a test doesnt make you stupid.	Professional development and training to keep staff up to date and on the same page.	Decreasing the gap between students, decreasing our need to label and track.
Lowering class sizes	Increasing instructional minutes in math, LA and Science to allow for testing mandates	Decreasing the number of students teachers work with daily so more meaningful connections can be made - seems like a factory with huge classes
Equal access to education quality and expectations	Opportunity to participate in sports and arts for all students	Depend on teachers/curriculum, not parents, for academic achievement. develop job descriptions of special ed teachers and classified that are specific to what each staff person is trying to accomplish, share with administrator and see where there is a disconnect between job duties and expectations, we do not do effective system change when we have or do not have additional funding if we do not take a qualitative look at what we are doing, and what we may no longer need to be doing
Better leadership at all levels of the organization, building a structure that supports purpose	focus on what is success for each individual student, with a well thought out instructional pathway of opportunity	not have additional funding if we do not take a qualitative look at what we are doing, and what we may no longer need to be doing
Developing a positive managerial culture.	Developing a positive managerial culture.	Developing a positive managerial culture.
Addressing the acheivement gap for students of color, low SES, and ELL	Class size reduction	Developing a workforce with the growth mindset, and looking at progressive ways to address system wide issues
Foundation skills.	Consistent curriculum throughout the district that match US standards.	Developing equal access to arts opportunities.
Better prepare students to enter college or the workforce	Helping students understand their roll in the community	Developing hard skills to take on the challenge of entering adult hood

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Ending inequity of choice system	Dealing with behavior issues in schools to allow for the great instruction	Developing more peer to peer teacher observation and feedback
Human Resources and appropriate staffing	Revamp ESS	Developing programs for non-college bound students
Develop systems that build from the wisdom and practice of the many individual professionals. For example, rather than the district determining how all students meet personalized learning requirements or use Naviance, see what schools are doing that work well and develop ways for them to share their programs with other schools who can adapt them to the needs of their student populations.	Staying current with technology and the way it is reshaping what it means to be educated.	Developing programs that entice a variety of learners; more applied courses, connection to current challenges in our world, get students out of the classroom and into action.
Arts	Class size	Developmentally appropriate early childhood programs k through 2nd
Define "achievement" beyond high stakes test scores and consider purpose of public education	Close all "gaps"-attendance, graduation, discipline, academic growth, engagement, program inclusion (IHS, Arts, etc.)	Differentiated, student-centered instruction and programs
Updating facilities.	Separating Spanish and Japanese immersion programs.	Disciplinary action for repeat students with these issues
Staffing of Qualified Teachers	Student enrollment in their area schools	District Staff
Staff training	College counseling	Diverse course offering
Attendance. That will lead to increased graduation.	Hiring staff of color.	Do something about the district's part in creating a city of elitism through school choice. Work on the image of the North region.
Planning for budget fluctuations so programs are not started and then eliminated	Adjust school boundaries if necessary to balance school population in each region	Don't keep adding new testing programs--stick with something for enough years that the data gathered can be useful to schools and students
Budget	Stop wasting money	Don't pass - don't advance
Achievement Gap	Supporting teachers	Dramatically increase funding directly into schools
Reduce class size	Improve faculty and support staff	Drop common core
Reduce class size	Increase number of teachers	Drop Common Core
cut spending on admin	consistency in high schools. all 4 high schools should offer the same education, so that you don't have an unbalanced school population.	drop school choice and cut charter schools.
Class size	Technology	Early education for students

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Graduation rates and support systems for at risk students	Literacy across grade levels	Early intervention in mathematics - making sure that all elementary students know multiplication facts by the time they leave elementary school
Class availability - example: not enough classes to serve all of the Sheldon students!	Work to reduce class size.	Educating the students is the most important, not the politics!
correcting inequity arising from school choice system currently in place	restoring teachers to reduce class size and augment classes and subjects offered (shop, arts, language)	education community about how \$ is spent and why we need to spend more for our schools
upkeep of current schools	building new schools	education enrichment
Reducing behavior problems of students early on because they negatively impact the learning environment. Universal screens need to occur and children need effective services early and this must be monitored for progress.	If teachers didn't spend most of their time dealing with the minority of children with problem behavior effective education could occur. Help people early and sufficiently.	Effectively expand language immersion beyond the elementary years.
Nutritional health of students and staff	Physical health of students and staff	Efficiency in every department.
Elementary level-get them before trouble starts	elementary	elementary
Reducing class sizes	Retaining quality teachers	Eliminating lazy teachers
abolishing unions	stopping tax payer waste	eliminating silly surveys
Class size	Arts education	Eliminating testing
Stable funding/Accountability in funding already existing	Re-establishment of community engagement--[personal information removed]'s tenure served to alienate and anger students, parents, and community, which led to a level of distrust	Elimination of 3 X 5 schedule in high schools
Standing Desks. Let children stand to their work to build leg strength.	Toxins, food, and bluelight emitting screen education.	Embodiement training (meditation, focused breathing, etc.)
reduce class size	offer vocational tech classes	Enforce behavioral rules ( no smoking truancy etc)
class sizes	unique and effective curriculum	engagement
Improved graduation rates	College and career readiness	Engaging curriculum
Second Language	Math	English
Classroom size	Physical health	Enriching learning experience with increased opportunities for the arts
Reducing class size	Retaining high quality staff	Enriching school experience to keep kids engaged

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Advocating for equitable school finance reform with the electorate.	Reducing class sizes.	Ensure equitable outcomes for all students. Implement research based Tier 2 and Tier 3 interventions with fidelity so that all students make palpable progress.
Ensuring that all students' needs are met instead of making cookie cutter policies and expecting students to change to meet 4J policies.	Cultural sensitivity to local populations not just ones living very far away.	Ensuring all faculty and staff are effective at their jobs and sensitive to student needs.
Creating schools that are places of learning as well as provide vocational experience and guidance.	Institute programs that helps students understand how to live in a world of climate change.	Ensuring support for students of low income or special needs, including food and after-school study support or other programs.
Financial efficiency	Making sure every student, depending on their unique situation, receives a quality education so that they can be as prepared as possible	Environmental awareness Environmental Education, World Experience and different views.
Food finances	Fun Let kids be kids eliminate school choice	equal funding to all schools Equitable access to quality education across the district
Graduation rates	Class size Certified teacher-librarians and re-investment in school libraries. School libraries are an equity issue. The poorest areas where they are needed the most, and have the most	Equitable distribution of materials and technology budgets.
Effective interventions in reading and math	Provide PE everyday in elementary & Middle school	Equitable education between the haves and have nots
Rethinking homework, either do it in class, or provide after school assistance to ALL students	Facility quality	Equity
Class Size	Increasing instructional time for reading, writing, and math	Equity
Reducing class sizes	Reduce class size	Equity
Increase number of school days	Recruiting & maintaining people of color	Equity & diversity, address youth of color
Class sizes		Equity for students. I realize that means many different things. To me, it means access to classes that are stimulating for all students.
Reducing class size.	Returning mental health services.	
Supporting an effort to increase funding for public school education	Commitment to smaller class sizes	Equity in resources district wide
Instructional improvement through PD	Increased FTE for classes and building leadership	Equity/Opprtunity gaps amongst student populations/schools
smaller class size	Keep school choice options	Expand and support alternative schools

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Increased energy efficiency, solar, green features.	Getting out of institutional food contracts and going with locally sourced, organic foods prepared at a central 4J kitchen.	Expanded school gardens connected to STEM outdoor classrooms.
safety	reduced class size	expanding current services with improved funding
reducing student- teacher ratio	addressing achievement gap	expanding STEAM and PE
Reducing class size.	Improving/rebuilding facilities	Expressing the value and strategy of the curriculum
Getting class sizes down	Restoring school days, getting rid of Wednesday early release	Extending school hours, adding recess time back
Classroom sizes	Balance of academics with character growth	Extra curricular activities
class size	arts	facilities
hire more teachers	increase I.A.and support staff time	facilities
Nutrition	Testing, appropriate class placement and ongoing progress and achievements	Facilities - it should feel good to be in the classroom.
Classroom sizes need to be smaller	More support for teachers - esp if going to put special Ed / behavior kids in reg classroom	Facilities - need upgrading
Classroom sizes	get full-time nurses in each school	facilities should accomidiate more classrooms of fewer students
Curriculum	Teachers (development & education)	Facilities- building & playground
Class size	Music/PE/Art curriculum	Facility improvements/Safety protocols
Diversification of population and needs	Focus on instructional growth for teaching staff	Family and community investment in the schools
Offering equal access to high quality, diverse, and culturally rich programs at ALL SCHOOLS, not just some	Working on building communities with families to increase the desire to put kids in their own neighborhood schools	Feeding kids healthier. School lunches are embarrassing to the district
Class size	Giving special needs students the help they deserve	Finances
Safety.	Financial stewardship so we provide good salaries to teachers.	Find the best teachers and reward them for creativity, new ideas that help students/families, and choosing continuing education topics that they bring back to the school.
Seek stable funding (for all Oregon schools)	Continue to adapt to the ever changing needs of students and the community	Find ways to maintain and reward excellent teaching staff



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Bold, innovative solutions to reducing class sizes and building curricular ties with the community, such as utilizing community professionals in classrooms in place of teachers for special projects on a regular basis stop trying to make all schools identical; we've spent decades diverging, to some extent, to meet the unique needs of our communities, now the school board is trying to force all schools to become identical and this works against us being able to meet the diverse needs of the students in our district (I'm not saying we don't need some fundamental commonalities to ensure a high quality and equal education for all, but there is more than one way to accomplish that....)	Identifying differentiation and culturally responsive curriculum that is actually effective in increasing performance of underserved groups	Finding ways to give teachers more time to be effective educators -- in planning, preparing, assessing, tracking, communicating and improving/revising
Teacher retention	providing time for teachers to have valuable professional development experiences and time for teachers to work together collaboratively to improve instruction	finding ways to increase funding for support staff, teachers, building improvements and technology updates
Core Knowledge curriculum. End the flaky phantom curriculum	Smaller classes	Fine arts and pe in all schools
truancy and attendance-creating a culture of going to school	Focus on teaching more reading and writing. Introduce more Classical texts ensuring that all students have equal access to all programs	Firing bad teachers. There are a lot of them!!!!!!!
Support the school staff financially, so the parents can focus to do fundraisings for field trips, playground equipments...	Less state testing, or shorten the time of it.	fixing school choice
Focus on higher graduation rates	Focus on producing better educated graduates	Focus more on the students as a growing Lerner, than the academic results, and the overall success of the school base on State tests.
reduce class sizes	hire more teachers	Focus on producing young people better positioned to contribute to society in the future.
		focus on STEM curriculum

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Supporting IP 28 so we can have increased funding.	Determining clear paths that support both college and career readiness. And that doesn't - to me - mean just giving smart HS kids 3 years of schooling and then expecting them to figure out some patchwork of college classes. We need to help our best and brightest get the education that's going to get them to great universities, and we need to help those for whom college is not the path to graduate and find successful employment.	Focusing on holistic learning - yes, strong math, science, language arts, etc. - but also arts, physical education, extracurricular opportunities, leadership opportunities, positive, safe, supportive school environments, etc.
English grammar	Civics	foreign language
Career training	Clean water	Fresh healthy food choices
Class size	Year long music and PE	Full class schedules for all high school students
Special education	Workload	Full day at high school level
If majority of teachers at a high school want to end 5 x 2 let them.	Smaller classes	Full time music teacher at each school.
Food	Class size	Fun in schools
Safe healthy environments for learning	Improving student options for measurements of success	Functional literacy
REDUCE CLASS SIZE	HIRE QUALITY TEACHERS	FUND MUSIC, ART & P.E. - YEAR ROUND, ALL GRADE LEVELS.
Facilities - buildings & outdoor education	Better school lunch	Fundamental communication & community connection for students
Class size	Staff salaries	Funding for PE, Art, Music, Librarian, G & T
Elimination of school choice	Move beyond saying 'equity is important' to funneling decisions through this lens	Funding schools to have smaller class sizes and more elective offerings
Staffing- hire more teachers and reduce caseloads and class sizes.	Administration- hire kind, caring, and realistic administrators who are there to actually help you and not out to get you.	Funding special education and supporting special education teachers- they are getting ill, leaving, and many are not happy right now due to all the stress since 2007.
Class size	Meaningful teacher training and support	Funding the arts and social science
all students graduate from all of our high schools	preschool early education so students are kinder ready	funds are dispersed better for schools with higher SES
Reduce class size	Provide more opportunities to succeed for students who are advanced learners.	Get all neighborhood schools to the same level of quality
All High School students having a full schedule	Smaller Class size	Get rid of tenure for teachers

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Recruiting teachers	Training teachers	Get the students moving more everyday.
Keeping arts and physical movement classes	Teaching permaculture	Getting better access to good food in the lunchroom
Lowering class sizes	Improving teacher/student ratio	Getting organized and being consistant and supportive to teachers
lengthening the school year	cultural competence for changing society	getting parents more involved in school
Equity, which does NOT mean uniformity: real equity means addressing the needs of individual members of underserved communities in creative ways	Finding administrators who prioritize developing responsible students who will be good citizens for a diverse society	Getting rid of administrators who prioritize managing students to get them through the system with little attention to individual needs
School funding	Keep class size 30 or lower	Give less priority to testing
geographically the Northwest and Southwest portions of town.	Build a trust between Admin and staff to create an atmosphere of positive safe engagement	give students skills and confidence to join us in the workforce and in civil society.
Stable funding ,ex: getting sponsors	Offering specific trainings for staff, speakers from other areas	Giving our students social and life skills training, elective classes for students
Services for children at risk and with needs beyond the classroom	Smaller class sizes and fewer blends unless a part of the school's mission/vision	Giving principals support in developing skills in personnel management and collaborative leadership.
Offer second language in elementary schools	Challenge students with rigorous curriculum	Good budget management
Inclusion of students as dictated by federal laws	Increase intrinsic student love of learning by making education more pertinent to their lives and interests	Good citizenship
libraries	graduation rates	good science education (biology, chemistry, evolutionary history)
Equality across regions	Improving the quality of the teaching force	Graduation and access to college
Class size	Equity and equailty	Graduation levels
building the school community, more awareness to community to support student events and activities	employ more specialists such as counselors, behavior specialists and other support positions for students	graduation rate and college acceptance.
Disadvantaged students	Directing more funds to the neediest schools	Graduation rates
Making appropriate system-wide decisions in major areas, and ensuring accountability for those decisions.	Focus on educator quality and development.	Graduation rates
Lowering class size	Increasing staffing for PE, arts and counseling	Graduation rates
K-3 reading	K-5 math	Graduation rates

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

equity	reduce class size	graduation rates
Funding	Quality of teachers	Graduation rates
class sizes	technology	graduation rates
Classroom "seat time" and class size.	Expanding PE and arts education.	Graduation rates.
Student achievement	Class size	greater alignment across district
Class size	Supporting teachers	Growth rate of learning
		Guidance and mental and family counseling
Food quality	Staff quality	hand writing
Visual arts and performing arts	variety of second languages	Have after school programs to help students achieve their goals.
Smaller class sizes.	Helping to achieve acceptance and tolerance of all students.	have an open and accessible communication from the top down
providing evidence based practices curriculum	providing staff with an affordable health insurance	Have building administration that support teachers and can work well with others
Making sure buildings are welcoming for families and kids	Make staff feel valued and appreciated for their endless workload	have culturally and linguistically diverse teachers
have culturally relevant curriculum	have culturally sustaining policies and practices	healthy and environmentally conscious choices to set examples of long term thinking
Class sizes or even overall school sizes	Higher wages for teachers	Healthy Community...respectful, caring, and empathetic citizens.
Technology	Student Fitness and Nutrition	
	PE! Middle school is the age when non-athletic kids are forced out of recreational sports, yet they do not get PE in middle school. These kids should be in PE every single day!	Healthy Food in the cafeteria! Health should be the districts #1 priority, even before education.
Infrastructure! Proper gyms and athletic fields at every school.	college grant money for students or free college	healthy meals to eliminate malnutrition and lower test scores
reading skills	build new modern school buildings with new equipment	help families in need
increasing funding	School days for more learning.	Helping families in poverty
PD for collaboration for teachers.		Helping students adjust to our ever changing world with a focus on technology
Common curriculum in every school, including in foreign language programs	Smaller class size	helping the kids become global citizens
building of character	deepening sense of community	High quality instruction at all levels
Early Learning/Literacy	School Readiness	
follow special education laws to implement IEPs appropriately	serving diversity of learners	high quality teachers
High quality reading and math for elementary	Smaller class size	High quality teachers
Smaller class size	Increase teacher pay to attract and retain quality teachers	high school curriculum picks are thin- please add more!

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reduce class size	Kindergarten and early intervention	High school graduation
Equity	Grades 1-3 with problem learners	High school schedule
Special education	Engagement	High school schedules (including start times that consider biological needs)
Increase monies allotted to education from state and federal levels	Improving student:teacher ratios	High standard curriculum.
class size	Reduce class size	high standards that students are held accountable to
Hiring and retaining diverse staff.	engaging, caring, teachers	Higher staff to student ratio with adequate training for instructional assistants.
raising graduation rates	Training administrators on equity issues and having accountability for them as well as the staff they are in charge of.	highly effective teaching
healthy buildings	closing achievement gaps	hire "idea" people at all levels
Increase funding- partner with businesses if needed	funding options	Hire and retain quality teachers/staff
The district needs to return the arts to the regular school day. Not something the students need to get to school at 7:00 am to participate in	Reduce class size	Hire great teachers, train them in the best practices, give them time to plan and collaborate, and release inadequate teachers within the first three years.
elementary class size	Vocational education, including preserving what we have such as journalism.	hire more specialists
Going "back to basics" with the curriculum. Reduce waste, reduce cost, and go with a "tried and true" approach.	retain staff	Hire more teachers, reduce reliance on ipads and tech.
smaller class size	Improve facilities.	hire much higher quality teachers and have merit based pay
saving the school on Lawrence? Street near Willamette	more rigorous STEM and writing curriculums	hire outside efficiency experts to streamline excess in administration
Supporting students so they are ready to learn in the classroom.	reducing the budget to prevent need for tax increases	Hiring a diverse and dynamic staff
Music and arts education.	Communication with parents and between schools to share innovation and effective practices	Hiring and retaining highly qualified teachers
funding	Equity across district course offerings	hiring excellent teachers
Hiring and retaining high quality teachers	class size	Hiring good administrators
Smaller class size!	Reduce Class sizes	Hiring more instructional assistants!
Class size	Counselors, librarians and nurses in EVERY school!	Hiring more sped teachers
Providing students with more elective and academic choice	Anti-bullying activities	Hiring more staff of color and ability
class sizes	Expanding equity programs across district	hiring QUALIFIED teachers
	PERS reduction	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Proper allocation and distribution of the current funds.	Refocusing and restructuring the educational model to better fit the current needs of students.	Hiring the right people for the right jobs.
Graduation rates	Narrowing the achievement gaps	Holding educators accountable for low scores on the SBAC and doing what it takes to get our kids to levels of achievement commensurate with peers in Washington state, Massachusetts and Pennsylvania (among others).
Reducing class size	Offering opportunities for students to explore careers/jobs	Holding teachers accountable for providing engaging/relevant instruction
how to reduce class size	how to afford and provide enough highly qualified teachers for reduced class size	how to accomodate a growing homeless student population
Diversity	Equity	How to provide time to students to complete homework when their home-life isn't conducive to completing it.
Interpersonal skills	Independence, planning and goal setting even at a young age	How to seek out and utilize resources Identifying and sticking with metrics for success. Stop changing the test and moving the target. We need something to measure individual student growth and help direct or educational programs.
Equity	Student & family accountability around attendance, behavior and engagement.	
Keeping focus on kids and lowering their stress while DC pushes tests that only help them, not the kids at all.	Guiding kids through the massive hatred and cultural changes the election is bringing- helping them cope with the stress	If a full load in college is 3 classes why do we expect so much more from our IB kids?
Reducing class sizes	Offer more electives	Implement foreign language at earlier grades
Rebuilding what was lost during the budget cuts - classified staff, teachers, counselors, mental health, nurses, health centers in all high schools.	Bring back more vocational options	Improve alternative programs Improve IT support for classrooms/schools (e.g., better websites that allow parents to register kids w/out paperwork, better in-classroom technology support - less crashing teacher laptops)
Class size reduction	Professional development and training for teachers to teach to Common Core standards	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Financial efficiency, accountability, and eliminating waste.	Providing a well rounded education for students with options for voc skills.	Improve quality of teaching, return to semester schedules etc.
equity	retention of students/decrease drop out rates--study why that happens--follow up on why that happens--anticipate early what students might go that route by their attendance in early elementary	improve staffing ratios in all job descriptions at the schools with the highest risk index
Increasing their teacher pool	Update and upgrade facilities	Improve STEM options
equal access	higher student engagement through actual interest in curriculum	improve student knowledge of life skills and core curriculum instead of doing well on a test
strengthen STEM program	reduce class size	improve students' writing skills
Improve programs for students with behavioral challenges	reduce K-3 class sizes	Improve support staffing (Educational Assistants) at elementary level
reduce class sizes	retain and increase arts education	improve teacher performance measures/standards
Preparing students for college.	Teaching students about personal finance.	Improve/maintain physical education in schools; teach importance of eating healthy and staying active.
Incorporating hands-on learning (from pencils and clay to robot construction)	Adding the 'A' for ART to STEM	Improved classroom staffing
High quality teaching	High quality, rigorous curriculum	Improved college readiness
Expanding range of instructional strategies to reach a diverse range of learners. The latest approaches appear not to be working well for males, Latino students, and students with special education/504 plans.	Offering courses related to vocational/technical training	Improved communication with parents and community
Lowering Class size	Supports for at risk students	Improved facilities/buildings
Reversing the decline of the USA	Eliminating the notion that someone else will take care.	Improved understanding of where greatness originates
Reduction in class size in general	Reincorporation of physical education, music and arts into curriculum	Improvement in quality of food served to children
Educating the whole child not just the "core subjects"	De-emphasis on test scores	Improving efficiency in the classroom to maximize teaching time
appropriate class sizes	increasing electives and out-of-school opportunities and arts	improving equity/reevaluating school choice
Increase opportunities for science and tech exploration and education (add coding and programming classes for students)	Increase art and music options	Improving extra curricular options outside of class time
Graduation rates	Early elementary intervention	Improving facilities

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Funding for Music, Arts and PE	Integrating holistic curriculum at all grade levels	Improving facilities
Reducing class sizes	offering relevant and engaging classes	improving graduation rates
Rebuilding electives.	Shrinking class size.	improving graduation rates.
Bring back more CTE	Hiring teachers that are driven to improve the education of our children	Improving IEP/504 supports at the elementary levels
educational rigor: preparing students for 21st century	teacher quality and morale	improving outreach to struggling students without taking away from other students
Special education - making it equitable by having more transparent information available about programs	Smaller class sizes and caseload	Improving parent and community access and involvement
Decreasing class sizes	Making a safer entrance that people can't just walk in	Improving safety measures
Funding	Keeping equal types of students at all schools. Not letting everyone go to Sheldon	Improving school spirit at schools that are depressed
smaller classes	more whole food in the cafeteria	improving schools that are decaying (esp. Camas Ridge, etc.)
restoring full time school	reducing class size	improving science and arts education
reducing class sizes	recruiting strong teachers	improving support staffing
Improving graduation rates	Improving student performance	Improving teacher performance
Trade programs in all high schools to engage kids that may be interested in things such as automotive or carpentry skills.	Programs in high school where they can take classes at LCC to gain college credit.	Improving the arts initiative in all schools at all levels.
reducing class sizes	recruiting more HQ teachers	improving the continuity for MS/HS immersion programs
Providing a well-rounded education for our children.	Providing counsellors for students.	Improving the quality of education our children are receiving.
Class size.	Getting a higher student buy-in to taking harder classes, particularly in math and science.	Improving the success of students with poor English skills, whether due to poor home situations without good literacy, or recent immigration to US, or whatever. If you aren't literate, it impossible to succeed in the modern world.
class size	increasing equity and decreasing the performance gap	improving the variety of offerings - art, music, language, and sports
Increase finances	Reduce class size	Incentivize creative partnerships (YMCA, UO, community groups)
Preparation for Kindergarten	Preparation for middle school	Increase art classes!
Increased access to quality schools	Focus on low income neighborhood schools to increase their quality	Increase curriculum offerings beyond reading, writing and math



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Increase technology	Increase teacher capacity to teach with technology	Increase districts capacity to meet the CCSS
Smaller class size	Less tests	Increase diversity
Elementary Math, Elementary Math & Elementary Math	Elementary Math Teacher Professional Learning	Increase Elementary Math Time in the classroom
Reduce teacher/student ratios	Move away from excessive funds and time prepping for standardized tests	Increase foreign language and arts learning opportunities
Recruiting a racially diverse staff	Increasing counselors and mental health staff-- actually all health staff. A nurse would be nice.	Increase FTE for librarians and focus on research across the curriculum
Class size	Limit amount of state test taken	Increase funds to primary grades to help create better foundation for learning
Education Funding outreach	reduce classroom size	increase graduation rate
stop assuming all students go or should go to college	reduce class sizes	increase graduation rates
Increase language immersion programming across the district and make it more coherent.	Provide better access to AP and IB and rigorous HS classes to the students of color and ELLs.	Increase graduation rates.
Meet diverse needs	Smaller class size	Increase in academic achievements
Reducing class size.	Giving all the kids the same opportunities regardless of socioeconomic status.	Increase instructional days/time.
Reduce elementary class sizes.	Increase support for SPED students, particularly CLC students.	Increase PE and Music to all year for students (which would also give teachers additional time for prep and collaboration).
Reducing class size	Increasing support for students with special needs	Increase professional development for teachers regarding behavior support and cultural competency
Lower class size and keep schools small	Keeping students in school full time	Increase school area equity
class size	increased training for staff	increase space to each building or build new schools
Reduce class sizes	Complete transition to new testing/curriculum standards - it seems to have been the source of a lot of angst/distraction	Increase student access to the arts without compromising core curriculum
Restoring faculty trust in administration, insuring supportive administration which is not top down	Reduce class size	Increase student class time
Lowering class size	Maintaining strong teaching and leadership	Increase support for diversity and mental health
elimination of 3x5 schedule	rationalization of homework loads across all grades	increase TAG awareness and program availability
Decrease class size	Make school choice more equitable	Increase technology use by teachers

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Provide more (qualified) teachers, less students in each classroom	Make all 4J buildings equal in terms of safety standards and library resources	Increase test scores
Decrease class size	Higher more teachers to put in new buildings	Increase the number of school days.
Classroom size	Continued range of opportunities for all students	Increased counseling services and parental support
Academic success	Decreased class size	Increased course options
Increased individual student achievement	Decrease achievement gap	Increased education time
Class sizes	Attracting and supporting the best teachers	Increased graduation rates
Mental health/poverty and equity	Positive classroom management and climates (this could also reduce referrals, drop-out rates, etc)	Increasing academic performance by engaging all learning styles
Convincing the Edison community that they need a new building	Provide opportunities for ALL students to learn a second language	Increasing access to language immersion schools
Professional development/ teacher training	reducing class size	increasing access to the arts and PE
Reducing homework	Reducing classroom size	Increasing arts & physical activity
Increasing the HS graduation rate	Closing the opportunity/achievement gaps	Increasing CTE programming
Reducing class sizes	Increasing high quality teachers (reflected in appropriate salaries and benefits)	Increasing equity of programs across 4J schools
Creative thinking re: high schools...use of community partnerships.	Human resources reform: how staff is recruited, coached, let go if necessary.	Increasing financial resources.
Graduation rates.	Eliminating the performance gaps.	Increasing focus on programs that round out individual students (arts, humanities, etc.)
college readiness through technology and research instruction from qualified professionals	equity- every 4J student should have access to a professionally maintained school library	increasing foreign language instruction and options through school choice
Equity between schools	Reducing the achievement gap	Increasing graduation rates
Replacing the high school trimester system	Lowering class sizes	Increasing instructional time
Reducing class sizes	Increasing special education funding, esp. for children entering kindergarten	Increasing outdoor time
Student to teacher ratios	Finding out what successful schools are doing and changing lagging schools to mirror	Increasing perceived value of education to students and parents

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Effective great leaders at each school to support district wide vision. Behavioral support and family support is needed.	Take care of people! Reach out to who is doing this right and lets start there to create that for our schools. why recreate the wheel...we need change now	increasing staffing for programs such as music, physical education, vocational programs and the arts; and incorporating better nutritional services.
Inequity	Decreasing class sizes	Increasing student achievement
Removing standardized-testing based education	restoring core arts, humanities and physical education classes	Increasing teacher salaries
Adding remedial and supportive classes for struggling students.	Reducing class sizes.	Increasing teacher salaries and professional development opportunities.
Lowering class size	continuing to hire quality teachers	increasing the chance for students to participate in PE, music and art. Increasing the quality of education and holding ourselves to higher standards of retention and quality of material vs test scores.
Gifted programs	Art and Music	Increasing transparency of 4J actions through community outreach
Broadening educational opportunities reducing arbitrary & out-of-touch professional development	Minimizing ineffective and resource consuming standardized testing	increasing universal access to technology
Staff morale	increasing teacher planning time	inequities between buildings
Professional development	students' perceptions of their education, the purpose of being in school	infrastructure
mental health	reduce class size	infrastructure
Morale... it's been rough these past years to feel like the district or state is truly supporting teachers. While teacher evaluations come down with it's focus on increased growth, there has been little establishment of reciprocal relationship to ensure staff feel supported in their efforts. Professional development keeping the workforce current in best practice. For example the latest in brain research and its impact on learning or current science equipment and research conducted at the university level.	class size	
more help for teachers	We need job-embedded coaching by our own teachers. We don't need more expensive experts. We are capable and can do great things if you'll support us and believe in us.	Infusing a culturally responsive and social justice lens into all of our work. We can't be effective if we can't truly see our students, families and peers.
Technology	Classroom management and behavior training for staff and support for new teachers/	Instruction - meeting the needs of all students regardless of socio economic status, race, sexual orientation, gender, etc.
Class size	smaller classes	instructional assistants
	Life skills	Instructor development
	Support for children with behavior problems	Insure that elementary schools have a full music and p.e. Program

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Bringing schools up to the highest level of the best performing schools in the district (e.g. all middle schools should offer geometry for students that are ready for it).	Include personal finance in addition to health/PE so that students become familiar with practical skills for life in the real world.	Introduce computer programming as an option to a second language.
Create forested and living landscapes on school campuses, managed for trees, native plants, and useful plants for food, medicine and fiber, and use these landscapes as part of an educational curriculum.	Figure out adequate and sustainable funding for schools.	Invest in healthy, high-quality food in the school system like Village School achieves, sourcing food from local and organic farms. Invest in arts and PE classes for all students. investing in vocational (low tech) and computer science (high tech) programs
increaseing the number of school days curriculum.	decreasing class size finances.	involvement.
higher more teachers for all schools	maintain and update buildings/facilities	keep curriculum current
Small classes	Change classroom set up, like Japan. Kids work at boards all around the room, teachers in center. Able to see all kids work, kids help each other	Keep kids engaged and excited to learn through innovative programs
Technology	Smaller class sizes	Keep sports programs
Mental health of all students	Change the perspective that all students must go to college. Bring back the trades.	Keep up on technology
Update buildings.	Increase and support music and arts.	Keeping good teachers.
Applying for grants to further our budgets.	Opening up our school libraries at least with trained classified staff.	Keeping music programs.
Reducing class sizes	Reducing standardized testing	Keeping neighborhood schools open Keeping technology balanced. Teach them how to use it, but still teach intetpersonal skills and keep them a priority.
School class size	Ways for kids to get involved	Keeping up with technology skills that students need for the future.
Closing the achievement gap.	Preparing students for college.	Land is needed for the growth of children, exercise and their interest in nature.
Build new school at Willard School site.	Build new school at South Eugene HS.	Large schools need Vice Principals to help cover time when Principal is out of office.
Less time and energy spent on pushing school choice.	Find ways to increase support outside of the classroom, more EAs, etc.	Leading by example to fight government corruption.
Leading by example to combat climate change and pollution.	Leading by example to reduce consumerism.	Learning about other contries and cultures.
Science and green technology.	Reading, Writing and Social Studies with performance focus.	
Manipulatives with early math.		

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reduce class sizes.	Improve quality of teaching and course offerings.	Lengthen the school year.
Using the budget more wisely: Keep course materials updated, Offer after school programs, etc	Class size: hiring more teachers to keep class sizes low	Lengthening the allotted lunch time so that students can finish without being rushed
Special education	Hiring more staff	Less classroom sizes
Modernizing education to better prepare students for adult life. They need better learning environments and schools need to stay up to date with an evolving economy.	Helping students find out what they are interested in/naturally good at and focusing on that.	Less emphasis on making students complete classes and work they are not interested in and/or things that won't help them.
Class sizes reduced to mid 20s	Career and Technical training in high school	Less standardized testing and more well rounded learning how to learn and be a good citizen of the world
quality of education	diversity of classes	less testing
A comprehensive technology plan that encompasses pd, digital citizenship, personalized learning	Creating student friendly learning environments.	Let's create a place where students want to come because they crave learning.
Math	Science	Literature
Community schools!!! Just because the bell rings doesn't mean the school should be empty. They should be hubs for the community and families	Increased partnerships. This takes relationship building and an investment of time!! It's worth it!!	Long term fiscal stability that provides increased resources to those in the classroom.
equity	reinstatement of electives	long term strategic facilities plan
Class size	Different learning styles for children	Longer lunch
Equity training and hiring within our district office and schools	Professional development for all levels of district staff	Look at eliminating school choice so neighborhood schools will be maintained
Rebuilding NEHS, specifically, bringing back North International High School.	Getting parents more involved in their students' educations.	Look to expanding IB to include MYP and PYP programs in the North region to provide for educational equity in the district.
Smaller classes	Encourage creativity	lookinh at children who are falling behind and helping them succeed
Smaller class sizes	Hire more teachers	Lower administrator salaries
Special education	Hire more teachers	Lowering class sizes
bridging achivement gaps	smaller class size	lowering high school drop-out
Technology	Classroom sizes	Lunch food offerings
Secure funding	up to date programs	maintain safe classrooms where learning takes place
Reduce class sizes substantially	Health and mental health support in all schools.	Maintain/increase PE, art, music, theater, etc.
Reducing class size	Improving teacher retention	Maintaining opportunities in language, PE, music, science, and design K-12

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reducing class sizes	Improving food quality	Maintaining or bringing back music, art, p.e., language etc.
Class sizes	Student academic growth	Maintaining programs such as p.e, music and the other arts
Building music programs.	Increasing graduation rates.	Maintaining skilled teachers and administrators.
Stop State Testing	Better support for Teachers and Schools	Make Board decisions based on need
Inspiring a love of learning	Freedom- to teach & to create	Make learning beautiful
Prepare kids for the jobs that will be available in the future by encouraging creativity	Prepare for the demographic that will be here in the next 10 years	Make schools safe and welcoming places
No tolerance for bullies	Smaller classroom sizes, more qualified teachers	Make sense of performance grading
Smaller class sizes.	Longer school year. Support for students from poverty/neglect/abuse--not just from teachers--it's unrealistic to expect them to be able to provide everything	Make sure every school is awesome so school choice can go away.
Enrichment offerings -- classes for all 8 types of intelligence	for all the high and varied needs of our students	Making classes fun and meaningful
Bussing for special ed kids no matter the school	Special ed departments	Making high school and even mix of fun and learning so our kids DON'T GIVE UP
Reducing class size	Increasing FTE in school to accomodate all student needs and and growth as individuals	Making neighborhood schools more attractive options, which entails having similar offerings and programs
Instruction hours (tech can't replace these)	Eliminating non-educational overheads	Making opportunity equitable
Eliminating school choice.	Eliminating immersion programs.	Making sure every school has adequate staff.
counseling and wrap around services- full time counselors	increase FTE for certified teachers and FTE for support staff	making sure that all schools have strong academic and behavioral socio-emotional interventions and progress monitoring for areas- this does not include special education
Teaching the top level of students to excel, providing advanced courses and opportunities	Finding a way to replace old, outdated instructors	Making sure we are competitive with other districts as far as providing sufficient instructional hours. I believe we are currently below.
	Increasing graduation rates	Making the curriculum relevant/meaningful for all students, not just college bound students
retaining excellent teachers	reduce class sizes	manage aging facilities/sell surplus properties

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Early education K-5 reading	Reading writing	Math math
Reading	Writing/cursive/type	Math
Student retention. More instructional hours for school year (NOT test prep!) special needs instruction	Special Education service delivery. Cultural competence extracurriculars	Maximize use of existing funds to benefit all of 4J's students. McKinney-Vento Act compliance meal services
Racial justice	Mental health for all students and staff	Meaningful learning that connects with real life
Class size. Class sizes Diversity/cultural competency Class size	Supporting teachers and staff to do their jobs as best as possible. Safety Concerns Class sizes School choice	Meeting the needs of students in an ever changing socio-economic world. Mental health of students and staff` Mental health services for students Mental health support
Decrease Class sizes early reading; lower class size for K and 1 Elementary PE	Focus on creating schools that are safe for all students and create opportunities for all students. high school : expanding options Elementary music	Mental health support programs for all students, not just 'challenging students.' mental health, career and post -high school counseling Middle school technology
Instructional effectiveness.	Teach and encourage non-violent conflict resolution, collaboration; reduce competitiveness.	Modify the traditional approach to classroom education to accomodate how children really learn and behave.
Reducing class size	Hiring and supporting the best teachers.	Mor community envolement
Lower the student:teacher ratio	Better, more nutritious student lunches, maybe even prepared by students or grown by students in school gardens	More art and music opportunities for students
Class options	Class size	More arts
Class sizes.	Common core issues	More arts and physical education.
Getting more funding	Improving equity and closing achievement gap	More arts and technical classes
Support kids with special needs	increase graduation rates- focus on kids not likely to go to college	More behavior and attendance support starting in elementary schools
Offering more classes for independent living after High School, making it a requirement for personal finance, home economics, etc.	Back to offering more vocational classes like automotive, NEMCO, FFOA,	More collaboration between businesses, professional and schools will allow for more volunteerism, donations, grants, etc.
Preparing kids to be college and career ready.	Focusing resources on primary grades as research has shown this to decrease many issues in later grades.	More consistency: resources between elementary and secondary, similiar schedules including reporting to parents (report cards), instructional technology specialistsspeci

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reducing class sizes	Making sure all students are career and college ready	More counseling
Being nationally competitive.	Increasing student and teacher support	More days in school.
Class size	More teachers	More electives for students especially at the middle school level
Not testing. Testing is stupid and doesn't measure anything other than their ability to take a test.	Whole child education.	More electives including more music, art, drama, wood shop, FACS, and technology related subjects.
Personalized and team learning.	Learning environments that prepare students for the world they'll be living in. It will be different than how we were taught!	More emphasis on collaboration, critical thinking and problem solving.
Equity across regions; invest in the North region	More counseling and mental health	More emphasis on supporting students and families of color
Educating teachers and staff	Better technology	More financial resources for educators
Class size	Reading fluency by grade 1	More focus on technology
More funding	More funding	More funding :)
smaller class sizes	more teaching staff in the schools	more human touch--its a crazy world--we all need a kind, supportive staff
Infrastructure and aging building	Use of technology in the classroom	More instruction days
Class size	Stem (or steam) programs	More language immersion.
Smaller classes	More recess time	More lunch time
Lowering failure rates with high school students by providing effective interventions	Pre school programs in all title 1 schools	More mental health services
technologies	lower grade libraries	more one on one help for all students
More behavioral support	Lower teacher/student ratio	More pe and music
Add more teachers so that we can have smaller classes	remove disruptive kids	more PE and Music
Being proactive with improving educational opportunities for students, for example college credit	Tailoring education to help all students succeed	More physical education requirements for students
class size	arts, music and foreign language education	more school days
Class sizes	Language opportunities	more school days
Art and music in all schools	Better food in cafeteria	More schools days
		More special Ed programs and classrooms and some kind of transitioning program to include special needs and kiDS with IEP TO get the chance to progress by watching and interacting in other classrooms.
New math program	More after school activities (school sports) (dances) (things that are fun make the kids connect with school)	



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

College readiness	Increase in grad rates	More support for behaviors and parent Ed/support
	High quality	
Class sizes	Science/Math/STEM/Robotics programs	More support for TAG and academically strong kids
Class size	Technology	More teacher aides
Arts	Class sizes	More teachers
Diversity	Decrease class size	More teachers and staff
	Making sure there are opportunities for ALL students to keep them engaged, such as more CTE, arts, sports	More thoughtful addition of technology to classrooms and curriculum around involvement with tech
Preparing students for 21st century careers		
early childhood education	more gym/movement	more time in class/at school
smaller class size	higher pay for teachers	more variety in electives
Smaller classrooms	More instructional time	More variety it course offerings
Alternative education	Filling achievement gaps	More vocational programs
		moving away from (and ideally eliminating entirely) common core testing (and other standardized testing)
supporting full-day kindergarten, both with funding and additional staff/parental resources	reducing class sizes	
	Fewer and more educationally appropriate standardized tests (if any!)	Music and art in every classroom all year long.
Smaller class sizes		
	Assessing achievement more effectivley than with standardized testing.	Music, art, gardening, physical education, etc.
Class size.		
	Creating graduating classes of not only educated young adults, but socially concious good citizens.	Narrowing the achievement gap.
Engaged and engaging teachers.		
	changing the high school schedule to the one South had	
securing more finiances		new math curriculum
		New teachers need more support and mentors in buildings, for guidance - especially learning the ropes, and being able to have good classroom management skills. They have content, but not the skills to deal with large group of students who are all over the board.
Technology - better trainings in buildings. Lot of \$ spent on SmartBoards which are being used as a screen. A person cannot learn it in one training. After school workshops are great if we could get out at a decent hour.	Specials should be all year round, so teacher have more planning time and have more time to take care of themselves and their families. Tired of taking work home or staying late at school, or working on the weekends.	
Rebuild curriculum to the early 2000's to 1990's models	Getting our kids off of video games, less technology and more interaction	NO MORE COMMON CORE
	equal opportunity at all schools all students	
class size		no school choice
Mathmatics	Science	Non Drop-Out and Graduation rates
	more support and love for kids, teach independence and self respect	not making kids sit still all day. teach them and let them move.
lowering class sizes		

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

work with city and county to mitigate family poverty and child abuse	create more rich and diverse after school programs to supplement kids' social lives	offer at home tutoring to kids whose behavior is destroying classroom morale and progress
reduce standardized testing	reduce class sizes	offer more technical programs at the high school level and mandatory pre-school (before kindergarten)
Offer vocational education (CTE)	Offer vocational education (CTE)	Offer vocational education (CTE) PLEASE!!!
Teacher kindness	Teacher stress levels	Offering a counseling area for students (not curriculum based)
Academic enrichment	Academic standards	Online safety and technology/phone etiquette for kids of all ages
continuous PD around effective instruction (RBT)	Equity of opportunity (remove school choice)	Opportunity gaps
Quality teachers	Enrichment	Overall health of staff & students
Educating children at higher levels earlier	Extracurricular activities	Parent and community involvement
consistency among schools	Competent administration in buildings	parent involvement
School Choice elimination.	Socio-Economic support for students and families.	Parent involvement and accountability.
behavior	counseling	parent supports
Quality educators	Support for students in need	Parent/community education and support
Consistent curriculum across grade levels	Consistent progress monitoring tools	Parental involvement and education
Connecting with the community	Using community resources to improve access to education (internships, mentors, seminars for high school students, etc)	Parental support/follow-up
Examining equity of opportunity and participation in that opportunity at all schools in the district/making changes as necessary.	Funding and class size reductions.	Partnerships with LCC and UO to support deeper engagement and support for student transitions to college.
Get money into our schools!	Graduation rates and college acceptance	Pay our teachers!
Reduce class size	Increase # of school days	Pay teachers better wages
Counseling	Lower class size	Performance standards for teacher
Class size	Transition from high school to college. Continue programs so students can access classes at community college and university.	Perhaps with more students taking college courses, that might open up staff to provided more support classes for students that are struggling.
Graduation rates and Preparation for College	Pre K	Personal finance education

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Smaller class size	Class offerings to cover all educational hours (i.e. There should not be 2 hours of study hall in a day when classes needed to graduate are not available)	Physical education
Cultivating an environment children and families want to need in	More arts and music	Physical education Physical education - science has proven that physical education makes you smarter!
Smaller class size	Motivated, highly qualified staff	
Modern, evidence-based teaching methodologies	Student time expectations, kids shouldn't be in school for 7 hours then have 3 hours of homework every day	Physical education- keep those kiddos moving
Character building...kids are not learning it in the home(ccharter school does great with this!)... If a kid is respectful it turns into a child who wants to learn and proud of learning...	Math	Practical Science
eliminate 3x5 schedule	hire more teachers, offer more classes, reduce class size, buy more textbooks	pre-k programs
math, reading & writing, science	prep for college, STEM degrees/majors	prep for jobs, make students employable
smaller class sizes	counseling	prep for life after public education, career/ college/ self sufficiency
Better food, less cost for school lunch.	Bring back things that were cut in the recession.	Preparation for Kindergarten!!!!
Class size reduction (no more than 24 in advanced years and no more than 15-20 in early years)	Graduation rates	Preparation for science and math careers
multicultural awareness/ acceptance	environmental preservation	preparation/ motivation for college (4 year degree) and importance of.
Class size	Keeping music, art, theatre	Preparing for college
Improving achievement of all students	Improving the health of all students	Prepping students for the careers of the future, which means STEM, focus on creativity instead of rote learning, and adding vocational training back
class size	special needs students	professional development for staff
Revenue generation (for both operations and capital projects)	Class size reduction	Professional development to support continued CC adoption and evidence-based teaching methods
Reduce class sizes	Strengthen arts programs	Promote equitable opportunities
Reduce class sizes	Maintain the school choices and language immersion programs	Provide adequate school counselors

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Increased communication to the public on the dire need of our schools	Reevaluate math curriculum - Is Common Core really the best method?	Provide services that directly relate to each school (each school has individual strengths and weaknesses, adjust programs accordingly)
Class size.	Career readiness upon graduation.	Provide students with opportunities to experience success outside of traditional academics.
student/teacher ratio	counseling program focuses on meeting the emotional needs of our students.	Provide support for all special needs populations (i.e., English language learners, students with disabilities, talented and gifted) Talent and gifted currently have no program.
Reducing class sizes	Getting full time P.E., Art and Music programs back in schools	Providing counseling for children and families in the lowest SES who are struggling
Decreasing Class Size	Improving Graduation Rates	Providing Equal Access to Programs in All Schools
Lobbying for a more stable funding source.	Higher graduation rates without sacrificing high quality and rigorous courses.	Providing high quality materials and support for teachers.
lowering class sizes	increasing staff morale	providing more electives
Providing interesting and compelling curriculum for students.	Providing more vocational training for students.	Providing more life skill training, including finances and other skills for living on your own.
Lowering class size.	Raising achievement in low income students.	Providing TAG or other enrichment opportunities.
Stable staffing for the basics	Keeping fine arts programs by having stable staffing levels	Providing vocational programs
Class size teachers	Expand special ed	Pt
Equity across regions	Arts restoration	Public relations
Early intervention	Early learning partnerships	Quality instruction
academic excellence	inviting and inclusive atmosphere	quality of instruction
classroom size	instructional time	quality teachers
Class Size	Capacity	Quality teachers
Quality in staff and programs	Better Behavioral standards	Quality work - not testing
4x4 block	site based manangement	quit the focus on equal outcomes
climate change and related issues (e.g., transportation, energy use, individual and community resilience)	building more partnerships within the community (e.g., mutually beneficial relationships between elder homes & schools, businesses, groups)	raising better citizens
Focus on students/not administration	Use of student technology	re-evaluate the test, test, test. Go back to thinking and learning
Reading, math, science using effective curriculum	Having the community involved in educating our students	Reaching students before they enter kindergarten
Teaching the basics	School preparedness	Reaching those that are slipping behind

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Writitng	Math	Reading
Class size reduction	Quality teachers and staff	Realistic budget management
Get back to basics, get rid of the new math, allow for creative writing classes instead of forced essays in forced English classes.	Smaller class sizes, more class periods for flexibility, 1.0 FTE for teachers	REALIZE THAT THESE ARE DEVELOPING HUMANS, NOT TINY ADULTS, AND ALLOW FOR FLEXIBILITY WHEN NECESSARY.
Funding	Amending or changing the high school 3x5 schedule so classes continue through the the school year	Rebuilding trust within the Eugene community.
class size	increase in speialist time for students	recess at elementary school
Systemic structures that reinforce inequity	Early childhood education	Recreate high schools
End the 3x5 high school scedule.	Restore electives including shop, art, mechanics and music.	recruit & retain quality faculty
Reducing class size	Improving breakout / small group learning opportunities - student led learning	Recruiting & retaining high quality teachers
Reducing class size	Art/PE/Music (band, choir)	Recruiting and keeping great teachers (increasing pay)
Lowering class sizes.	Adding instruction time.	Recruiting and retaining high quality teachers.
Achievement for all students	Preparing students for post-secondary pursuits	Recruiting high quality staff and providing quality ongoing professional development
Reducing class sizes	Rebuilding art and music programs	Recruiting high quality teachers
Financial stability	Curriculum and technology	Reduce class size
Reduce state testing	More instructional time	Reduce class size
Reduce class size	Reduce class size	Reduce class size
enabling all students to successfully learn	providing skilled vocational training as well as college prep	reduce class size and hire excellent teachers
Extra curricular (art, PE and music)	Special needs programs	reduce class sizes
Increasing the budget	Hiring better teachers and firing incompetent ones	Reducing class size
Graduation rates	Arts	Reducing class size
Early childhood (pre-k)	Strengthening neighborhood schools	reducing class size and adding more staff support to buildings
Boosting the engagement, enthusiasm, and support for low s.e.s. Schools	Returning control to the local schools	Reducing class sizes

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

		Reducing class sizes. A lower student:teacher ratio would benefit students and educators and indirectly then solve many of the other problems: quality of education would improve, behavior problems would be reduced, job satisfaction for staff would improve, etc.
Reducing class sizes	Reducing class sizes	
Hiring and retention of culturally competent and diverse staff.	Hiring more teachers	Reducing classroom sizes
	Working to increase funding at the state level	Reducing the amount of time that students spend preparing for/taking standardized tests.
Reducing class sizes	incentivizing unmotivated teachers to transition to other work	
decreasing class sizes		reducing the cost of administration
		Reducing the impact corporations have on determining our educational goals
Mental health of students, teachers, support staff and administrators	Starting conversations with students about their needs and future goals	
	Equity in funding among the four regions. Lets take away the "private/privileged school" element and bring back the public schools where ALL students have an excellent education experience with equal options.	
Diversity equity among students as well as staff. EXTENSIVE PD and training on what equity truly looks like. This includes changing "rubrics" or "qualifications" for admittance to classes/programs		Reduction in class size. This is a corner stone that effects student learning/needs being met and teacher support.
Class size	Class size	Reduction of bureaucracy.
		Reevaluating the current alternative school design for elementary. More smaller neighborhood schools, no alternative school
Early intervention in elementary school	Class sizes	
Lower class size	Increase high school graduation rates	Refine school choice process
	Providing new and innovative	
Hiring more teachers and aides	continuing teacher education	Repairing schools
Smaller classes	Pay teachers more	Replace aging facilities
		requirements for school attendance updated (not consecutive days for truancy)
graduation rates	helping MS/HS kids by requiring extra help if failing	
Staffing	Funding	Resource Allocation
		resources for families with needs that cause students to have difficulty learning
environmental education integrated throughout	smaller class sizes (like 20 students or less)	
Expanding teaching staff to reduce class size.	Improving the relationship between the district and staff.	Restore autonomy to individual schools

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

More classroom support in lower grades. First grade classrooms need the same level of support that Kinder classes have.	All staff need more time to grade student work/write report cards. The most effective teachers I know are the ones who put additional time in to their job. Teaching is not a job that can be done well in the parameters of an 7 1/2 hour day.	Restoring vocational programs.
teaching technology	reducing class sizes	retain engaging teachers
Reducing class size	More elective (pe music art environmental etc)	Retaining and supporting excellent teachers
Instructional differentiation	Grant writing and obtaining funding for TAG programs	Retaining excellent teachers, letting go non-effective teachers
Improving high school class size, schedule and options for students	Tutoring for struggling kids	Retaining high quality teachers
Connection with your students.	Increase your 21st century teaching and learning.	Rethink curriculum from a textbook free perspective.
		Revamping food service - to have locally sourced, organic food available to all students. Use the gardens to produce own food, while teaching science and math (lots of research exists on the benefits)
Reducing classroom size.	Training/curriculum that uses nature as an integrating context - getting children outside more to learn	
Building improvements remodeling better furniture and lighting better for eyes.	Better chairs for staff so uncomfortable in life skills already alot of stress.	Rewards systems instead of point cards positive not negative.
quality, meaningful, 21st century learning for each of our students that address multiple intelligences.	smaller class sizes taught by teachers who work collaboratively utilizing data to make evidence based decisions.	rich collaborations among community members and schools to help all of our students and their families.
graduation rates	CTE/programs for continuing ed/college credit	rigor
Supporting the teachers: smaller classrooms, more specialists,more EAs	Support art, music, and PE, children need a well rounded education	Safe buildings
Graduation Rates and support.	Staffing good teachers and administrators.	Safety
Class size	Technology	School choice
Class size	Equity	School Choice and it's impact on the neighborhood High School
lower class sizes	teacher morale	school choice... yes or no
Technology funding	Support for every student and each level that they are in their educational journey.	School maintenance and safety.
Academic Achievement	Quality teaching staff	School pride
Art	Quality teachers	Schools addressing parents concerns
Technology	Mathmatics	Science

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Resilience - "grit"	Communication skills in writing and speaking	Science and math skill and make sure you remember the link between science and humanities
Trying to turn around the beaten down feeling the teachers and staff. Attitude is everything, this is pervasive and impacts the experience of our kids everyday. 4J employees need to feel respected, supported, valued. 4J has destroyed that atmosphere over the last 5 years. Traditionally, even in bad financial times, it seems like the teachers and staff were able to maintain a positive outlook because they seemed to feel valued and supported by the administration. That seems to have disappeared from the very top down to the base level in the organizational chart in 4J.	See #1	See #1
Teaching our students empathy more instructional time	Bringing back shop, art, PE, music, theater better trained teachers	Small class size! smaller class sizes
culturally responsive pedagogy	conflict management system for community, parents, staff, such as an organizational ombuds office.	smaller class sizes
Vocational training	Improve graduation rates	Smaller class sizes
Classroom support for teachers	new infrastructure	smaller class sizes
teacher education	new math program	smaller class sizes
Funding schools	Retaining quality teachers	Smaller class sizes
Consistent skills-based curriculum.	Curriculum should be adopted that is child centered and engages all types of learners.	Smaller class sizes.
Funding	Equality among all schools	Smaller class sizes.
Better lunch program (most of what they serve looks horrible, brown corn, moldy string cheese??)	Playgrounds that kids use when raining	Smaller classroom sizes
Interactive learning	Helping children that exhibit appreciation or talent in specific subjects. Help them excell from a younger age	Smaller rooms or more adults to help make the learning atmosphere better for all kids. It's hard to learn when disruptive kids are going unnoticed. smoother transitions between high school graduation and college
extra support for struggling kids math	graduation rate and drop out rate writing	enrollment social skills



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Smaller Staff to Student Ratios	IA's in Elementary Schools	Social/Interpersonal Skills for All Grades, incl. Counselors
Moving away from the testing/standards paradigm	Focusing on intellectual curiosity and creativity rather than achievement	Solving behavioral problems through a focus on relationships, not rewards and punishments
Graduation rates	Time for teachers to rejuvenate and interact	Spanish and Black Cultures
Technology	Arts	Special Ed
Class size	Student discipline	Special Ed staff ratios
More diverse staff not just culturally, but making sure those with disabilities are also represented both invisible and visible.	Speical Ed--support not blame.	Special Ed--support not more work piled onto the over worked under supported staff. Historically when the sped department is held accountable in any way they hand down punishments and blame instead of trying to figure out why the problem occurred in the first place.
More teachers	More courses available	Special education funding
Class size	Instruction time	Speciality programs that make up for an otherwise unimpressive school district
Stabilize and increase funding.	Stabilize and increase funding.	Stabilizing staff at buildings (Not so much change over)
Class Size Reduction	Support staff for classrooms	Stable funding
Closing the achievement gap	Retention of highly qualified staff	Staff improvement
Equity for children with special needs	Parental involvement	Staffing Life Skills classrooms based on the needs of the students.
Lowering class size.	Staffing the schools adequately.	Standardize curriculum.
Better teaching.	Smaller classes	standards-based grading
Introduce coding and "maker" as part of the standard curriculum	student-lead conferences	State of art technology
consolidating programs to one location	Recruitment of best teaching staff	STEM
Professional development	Smaller class size	Stop taking so many tests and quit relying on test scores for funding
Math, basic math. Your student body does not know their times tables.	Literature. Learn to live reading and recognize the power of the pen.	Stop testing so much!!! It is impossible to get every child to be on the same academic level, and grooming students to do nothing more than pass this next test is unacceptable, and a complete waste of time.
Increasing funding--more teachers, more support staff, more money for schools.	Increase extracurricular activities and create more well-rounded educational programs.	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reducing class size. This leads to more personal attention to the students as well as gives teachers a break. I can only imagine if our teachers had more time to cultivate each child's strengths that we would see a stronger and more intelligent generation that really loves education because it was treated more as a gift then a chore. Teachers who wouldn't spend countless hours going over papers due to such large classes instead spending time with their families and returning to school in the morning rested, happy, and excited to teach again!	Give the teachers a raise!	Stopping standardized testing and homework. streamline/combine programs before eliminating them
college & career readiness	facility improvement	eliminating them
Buildings (expand, make new)	Class size	Strengthening immersion programs
reducing class size	increasing individual attention and relationships	strengthening teacher-family relationships
Creating a "Great Schools" Culture - setting the bar instead of trying to maintain	Teacher Support	Strong emotional and social support for students
Math	Reading and writing	Strong students for graduation
Special programs like special needs, TAG, ELL, etc.	Reduce class size.	Stronger focus on STEM subjects.
healthfood	teachers	student achievements...engagement
Mental health	Teacher satisfaction	Student buy into education
Lower the student to teacher ratio	Increase Blue Collar programs	Student Retention
Mastery of basic skills	Early education	Student support/counseling
Diversity in course offerings.	Add teachers. Cut class sizes.	Student, Staff, Parent involvement in issues that matter.
Class size reduction	Preparing students for college	Students working with technology
Standardized testing	Graduation statistics	Success of students post graduation
Trauma informed practices	access to mental health services	sufficient programs to support special education students
Enrichment activities for younger grades	After school activities to learn more and advance in elementary school	Summer learning programs. Not just for those falling behind.
Create a foundation of trust and collaboration within the community. In order to achieve district goals you must include the community in the process.	Next week - hire a grant writer for goodness sake!	Support advanced learners and youth with disabilities
Mental health issues	SPED funding	support for ELL, speech, and SPED services

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

class size	inequity between schools and programs	support for students with severe behavioral needs
Class size	School Choice	Support services
class size	technology	support services
Teacher workload and equity across all grade levels	Class size and facilities to house students	Support services: counseling, instructional support ( interventions, talented and gifted, and iep, ell)
Cultural competence of teachers and staff	Replace all AP courses with college now credit courses	Support students in transition from MS to HS
Class size	Classified support staff	Support the "whole child" to increase efficacy of academic training
stop making your own manuals, buy the texbooks, or at least use textbooks as the model for you manuals. The cursive writing one is ridiculous.	More programs to help students with difficulties	Support the arts and PE. Recess if fantastic
Returning the love of learning to the classroom.	Support the teachers and administration	Support the charter schools more either with services or finicially. supporting diverse school choices in district
smaller classes	more class hours and days in the year	
Arts and music being taught in the school.	Faculty funding and teacher preparedness for kids with different backgrounds.	Supporting extracurricular activities and clubs, school field trips ect.
maintaining facilities	maintaining teacher excellence	supporting families
smaller class sizes	more school days	supporting high acheivers in grade school
Eliminating Smarter Balances		
Assessment	Reducing class sizes	Supporting special education
Teaching more than just reading, writing and math	Focus on social studies and history	Supporting students with special needs
Creating a better learning environment	Funding the Arts	Supporting teachers
Early childhood education programs in all elementary schools. Addressing needs in early childhood has proven to be effective in preparing children to learn.	Aging facilities -having the courage to stand by decision to close inefficent schools such as Edison Elementary.	Supporting teachers in the classroom with smaller class sizes and teachers aides to assist children with behaviorial needs.
		Supporting the sharing of great ideas among staff in different buildings. My students have had some wonderful teachers and I find myself saying, I wish the teachers at my school were so creative. (mostly in Social studies and language arts)
Reducing Class Size	Increasing teacher efficacy	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

		Supporting the teachers you hire. Physically and emotionally and monetarily .
Class size	Hiring more qualified teachers	
High school graduation rate	Literacy	Sustainable funding
Lowering class sizes and increasing teacher prep time	Rebuilding trust between teachers and administration- listening to, and addressing teacher concerns	Taking an honest look at the school choice model and how it could be improved
Class size reduction	Increase number of days of instruction	Talent development, TAG program increase
[personal information removed]	Focus on the kids they are our future	Teach home skills like cooking / writing/ conversations / listening
Class size	Lack of physical education	Teach kids that effort in class is rewarded - not everyone gets a trophy
increasing teachers and classrooms and reducing class sizes- overall education will improve!	maintain dress codes for students and STAFF	teach respect for teachers by reducing the over-familiar behaviors such as first name usage- re-introduce titles of respect
	Strategies that meet the needs of a diverse student body, including: arts integration, vocational education, varied options for core courses. Moving away from the belief that there can be "one-size-fits-all" systems. Our systems need to be diverse, varied, and innovative in order to support true learning for all students.	Teacher advocacy and support: mentoring for beginning teachers, creative ways to integrate retirees, more collaborative planning time, etc. Teacher morale directly affects students' moral, which affects their openness to learning.
Shrinking class sizes.		
Procuring more funding	Class size, class size, class size	Teacher excellence
vocational training	transition for students with non-cognitive disabilities	teacher retention
Reduce class size	Increase instructional time	Teacher retention and salary
equity across regions	diversity	teacher support
streamlining and getting back to basics v. constant changes w/out setting goals and sticking with them - we never meet them because we too busy changing them when they don't work immediately. We need to give them more time to succeed.	support	teacher support
	Following through. We have all these surveys & meetings for input and then nothing happens - nothing that can be seen anyway. We need district transparency as well.	Teachers feeling valued & important. Right now it's admin vs. teachers. We are all supposed to be on the same team. It shouldn't feel like that.
Community respect.	Happy, well informed, and skilled students.	Teachers given the freedom to teach with the expectation they will meet curriculum goals.
Social-Emotional Learning	Taking a stand against aggressive standardized testing	TEACHERS OF DIFFERENT EXPERIENCES AND BACKGROUNDS
Buildings	Counselors	Teaching Aids

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Preparing students for life outside of high school.	Create a learning environment for all students	Teaching healthy life choices Teaching students the skills they need for college and also for the work world and being successful citizens of their community
Balanced and stable budget	Reducing class sizes	Teaching values and responsibilities in relation to the students role in the future.
Mindset of students	More interaction with other schools and programs outside the classrooms	tech competency
academic growth	emotional/social health	Technical programs in High schools
Special Education	Math and Sciences	Technology
Teaching Programs	Art/Music/Sports Programs	
School equality	Creative expression and engagement for students and teachers	Technology
Preparation for the future	Critical thinking	Technology
Arts	Cultural studies	Technology
Achievement Gap	Facilities	Technology
Arts integration	Language immersion	Technology
Fine Arts	Science	Technology
Hiring more teachers	Smaller class sizes	Technology
class size	staff support	technology
Class size	Vocational programs	Technology
Investment in elementary education (class size, staffing, etc)	Eliminate blends in elementary and improve class sizes by hiring more teachers	Technology improvements so more students have access to computers
Staff team building between admin, certified and classified. If a school runs like we are family, we will work better together and respect one another more. Do team building PD's.	Regular Admin contact with certified staff. We need leadership - we don't need teachers going off and doing their own thing because they aren't being held accountable. Regular contact helps build certified trust in admin.	Technology.
inclusion, tolerance, acceptance	the benefits of socialism	the ramifications of capitalism
Math	Reading	Theater, Speaking in public
Lobbying, PR and Marketing to our reps and people the importance of INCREASING how much we spend on education	Figuring out how to get and retain teachers that are smart, inspirational and motivated - Its noticable.	Thoughtful evaluation of staff and an ability to effect change. Train teachers to be more effective for today's standards.
Improve the overall curriculum.	Reduce class sizes.	training for staff and students
cultural diversity	facilities	Training for teachers re TAG students
Extracurricular activities	Class Size	Transitions from elementary to middle to high
Increasing access to a wider variety of career pathways	Development of early childhood programs	transparency
Academic excellence	personalized educational experiences	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Keeping teachers well compensated	Smart reading program, keeping it well funded	Trying to increase parent volunteerism
Staff	Finances	Tutoring
New high school boundaries to provide equity between schools	More time in the classroom	Two tier graduation (technical college and university paths)
nutrition/health	global politics/history	understanding and using technology
arts education	facility updates	up to date curriculum
Technology	Facilities	Up-to-date curriculum
Reduce class size	Continue to work on meeting needs of diverse students and families	Update, retrofit buildings
Adding staff to lower class sizes.	Updating ALL schools.	Updating curriculum.
Class size	Teacher development	Updating or new construction of existing schools
Increase the number of teachers	Update curriculum	Upgrade facilities
Decrease Class Sizes	Increase Instruction Hours/Days per year	Upgrade/Replace Facilities
Class size	Classes offered	Upgrades to allow for appropriate access to technology
Replacing standardized testing with more objective-based assessment	Reducing class sizes	Upgrading facilities
Diversity/Equity/Access	Equalizing priorities (some feel test scores/achievement is most important, others want skills/trades/hands on learning)	Using natural resources as educational tools
Strong neighborhood schools	Arts music physical activity	Using research to inform decisions
Developing partnership with stakeholders, businesses, civic groups, nonprofits, etc.	Enhancing vocational-career educational options	Using technology more effectively to deliver programs and course content
Byod	Digital ebooks	Virtual remote distance learning
Critical thinking	Cultural Competence	Vocational skills & entrepreneurship
making sure that teachers can teach how they want and with what and let them change as they see their students progress or differ	For example a teacher told me she hates the way she "has" to teach math and thinks the way she learned in Japan is better	We need our teachers to feel validated, loved and needed.
Reducing class size & teacher work load	Decrease meetings. Necessary ones needs to be efficient and effective. Walk away with goals and a plan to execute. Come back to next meeting with evidence of work done toward the goal.	What policies, systems and " just the way we do things" are no longer useful, efficient or serving the students' best interest
small class sizes in elementary to support the love of education	movement (PE) throughout the school day to increase learning	whatever the majority of the teachers believe would support them
Funding for class size reduction.	Lead state wide school funding effort to reduce class size.	Work on supplemental local funding to reduce class size.

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

creating equitable access to visual art education in middle and high schools	Finding funding to sustain and grow, not cut	Work to adjust to the changing diversity of our school population and the needs it presents
technology	determine what path of next education students should take after H/S, college, technical schools, beauty school.	Working more with community in helping kids get early work education.
Math	Reading	Writing
Math	Reading	Writing
student health	equal access to community resources	Year of the Teacher (2020) so clever, right?
reducing class size	mental health services	Year-long music and PE at all elementary schools
class size	adding more arts experience	
reduction of class sizes- especially at elementary level	arts education	
Just that, how will education be relevant 3 to 5 years from now? How pervasive will structural unemployment become?	"Poverty is the parent of revolution and crime" Aristotle... How are you addressing this?	
More physical activity for students. Daily PE.	A move to trust teachers and their schooling/abilities	
Instilling self-motivation and a love of learning in young students	Academically challenging and rigorous education	
get teachers accustomed to using StudentVue (and whatever else is available) to help students have the resources they need even when in the classroom	Add class offerings and resources where MOOC and other technology offerings are not appropriate -- arts, music, shop, home ec.	
hiring more teachers to lower class sizes and offer more classes	adjusting the high school schedule so that students can more easily take electives such as the arts	
Early education - let's build a solid foundation for our kids and grow it from there	After school programs to further engage kids with learning opportunities outside of a traditional classroom setting	
Smaller class sizes.	Behavior management strategies for classroom teachers.	
Decreasing class size	Behavior specialist	
Class size	Behavioral support/counseling	
Kids feeling safe at school and in the classrooms	Behaviors taking time away from learning	
Building strong k-8 immersion programs.	Better communication on student progress; the average person can not read a progress report card.	
More immersion schools	Better meals, serve healthy food	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Quality of teachers- more pay for them	better preparation for higher levels of learning
Equity	Bring back more rich programming in arts, media, technology, physical education
Smaller class sizes	Bring back music, PE, and Art
Technology	Building improvements to all schools over 20 years old
Making sure that students get basic skills and an exposure to a variety of other experiences	Building partnerships with the community and getting more adults in the classrooms!
Strengthen student supports	Building relationships with families
How to strengthen immersino programs to keep students' retention.	Change the system of school choice? North Eugene HS is losing a lot of high-achieving due to the negative images, which is also affecting feeding Kelly and Madison MS students' enrollment
STEAM education	Civics Education
Length of school year	Class size
Mental Health	Class size
Mental Health	Class size
Technology	Class size
Community involvement	Class size
Education funding	Class sizes
Equity between the highschoools	Class sizes
PE	class sizes
HS schefule	Class suze
Class size	Classroom mgmt
Providing inclusive education for students with a wide range of disabilities	Clear guidelines and placement in ESS classrooms
Technology	college readiness
Serving the underserved, fragile and/or needy students in such a way that they are supported both in the classroom and beyond it (meals, ESL, community agencies).	Common curriculum at middle and high schools--would eliminate the shopping for schools to some extent.
Equity	Communication and collaboration.
increase focus on advance education after high school	community volunteer projects
Better uniformity from school to school: curriculum, desicion-making, minutes per curriculum area	Competent administration in buildings



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Staff, student, and community understanding that culture includes ability/disability, gender identity, etc	Continue to re-build staff morale (higher staff levels are starting to help)
elementary academic school day-skill building in math, reading, writing	counseling
Mental health support in elementary schools	Counselors in every elementary school
Fixing the schedule--no more 3 by 5	Creating 4 equitably staffed and resourced high schools, each with the same offerings for students and parents
Continue to work on improving graduation rates and reducing the achievement gap.	Creating a high school schedule that allows students to take subjects all year instead of just 2 thirds of the year.
Class size	Curriculum improvement
Planning for a long-range vision rather than focusing on daily irritants	Data driven decisions that are then communicated
Decrease class sizes.	Decrease the amount of time spend on taking tests.
Class size	Developing a better early education program (K-2)
Equity	Diversity
Offering more to high schoolers	Early education
Class size	Earthquake friendly structures
Class sizes	Education at the higher learning level.
Instructional growth (especially at high school level)	Effective schedule for high schools
Improving student achievement	Eliminating differences in quality levels among schools
Academics	Enrichment
Class size	Equitable distribution of resources across schools
Start the SPARK program to help address obesity, behavior, academic achievement, emotional stability.	Establish partnerships (especially in elementary schools) with community members/VO instructors in specialized areas such as science, PE, etc.
Developing community relationships and partnerships	Evaluating existing programs for efficiencies
Encouraging innovation in educational practice.	Expanding charter school laws, so that innovation can actually happen.
Budgetary increases/stability to implement #14	Expanding cultural competency among 4J staff for all minority (including sp ed) groups

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

mental health and home support facilities	
Figure out the high school schedule. It feels like you have to beg to get a full class schedule. Why are we offering yoga but not ensuring everyone gets the core right? Math and English full year!	Figure out elementary class sizes. It starts to feel like glorified daycare when classes are too big.
bringing the scores of all students up in Math and reading	focus more on Science in middle schools
Decrease class size / or increase number of adults in classroom	Focus on math, science, reading comprehension
diversity awareness	focus on other electives not just sports at high school level
	focus on providing programs to teach students about life after high school, like how to pay taxes, pick the right college, get an apartment, budget, things like that
shrinking class sizes	Focus on teaching. Less standardized testing.
Reducing class sizes.	Focusing on hold ren who need additional help to ensure the other students have the best learning environment possible with out distraction from kids needing more help
Lowering class room sizes	Fully funding programs in the schools
Class sizing	funding
Community partnerships	fundraiser options for schools
delete common core	Getting more counselors in the elementary schools
Graduation rate/lower drop out rate	Giving all kids not just athletes, ELL learners and those lucky to win the lottery a chance at a full load of classes but ALL children
Classes More of them	Grad rates and retention
Funding and class size	Graduation rates
Student achievement rates	Graduation rates.
Early interventions.	Have less furlough days
reduce class size, by A LOT	have real expectations without busy work homework. Look at kids in Europe who have very little homework but more rigorous academics
finding ways to hold onto kids who aren't as academically inclined. Sometimes having one class they love can keep a kid in school	Having adequate professional development
Keeping class sizes down	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reducing class size	Having full time school counselors in every school
Focusing on organization and efficiency	Having high quality and well-trained staff
class size	having physical education back in schools on a regular basis
children with learning disabilities	healthy whole food lunch options
Continued Diversity in Schools	Help kids learn to solve their problems
staff to help with homework after school	helping low income kids with food and clothes
Staffing of teachers and counselors	High school facilities
Bullying	Higher academy scores
Smaller class size	higher graduation rates
Improving class sizes and conditions of our schools.	Higher higher curriculum standards.
Reducing class size	Hire higher qualified teachers
Equity	Hire teachers that represent our students.
Lowering class sizes	Hire/retain/develop quality employees
Increasing instruction time / days	Hiring and retaining highly skilled and qualified teachers and teachers aids.
reducing class sizes to get reasonable sized classes, no more than 22	hiring staffing for buildings (EAs, counselors, reading support)
smaller class sizes	improve graduation rates
Lower class sizes.	Improve Special Education services
Improving class size	Improving curriculum in math
NGSS	Improving parental knowledge of common core math
Improving teacher pay and training. becoming academically competitive with other schools	Improving, enhancing physical education / activities for kids.
	increase arts and music
	increase course options at the middle school and high school level - for example, it's a shame that students interested in science can't even take science all year at the high school level, let alone take two classes
decrease class sizes	Increase cultural awareness classes
Lower class size	Increase graduation rates
Increase student achievement	Increase in testing results
Lower class sizes	increased instructional time per student
reduction of class sizes	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Decreasing testing	Increasing arts and vocational opportunities
teacher's training	increasing choice in both schools and offered classes
Reducing costs	Increasing graduation
decreasing class size	increasing instruction days
Increasing achievement in Core curriculum for college and career readiness.	Increasing instructional time.
Early childhood education- PreK, K and 1	Increasing programs to provide support for students and families
Getting the behavior-issue kids' needs served without derailing entire classrooms.	Increasing quality instructional time (time spent preparing for tests and testing is NOT instructional time).
decreasing class size	increasing teacher to student interaction and attention
Reducing class sizes	Increasing teaching/projects by/with businesses in the community
class sizes	instruction that meets each student at their ability level
Class size	Instructional hours
reduce class size	integrate sped with gen ed in all systems
increasing academic engagement in the classroom	integrating metacognitive skill (e.g., goal setting, decision making, self-management) instruction with core academic concepts.
Make sure you have the needed land to build schools as population density increases.	Keep the the teachers happy so they can focus on the kids and not their lack of funds.
Improve Arts Education for all Meeting students where they are at. This means have various options to help all students succeed, high acheiving, low acheiving, and students with behavioral issues	Keep up with technology as is evolves in the world beyond classroom walls
Teacher evaluation and support	Keeping kids in school with programs to enrich their education
Keeping options for electives in the students schedules - cultural competence	Keeping TAG kids challenged and supported
Kids teaching kids. (Learning by teaching)	Keeping the ARTS programs supported language and arts programming
Class size	Learning by doing.
More arts/music/PE	Length of the school year
	Less focus on testing

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Preparing students for jobs, other than just college.	Life skills training....cooking, cleaning, balancing home budgets, etc.
Core academics	Lifelong learning
Foundational skills for students and support for needs	Literacy and applied math
Shore up arts and music.	Long term budget forecasting.
Increasing outcomes for students who are struggling	Lower class size
Equity for all students ( look at school choice model..not equitable)	lowering class size is essential
lower class size	maintain quality teaching staff
	Maintaining continuity with the past and resist steering into uncharted waters. Link new ideas with old and not abandon the existing course set in.
Continued replacement of facilities through bond levies.	
Class size	Maintaining facilities
Teach basic life skills	Make sure students have access to technology and tech courses
making sure there is support for teachers to teach in the class rooms	Making sure all grades have a well rounded education program that touches on all subjects
	Making sure that all schools have a good special education program and behavioral classrooms with a reasonable teacher student ratio (1/3 students depending on disability)
Curriculum	Making sure the each child REALLY learns what they need to.
Reduce class size.	Making the alternative schools actually available to the public.
	Admission is so terribly limited right now.
Reducing class size.	Making things more affordable and equal to all students and families
IEP and special education programs	Math
Mental health awareness	
more interdisciplinary training for teachers. less specialization	More computer science, starting in grade school
More consistency in the elementary classroom environment...	more discipline to instill better study habits in the learning environment
	more emphasis on arts, sports, music, language
smaller class sizes	
More technical programs	More gym and arts
reduce student to teacher ratios	more time in school to learn
	Narrow the equity gap for at risk and lower economic.
Reduce Class Size.	

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Reducing class size	Not spending money on consultants for NGSS
Safe, secure buildings, more safety drills, workshops on identify mental illness.	Offering full year music class options, art and PE.
supporting students in their futures	offering math classes that are meant for every learner - not everyone is meant to do algebra, but should still take a math course
Class sizes	Parental support in schools
Literacy	Parity of programs and services across the district
Retaining/hiring best teachers	Pay teachers based on performance/test scores/evaluations not seniority
More vocational programs, wood, aut, electronic, robot .	PE
Lower class sizes	Pe, art, and music at all levels
get rid of teachers who won't teach	place teachers in new buildings who will use the gyms!
Adequate funding	Prioritize expenditures
Class size	Programs for student
Class sizes. Limiting the number of kids in each class so each kid has a better opportunity to learn	Provide counselors to handle distracting kids in a healthy way that doesn't take away from the learning of others
Getting class sizes down to 25 in the elementary grades	Providing access to behavioral and emotional support for all children
Teacher development and performance management	providing additional support to extracurricular programs
Increased staffing to reduce class sizes and improve instruction	Providing remedial instruction at the earliest appropriate term for each child needing such help.
Class size	Quality teachers
facilities	reading
Match	Reading
Class size	Reallocation of students (North schools, Gilham, etc will grow, while south area may shrink)
Inclusion training	Recruitment of more diverse candidates
Excellence at the intellectually elite level. Eugenians are uncomfortable with seeming elitist, but the better our top programs are, the better it is for our city.	Reduce class sizes

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

, high school common schedule - get out of the 3x 5	Reduce class sizes
Class size	Reduced budget
Restoring ESS to a functioning department again	Reducing class size
Hiring more diverse and experienced staff	Reducing class sizes
Recovering from all the cuts we have endured over the years	Reducing the amount of testing
equitable access to educational resources across the district	reduction of class sizes
Class size	Relevant staff development
Multilingual and multicultural education	Restorative justice
Appropriate use of funds to go to student supplies and buildings	Review teachers and principles and remove them if needed
Class size	Rigorous teaching for all students
Reducing class size	Safety of the children
	School space - our cafeteria and gym are about half the size they ought to be. Kids have to start lunch at 11:20 to shuffle all of them through
Class size	
Eliminate school choice and strengthen neighborhoods by encouraging neighbors to go to school with each other.	Secure funding to make budget decisions with a longer term vision in mind (more than 5 years).
BAND	SHOP
Pe classes longer times exercising	Shop/home classes
Focus in the student and not the grade	Shore up the business processes and garner efficiencies
Classroom size (more teachers and space)	Site improvements
Expansion of alternative educational approaches (all charter and alternative schools offer unique and desired approaches to education.	Smaller class sizes; smaller school communities
Bring art and music back into schools more extensively	Smaller classes
Mental Health	Social Skills
new schools	staff trainings
Class size	Staffing
being more culturally aware to meet the needs of our minority students	STEM
Reading, Writing, Speaking Standards	STEM at all levels

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Equity in services among neighborhood schools and special education needs	Strategized focus on mandate core areas integrated with new tech and uniquely Eugene experiences
Teacher morale.	Student engagement and civic development.
class size	support/services for families/students
Lower class sizes	dealing with poverty
Smaller classes	TAG
Classrooms	TAG and programs to serve students not going to college
Board change	Teacher / Student ratio
Student social skills	Teacher based education, not district uniform system
class size	teacher classroom management
Class size	teacher evaluations
Class size	teacher recruitment and retention
class size	Teacher support for challenging students
class size	technology
More subjects to be learned	Technology class
instruction time	technology/computer science
Student poverty	The arts
Technology	Training
Academic excellence	Trim the administration down
k-5 class size reduction	vocational training / exposure for highschool students
Smaller class sizes.	Writing competency.
More quality teachers leading to fewer children in the classroom.	Year around music.
Smaller class sizes	
Ability to obtain more counseling/psychologist staff persons.	
academic areas	
Academics	
Academics. Teach our students	
Adding arts, music and PE for all students all year	
Adopt a what's best for student's modality	
Allowing teachers the time to teach the way they want to teach	
Already Answered	
Already said it in prior questions as noted above	



**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Balance funding and school support based upon clear set of objectives, require the ending of greater opportunity in secondary schools based upon inequality in offerings/access among and between neighborhood schools.

Balancing regions with equitable access to programs

Basic instruction in Math and Literacy (reading writing)

better coordination between schools to ensure opportunities exist for a wide range of kids

bomb shelters

Class Size

Class size

Class size

Class size

Class size

Class size

CLASS SIZE

class size

Class size

class size

class size reduction

Class size reduction

Class size.

class sizes

class sizes

Class sizes.

classroom size

Common science curriculum assessments.

Continue to compete and maintain rank for quality education

Counseling for students

Counseling support

Courses to prepare students to enter the workforce or college with attitudes to match

Cutting class sizes

decreasing class size

decreasing class size

Decreasing class sizes

Decreasing class sizes

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Decreasing elementary school class size

Developing culture of excellence. This includes inviting mediocre employees to find an alternate career in a less important field.

Diversity hiring of teachers and admins

Dont know

Early childhood education and parenting classes

Early childhood education and parenting classes

Early Learning

Eliminiate alternative schools and school choice.

end common core

environmental education

Equal access to programs for ALL of 4J's students

equal opportunity,rather than letting some students go to special schools

Equitable allocation of resources

Equity - students and families are becoming more diverse. 4J needs to be ready

equity at school across the district, especially high schools

Equity for students and teachers.

Equity of access

every child learning advanced reading comprehension ahead of national standards

examine systems - schedules - maximize resources with efficient systems lens to get the most staff in front of students

Fairness in education. Not just for some schools.

Find something that works and stick with it - the continuous changes are a burden.

fixing the funding issues

focus on student success from the most marginalized populations (low SES, minority, Sped, ELL, 504)

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Focus on the classroom; smaller class size and excellence in teaching.

focusing on students who have low attendance and grades

Food as it relates to physical health.

food choices, we must provide quality fuel for quality results

Funding

Gain a long-term commitment to adequate funding from the state legislature.

Gaining parent/guardian involvement

Getting equal opportunities in all regions

getting funds to support the students and teachers

Getting on the same path--consistency

Getting rid of bad staff members.

Give kids at least one reason to love being in school, just in case they don't have family who care and support them..

Good quality school academic programs with smaller classroom sizes to meet the needs of all students in those classrooms

graduation rate

Graduation Rate

Heavy focus on STEM education

Help North Eugene rebuild after the small school ordeal. Its coming along but slowly

Helping prepare students for living independently

High school is where kids either are going to be successful or not as adults.

Focus on making our high schools great, right now we are getting adequate.

Hours in classroom

HS Math

i have already answered this on previous page

I like the current board goals

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

I think the district is doing a great job  
with what they have  
i'll get back to this later  
Implementing preschool  
improve class size  
Improve the neighborhood schools to  
mirror the alternative schools

Improve the overall school experience  
by keeping kids involved, with fun,  
interesting learning materials  
presented in an environment that is  
not overwhelmed by huge numbers of  
children and tiny numbers of teachers.  
Improving consistency and program  
structure

Increase funding. The rest is bandaids!  
increasing budget  
Keeping class sizes small and  
manageable  
less building control and more of a  
global decision making plan  
less standardized testing  
literacy  
Lower class sizes  
Lower class sizes  
lower class sizes  
Lowering class size at the elementary  
level  
Lowering class sizes is at the top of my  
list. I've seen first hand the pressure  
place on teachers as they do their best  
to manage and teach a very large  
class.  
making class sizes smaller  
Managing our out of balance PERS  
program, and stop giving out excessive  
Union benefits.  
more support for the North Region -  
even if numbers are declining  
more well rounded offerings that  
include arts  
Music  
Music and art

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

Music performance  
n/a  
Offering Latin  
over crowding  
Planning for growth  
please pay attention to what the  
teachers want in terms of schedules  
and curricula -they are the ones who  
are on the ground floor - the students  
should be asked too  
PR campaigns to increase funding at  
the local and state level  
Professional development as a district  
for the adoption of NGSS  
promoting staff connections  
Provide free lunch regardless of  
income.  
Reading interventions.  
Reduce class size  
reduce class size  
Reduce class sizes  
Reduce class sizes  
reduce class sizes - to improve  
instruction for all  
Reduce class sizes.  
reduce wasteful spending  
Reducing class size  
reducing class size  
Reducing class size and reducing the  
number of forlough days.  
Reducing class size.  
Reducing class sizes  
Reducing class sizes  
Reducing class sizes  
reducing class sizes  
Reducing class sizes.  
Reducing/dividing class sizes by  
offering arts-integrated education:  
hiring certified, high level music and  
art teachers to divide the classes into  
much smaller numbers of focused  
study groups  
Relationships between head  
administration and parents  
Replacing North Eugene High School.

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

retention and recruitment of stellar teachers

Rethinking schools from the ground up. Pretend schools were never developed and, all of sudden, we're tasked with putting together community learning centers for our young people. How does it look? How does it feel? What is it like?

reviewing necessity of school choice in Eugene

Same as 14

Same as questions above

See #14

See earlier check-mark responses.

See previous questions.

See question 14.

Self esteem for kids taught into classes.

Skill set classes. Mechanics, wood working, welding, etc.

Smaller class sizes

smaller classes

Special needs students

STEM

Stop getting richer and put the money back into the schools!

stop the social engineering and be excellent and core subjects

Strengthen distinctive programs to give students options that fit their needs & interests

Student-teacher ratio.

Teacher development

Teacher PD

teaching to all levels of learners

Technological competence

Technology

the 3 x 5 schedule at south is a disaster. Worst decision taken by the district in many years. Change it back.

The 3x5 schedule at middle and high school

The kids

Trimming central office administration

**Q16: What do you see as the most important areas the district should focus on in the next 3–5 years?**

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What do you see as the most important areas the district should focus on in the next 3–5 years?

Wholesale systemic programs to ensure efficiency.

With the upcoming PERS demands, finding a way to fund quality education is the most important area for the district.

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**Q17**

**What goals would you like to see established  
for Eugene School District 4J?**





## Q17: What goals would you would like to see established for Eugene School District 4J?

Enhanced capacity to deal with changing including more diverse educational needs of students	More relevance of the curriculum to changing community and societal needs	A more humane and supportive educational environment for all students
Increased graduation rates.	A stronger commitment to behavioral supports across the system.	A stronger commitment to academic and behavioral interventions.
focused safety initiatives	adding services & retaining highly qualified educators.	equal success across the board for all schools.
More PE and music	More support for elementary teachers	Support for high behavior needs
Teach the whole child	Engage with the community	100% graduation rate
Reducing class sizes		4J has a healthy food policy but it isn't followed through with in school lunches. We need to provide nutritious, local, non GMO lunches.
All schools are excellent so there is no need for School Choice / all the wealthy/white students leaving some schools.	4J will have class sizes no larger than 20 at the elementary level. K-5.	4J will open more smaller schools because that is what works. Big institutions will be broken up to again foster the small schools movement.
reduce class sizes	a teacher driven professional development system, where teachers have resources they can pool to arrange for their own professional development.	a commitment to better serving ESOL students and increasing graduation rates
Counselors in every school	smaller class sizes	a different setting for aggressive students /need everyone to feel safe
A longer school year	Small class sizes	A district TAG program
A resolution in support of increased finances with a stated path to get there and a means to engage the community to help	A transparent financial disclosure of admin expenses and possibly cuts to 4J admin staff (put that money into the schools)	A focus on community engagement through partnerships and creative solutions to funding gaps
More inclusion opportunities	PE/music/art returned to schools full time	A handbook/district guidelines for policies, especially in ESS
Safety for All	Growth for Everyone	A nurturing environment for students and families.
Grade level performance at 9th grade for math and reading	Graduation rate increased	A plan for re-instating teacher-librarians especially for elementary schools
Diversity Equity both students and staff	Funding Equity for ALL regions- END SCHOOL CHOICE- this is racism.	A plan to keep/bring back the arts in ALL schools
Improved high school graduate rate	Smaller classes to improve learning	A positive social and academic environment for every student
Bring back librarians in primary/middle schools	District transportation to all schools (high school and alternative schools)	A real TAG program for advanced learners

## Q17: What goals would you would like to see established for Eugene School District 4J?

To be free of high stakes testing; opt out of this madness!	Put caps on class size. Anything over 25 isn't conducive for learning, at least at elementary level	A return to a more varied curriculum that acknowledges the value of creativity and the need for children to explore through art and music
A school district respected by the community.	A school district respectful of and dedicated to meeting the needs of all students.	A school district respectful and trusting of its instructional staff.
class sizes of 24 or LESS at all levels	increased teacher pay scale & time allocated for prep outside of the class	a solid drug (marijuana) & alcohol prevention program beginning in elementary school
highest graduation rate in Oregon in 2020!	some way to measure and improve student engagement at all grade levels	a way to measure and improve equal access to great education
Cultural awareness from staff teachers to curriculum	Low teacher student ratio	A wide variety of classes taught by highly qualified talented teachers, art, music, social studies, math , science, languages....
increased graduation rates	reduced truancy	abandon 3x5 schedule. go to semesters
grad rate above 90%	reduce class size	access and equity
Reduce Class Size	Arts/performing arts funding	Access equity
Music and PE all year around	Lower student teacher ratio	Access to classes
spending reform	listen to parents.	accountability
Reduce class size to no more than 20 students/teacher and classroom.	Add more programs to work with kids on diversity	Add back arts and PE and other programs lost in recent decades
Add teachers.	Add teacher assistants.	Add pre-school.
Increase # of school days.	Eliminate trimester schedule.	Add vocational & real life skills classes so kids are better prepared for life.
adequate funding for education	hire more tech support to reduce huge workloads	add vocational curriculum & increase arts programs
Perhaps partnering with fellow districts and creating a resource for skills based training (such as the Sabin Center in SE Portland area)	Reducing class size for all	Adding a more wrap around service model for all schools including counselors, family services and equal art access for all school
re-establish control of testing	return professional determination to sites	address equity issue of school choice policy
Every teacher able to teach all children-especially at the high school level	Keep a common secondary schedule for more then a few years	Address NEHS declining enrollment and student achievement
Class size cap (starting in the North Region) K-5= 20, 6-8= 25, 9-12= 30	Measurably raised achievement for historically under-served students	All high school students can articulate their grade 9-14 plan with aligned courses
REDUCE CLASS SIZE TO B/T 10:1 AND 20:1	ESTABLISH YEAR ROUND MUSIC, ART & P.E. FOR ALL GRADE LEVELS	ALL SCHOOLS RANKED A 9 OR 10 BY GREAT SCHOOLS ORGANIZATION

## Q17: What goals would you would like to see established for Eugene School District 4J?

School Board members need to be involved in schools. How about a volunteer requirement???	Superintendent needs to be accessible. Staff were fearful of [personal information removed]. Bad for morale.	All staff have skills. EA's need more evaluation to increase time spent in the classroom by quality EA's and lessen the impact of poorly trained staff.
Lower class size targets for all grades that is consistent with best practices.	Certain number of instructional hours that is consistent with best practices.	All students are in schools that are seismically sound in the event of a Cascadia subduction zone earthquake.
9th grade students earn 6+ credits by end of their 9th grade year	6th grade students have greater than 95% attendance	All students at grade level in math & reading by third grade
All students will be provided the same opportunities for learning and growth regardless of the area they reside or school they attend.	All students graduate with exceptional communication skills (oral and written), collaboration skills, and are capable of critical thinking and problem solvers.	All students read at grade level by the end of grade one or receive additional support
ALL schools are strong	reduce bullying	ALL students receive strong education and needed supports
Set a vision for the district for 10-15 years from now, and begin focusing on that plan now and sticking with it	Being a progressive system that is willing to take the time to do things well	All students should experience a child centered education, where they are enriched not just academically
Increase classrooms and decrease class size	Make Physical Education a priority	Allowance for administrators to develop their school priority
4J is understood to be one of the best school districts in the country - in experience and data points	Excellence in education for every student	Among the highest 3rd grade literacy and HS graduation rates in the country
Increase knowledge for all kids during the summer	More opportunities to learn after school for younger grades	Art, drama and music in younger grades.
foreign lanugage learning is crucial, especially at this age	anti-bullying programs and awareness elementary language acquisition for all	arts and music
real equity - no alternative schools	Career ready students.	arts in MS/elementary
Healthy food initiatives.	look to other countries and cities for creative ideas	Arts Integration
find new ways of evaluating student progress--testing is not working for so many reasons	Licenced school counselors in every building	ask colleges and employers what needs--including social and moral--are not being met in our k-12 system
Physical education for every child every day	Peer Mentoring Programs from upper classmen	At least one art or music teacher in every building
Teacher Accountability & Merit	Focus on core academics and basic reading and writing skills	B average for school report cards or plans on how to achieve
Collect data to find and continue what is working and drop what is not	Figure out ways to reduce class sizes	Be better steward of tax dollars
Identify key programs, best practices, and/or student support systems and systematize them		Be consistent in endeavors and communicate that to district and greater community

## Q17: What goals would you would like to see established for Eugene School District 4J?

Revamp the food/meal programs to serve local/organic/healthy combined with student involvement/education from school gardens to cooking programs and longer, more formal lunch times	More resources for teachers - from supplies to support staff - smaller class sizes and/or break out groups for better learning	Beautiful campuses - more trees, flowers, updated playground equipment, improved libraries, bathrooms, classrooms with windows and lots of natural light
Longer Learning Days	Bring Social and Emotional Learning to the core of our teaching	Become active in recruiting young teachers of color
Bring back things that were cut in recession.	Cut class size, especially in middle school!	Beef up summer before kindergarten for pre-k pig rams
Get class sizes under control	Increase instructional time	Behavioral health improvements
Beautiful, safe, healthy facilities for every child	Classrooms designed for healthy movement	Best paid teachers in the state
Highest test scores.	Most schools days	Best teachers.
Start teaching real History. Not what "feels-good" Fact is fact	Stop this zero tolerance stuff. There must be exceptions.	Better and More Nutrition. A Army (student) march's on its' stomach. Lunch time for most students is "nothing but a waste of time...you never get good or enough food".
More stable funding	Dress and behavior codes that are supported by building staff and district retain excellent school-choice program, which makes schools more varied	Better attendance by students/more personal responsibility for success
higher graduation rate		better compensation for teachers
Smaller classes	Cultural competence	Better curriculum
treat schools like a well-run business - do not tolerate useless employees	support GOOD teachers in continuing their good work	better decisionmaking around where resources are spent
Varied valued outcomes for graduating students and pathway to match the outcome	Do not change for the sake of change, and if change is in the future then get lots of input from those impacted, long enough timeline before implementation so everyone is trained up, and a way for ongoing evaluation of intended benefits with adjustments	Better leadership from the ground up Better planning for athletics (reduce the array of sports so that you can increase funding for remaining sports - cover 100% of uniform and equipment costs for remaining sport)
Class size reduction (no more than 24 in advanced years and no more than 15-20 in early years)	Higher graduation and college acceptance rates	better preparation for higher levels of learning
Better pay for teachers that are quality teachers	raising our rank	Better quality education and more time spent on it
Increase gifted programs and the arts	Increase graduation rates	

## Q17: What goals would you would like to see established for Eugene School District 4J?

No tolerance for bullying behavior online or otherwise	Smaller classroom sizes	Better resources for children that are under the 50 percentile and the ones who show potential to do better than average
more support for immersion programs	more arts	better salaries for teachers
Better teacher to student ratios	Higher test scores across the board	Better school building conditions
Optimal class sizes for learning	Higher graduation rates	Better success for post-high school placement (job, school, or college)
Better consistency among departments	More programs for students	Better teachers
Better awareness of the environmental issues facing our world	Developing a citizen that understands the laws and government under which he/she lives	Better understanding that they live in a global inter-connected environment
Top 20th percentile in academic scores for the state	Top 20th percentile in high school graduation	Bottom 50th percentile in cost per graduated student
Increase parent involvement by X%	Increase graduation to at least the national average	Bring all high school testing results to the level of South Eugene HS
Class sizes <26	School counselors available at every school to help the kids who are so disruptive to my kids learning get the help and strategies they need to succeed in class.	Bring back career and technical training in high school to improve attendance and graduation rates
Make schools a safe place for all children.	Make class sizes lower for a better learning environment.	Bring back music and pe
Lower class sizes	Hold back children who fail a grade. Make them retake that grade.	Bring back/ keep the arts in schools Bring in counselors/teachers/staff who actually guide children to find out who they are and what they like, rather than get on with "the curriculum"
More openness in what classes count toward graduation, rather than strict requirements.	Allow children to direct their aptitude/disposition for certain gifts/talents.	Bring more Humanities to our Schools, Arts, music, movement
Class size, shrinking student load on one teacher	Hire more Assistant teachers to help out in classrooms	Bring more performers & speakers into school
RFZ- Racisim free zone on all schools	More outside experiences for children	bringing back arts and practical classes for non-college-bound students
smaller classes	more support staff	bringing employee benefits in line with the private sector
reducing class sizes	bringing back electives	Bringing social justice and equity within the curriculum
Reducing the achievement gap	Ensuring all programs respect curriculum	build prep more time into teacher's schedules, especially at the elementary level
hire more teachers to reduce class size	increase elective oportunites at high school level	

## Q17: What goals would you would like to see established for Eugene School District 4J?

Smaller class sizes	Updating facilities that need it	Bussing for lower income students to alternative and charter schools
Hiring more culturally competent and diverse staff and retaining those hires.	Getting rid of standardized testing as a measure of students and schools.	Capping class sizes at 30 (except for things like band, choir, or other classes where larger classes are appropriate). Caring for the community as a whole by caring for the students and their teachers as individuals
Every student known by their teacher - more than a name.	Improving arts education and physical activity at the elementary level	Change the 3x5 to a traditional year long classes model.
To reduce the achievement gap.	To keep more students in our core schools . . . not alternative schools.	Changing how the board operates - input first, decisions last (instead of how it is now)
Establishing a sense of community with the entire population in the district	Advocacy at the state and federal level for adequate funding	
Teachers are adequately supported in and out of the classroom.	Stronger reading skills	Children are introduced to a variety of forms of arts/science/sports activities
every child needs to be vaccinated period or be home schooled. The exception would only be for medical reasons.	Real live teaching from teachers not from computers. Computers are taking the place of teachers actually teaching. Get them out of the classrooms.	Children should stay from school if they have hair nits. It is ridiculous to send a child to school with hair nits and unthinkable.
Art and PE in all schools	More playful and lighter approach to learning	Class size
Hiring great administration	Improving arts and music in all schools k-12	Class size of no more than 20 k-3
A nurse on site at every school two half days every week.	Counseling services for students (and families?), and counseling advise for teachers and staff on site at every school two days a week.	Class sizes reduced significantly.
A plan or process for eliminating teachers from teaching here, based on parent, student and coworker evaluations	More funding for our students, less for administrative	Cleaner and updated facilities, green cleaners and building materials
Clear articulation of where language immersion schools fit in to a stated goal of equity. They were wonderful during times of plenty (heck, may still be wonderful), but the current inequities are enormous, at every level from elementary to high school. It needs addressing, perhaps in the context of a new vision altogether around school choice.	Clear expectations around class sizes and teacher qualifications, including how parental feedback may be part of teacher and administrator evaluations.	Clear expectations - communicated to all - about school climates, cultural competency and diverse populations, support for appropriate sex ed - basically a clearer articulation of how 4J represents and supports the values of the Eugene community.
Equity	Access	Community Building

## Q17: What goals would you would like to see established for Eugene School District 4J?

		Community involvement. Setting up programs with business and local government. Let higher grade students interact, lane county search and rescue. Volunteer with Eugene park district.
Graduating with high standards	Giving kids a better knowledge of life after highschool	
Equal education.	Finance management.	Community involvement.
To decrease the drop out rates especially in minority populations and lower SES students.	Lower class sizes	Completely redesign the budget, looking at programs that are costly and only serve the more affluent, high achieving students
Smaller class sizes	Reintroducing programs previously cut (the arts, librarians, vocational)	Connecting to the community
Equity in achievement as measured by graduation and post high school success in either career or college	radical shift in discipline practices	Consistent data keeping across schools to maintain accountability in discipline
Increase graduation rates	Make all students college/career ready	Continue communication with families
Healthy, well-rested teaching staff that isn't overburdened by unreasonable demands, i.e., fully-scheduled students.	Reduce pressure on students to excell in favor of opportunities for students to relax and buy-in to school.	Continue to bring in a great student population!
Offer quality teachers and classes that prepare students for college	Remove the math CPM program	Continue to offer music and PE classes from elementary to high school
Lower lass size to a maximum of 33.	Offer more support to struggling students.	Continue to offer opportunities for high achieving students with programs that allow them to take congee level courses.
A gradual phase-out or at least a more controlled version of site-based management.	Better prepare students for adulthood.	Continue to try to close the achievement gap.
Clarity of mission and clear focus on goals going forward (the past few years have been a disappointing muddle!)	Hire and support excellent staff at all levels (teaching, classified, after school care leaders)	Continue working on equity and spreading 'the best' offerings throughout all schools
Better student/teacher ratios (~21:1 national average). 30 kinders to 1 teacher is WAY to much.	Every child learning through hands-on exploration, using local environment to make the writing, math, science relevant and real	Continued greening of buildings, food service, recycling, composting (again, integrated into learning so children see/are part of the effort)
implement a strong nature based curriculum as a foundation through which to build all skills (reading, writing, math, thinking, working with others, etc.)	classes of less than 20	continuing to makr progress towards an attitude of embracing diversity



## Q17: What goals would you would like to see established for Eugene School District 4J?

Get a handle on the budget. The constant budget crisis is exhausting and erodes confidence in our schools.	Consider non-neighborhood middle and high schools with cohesive curriculum target to a specific program, i.e. performing arts, vocational training, math and sciences, social science, etc.	Convey to all students why school matters. Then show them how.
Financial stability	Curriculum well defined with clear progression	Counseling access Counselors and nurses and IA's in all building to support mental health and general health issues that stand in the way of our students learning.
Better support for all students with gender, race, or SES disadvantages.	Smaller class sizes to better support the learning of all students.	
Increase our test scores compared to the nation- not just Oregon	Become a nationally recognized school district for innovative and creative problem solving	Create a consistent standard of expectations from staff Create in-building alt ed progrms at each high school (Sheldon has SHAC) Creating a way for the latest knowledge and research to enter our schools. This would probably best be addressed through professional development and through administrative support of innovative and cutting edge techniques, programs and policies.
Lower the class size at every level All students deserve to read and write and do basic math. Make sure that everyone who graduates at least has basic skills. I know that this would mean adding not only more remedial classes, but also support for students who are having difficulties outside of the school.	Build a new high school Make sure that students have the physical wherewithal to be good students. I know that it is possible to create nutritious meals and safe places. I believe students need adequate exercise and opportunity to study in safe places.	
Reducing class size	Meeting the needs of students who are coming from struggling families Change the focus and support from just sports to things that include all students. I have yet to see any news about awards or celebrations for kids who do things other than get signed by colleges for sports.	Cultural competence Cut the admin downtown...if you do not have direct contact with students or can't explain the impact your job has on student growth in 1 min the position shouldn't be funded. daily schedule with more time for lunch
Admin accountability and not just teachers.		
all organic and local food for lunches	smaller class sizes	
Increase high school graduation rates	Increase instructional hrs Increased individual student achievement	Decrease class size
Higher grad rate		Decreased achievement gap
More efficient use of resources/staffing at district level	Firing the bottom 2% of performers (administration, teachers & classified), Put a cap on classroom sizes appropriate to students' ages and development	Decreasing current class sizes K-5 by 15% Develop relationships with local businesses (read: university) to increase funding and community involvement
Put a nurse in each school		

## Q17: What goals would you would like to see established for Eugene School District 4J?

Identify best practices and share them effectively.	Promote equity across all campuses. Eliminate practices that are not in keeping with culturally competent practices.	Develop strong regional teams that can look at data and scope and sequence k-12.
Commitment to holistic education. Be more transparent about funding.	Developing a financial plan that maintains efficiency and increases efficacy.	Developing a meaningful way to collect standardized information/data across the district and communicate this clearly to the parents, staff, administration, board, and public such that we can identify our strengths and weaknesses, and fix those things that need fixing.
When issues arise, there typically are cries about cutting teachers and services and then 4J magically "finds" more money.	Support a school board that can make tough decisions that support all children and not just "special interest" groups.	Developing strong in-school health clinics
Transparent and clear communication plan for parents and community that demonstrates equity of opportunity and participation in all schools across the district.	Increase high school graduation rates beyond the national average.	Development of innovative models of sharing across the district (ex: CTE programs) and deeper partnerships with LCC/UO/Community organizations that provide equity of access and participation for all students.
Better graduation rate	Small class sizes	Diverse curriculum
work with U of O and LCC to provide more technical educational programs	Sizing down district support staff	Diversity programs
Professional development where classified can peer mentor/shadow and share best practices within and across schools.	Community building amongst schools, e.g. shared fund raising that supports less fortunate schools/students.	Donating food.
Bring back music, geography and physical education at all schools	Increase teacher salaries	Drop all standardized testing based curriculum and drop curriculum provided by the same company that administers these tests
100% graduation rate	No achievement gaps	Each student finds his or her passion in school
More community feel	More offerings for non AP And IB students	Early education
New technology rich classrooms	Teacher technology coaches	Ebooks
concentrate on quality rather than quantity	emphasis on history and literature	educate for life--more than for a vocation
Eliminate Opportunity Gaps	Effective Instruction	Effective Interventions k-12
Nutritional health of students and staff	Physical health of students and staff	Efficiency in every department.

## Q17: What goals would you would like to see established for Eugene School District 4J?

Develop consistent arts programs across the district.	Focus on foundation skills and a well-rounded education for students.	Eliminate censorship of history and literature.
increased number of schools days	decreased class size	eliminate furlough days
15/20/30 class sizes for elementary, middle and high school. Smaller if possible.	More options for round hole kids who do not fit into ththe one size fits all square hole traditional education model.	Eliminate homework as it is a major factor in the achievement gap.
Increasing the graduation rate	Increasing the college now credit offerings	Eliminate nearly all out of school suspensions (except for extreme cases)
Make club sports (lacrosse/water polo) school sponsored sports	Reduce class size	Eliminate Spanish Immersion
Better worker skills at the time of graduation from high school	More responsible use of resources.	Elimination of ineffective modes of judging a student's value, and/or that of their education
Smaller class sizes	This does not mean lessening teacher numbers, but rather decreasing administrative costs	Emphasis on art
Smaller class sizes.	Emphasis on technology	Emphasis on healthy, nutrition and physical exercise.
Ensure quality, nutritious food for students (54% of students in lane county qualify for free lunch)	Second language taught throughout.	Enrich instructional time/opportunities by eliminating SBAC
Celebrating our best teachers to induce others to become teachers or better teachers.	Decrease class sizes to facilitate student engagement, quality instruction, teacher retention	Ensure equality - make sure programs celebrating diversity or welcoming the challenged do not negatively impact the more typical student.
Lower the class size at elementary level. Cap at 25 (28 at most).	Review and revisit scores/assessments to ensure programs are working and adjust those that are not successful.	Ensure that all students have access to the level and type of education that need, meeting them at their learning level.
decrease class sizes	Bring the arts back to 4J on a full-time basis. It's not a nice-to-have! It's a must for a well-rounded education.	ensure that the advanced student is challenged as much as the more challenged student
More individualized education for all kids	change the 3X5 highschool approach	Equal education in all schools rather than forcing parents to apply to a "better" school each year
rebuild trust with families/community	Smaller class sizes	equal offerings at all middle and high schools
Lower Class size	smaller class sizes	Equal opportunities for all students regardless of race, religion, socio-economic status, ethnicity, gender, or sexuality.
Equal opportunity for North Eugene, the ugly stepsister high school	Add music, art, physical education and other electives back into the school day.	Equalizing funding among schools so PTOs don't pay teacher salaries
Reduce class size	Getting PE and arts back in especially elementary and middles schools	Equitable distribution of SES across schools
	Increase graduation rates	

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reduce class size	Increase graduation rates	Equitable distribution of SES across schools
Class size reduction with clear cut-offs especially in grades K-5	More choices for career programs in grades 9-12	Equity among schools in terms of outside funds provided by EEF and PTOs
Decreasing class sizes to Oregon Quality Education Model 1999 recommendations	Create a climate where showing respect and being responsible is the norm and modeled by all	Establishing meaningful curriculums that include both college and non-college bound students
All students meeting achievement standards (80% or higher at benchmark across all schools and subgroups)	Students prepared for post-secondary pursuits	Establishing staff recruitment strategies and an ongoing research based professional development process
Higher graduation rates through improvements to the education system	Graduation of students prepared for some form of higher education (vocational, community college or university)	Establishment of educational practices that teachers have proven work in the classroom and not practices handed down from administrators that have limited experience in the classroom. Listen to your teachers and support them.
Setting limits on class sizes in all classes and grade levels	Reduce the emphasis on standardized tests	Evaluate the current high school schedule and let the individual schools decide what their schedule should be
Develop educational options in multiple intelligence areas	Continuation/Development of rigorous academic standards	Every child has a safe environment in which to learn
Competitive teacher pay	Higher graduation rates	Every child has access to foreign language and arts learning in every grade
Provide the most number of class days in the country	25-50% of teachers are recognized by regional or national organizations for excellence in teaching	Every child in 4J can be effectively served by the district demonstrated by academic and social growth
Every kid being in a play every year.	Every kid learning a musical instrument or choir.	Every kid learning a new art skill or trade in depth.
Getting financial act together	Every kid getting Math through math 60 in school	Every kid reading at functional level before they leave school
Every student graduates ready for college and/or employment.	Every graduate is familiar with U.S. history and government, including the Bill of Rights.	Every student is safe from bullying and violence.
Consistent financial support, for example a hefty cut of new marijuana taxes	Private fundraising; if U of O can do it, why not the high schools? Tap alumni.	Every student speaks English and Spanish
One major test per year that better tracks a student's progress	A student-to-teacher ratio of 25:1	Every student to have been exposed to playing a musical instrument for at least one year of their schooling

## Q17: What goals would you would like to see established for Eugene School District 4J?

Every staff member increasing their capacity through professional development	Every student having access to high quality supports and interventions	Excellence in education and excellence in life
local and organic meals for hungry kids will increase scores; carrot snacks!	more help for students who need a mentor; senior project etc...	excellent reading teachers for first graders and help for the kids that need it.
Reduce class size	Expand extracurricular programs and recess	Expand hands on learning and access to materials that facilitate this
To be the leading environmental district in the state.	To maximize the amount of locally sourced, organic foods possible.	Expanded school gardens connected to STEM outdoor classrooms.
Technology	Relationship building between admin and staff	Experiential Learning
no home work for students	cut the drop out rate in half	extra supports for struggling students
Lower class size	Quality teachers	Extracurricular activities
Greater transparency of school board & superintendent's actions [personal information removed]	Reducing class sizes	Fair compensation of teachers that recognizes the many extra hours of work put in.
higher academic content, higher graduation rate	higher percentage of students gainfully employed after high school	fewer (but smarter/ better) choices for academic offerings
Art and Music for EVERY student	smaller class sizes	fewer high-stakes tests
Reduced class sizes	Increased positive climates and active engagement at all schools	Fewer referrals, discipline/punishment strategies
at least 90% of students who graduate from high school have been accepted into college and/or trade or military	Middle school students are prepared for high school academic rigor and can keep organized with extra-curricular and athletic activities included	finance and budget classes/preparedness for high school students
Publically dissect and examine school choice and the impact on equity across our community	4 equitable regions--filled with vibrant K-12 schools, consolidating elementary schools that are not thriving	Financial Planning and Advocacy beyond the basic goal of stability, toward QEM
Standardizing the curriculum to make it sequential and cumulative	More school choice	Firing more ineffective teachers
Working on preventative/early education measures that will later impact graduation rates (focus on elementary)	Funds going to KIDS and staffing classrooms, not to adults downtown (less admin/TOSA/downtown positions)	Focus back on the arts, athletics, extra curricula, not just TESTING
Figure out how to get more funding.	Hire innovative teachers.	Focus on building a whole child, not just reading and math.
Consistent skills-based curriculum.	Focus on academics rather than politics.	Focus on multicultural programs that are positive and bring people together rather than pushing people apart.
equal access to all students	focus on neighborhood schools	focus on needs of students, not adults

## Q17: What goals would you would like to see established for Eugene School District 4J?

		Focus on physical/mental health of students - adequate PE instruction, lunch and recess time, nursing services, counseling services
Equity for all	Smaller class sizes, especially at the primary level	
Increasing graduation rates, provide more career based classes	Reducing behavior issues which disrupt learning in the classroom	Focus on preschool access.
Improve common attributes which uncommon today.	For the college bound, better preparation for higher education	For others, preparation for the work they seek
Promote excellence in ways that measured beyond test scores	Create a culture in which all stakeholders are meaningful participants in decision making	Foster a common sense of purpose throughout the district
Small class sizes	Year long music and PE at the elementary level	Full class schedules for high school students
Eliminate alternative schools at the K-5 level	PE for all	Fund music, art, and vocational programs (woodshop, graphic design, etc.) especially for high schools
Smaller class sizes	Increased Salaries for Teachers	Funding Athletics
Increase classroom "seat time."	Decrease class size.	Funding for PE and arts education.
	Provide more opportunities to succeed for students who are advanced learners.	
Reduce class size		Get all neighborhood schools to the same level of quality
Encourage parents to send their kids to neighborhood schools and to participate in their kids' education.	Rebuild relationships between teachers and administrators.	Get rid of school choice; it results in exacerbating inequities.
		get rid of top heavy downtown positions like TOSAs
smaller class sizes	counseling	
	Stop wasting money on outside agency like the one hired to do this survey.	Get school board members who will actually do what they are elected to do and not just follow each other off a cliff.
Teacher driven PD.		
Provide mentorship to new and struggling teachers and admins	Stop using budgets as barriers to success	Get the district working as a district and away from regions and individual schools
		Getting back to being one of the top districts in the country!
All children reading by 3rd grade. Making sure elementary students are ACTUALLY learning in the foundational grades of k-4. Too many students are being passed on to the next grade when the do not know important skills (reading & math)	100% graduation rate.	
	increase parent involvement	getting more funding from the state
Lowering class sizes	Improving building staffing	Getting organized and stop wasting money on unnecessary expenditures

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reducing class sizes, increasing elementary teacher prep time specifically	A focus on supporting and listening to staff concerns, so that we can support students	Getting organized and thinking long term instead of implementing costly short term remedies to deeply rooted issues, cracks in the district
Kiddos are ready for kindergarten (socially, emotionally, and mentally)	Prepare students for middle school.	Give failing students extra support.
basically the same answers from #16	Build a trust between Admin and staff to create an atmosphere of positive safe engagement	give students skills and confidence to join us in the workforce and in civil society.
Smaller class sizes	Stop teaching to state test scores.	Give teachers more freedom to teach to each student strengths.
Create positive, centralized district culture focused on positive student outcomes	Repair relationships with staff without caving to the local control obsession here	Go beyond academic subject learning to persistence, 21st century skills, critical thinking, etc.
Class size range and ways to help make sure there aren't humongous classes outside of that range	More students graduating from high school, either on time or with more time if they need it	Goals for supporting learning for all students, including special education, minorities, lower-income
Promote student belonging and ingenuity.	Support the professional educators develop the skills they need and pursue the passions they bring to the job.	Graduate students who are savvy to diverse cultural, economic, and environmental perspective, aware of their abilities, and committed to positive engagement..
For high school, less emphasis on big box school offerings, more on real world	Every kid attends quality pre-school	Graduation rate improvement approaches 100%
Excellence for all students - learning gains	Teachers re-commitment to their job, students and families	Graduation rates increased Greater Academic Support for struggling students
Transparent use of funding	Smaller Class Size	
Raising the investment that we (parents, legislators, etc.) make in our kids' education	Lower class sizes	Greater enrichment in the curriculum
increased cultural competence	aligned K-12 learning objectives across schools	greater prioritization of financial and infrastructural resources
Ensure that all students have access to technology at school and at home.	Schools that are student-centered and engaging!	Greater support for teacher professional development.
Teacher to student ratios no higher than 1:25	Professional development plans for all 4J employees	Greater transparency
Inclusion	Diversity	Green Technology
Small class sizes especially for courses with high at risk populations	Year long classes with the same teacher	Growth mindset a requirement for all teacher hires.
Arts	Kitchen classes	Guest speakers to encourage youth to learn and choose a goal of what they want to be when they are older!
Class size 24	Mental health support in all schools	Happier supported teachers

## Q17: What goals would you would like to see established for Eugene School District 4J?

Make class sizes cap at 25-29 students.	Hire counselors at all schools	Have more support staff at non-title schools
Increase graduation rates	Cap class sizes to 25 for middle school and high school	Have one SPED case manager for each grade level
Reduce the rate of non-inclusive language/acts among students (i.e. racialized and sexualized insults, enforcement of arbitrary rules, whether clique-driven or administration-driven)	Reduce segregation among and within schools	Have schools become more self-sufficient and less reliant on volunteers/donations
All School have sustainability with hands on activities throughout the school with many learning opportunities	To move away from standardized testing towards honoring the unique diversity of the stu	Having students actively involved in evaluating the pertinence of their education
A focus on a whole education- Mind/body/ soul	Refocusing our attention to our priorities for the future- educating the whole person not testing te kids into oblivion	having these surveys taken seriously- not lip service to serious concerns that then go ignored.
Cap max class size at 30 students in elementary schools	Fine art and pe available in all schools	Healthy lunch menus in middle and high schools
Equity	Engagement	High school schedule
Smaller classroom numbers	All schools offer arts	Higher graduation numbers
more unified curriculum	budget under control	higher graduation rates
ALL local and organic school lunches	Elimination of standards	Higher Pay, and smaller Class sizes
More art and music	More after school clubs and activities	Higher teacher to student ratios
Higher graduation rate	More flexible schedules/support	higher/extended security and safety in all schools
All employees CFEE trained. Yes, including classified.	I would like a method in place for employees to safely report inefficiencies to the superintendent or his designees.	Hire a counselor of color to lead the High School counselors
Smaller class sizes!	Counselors, librarians and nurses in EVERY school!	Hire more instructional assistants!
hire people of color	hire people of color	hire people of color
Lowering class sizes	Offering more music, art and PE	Hire/retain/develop quality employees
Counselors able to have a realistic budget & provided with best practices curriculum	All Counselor's using the same programs & curricula at each grade level	Hiring a more diverse staff
Raising parental involvement, especially in schools which are underachieving	Upgrade facilities all over 4J	Hiring more and better teachers to reduce class sizes
Equity across high schools in programming and class offerings	Reducing class sizes	Hiring teaching staff that elicit thoughtful classroom engagement & coursework



## Q17: What goals would you would like to see established for Eugene School District 4J?

Goals that look at the whole student, not just those that are college bound.	Goals that stress the importance of personal interaction (face to face) and/or how to communicate respectfully with others.	How to keep physically healthy/active.
I would like to see a goal of 25 kids per class at most grade levels.	I would like to see more instruction hours added in.	I would like to see 4J work closely with the teacher's union to listen to teachers about what their greatest needs are.
I would like to see the divisive feelings reduced. There was a time when we were a better functioning group.	I would like to see class sizes reduced. This will solve a significant amount of problems and reestablish our positive image in the community.	I would like to see our district genuinely address equity and how that impacts our regions, students and parents.
I would like to see downtown re-organized and streamed lined	I would like to see more quality outdoor learning at younger ages and in more schools	I would like to transition away from high pressure academics at the k-3 level
I'd like to see the AVID program expanded to include elementary schools.	I'd like to see collaboration between elementary and middle schools, and middle and high schools.	I'd like to see schools in poverty do some real work around how to help students in their classrooms.
By the year 2020, the Eugene School District 4J will open a vocational technical institute with three tracks (depending on the greatest needs of the area)	By the year 2019, rates of high school graduation/completion for students in the district will meet the national average	Im not sure.
Comparable per pupil expenditures/class sizes across district, by level	Increased instructional time	Implementation of MTSS to better support ALL students
Increase individual student progress	Improve safety of schools (environmental, social, etc.)	Implementing a wellness program
Curriculum improvement & listen to the community before making decisions (no one wanted CPM and 4J did it anyways)	More efficient use of the funds they have	Improve Class Size
Increase funding	Back off of inefficient site-based practices	Improve graduation rates
Focus on student/famy choice	Greatly reduce the racial/SES achievement gap.	Improve graduation rates for all.
Reduce Administrative Costs and Increase supports that directly effect students/families	Create equitable access to programs for all students	Improve High School Graduation Rates
Improved health literacy	Improved basic math skills ( + - x / facts)	Improve identification of and support for students at risk for mental health and disciplinary issues.
excellent and equal educational opportunities for all schools	middle school behavior issues, why are 4J middle schools so challenging socially	improve music and language programs in elementary schools!

## Q17: What goals would you would like to see established for Eugene School District 4J?

Improve information access to staff, parents and the public especially for special education processes and programs	Improve class room experience by hiring more teachers and reducing class and caseload sizes	Improve relationships with parents and community.
Challenge communities to help with schools	Improve technology	Improve school buildings
Improve faculty/staff satisfaction and reduce stress	Reduce class sizes and increase student class time	Improve student success and graduation rates
Improve programs/support for students wth behavioral challenges	Reduce class sizes at K-3	Improve support staffing (Educational Assistants) at elementary level
Improve the overall academic achievement for 4J	Improve the Quality of the teaching staff	Improve the School Pride, sense of community and empower the students to be proud of their school.
sucessful school funding bond or arrangement	restructure of school choice system	improved class sizes
Teaching model that reflects teaching whole human beings	Improved access to a range of classes outside Math, Social studies, Science, Englsih	Improved facilities
Reduce class sizes	Preparation for work or college	Improved graduation
Move towards complete open school choice for all with no quotas and no transportation barriers.	Minimum staffing standards for all secondary schools. Equity of resources	Improved parent education and engagement through the use of media
more teachers	higher quality of education	improved student learning outcomes
Sustainability/lowered carbon footprint, including through strategic placement of neighborhood schools and disincentivizing car trips across town	Uplift of all student performance, across social/educational needs	Improved teacher-student ratio, including max not-to-exceed bar lowered
90% high school graduation rate across all demographic classes.	Develop an excellent trade school option for those who prefer it.	Improved transition services for special needs students moving from elementary to middle and middle to high school.
Increased graduation and completion rates	Increased literacy rates, as demonstrated by multiple metrics	Improvements in CTE and Alt Ed
Improving test scores	Enhancing foreign language education	Improving college readiness
more respect for the importance of education	improving writing skills	improving numeracy
Communication goals with community and families	Improving outcomes for students, especially ELD, SPED, Title students	Improving the Achievement Gap - raise everyone up
Long term vision and leadership.		In addition to academics, what skills are needed to develop successful people.
Where is education heading? How are we preparing for this?	What is our technology strategy for the future?	
Decreased amount of homework	Increase amount of physical activities	Increase amount of creativity/fun with lessons

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reduce classroom size	Improve aging facilities	Increase art and music in the elementary schools
Increase school days	Decrease homework (see #1)	Increase arts/music/PE
Lower class sizes at K-3	Increase support staff for reading/math groups and supervision	Increase behavior and counseling support
Same as above: Increase technology	Increase teacher capacity to teach with technology	Increase districts capacity to meet the CCSS
20 or less students per teacher or teacher assistant ratio by 2020	New construction for safe schools that meet modern building standards, energy efficiency and support modern technology.	Increase education opportunities for music, PE, art, social studies and language immersion to create more well rounded students.
Reduced Class sizes (put a cap or limit of students to teacher)	Maintain school choice for performing schools	Increase educational time
Behavior and academic support to students and schools with high poverty rates.	Opportunities for advanced learning or TAG programs for high achieving students at the elementary level.	Increase enrichment programs such as PE, Art, Music, science, social studies.
Equal access for ALL students to appropriate technology tools when needed	Establish primary (K-2) and intermediate (3-5) schools in each region	Increase global online collaboration K-12
allow teachers greater autonomy	decrease class size at all grade levels	increase graduation rates
smaller class size	Increase achievement rates/close achievement gaps	Increase graduation rates
Reduce class sizes	Professional development for teachers and staff - increase skills and retain passion for teaching.	Increase hours of art, PE and music.
Supporting an effort to increase funding for public school education	Commitment to smaller class sizes	Increase in support staff available to buildings (counselors, mental health specialists, nurses, librarians, etc.)
Class size 25 or under K-5th grade	Free before and after school science, music and language clubs K-12	Increase job skills training for high school students and create career track programs
increase number of class days in the school year	add one hour of teaching time per day	increase lunch break time for students (so they don't have to choose between eating or playing which is the case now.)
reduce special education litigation by being proactive about student support	reduce class size	increase mental health services/support for students
Reduce class size	Increase graduation rates/college entry	Increase our ranking nationwide
reduce class sizes	equitably distribute title funds	increase parent satisfaction with schools
To provide an educational setting that allows the best opportunity for students to learn	Prioritize resources to support student achievement	Increase partnerships that support student learning with the administrators, teachers/specialists and certified staff

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reduce elementary class sizes.	Increase support for SPED students, particularly CLC students.	Increase PE and Music to all year for students (which would also give teachers additional time for prep and collaboration).
Fully fund programs like TAG	Add counselors and support staff to schools	Increase PE music art
Increase job readiness for students	Develop a comprehensive Special education program	Increase positive communication between staff and downtown adm.
Higher graduation rates with accompanying support for all groups (attendance included)	Longer school year	Increase ratio of classroom staff and classroom assistants
Improve graduation rates.	Instructional time at national norms (above 50th percentile).	Increase scores across all levels, while concurrently reducing disparities.
Hire more teachers	Reduce class sizes	Increase second language instruction
reduce class size (especially at elementary)	hire specialists	increase staffing for counselors / EAs
Bring down class sizes	Improve current teachers or replace with more skilled teachers	Increase student
Reduce class size	Increase instructional time for reading and writing	Increase support staff
Continue to increase high school graduation rates	Reduce class sizes at all grade levels	Increase variety of curriculum offering to meet diverse needs and interests of students
Equity across schools	Partnership with community industries offering post-high school employment (in both manufacturing and tech specifically)	Increased community awareness and involvement
All students improve along their learning development	Increased and diverse amount of extracurricular activities.	Increased graduation rates
School equity. High schools (and their feeder schools) shouldn't have such large budget dichotomies.	Equitable maintenance funds. Schools should be using general funds to do upkeep and maintenance (as it penalizes older schools)	Increased non-high school extracurricular activities.
Lower class size	Increased programs for secondary students	Increased numbers of HQ teachers in the district
Increased student engagement	Educating our children in ways that support and interest them, eliminating goals that rely on labels and numbers.	Increased parental support and communication
Parent Education on the Common Core	Parent Instruction on how to/not to help with Common Core homework	Increased spending on Elementary Math Teacher Professional Learning
Increasing the HS graduation rate	Closing the opportunity/achievement gaps	Increased student supports (no more cuts!!)
increased staffing and support from the district	increased staff/parental/student satisfaction with the district	increased support for early-education and elementary school

## Q17: What goals would you would like to see established for Eugene School District 4J?

Increased graduation rate	Increased attendance rate	Increased targeted supports at gr. 9 and gr.10 levels
Continued Strong Communication	Smaller Class Size	Increased Teaching Programs
Increased meaningful teacher/admin learning	Equitable outcomes for ALL students	Increased time for instructional leadership rather than management in buildings
Increase graduation rates	Bringing back the arts	Increasing community involvement
At least start some art and music programs in every school. Whether that be for only part of the year or before or after school or full time	Adding vegan options to the school menus. Whole fruits and veggies!	Increasing diversity and accepting differences. Creating a program for students and teachers or bringing in speakers to talk to students about those issues
Lowering class size	Funding full time PE, music and counseling in all schools	Increasing graduation rates
Class size	Equity and equality	Increasing mental health counselors in school
Reducing class size	Meeting the needs of students	Increasing outdoor time
Creating equitable access to art education in middle and high schools	Providing a variety of learning opportunities in all subjects so that all students can explore their strengths	Increasing special education opportunities and opportunities for struggling students
Don't promote or move bad leaders and bad teachers. if support has been provided and sufficient time allowed, the community should not pay for them to stay nor should our children and families have to accept ineffective leaders. should not be tolerated	we don't need new technology at the elementary school level - kids get enough. they need to use their bodies and brain to create	increasing staffing for programs such as music, physical education, vocational programs and the arts; and incorporating better nutritional services.
Engagement and creative expression	Pride and connections in our schools	Innovative technology and curriculum
Adopt the Complementary Learning in Action, a SUN service system model. Implement at Madison, Howard and Chavez.	Invest in partnerships. Continue to leverage assets and expand services through effective partnerships.	Inspire every student to meet their full potential.
Prepare students to be critical thinkers, problem solvers and global stewards in order to address the challenges posed by the climate change crisis. In other words, how can we improve our current practices to diminish the effects of this crisis, which our children are going to experience as adults.	Teach inclusion of all peoples through interpersonal and social skills and multicultural awareness.	Instill in our children that higher education is important for making a difference in the world--somehow we must make this accessible to all children.
Every student will be college and career ready by grade 12	Class sizes below 25 in grades K-3	Instruction that is responsive to individual differences including cultural and ability

## Q17: What goals would you would like to see established for Eugene School District 4J?

recruit and retain teaching staff; focus on reducing class size	save money by eliminating the choice/lottery/Charter schools	invest in teachers, curriculum and buildings (update science/labs; return to offering hands on learning - shop/auto mechanics/ real world career)
improving school food needs to be part of the discussion. this is essential for every kid.	it needs to be child centered. just coming back from taking my kids to school in europe for a month. the schools here are too much teacher/admin centered	it is important to have 45 minutes instruction and then free play 10-15 minutes. longer lunch is critical and teaches kids how to sit down and eat lunch in a civilized manner.
Effective classrooms. Not some but all. NO exceptions!	More comprehensive career readiness program.	Keep existing programs running.
decreasing class sizes	creating efficiencies through the consolidation of alternative schools into neighborhood schools	keeping and rewarding motivated teachers
Retaining and hiring effective and certified teachers	Stay current with technology	Keeping class sizes small
Reducing class sizes	Providing counseling for those in need	Keeping our economically disadvantaged students and ELL students in school through graduation
Reduce Class Size	Bring in non-benefitted part-time teachers.	Learn to rely on college student and parents to provide much needed individualized instruction.
lengthening the school year by 10 days	lengthening the school year by 10 days	lengthening the school year by 10 days
More accountability & involvement for parents in their student's school career so teachers can	Less coddling of students through their IEPs and more accountability for behaviors and work.	Less accommodating to the minority, special interest groups, and more focus on learning!!
Free lunches	More electives	Less bullying
Return to a full week of school	Hire more staff and teachers	Less emphasis and time spent on standardized tests.
Increase PE programs district wide	Reduce class sizes	Less focus on standardized testing
Smaller class sizes	better plan/management and support forof behavioral kids	less furlough days
Higher graduation rate	More selective hiring and promotion procedures	Less school autonomy -- more centralized oversight
All schools have local organic food for students	Gardens and out door education	Limit class sizes to 14 students max.
Continue to set high goals for student success, measure and adjust if needed	Communicate well with the community and parents so successes are highlighted--not just the negative	Listen to feedback from parents, students and staff--those in the "trenches" may have some good ideas

## Q17: What goals would you would like to see established for Eugene School District 4J?

Working with the communty to provide internships for students	Bring back vocational training	Listen to the parents and teachers. They deal with students first hand and know what works and what doesn't
Graduation rates with better transitions to college or career opportunities	Math and Technology--earlier math interventions	Literacy
Maximum class size of 28	Snacks for all kids	Longer school day
Improved college readiness (grad rates but also measuring success after)	More equitable distribution of students and resources	Longer school year and lower class sizes
Equality of teaching and opportunities between the different elementaries, middle and high schools. There is a disparity between what is offered between Roosevelt and Churchill. Kind of a wildly large disparity. Electives? None at Kennedy (those aren't electivies by the way). Arts programs, none at Kennedy. Accelerated Math, oh yeah that is lacking at Kennedy also. No wonder people are pushing to go to Roosevelt. Twin Oaks play ground? Lacking new equipment. Adams has way too many kids in the classroom. When Adams lost it's title 1 status, the kids with special needs totally lost out on special programs they desperately needed.	Music once a week all year, PE twice a week all year. Band starting in 5th grade, orchestra in every middle school not just Roosevelt.	Look at other school districts in the country. Identify where we are failing (this is a University town, we can do better) and see how other schools are doing it better than we are (St. Paul/Minneapolis, Massachusettes, Iowa). PLEASE make our students competitive. Please.
Spend any excess resources wisely.	support extracurricular activities	look to be innovative
Equity	Policies..more district wide decisions	lower class sizes for students
Focus on giving our kids the desire to stay in school. Make school fun. More grants for field trips and guess speakers. Spread the wealth to all schools. For the title 1 schools staff a grant writer and family access coordinator with grant funding. There are also grants to help staff libraries and music programs.	Options to take on line advanced classes in high school during normal class times. These students would just need a place like the library or study hall or cafeteria. These areas could be staffed by classified staff, the classified staff could run a title group (for example) in the background.	Lower class sizes in the upper grades. Bigger kids need their teachers to know them personally not just another face in their classroom.
All students a solid education that supports a successful adult life	All schools have funding for programs, not just the schools in expensive neighborhoods	Lower class sizes K-12
exceed national standards in our test results	improve (greatly) our high school graduation rate	lower class sizes/increase instructional time

## Q17: What goals would you would like to see established for Eugene School District 4J?

Encouraging more modes of transportation to/from school.	85% HS graduation rate	Lower levels of childhood obesity
K-8 25 students per classroom - 9-12 30 students per classroom	10 Councilors on premises for grades 9-12; 4 on premises for grades 6-8; 1 for K-5	Lower Management overhead by 25% in 3 years.
An additional high school	Equitable funding across schools	Lower teacher/student ratios
Increase practical, technical courses for non-college bound students	Increase the graduation rate, esp. for low-performing groups.	Lower the teacher/student ratio.
Build in solid time for staff planning and development, time to collaborate, train and learn how to implement new ideas and curriculum.	Offer full class loads for high school students	Maintain and build new schools
reducing class sizes	increasing PE and the arts in ALL schools	maintain or improve schools' quality of teachers
Repairing aging school buildings and reviving them for continued educational use within the community.	Maintaining play grounds for kids to explore, play and thrive in outdoor settings within Eugene.	Maintaining a high standard of education in the area that does not focus on testing but focuses on preparing our kids for the real world.
Much higher graduation rates	Kids not college bound having vocational support	Maintaining better class sizes
Focus on instruction	Acknowledge we are far behind other states and work to improve	Make parents want to send their kids to school here
prepare every student for college, career and personal success	off "code" as a world language	make personalized learning the district's standard approach
Improve student teacher ratios	Increase diversity of programs at schools while making it easier to attend programs at other schools	Make schools a place kids want to be, not have to be
Acquire funding!	Invest in elementary as an early intervention to better graduation rates	Make teachers feel appreciated and supported
Increase instruction time to match or exceed the best performing school districts nationwide.	Increase graduation rates to exceed national averages.	Make the 4J school district a national model for success on all fronts (graduation rates, instruction time, vocational options).
Unify ALL district employees	Increase community support (not necessarily businesses)	Making schools safe, positive, healthy, and comfortable for students/staff
More activity opportunities	Slightly shorter summer breaks	Making sure every student is prepared for life after school (college, job training, vocational etc)
transparency	conversations about tough topics like equity, immersion schools	making the tough decisions to support the students and families at the schools with high risk indices
Modeling after Coburg Charter. To me the gold standard.	Classroom size(if it keeps growing) provide teaching assistants otherwise more kids will fall through the cracks	Math /science partnerships



## Q17: What goals would you would like to see established for Eugene School District 4J?

measurable goals for future student achievement	measurable goals for reduction in class size	measurable goals for post graduate outcomes for all students
Improve 4 year college acceptance	A great reputation for supporting children with special needs	Measured gains in parental involvement
Classroom Size reduction	Commitment to arts and electives	Mental Health of students
If they improve students love of learning and being community members than graduation rates should improve	Have relevant evaluation techniques instead of standardized tests	Model Portland's goal of ending segregated sped and life skills classes by a certain time frame. More \$\$\$\$ in general. With that, we need overseers, making sure no fraud ensues, and that programs are in place and getting their needs met. More or as much \$\$ given to high IQ scorers as there is to the lower-scoring echelon. Right now, the high scoring are being ignored and being discriminated. Let's turn the tables on this, and look at our dangerous Global Issues. These kids may be able to "save" our world.
A thorough education that we can be proud of as parents & educators!	Buildings and services brought up to better standards. With the amount of \$\$\$ in this community, we should be ashamed of what we see. Go back to 1990, and change the districts' tax based on property values! Please!	More after school programs
Longer school days	Less "academy days"	More art & music or other enrichment programs.
Implementation of second language classes	Requiring PE. Less computer time, more physical activity.	
	Higher test scores that are more competitive with other developed countries.	More art & sciene programs.
Better graduation rates.	More emphasis on science and math in early grades.	More art and music for creative development.
More support in the classroom for teachers	Achievement gap	More art, science, music, etc.
Reduce class size	reinstate school sports at middle level	more arts!
to decrease class size		More assistance with homework (or elimination of homework or it is unfair to students with working or uneducated parents)
increased graduation rate	More vocational programs for non college bound students	More behavior and mental health support
Increase funding at the state/national level	Decrease class size	More bilingual programs/village school slots available
Preschool	Daily 1hour of recess for all	More Classroom Assistants
Schools have counselors.	Smaller Student to Staff Ratio	more community building
I would like to see smaller classrooms	Less fundraising	more community connections (businesses, retired people)
alternate ways to gain credit by proficiency	expanded high school internship program	More comprehensive disciplinary system for classroom efficiency
Improve basic math skills	Improve health literacy	

## Q17: What goals would you would like to see established for Eugene School District 4J?

creation of more behavioral classrooms	smaller class sizes	more counseling supports for kids and parents
Reduced class sizes so all kids have more opportunities to learn through improved teacher/student ratios and one-on-one interaction	Classroom disruption reduction via faster response to problem behaviors and kids who need extra support	More creative and engaging instruction in K-5 - best practices/no worksheets/skill building
Being nationally competitive. quality	Increasing student and teacher support serious	More days in school. more disciplines
Equity across regions; invest in the North region	More counseling and mental health	More emphasis on supporting students and families of color
Year-round school with 3 one-month breaks splitting the school year up	more recess, longer recess, more PE as well	more extracurriculars like drama, art, or newspaper
Finding ways to reduce work loads on teachers more prep time.	Stress decreased my stress management	More friendly can be kind staff in many schools I was a sub and alot of schools lack friendly people
Reduce class size.	100% of students meet reading standart by grade 3	More gang and drug prevention education starting in elementary school.
Higher percentage of budget spent at classroom level - less at district offices	Smaller average class size	More instructional hours
No class size over 25 students	Adding Vocational classes	More interaction with business community to allow Businesses and students to share common goals
long term strategic facilities plan more subject learning over test learning	fix the inequity problems	more interfacing with community, neighboring districts
Reduce class size	higher graduation rates	more life prep
A complete student. Bit just in terms of grades but with social values	More support for classroom teachers	More money for EA support
Talented and Gifted	More focus on essential material that would benefit someone in the future	More multicultural and regional
Every school is safe seimically and safe as possible for fire, active shooter, etc. This should be an immediate top priority. Feels like we have been waiting forever at our school.	Higher graduation rate	More of best instructors
Every school is safe seimically and safe as possible for fire, active shooter, etc. This should be an immediate top priority. Feels like we have been waiting forever at our school.	Help teachers to better do their job.	More open communication with parents and PTO's.
more teachers	smaller classes	more opportunities for differentiated education (both TAG and academic needs)
Zero waste in the cafeterias. Composting.	No more handing out junk food in classrooms.	More outdoor programs for children, less reliance on electronic devices.
increased empathy curriculum	Smaller classes continued	More PE, art, shop, music and theater, less teaching to a test!

## Q17: What goals would you would like to see established for Eugene School District 4J?

Teachers are better prepared to teach mathematics.	More behavior support for challenging students.	More professional development to support teachers who have students with challenging behaviors.
higher graduation rates	close Ach Gaps	more reading by 3rd grade
Each teacher is trained to use teach technology. Tools for technology are up to date and plentiful. Mandatory minimum hours are taught in technology per week.	Meals are healthy, varied, and tasty enough to eat.	More recess at least an hour to 1.5 hours per day in physical activity...proven to aid in knowledge retention and lessens instances of behavioral issues.
Increasing student satisfaction with school. Focus on more diversr class offerings, have a system for student evaluations of teachers and classes (for every class), work with teachers to improve and create a more positive learning environment.	Making sure all students have acquired basic reading, writing and math skills	More resources to special needs
Every school funded to help kids.	More PD for teacher collaboration. Collaboration changes our practice and helps kids!	More resources to support struggling families.
Full time Art & music teachers in every school	More nutritious food in every cafeteria	More school days
smaller class sizes	most of budget for teaching not administration	more school days
Help students to become thinkers/ question/ be able to find and investigate information.	Not just cirriculum and academics (which are important) but address the whole person (student) their needs and real life situations	More staff in the buildings to help individual students who are falling through the cracks either academically or socially (ex. family situations.)
Newer educational supplies/building updates	Parent/student participation	More staffing/parent volunteers
all students graduate from all of our high schools	preschool early education/literacy so students are kinder ready	more supports for schools with high need students, high SES, high poverty
Leverage more student teachers from nearby universities	Plan for facilities upgrade/renovation	More teacher assistants
Updating the building/new buildings	Use of technology in the classroom	More teaching days
Class size caps	Secure more funding from state level	More technology
parent investment in the neighborhood school system	more language immersion options	more tie for lunch and PE
Give every student help and encouragement with core studies AND their own interests	Establish a relationship with legislators based on the fact that teachers and school districts know more about what's needed than they do.	More time for electives.
much much much smaller classes	more time for teachers to engage on an individual level	more time for teachers to know student families

## Q17: What goals would you would like to see established for Eugene School District 4J?

		More time to eat for kids, more physical activity, more fostering of leaning instead of being able to regurgitate Common Core standard idiocy.
Rebuilding the curriculum	Retaining experienced teachers and providing them means to fix your district	
Better environmental education	Increase funding for school lunch / scratch cooking with real food	More transparency
smaller class sizes	higher pay for teachers	more variety in electives
higher achievement for students in the basics	higher graduation rates for high school	more well-rounded education- add science and arts back into the curriculum
Healthy Food in school cafeterias! Local produce in freshly prepared REAL meals.	PE for all middle and high school students, every day, unless taking school sponsored sports... of which there should be options for every season in middle school.	Most school districts start kids on a musical instrument in 4th grade. Our district should too.
Small class size	Special ed	Music
Metrics Reports to create long term goals	Increase High School Grad rate especially in schools that are lower than average.	Music and Art programs
Reduction in class size	Foreign language offered/required for all district students	Music, Arts and physical education as standard parts of the curriculum
Regain the long lost successes of the past (high graduation rates, moderate class sizes, support for all learners including high achievers, etc.)	Funding equity such that all students have a baseline level of funding needed for a quality education	National recognition as a district with the highest quality teachers and the highest level of professional support for teachers
improve community / parent / student satisfaction with poorest performing schools in next 5 years		Net zero carbon footprint for 4J portfolio in 30 years
Smaller class sizes	More second language learning/art/science/PE/music in all grades	New high school buildings
High graduation rate	Struggling students getting help- seeing a measurable difference in learning goals	No homework No longer tolerating the insubordination that occurs with some teachers who have tenure. You have to police your own. Why do you tolerate people like Christina Drumm at South? Surely keeping teachers like her (and you know who they are and where they are) only brings all of you lower.
Accountability among educators.	Dedication to improving the craft of all educators.	No teachers needing SNAP benefits to survive.
15-20 students per class	Full bellies and full-night's sleep	

## Q17: What goals would you would like to see established for Eugene School District 4J?

Students exceed state standards.	School structure is so strong it brings families to the community.	Not all kids are destined for college; kids should be prepare for both college or for alternative pathways (craft or trade schools).
Providing a safe and caring environment.	Providing a good education without distractions from children with behavior problems.	Not forcing cultural norms on to students. Respecting students morals, and religion despite the society's current agenda.
Higher graduation rates.	More equity	Not just college but non-college prep as well.
Decrease Class Size	Provide Art and Music in all schools at the same level	Not move principals around so much. I am going on my 7th principal in my 20 year career. It is really hard on a building to have so much change in the leadership.
Retention of highly qualified special education teachers by providing much needed support to ESS..	Reducing class size	Nutritious meals
Decrease class size - under 20 for elementary, under 30 for middle and high school	Increase the equity of education based on what's provided to the students and families, not on the particular school	Offer 12 years of art, music, and language, and 7 years of sports to every student (whether or not they take the offer)
Cutting the administration budget and giving more to the programs. North has 4 administrators, that's plain STUPID	Redo the special ed departments	Offer bussing for ALL special ed kids
Align curriculum with needed skills of work force- not just 4 yr college focus	Smaller class size	Offer instruction that works for both high achievers and those still approaching grade level
reducing class sizes	fully scheduling students with more relevant and engaging classes	offer more services in home school for struggling at-risk students
Cap class size at 20 in elementary, 25 middle school and 30 in high school classes	Increase number of school days	Offer more varied and site specific curriculums
Reduce class size	Improve graduation rates	Offer more Vocational training
Offer vocational education (CTE)	Offer vocational education (CTE)	Offer vocational education (CTE)
Reducing class size	Offering more classes especially for advanced students	PLEASE!!!
Accountable policy for the staff	Better food and enough time to eat at lunch	Offering more electives
Provide quality foreign language instruction to all students.	Offer foreign language instruction every day at the middle school level	Open the segregation boarders to give poor kids a chance at a better education
		Opportunity to learn more than one language at the middle school level.

## Q17: What goals would you would like to see established for Eugene School District 4J?

Putting funds and staffing behind initiatives and goals in all K-12 schools	Realize that not every student will go to college and look at the alternatives and options and focus on them as much if not more than college.	Our school district truly embraces, supports and welcomes a multi cultural staff, families and community.
Smaller classes	No testing	Outdoor time. Allowing kids to move their bodies!
the development of truly global citizens	small, nourishing academic communities (go back to smaller elementary schools!	outstanding teachers across the board.
Strong and expanded Arts programs in middle and high schools	Making teachers full time who teach the Arts	Pay attention to class size...research shows this is very important in all grade levels
Bring back music! In all elementary schools!	Supply classrooms with all supplies needed	Pay our Teachers!
More funding special education	More teachers	PE and art and music in elementary
Training kids for real life, not just teaching things because they were taught in the past	4J kids know how to manage stress and practice resiliency skills that help them succeed all their lives	Peer tutors/ study groups in high school to help kids keep trying.
minimum funding and performance criteria	secure funding source through hard economic times	performance based pay for teachers
Immediate reduction in class size made possible by marijuana tax.	Immediate implication of year round music and PE	Planning and implication of how to use increased budget from marijuana tax.
eliminate 3x5 schedule	hire more teachers, offer more classes, reduce class size, buy more textbooks	pre-k programs
Committment to balanced enrollment	equity of resources	predictable and reliable systems throughout
close achievement gap	increase graduation rate	preK-12 equity vision
Retain fulfilled staff.	Higher number of graduates.	Preparing graduates for adult life, not just college.
equal opportunity educators	class behavioral management	preparing our children to be future community members
More foques in teaching strong cuality education	A curriculum development equal continued	pricipals and teachers with vision of bring a hope to students
School board and administration should be more transparent in their actions. There is a lot of public mistrust due to the way school board members mislead the public in the [personal information removed].	Increase equity among schools. An example is Family School. After closing a very high achieving school (Crest Drive) due to supposedly cost effectiveness because the enrollment was low, why did the district move Family school to the same location with less than half the school enrollment from Crest? Clearly the public felt lied to by the school board.	Prioritizing individual school buildings in funding rather than downtown

## Q17: What goals would you would like to see established for Eugene School District 4J?

A trusted feedback loop for all levels of leadership from Superintendent to classroom teacher	Admin as instructional leaders	Pro-teacher voice movement where we focus on the amazing work of our skilled staff and allow time to collaborate on growth for all professional development / teacher quality
student retention / dropout prevention	clear class size targets / thresholds	Professional development to help teachers use research based instruction
Increase staffing in several areas	Incorporate legitimate arts education	Promoting a fun way to learn and encourage kids to want to come to a safe place which is school;) Promoting success for all students
Discontinue open enrollment	Every teacher has a maximum of 25 students per class	
Less administration, more teachers	Identifying student needs	
I think the Churchill area needs an additional middle school	school upgrades	proper student placement
The best in Oregon in quality of education but not just in results but also in happiest of students in their education for a public school!	The best teachers even if that means highest percent of new teachers because of results, not tenure! Results guarantees a job!	Proud community that supports their school district going to the Arts, sports and science fairs etc.
Increase revenue	Decrease class sizes	Provide appropriate and quality education to ALL students, not just those at Charlemagne
Respect for teaching staff, specialists, classified	Safe buildings and policies	Provide both college and technical school preparation for student success
providing high quality arts educations in all schools	provide high quality curriculum to fit the CCSS	provide counselors full time in all focus school and high need areas provide environment that nurtures responsibility, creativity and academic excellence
give children of all backgrounds a chance to grow to their full potential	offer variety of classes and programs that prepare children for life after 4J	
	Have extensive educational programs in all schools where students graduate knowing the natural and cultural history of important plants and ecosystems, having used the plants for food and fiber. Graduate students with extensive knowledge of native ecosystems, and local ethnobiology.	Provide healthy meals for all students like the Village School does, sourcing food from local and organic farms, rather than the low quality fatty, salty foods currently provided at most schools.
Have all campuses well planted with trees and useful plants within 10 years. Expand and retrain landscape crews to care for healthy landscapes.		
Improve graduation rates	Improve test scores	Provide mental health resources for students and staff
reduce class size	find more ways to fund 4J	provide more training for increase of special needs, behavior issues
Make schools more Eco	Have more art	Provide organic food

## Q17: What goals would you would like to see established for Eugene School District 4J?

Clear paths targeting various learning groups. ie. Advanced learners	State of the art facilities that inspire learning	Provide teachers with effective teaching resources. Ie. Technology and books
Providing a well-rounded, vigorous education to all students	Establishing a healthy choice food system in our cafeterias (that could tie to garden and farming education in the classroom)	Providing a safe environment for learning (both physical and emotional well-being)
Currently the goals are: Excellence, Equity, and Choice. Sadly, Choice trumps Equity. Whether we choose to continue to provide choice, it certainly should not be one of the three top goals, as choice is not available to all families.	Ensuring that a larger percentage of the budget go directly to the classroom. (versus administrative programs (e.g. - STEM Administrator), downtown administration, technology, new curriculum, etc.)	Providing adequate support for elementary students with significant behavioral and/or emotional challenges.
Develop curriculum that students find interesting and enjoyable.	Providing more vocational training for students to get jobs out of high school.	Providing more life skill training so students feel prepared to move into adulthood, get a job, and manage a household.
Equalize funding between schools. Equity for all not just the wealthy and well connected.	Greater efficiency, like common schedules and less middle management.	Publish the results of these surveys! Putting the Public back into Public Education.
Eliminate alternative schools and school choice	Vocational programs.	Quality sex ed for all kids.
Equal access to technology for all students and staff	Increase professional development	Quality STEM programs, such as the 3D iPad apps and printing taking place at Cal Young
Bring sports back within the schools	Bring back daily P.E.	Raise Teacher and administration salaries
All student enjoy going to school.	Smaller class sizes.	Raising the instructor's salary.
Create the most positive, supportive working environment possible for all 4J employees so that they can provide that for our children every day.	Reduce excess spending on non-classroom expenditures. Reduce class size, increase "meaningful, contemporary" professional development.	Re-focus our learning paradigm toward a passion for learning, curiosity, problem solving and critical thinking, citizenship, and cultural awareness. If we shift our focus more natural learning will occur, test scores will go up and we can stop obsessing about standardized test scores.



## Q17: What goals would you would like to see established for Eugene School District 4J?

Equity for schools across the district. They don't have to be cookie-cutter schools, they can still have their neighborhood flavor, but make it so a child from a poor neighborhood is going to get the same quality education as that from a rich neighborhood.	Focus on the people in the trenches - support the teachers, don't overload them with students or make their jobs impossible with the huge burdens they carry now	Real changes - not just test score improvements. How can we make school interesting, how can we make teachers excited rather than burned out? How can we be creative even with the woefully poor budget we're given?
Smaller class size	Daily mandatory physical activity to assist mental & physical health	Recognition of individual student achievement
Increase graduation rates	Increase test scores that measure competency in reading, writing, and arithmetic at all grades	Reduce administrative overhead by 30% and reallocate those funds to educating students/educating them better
less reliance on standardized testing	diversify teaching methods for diverse student body	reduce class size
Secure more funding (public and private)	Improve quality of teaching (hiring new and developing existing)	Reduce class size
Have a district wide outdoor school	k-8 immersion schools	reduce class size
Reinvest in neighborhood schools	Increase the # of public pre-k programs in the district	reduce class size and add more support staff
Better graduation rate for Minority students	Improving the special education leadership at 4J.	Reduce class sizes
Narrow the achievement gap	More services for special education students (more staff)	Reduce class sizes
Increase graduation rates	Narrow the achievement gap for students with disabilities	Reduce class sizes
Improve facilities - especially high schools as they are really old and sad - within the next five to ten years.	Bring back classes that teach actual skills to students such as home economics, construction trades (build energy efficient homes), cooking and even sewing.	Reduce class sizes and offer a wider variety of elective courses at the high school level.
Quality education for all economic classes.	The end to special treatment for wealthy families.	Reduce class sizes and provide aid classroom teachers.
To veer away from the model that all high school students are 4-year college bound; all the curriculum is geared towards this demographic's needs	Early education boost by having pre-school be mandatory	Reduce class sizes at every level
Improve student social skills	Enhance classroom management	Reduce exclusionary discipline Reduce food waste at breakfast/lunches (provide more consistent/higher quality food services?) Very inconsistent from school to school.
Work with local governments to reduce housing instability amongst parents/student	If staff members have kids who qualify for free/reduced meals, the staff should, too.	

## Q17: What goals would you would like to see established for Eugene School District 4J?

All efforts would go toward teacher excellence and empowerment of teachers and students	Make meaningful changes in governance from top down to stakeholder partnership	Reduce standardization and increase educational choice to attend to diversity of needs
reduction in emphasis on team athletics	increased attention to reasonable planning time for teachers	reduced class size
Program based curriculum at all elementary and middle schools- all kids get equal access to language, art, music, and electives.	Tighten up the IEP systems, make sure services are moving all students forward.	Reform parent fundraising, and find a way to help boost up schools that struggle.
Hire more teachers, reduce class sizes to a maximum of 20 kids.	Increase your own goals to increase funding (it's gotten so miserable our schools set up fundraiser after fundraiser just to stay minimally staffed. It's disgraceful and I can only imagine how humiliating it is for the staff who literally have to call each household and beg for money. Shame on this district.)	Refresh the curriculum! There are glimmers of hope, but lack of funding really limits what teachers can do. This includes reducing the number of tests "required" to be taken and increasing classes in the fine arts and other areas of missing electives.
Class size reductions	Diversity and multicultural training	Reinstatement of elementary school subjects and/or services such as art, music, PE, counseling, libraries
Class size caps	community partnerships for vocational programs	relationship building with employee groups
Child-centered education	Empahsis on many good paths in life; there are eight ways of being smart, no two.	Remove barriers to the teacher-student relationship: value good teachers, reestablish classes that stay together all year, decrease empahsis on acceleration and increase empahsis on mastery, remove inappropriate technology, honor skills other than reading and math, support collaboration and cooperation begween and among students and staff.
Smaller classes	Pay teachers more	Replace aging facilities
Equity	Success after high school	Replacing the high school trimester system
High parent/community involvement increase community awareness of the value to *everyone* of quality education: economic, crime reduction, social	Schools as community hubs	Reports to the regarding costs per student and how funds are applied
Better fiscal management	reduce class sizes and teacher overload	reprioritize arts/music education
	Eliminate Common Core	Responsiveness to all community members not just a select few

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reducing K-3 class sizes	Reducing class sizes at all levels	restore library services, and provide year-long quality music and PE
Accept every child where they are academically and honor that not every kid is a superstar or college bound	Reduce highschool class size	Retain high quality teachers - get rid of bad teachers
Make 4J an excellent educational home for gifted students	Through differentiated learning, help all students achieve their potential	Retain the highest quality teachers possible
Connection with your students.	Increase your 21st century teaching and learning.	Rethink curriculum from a textbook free perspective.
Complete and unified information about school system	Cut non-educational costs	Review what technology is appropriate to teach (public schools shouldn't serve companies)
smaller class size	longer school year	robust arts offerings
PE	Class sizes	safe schools - safe environments
Lower class sizes	More advisors, mental health coaches	Safer schools
Creative thinking instead of test focus	Teacher retention and support	School board term limits
More clubs, programs and sports for students to participate in.	Financial preparation for students to face adulthood	School choice: more lientency allowing parents to send their student to whichever school they'd like.
teaching kids how to be more self sufficient vis a vis consumer culture; grow own foods; how to shop (but whole foods vs processed foods; buy local whenever possible); how to reuse, recycle and why we do that	climate change / climate recovery efforts; things kids / families can do at home . in their communities	second language taught to all students beginning at kindergarten level. doesnt matter what language, though there are some that are more useful than others; the mail point is for brain development
A reasonable limit on class size.	Music instruction available to all students.	Second-language learning available to all elementary students.
Healthy lunch throughout 4J	Safer playground equipment that's updated	Secure playgrounds
Reduce class sizes.	Identify and implement research based Tier 2 and Tier 3 interventions with fidelity.	Securing a majority of the popular vote in Eugene for statewide equitable finance reform in education.
Every child believes they can...	All teachers feel supported and have needs met	Shared leadership models in all schools
Metric-based decision-making	Evidence-based instruction	Shared understanding about how to recognize quality education

## Q17: What goals would you would like to see established for Eugene School District 4J?

Restructure staff assignments and schedules to reduce class sizes AND give teachers more prep time and require them to demonstrate improvements	revise curriculum in core subject areas to tie in with real-life problems and community/business/industry work and people, in a BIG WAY	Significantly restructure and redesign programs to be MUCH more responsive to students of underserved race/ethnicity groups (e.g., a middle school redesigns curriculum in LA and SS to focus on Latino culture)
Commitment to individual students thriving	Connections between the broader community and students/schools. We can find creative solutions to our problems by partnering together.	Smaller class size
reduce administration costs	evaluate and dismiss poorly performing principals	smaller class size and fully scheduled high school schedules
Elimination of school choice	Equity Lens	Smaller class sizes and more elective offerings
Re-evaluate emphasis on test scores, is this equitable across all race and economic classifications. Is this boosting the morale of students and teachers. Can we look at other data to show growth and that standards are met?	As shown above, some families/students need extra support, more counselors in the schools.	Smaller class sizes at early elementary and other areas as needed
Adding resources for arts and sciences	Higher test scores	Smaller classes
more teachers	more help for teachers	smaller classes
good hand writing	cursive	social skills
Reducing class size.	Reducing drop-out rates (due to drugs, bullying, neglect)	Special needs and/or more foreign language.
Equity	Lower ratios	Stability
Mental Health access for all students (counselor and mental health ratios of 1-250)	Improved post high school options (vocational skills, increase in college now credit, full time Career Centers in all high schools, improved college access)	Stabilize staffing (4J is losing talented teachers, classified staff and administrators to other districts) A stable district has better graduation rates, student success rates, strong programs etc.
Reduce class size	Stop focusing on testing and let the teachers teach	Stabilize your budget, stop spending so much on those high level salaries.
Community pride in and recognition of school excellence	Success for all students, regardless of their background	Stable and positive financial future
Graduation requirements that students believe in	Consistent and manageable class sizes	Stable arts and social science programs
100% high school graduation	Every student can read.	Staff and students are physically fit.
Lowering District costs associated with schools using resources inefficiently.	Sustainability and Financial planning goals	Staff capacity building, providing teachers with state of the art curriculum and forward thinking learning techniques.

**Q17: What goals would you would like to see established for Eugene School District 4J?**

reduction of class size	building safety	staff stability
Higher standards for infrastructural and behavioral changes that save resources	all students feel included, respected, and seen	staff that feels valued and supported
K-12 comprehensive educational plant I think questions like these are feel good liberal questions designed to dream about all that is possible. The goals of education are self evident	Communication with parents, students and staff regarding changes to programs	Stepping away from standardized testing and allowing teacher's input and assessment in grading students
Meeting the same goals as the Paperwork Reduction Act would be a great way to save a lot of money.	Stop bankrupting the budget with PERS	Stop elevating public servants to hero status. That is the building blocks of a fascist order
Less testing	Get back to 6 or 7 class periods for high school to allow greater flexibility in electives, re-taking core curriculum classes, and hopefully more voc/tech classes offered.	Stop graduating kids just to "keep the numbers up". If they are failing to show they learned something, give them an "F" and make them take the class again. Allow them to take more time to finish high school through a fifth year or summer school if that's what they need to properly learn the material.
Change staffing ratios	Richer, broader, more creative curriculum opportunities	Strengthen the Arts and P.E. programs for all children
smaller classrooms	Change "title funding" to a percentage process	Strong (public) district support for our high-quality teachers and our need for additional funding to make our "jobs" possible to do successfully.
Get back to at least 180-185 school days	equal access to high quality education	stronger mental health services
All students will graduate with a portfolio that demonstrates application of skills in entrepreneurship.	Better student retention rates	Stronger/tougher relationships with unions
PE all year for all ages.	Students aged 12-14 will spend a semester in an alternative setting involved with a hands-on activity, e.g., creating a wilderness path, robotics	Students aged 6-11 will develop, organize, and share personal libraries. Students go to school knowing there is one thing they can do each day that they are good at.
cooperative efforts with staff and administraton, consensus	Teacher happiness, support and job satisfaction.	students have goals
Creating more sane and responsive secondary schools	have students graduate one way or another	Students of color reporting that their school feels safe and supportive to them
School Board transparency and trust towards the public return to the district.	100% of satudents being able to name at least one adult in their school that really sees them.	students per teacher ratio: 15/1 = K-3rd, 20/1 = 4th-8th and 25/1 = 9th-12th
	Teachers...teachers...teachers!	

## Q17: What goals would you would like to see established for Eugene School District 4J?

Fair wages across all 4J employees. Stop over paying the higher ups and under paying the teachers and classified whom actually teach our children.	Fair distribution of resources to the entire district. The children, parents and community should not feel as if there are rich schools and poor schools. All schools should have equal opportunity to resources.	Students performance should be judged based on their own personal growth not that of their peers. Each child is individual and has their own individual set of needs based on their own individual strengths and weaknesses. Why are we comparing them to each other in order to determine academic success
Raise in salaries and cost of living	More consultation with teachers before spending \$\$\$ for any curriculum, especially since we are the ones using it everyday. and different curriculum for immersion schools.	Superintendent/supervisors in visible in buildings, for longer periods to see realities we deal with on a day to day basis.
Reduce class sizes	Reinforce our arts, music and PE programs	Support for English language learners
Be one of the best school districts in country	Be progressive	Support neighborhood learning Support physical, mental well-being especially through excellent food
Support diversity	Encourage compassion and respect	Support Project Based Learning.
Make learning dynamic with a vibrant arts program.	High quality teacher collaboration time.	support staff
Real equity instead of lip service to one, prominent group	Evaluation of the option to opt out of standardized testing	Support structures for students with socio-economic needs.
Community involvement.	Parent involvement.	
Stop micromanaging the schools	Actually retain district level administration staff	Support the schools.
Smaller class sizes - put a cap at 25 for elementary - at least!	Appropriate teacher/student ratios in mid an high school - that is really what the students want and need	Support various ways to learn- promote enthusiasm in learning
Realizing Willard school grounds is needed for our future school development.	Honoring the individuality of students and their learning styles.	Supporting creative teachers and classroom supplies.
smaller classes	more class hours and days in the year	supporting diverse school choices
gardening...eating and cooking grown foods	teacher student increase use of assignment tracking	syllabus computer interaction
Class size under 28	Training for teachers on classroom mgmt	TAG options
To take discipline more seriously	That all students and staff feel safe and secure in their environment	Take furlough days seriously Taking schools that are struggling and ASK them what they need to be successful. Fund those things.
Returning control to local schools	Reducing class sizes	teach money management
more exercise programs	technology smartboards	

## Q17: What goals would you would like to see established for Eugene School District 4J?

Make school more fun, exciting, and practical for students.	Less traditional classroom learning and more emphasis on workplace environments.	Teach students life skills, such as how to be a successful employee and how credit/financing/investing works.
Class size cap at around 27 students, across grade levels and schools.	Elimination of mandatory 3 x 5 schedule at high school level, and more flexibility at the middle school level for alternative schedules.	Teacher & student-centered planning. Community support for teachers and students.
Equity	Health and well-being	Teacher salary increases
Gardens	Longer recess or more physical activity	Teachers that exude enthusiasm
Addressing the achievement gap	Eliminating school choice and alternative schools that don't address a specific need	Teaching Spanish at all schools beginning in elementary school
That the Administration would work smarter and making the hard choices in balancing their budget.	Work with labor groups to make adjustments for the good of all but I know this would be like pulling infected wisdom teeth.	That all working groups would work in harmony together to provide the best education for our children.
Each student gets the attention, care, and skilled teaching he or she needs.	Each staff person is well-trained and motivated to help each student succeed.	The district and community are partners in creating innovative programs to help students.
Self operated food service program	Feasibility study for a self operated meal program	The meals you offer should be whole, fresh, local and nutrient dense.
Making all students feel safe in their schools	Support and training for teachers to feel successful in their work despite the growing challenges	Time for arts, p.e., recess
Class Size Reduction	Getting more support when asked to support a wider variety of learners	Time for coordinated planning time with colleagues
To meet all student academic needs based on individual students not general policies.	To ensure that all staff, faculty and students are culturally sensitive.	To assess faculty and staff to make sure they are effective at their jobs. To develop our capacity to make and implement system-wide
The graduation rate needs to be increased.	Ensuring all educators have the curriculum and professional development they need.	programmatic and operational decisions.
Elementary schools have class size between 18-22	High school attendance increased.	To find areas that are inefficient and create better systems.
To foster growth in students to help them become creative, globally minded thinkers ready to face the world and be functioning, caring members of society.	To be able to provide an equitable education for all students regardless of race, socio-economic factors, etc.	To have a positive relationship with the community where community members are proud to be associated with Eugene School District 4J.

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reduce the number of students per class, budgeting enough to pay the extra teachers needed for reducing classroom size	To encourage more physical activity by adding another day of PE or more time for recess	To introduce musical instruments (i.e. recorders, band) and encourage music and theater arts at the elementary age, encouraging the creative arts side of education at a younger age.
For a university town, I'd love to see 4J become a school district like you'd find in Connecticut or New York - one that people move here specifically to attend.	Smaller classes.	Total engagement, across all levels from the most at-risk kids to the most gifted. Everyone has a place and everyone deserves attention.
cap on class sizes	reduce teacher turnover rates at ALL schools (so that not just the "great" schools keep the great teachers)	transparent budget and better budget management
Having fewer students per classroom.	Having the highest teacher morale in the nation.	True administration/teacher collaboration and cooperation.
No more than 20 students in K-3	No more than 25 in 4&5	True TAG education for gifted students: pull out programs
Reduce class size	Improve relations between district office and teachers	True transparency
equity, in all its shapes and forms, supported and practiced throughout the district	scope and sequence established between elementary and middle school teachers and middle school and high school teachers	two to three district goals that we work on collaboratively over multiple years so we can focus our efforts and resources and actually move forward toward accomplishing these goals
Increased communication among regions	Commitment to equity work as part of job description for all positions	Understanding among staff of the oppressive nature of bureaucratized education
Become more efficient	Less meetings - more doing	Understanding that not everyone will be happy and a small gripe is not reason to make sweeping changes due to political correctness
	Adding classified staff to ALL schools to support the students. We have many special needs students and not nearly enough staff to work with them. At the elementary level, there is no where near enough staff to cover all recesses, lunches and crosswalk duties as well as support those students with behavior issues.	
Eliminate bullying		Update ALL schools
Higher graduation rates	Higher test scores	Update facilities
Support music and arts just as much as sports.	Keep good teachers.	Update old buildings.
hiring teacher-librarians	focusing on issues of equity	updating school buildings



**Q17: What goals would you would like to see established for Eugene School District 4J?**

support services	curriculum/learning tools and materials both technology and learning materials/books	Updating schools that are in need of repair.
Funds should be spent with the best interest of the students and staff in mind.	Ask teachers what they really need to be the most effective.	Upgrade our buildings and build community.
More teachers w higher pay	Lower the student teacher ratio	Upgrade/replace aging facilities
Replace testing with other measurements.	Introduce vocational programs.	Vary the school experience more during the day.
access for all	sped and mental health support	vice principals in schools with high needs
Implement real IEP plans that build skills and help students be employable	A comprehensive alternative education program with multiple paths	Vocational opportunities for students.
Students need to learn community/ public service it is so important!	Teacher appreciation/ students should have a hand in doing for their teachers it will the bond and thus the learning	We need our students to want to go to school other than to socialize
Giving kids opportunities to succeed small class sizes	Making teachers accountable for their students academic progress.	Weeding out underperforming administrators and teachers.
Training goals	high quality teaching staff	well supported teachers
Increase quality education and achievement for all students	Coming together to better understand the needs of the school with staff and families	Work as a community
To regain the reputation as a district with strong music and arts	Reduce class size	Work collaboratively with parents
Maintain and improve foreign language offerings for all, increase the language immersion school sizes to allow more students who choose to enter them and offer additional languages like German which has a strong interest group in Eugene	Continue increasing graduation rates	Work for a culture of appreciation and collaboration
much improved graduation rates	Reduce class sizes	Work with the Oregon legislature to provide a solid funding base in the long-term; we cannot afford to have poor quality schools
Better CTE	closing achievement gaps	working with union so that schools are able to get rid of bad teachers (either lacking in skills or simply not liking students)
Lower class sizes k-12	Improved reading by grade 3 scores	Zero based budgeting
Continue with established curriculum, but expand more into the vocational-technical sciences	\$for teacher time off to attend useful training that inspires them and allows them to inspire our kids	
	100% graduation rate for high school seniors	

## Q17: What goals would you would like to see established for Eugene School District 4J?

computer science & technology	190 school days /year
Goals are inter-related: reducing class size can increase relationship building and engagement which leads to better educational outcomes.	4-J has a lot of smart and capable teachers. Their voice needs to be a part of the conversation and the decision making process.
Simplified and coordinated bell schedules and days off	90% Graduation rates
Taking it Up training should be mandatory for all staff	A full time counselor in every elementary school
quality of education for every student	a move away from the focus on testing
Lower class sizes	A real TAG program
Teacher plus aid in each class	Ability to remove children with behavior issues from class
Keeping class sizes to a max of 26 students	Adding more physical activity
100% graduation rate (with true skills not just a fluff diploma)	all kids leave HS with a clear pathway to their future and have a solid base of skills to support them
Better funding system so there aren't money crises each year	Allow teachers to teach beyond tests - have the ability to focus on their passions
Classroom Caps	Allowing teachers children to transfer into his or hers school....community
Reducing class size	Attracting quality teachers
Reduced class size	Better Nutrition in cafeteria
Less money funneling into administrative positions	Better organization / vision
Increasing equitable outcomes across race, ethnicity, and socio-economic status	Better performance on state or national assessments (OAKS, SATs, etc)
More equitable distribution of funding throughout the schools in the district.	Better ways for parents to volunteer in the schools, during the school day.
reduction of class size for all, but particularly K-2	Right now it is very challenging to do so.
Better Teachers	bring back arts, shop, journalism, band, etc for all
Increase music/arts	Bullying concerns addressed promptly
Counselor in every school	Class size
Small class sizes across district	Continued trainings around equity and diversity, partnering with community
Smaller class sizes at elementary	Counselor in every building
	Cross grade level understanding of curriculum

## Q17: What goals would you would like to see established for Eugene School District 4J?

Establish and maintain class size level	Current materials and resources. Including technology
A plan to keep class size lower.	Currucular/program design to motivate students to find and grow from their strengths, and funding to support that.
Get every student to graduate with some ideas of what they want to do with their life.	Customized educational experiences for students with diverse skills and interests.
increase number of students who graduate and go to college	decrease class sizes
Increase Teacher Support	Decrease class sizes
increased cultural competence	decreased achievement gaps
Increasing graduation rates	Decreasing class sizes
Define, document, and manage all business processes	Define the base level of expectations for every school
work on broadening the appeal of learning to include more than the basics	develop a culturally inclusive curriculum development of assessment of
full time/year round music and art available for all students	students without excessive standardized tests
A counselor in every grade school	Directing high school graduates to careers in trades not just college. See Mike Rowe Works Foundation
Mastery type education model during the elementary/middle school years.	Diverse liberal arts education at the high school level
More arts education	Eliminate testing
Absolutely consistent program/curriculum/staffing across each level of schools! Every child should have equal access to opportunity in 4J regardless of which elementary/middle/secondary school attended.	End the dishonest practice of "charter school choice"... This is by any measure favoritism for the children of affluence and power.
Equity	Enhance programming in arts, media, technology, physical education Ensure every child has a fair chance and educational opportunities. Equity and inclusion for all.
Increase graduation rates	
All students reading and writing at grade level by the end of elementary school.	Equal opportunities for students around the district.
Simplification of mission	Equitable distribution of resources based on need not preference

## Q17: What goals would you would like to see established for Eugene School District 4J?

Reducing the achievement gap	Equity of offerings between schools - ex: North has fewer AP classes than other high schools
Increase services available to families who are struggling (parenting, financially, etc)	Establish and maintain reasonable class sizes in all schools.
Graduate all students who will then go on to major top universities.	Establish excellence in all areas (as shown by test scores, graduation rates, success in life).
More one on one time with students from teacher	Explaining of homework or more time to work on in class
Increased student engagement	Fewer "free periods" for high school students
Class sizes capped at 25 kids	Fewer admin - more staff actually working directly with students
Recognize the students that are making progress...not the natural 4.0 students	Find ways to connect with the middle of the road student.....so the do not feel overlooked
look to incorporate MOOC [massive open online course] offerings. Teachers are fine, but MOOCs are the future--we should embrace it sooner rather than later.	forget the obsession with graduation rates. Make the learning experience engaging and worthwhile and students will stick it out.
Clean drinking water	Fresh healthy food
concrete plan to reduce class size	full time counselor in each building
Safe, secure students and staff.	Full year music, art and PE classes.
Equity and opportunity of education for ALL students, regardless of background	Further engage families and communities in student success Giving young children resources like PE and music to develop their learning capacity
Sound financial planning	Graduation rates
Reduce class higher grad rates	happy teachers and aides
Reducing class size	Having full time school counselors in every school
Consistent, quality education services district wide.	Having students prepared to move from elementary to middle and then to high school.
When an administrator is not performing well in a building, please DO NOT move them downtown and give them a job that pays at least the same or more than they were making in the building.	Help teachers who struggle--have a mentorship program for them, carry through on a plan of assistance, and if they don't cut it, get rid of them.

## Q17: What goals would you would like to see established for Eugene School District 4J?

Helping each student to recognize their skills, dreams and how to accomplish what they want	Helping each student to be a kind and loving person
Student misbehavior needs quicker more directive management, especially disrespectful behavior towards teachers and staff (positive discipline is NOT working in a lot of situations).	Higher academic expectations for the entire class in lower grades.
Helping students ahead skip grades or move along faster	higher levels of AP classes
Reduce class size	Hire the right person for the job- not a quota
Reducing class size	Holding incompetent teachers accountable
Secure increased funding with the legislature for public schools.	I don't know enough data to know where our academic/performance needs are
I wish I could be more helpful. My kids are in South and Roosevelt and they are very good schools.	I wish schools and teachers could give the kids stricter boundaries. I think a permissive upbringing creates a more fragile adult. I understand teachers and staff's hands are tied and this is not my culture - but since you asked :)
Developing student achievement targets that are not test related.	Identify ways to keep students engaged, which will improve retention and graduation measures.
smaller class sizes	if there is school choice or not
Hire and retain highly qualified teachers.	Improve building safety and maintenance.
improved university acceptance rates	improved SAT/ACT scores
Reduce class size.	Increase access to alternative schools.
Robust STEM and arts programs.	Increase graduation rates without compromising educational standards.
Lobby heavily and combine forces to change states tax structure	Increase graduations rates. It's embarrassing.
Increase graduation rates	Increase language learning to broader audiences earlier
reduce class sizes	increase number of school days
Get elem. class sizes down	Increase teacher and parent satisfaction
reduced student to teacher ratios	increased school time/learning time
Full calendar year, i.e. no furlough days	Increased student graduation rate

## Q17: What goals would you would like to see established for Eugene School District 4J?

Graduating all students either college-ready or job- ready	Increasing the number of quality teachers by lowering admin costs and eliminating under performing teachers
To build and sustain a music program comparable to what existed before measure 5.	Integrate music and art into academic classrooms.
Diversity hiring	Integrated special Ed
Treating all schools equally (based on enrollment).	Inter-district busses.
Better understanding and willingness to help students of disadvantaged backgrounds	Invest in better supplies for educators
reconfigure the way HS is structured, more financial & emotional support for the building and staff who is affected by the school choice	investigate the evaluation fo immersion programs (Spanish, French and Japanese) and find out what is working/not working in each program It is very important that the district
I don't know what appropriate benchmarks for the areas listed in #16 above would be, but those should be the goals	reinstate its former policy of allowing transfer students to automatically be admitted to the schools in their transfer neighborhoods
Decease class size	Keep regions equal.
Free meals for all kids	Keeping class sizes at 24 or less. If higher need an EA.
Developing a positive managerial culture.	Leading to an inviting work environment.
Increased graduation rates among ALL the schools	Less emphasis on teaching to test, and more emphasis on teaching to learn Less Feel Good and more educational basics
No State Testing	
More curriculum planning--goals for the future, leadership	less individualism
Larger elementary schools need a Vice Principal.	Less people working down town. More staff in schools.
Decrease class size	Literacy
Long range curriculum planning	Long range technology planning
Smaller class sizes	Longer school year
higher test scores	lower class sizes
Outreach/publicity plan to improve communtiy support.	Maintain quality education. Make class sizes smaller by adding
Bring Back the Arts	teachers

## Q17: What goals would you would like to see established for Eugene School District 4J?

get rid of common core	make principals and teachers more accountable
Reduce class sizes to a max of 20 in an elementary classroom	Make sure that every elementary student has PE and music or art at least 3 times a week
Computer programming electives at every middle and high school	Meaningful vocational training for students not going to college
Class size... under 24 students? (not sure magic number... maybe 20)	Money spent on teachers (more teachers less admin) and less on "special" paid staff (diversity, transgender, etc.)
Focus less on traditional testing methodology and put less weight on using them as a gauge of success	More after school programs
Faster response time from ESS admin. as issues arise, rather than when they become crises.	More counseling services or Vice Principle position at schools with CLC-B programs.
diversity awareness	More diversity in teachers all over schools
smaller class sizes	more emphasis on arts, sports, music, language
Lower class sizes in the elementary schools	More equitable distribution of resources between schools
Class size limits	More evaluations by staff and community of administrators, esp those in the district office
Smaller classes	More focus on getting kids moving and not sitting at desks for hours
highest score testing in Math, Science and Literature	More inclusion of family and community
full schedules for all students	more instructional time
More community involvement. We used to see our schools involved in so much from the Eugene celebrate parade to community concerts and plays. Every school feels so closed off and on there own.	More parent education on Common core. Help us understand and support what the children are learning in the classroom, instead of sending home homework with little or no instructions.
Better graduation rate.	More students graduating with higher math/science skills.
Smaller class sizes.	More supervision during recess and lunch.
Bring back school choice	Music Education
Better financial tracking of waste	Organization
More physical education	Partner with business to help fund school programs

## Q17: What goals would you would like to see established for Eugene School District 4J?

policies stating class size limits	policies mandating recess and lunch times that are adequate
Make everyone a graduate	Prepare all kids to begin school and educate the parents on school's importance
Financial prudence	Problem behaviors addressed early on
To have quality teachers and administrators that make schools comfortable for everyone	Provide excellent education regardless of a student's background
Keep classroom sizes low	Provide support for kids that need the extra help
I would love to feel like the district cares that Oregon is an embarrassment when it comes to education. No one seems bothered we're the worst in the country.	Realize that physical education is an important part of providing a well-rounded education.
Smaller class sizes	Recess for elementary aged kids
Reduce class size	Reduce state testing
Every student can read, write and do simple math by 5th grade.	Reducing class size
Implementing preschool	Reducing class sizes in elementary school
Programs that teach problem solving.	Reducing class sizes.
shrink class sizes	renovate schools that desperately need it
Commitment to learning and love of learning (i.e. not to outcomes, such as test scores)	Required multicultural education, racial tolerance training, and world citizenship education
Decrease classroom size in all grades.	See all special needs are funded by funding TAG
Maintaing class sizes at reasonable level	Seeing adequate student academic/personal social growth year-to-year
committment to a well rounded education	simplify state testing to once at each level (elementary. middle, high)
All High School Students have a full class schedule	Smaller Class Size
nutrition education in all elementary grades	smaller class size
Writing competency. Students need to be exposed to college composition courses in an audit (non-graded) capacity.	Smaller class sizes.
Treat each high school individually.	Smaller classes



## Q17: What goals would you would like to see established for Eugene School District 4J?

High quality learning environment for all students meeting their needs individually	Smaller classroom sizes so teachers are able to meet the children's needs
Teacher satisfaction	Student success
A districtwide commitment to student-centered, personalized learning.	Students around the district should have the same access to learning resources.
low dropouts	students prepared for life
diversity of teaching staff	support new teachers
Make programs available and accessible to all student in the district.	Support students of all ability levels to develop their potential and have access to quality curriculum and instruction
We need to prepare our students for the world. Take a look at the Finnish system for example.	Teach students to be better citizens
Kids class sizes going down	Teachers aids in all classroom s
More choice and offerings for staff development. Prescribed trainings do not engage staff, much like reducing choices in offerings for students limits their engagement.	Technical training at middle and high school levels to teach students who may not be heading for a four year institution.
Incorporate different learning styles/techniques	Technology availability
Complete process of upgrading schools (rebuilding, retooling)	To become the respected school district we were 30 years ago
Hiring quality teachers	Treating the good/established teachers good so they don't want to leave
equitable treatment for all students	use scarce financial resources strategically and wisely - fiscal responsibility
Class size	Vocational choices for students.
A food make-over.	WAY more music
District staff would mirror the makeup of its community	Work on eliminating the achievement gap through culturally responsive teaching
Access, Equity, and Inclusion	
Similar answers as to those given a question 16 (see above)	
90% Graduation Rate	
A balance between school choice and funding by the student.	
A cap on class size	
A greater equality for all students.	

**Q17: What goals would you would like to see established for Eugene School District 4J?**

a greater focus on meeting the needs of each student individually, rather than trying to make everything "the same" for each student

A local levy to support the schools.

A much better track record of jobs available after graduation that can support a family.

A respectful and knowledgeable sytem for ALL students.

A strong vision for the future so that strategic goals can be established

A teacher evaluation program that includes other inputs, and has an option to terminate toxic teachers  
actual evaulations of teachers and administrators

Add cultural awareness and diversity training.

Adequate staffing

Again: no idea how to answer this question. There's a reason I'm not an administrator.

All of the above

ALL schools in the district performing well

Already said it in prior questions

Although students should go to college, they should have skills after High School to gain employment so they can either have a job to help pay for college, or have a career if they choose not to.

as above

as noted above

Balance the regions fairly; this may be difficult to impossible considering the disparity in poverty/wealth amonst regions.

Be the best you can be on behalf of the kids

Be the superior district that we know we can be!

Become a model school district:  
reinstate arts and shop programs and end standardized testing

**Q17: What goals would you would like to see established for Eugene School District 4J?**

Become effective therefore a place where I can feel proud to work

Better in class work and practicing instead of homework. Kids need a break when they get home.

better opportunities for working parent involvement (hard to take time off)

Better physical management

Bring extracurricular activities back to schools.

Budget the money wisely so that future cuts of programs/staff are not needed.

Children need to have more opportunities to move around during the day. Less time in desks.

closing the achivement gap especially for students with learning disability

College prep curriculum

Common schedules for all schools (trimester vs semester)

Continuing a support for full day kindergarten implementation until everything that surrounds those changes are solid and running smoothly

decrease classes size

decreased class sizes

decreasing class sizes

Decreasing elementary school class sizes

Do more with less

Do not sell real estate assets

Don't really know

Dont know

Elementary class sizes of 25 or less

Elevating all levels of success

Eliminate trimesters

Elimination of common core

**Q17: What goals would you would like to see established for Eugene School District 4J?**

enriched educational opportunities  
filled with opportunities to develop  
critical and cultural thinking,  
interpersonal communication skills,  
art, movement, music, math, reading  
and writing and maybe more daily  
minutes of academics each day!

Equal Opportunities for all students  
equitable supports - getting buildings  
what they need - might look different  
for schools - no equal but equitable

Equity

Eugene should have the best schools  
in Oregon. People and businesses  
should want to move here because of  
the high quality of schools.

Every child graduates with a whole  
skill set both college, civic  
contribution, and survival in the  
marketplace.

Every school in 4J should have a full-  
time teacher-librarian available to  
train students in literacy and  
technology, and to foster a love of  
literature and learning.

Excellence for all

Fill empty 4J facilities with children  
centered educational programs

Firing bad seeds.

Food cooked from scratch or fresh  
food

Fostering children who are inquisitive  
and curious about themselves and the  
world around them

Fund translation for communication  
with bilingual parents for the district  
and fund the ELL department for  
instruction instead of using so much  
of their budget for translation

Further work to embrace diverse  
populations

Give staff and students hope that  
there will be improvement instead of  
a continual spiral downward in terms  
of job quality (for both students and  
staff)

**Q17: What goals would you would like to see established for Eugene School District 4J?**

Give staff support they need to give every child support to achieve their educational goals!

Goal to provide all students equal curriculum, programs, and opportunities.

Graduate critical thinkers who can solve problems

Graduation rates increased.

Happy, healthy, engaged students and teachers.

high school completion rates increased

Higher graduation rates. This starts at the elementary level

Hire more teachers

Holistic approach to educating a child...prepare them to be a healthy person, good citizen, and equipped for college and/or the work force.

i feel our children's future is almost dystopian. they need job training.(s.t.e.m.)

I would like for 4J to actively be engaged with staff members at every school and conduct interviews to determine potential issues within certain schools and work together to find solutions.

I would recommend analyzing the data to determine goals.

i'll get back to this later

Implementing more programs

Improve graduation rate,

Improve graduation rates

Improve the health, quality and locality of our school lunch program.

Increase graduation rates by keeping all kids challenged and engaged

increase high school vocational opportunities

Increase instructional days to reduce homework

## Q17: What goals would you would like to see established for Eugene School District 4J?

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Increase PR (public relations) news releases about the many quality academic programs that take place within our schools.

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Increase the amount of physical education: Physical Education is an integral part of your child's education that contributes to his/her growth and development. It is the unique role of quality Physical Education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality Physical Education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. 4J Physical Education programs are guided by National Standards. Developing "Physically Literate" Individuals Physical Education professionals across the country now have a new set of National Standards, as well as a new goal of developing "physically literate" individuals. The ultimate goal of Physical Education is to develop physically literate individuals. These

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Increase the number of schools offering strong language learning opportunities.

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Increased awareness and curriculum to address diversity of all kinds increased communication and conflict resolution training for staff and students

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Increased data literacy in all schools Learning (not just test scores) for children

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**Q17: What goals would you would like to see established for Eugene School District 4J?**

Less focus on pleasing homosexual & transgender lifestyle "choices"

less talk more action

Less top down administration

lower class size

Lower class sizes

lower class sizes

Lowering class size

maintain CTE programs and electives

make schools a center of the community

Make sure every kid has their required classes in so they can graduate on time.

Make sure we aren't poor as [profanity]

Making school a place where students want to be not where they have to be.

More equity of access and responsiveness to community needs, behavioral health, special needs/ASD, DLL.

More focus on consistent offerings, processes, procedures across district

more focus on elementary level

More funding for music program

more parent involvement

More people of color being hired and hiring, at all levels and in all places

more staffing without fundraising

More structure and focus on academics

More technology in the classrooms

Music and art

Music and PE in all grades

n/a

new academic schedule (get rid of 3x5)

no [profanity]

Not familiar enough to provide this information, as goals should be specific and measurable

**Q17: What goals would you would like to see established for Eugene School District 4J?**

not sure, I think the school district would like to provide the best support to the students they can. It all comes down to money. I would like to see administration cost at the top lowered not to sell the willard school.

Offer Latin

One on one instruction

Parental satisfaction with special needs classrooms

Phasing out school choice - emphasizing equitable neighborhood school offerings.

Place a cap on class size! Under 25 kids/classroom for K-3, and under 28 kids/classroom at 4/5th grade.

Please see above

Please see above.

Pre-K

Pre-Schools

Prepare all students for life after High School, irregardless of their innate ability and/or career choices.

provide every student with the education that will best suit them in the future.

Provide free lunch regardless of income.

Provide real evaluations which help teachers improve

Provide whole foods to students for meals.

raise funds to decrease class size!!

Reach state standards in PE

reduce class size

Reduce class size

Reduce class size to no more than 25.

Reduce Class Size.

Reduce class size/better teacher-to-student ratio

reduce class sizes - to improve instruction for all



**Q17: What goals would you would like to see established for Eugene School District 4J?**

Reduce class sizes to optimal levels,  
e.g. reduce average class size by 25%  
within five years, with no classes over  
XX students.

Reduce class sizes.

reduce wasteful spending

reducing class size

Reducing class size.

Reducing class sizes

Reducing the cost per student

graduated (cutting cost or increasing  
graduation)

return of programs cut by testing -

arts, recess, etc

Sam as above

same

Same as #16

Same as 14

same as above

same as above

same as above

same as above

Same as above.

Same as above...

Same as last answer

Same as question16

Same is 16.

School choice would improve if money

stayed in zip code rather than

following student to new school

See #16

see #16 & #14

see 14 #1, 2, 3

See 16

See above

See above

See above

See above

See above

see above

See above

See above

See above

See above.

See earlier check-mark responses.

## Q17: What goals would you would like to see established for Eugene School District 4J?

See everyone, students, parents and staff as people, not numbers

See previous answers.

See question 14.

See question 16 number 1

See the above comments

Set class size caps for each grade level.

This was written into the licensed contract when I was in the Olympia School District in Washington.

SKILL SET ELECTIVES. CULINARY, TYPING, PERSONAL FINANCE.

CLASSES THEY COULD USE IN THE REAL WORLD

Smaller class size!!!!!!

Smaller class size at all levels

Smaller class sizes

Smaller classes

smaller classes and more scheduling flexibility at the high school level

Smaller more integrated classrooms

Spending more time on academics and less on social and political bandwagons

Stable and increasing budget

staff communication, helping the whole child

Staff have training on social emotional skills

Stop just giving lip service to "equity": make the tough decision needed to truly meet that.

Stop laying off teachers [personal information removed]

Strong academics at ALL LEVELS and schools

Stronger more meaningful anti-bully policies

Student-teacher ratio.

students/families accepting responsibility for student success

Success

Support the teaching staff; more resources and training.

Teacher suport in serving students.

**Q17: What goals would you would like to see established for Eugene School District 4J?**

technology training

The ARTS programs moved to a  
priority position

these questions all seem repetitive!

Timing matters. Develop a framework  
for planning, implementing and  
evaluation Pre-K to 3rd grade  
approaches to learning

To be a school district that produces  
well educated high school graduates  
who are prepared for life in the real  
world. A world that is not made up of  
only office and professional careers  
but continues to run because their are  
highly skilled mechanics, builders,  
chefs, caretakers, custodians, and etc.

To eliminate all student access  
computers.

To have a theater or arts program in  
every school

To level the playing field for all  
children, making sure that everyone  
has breakfast and food later in the  
day.

trainings for new employees and subs  
for special education

treat students equally instead of  
putting them all in groups

Use my tax dollars for the students  
and the school- not FOR ADMIN  
RAISES!

What goals would you would like to  
see established for Eugene School  
District 4J?

worry less about test scores and more  
about student and teacher satisfaction  
- the test scores will follow

## Q18

**Thank you for sharing your views. Do you have any other suggestions, comments or questions?**



## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Thank you for this survey. I am glad the district is asking parents what we think and is listening to what we say.

Thank you for the opportunity to respond. Dr. B, keep up the great work. We're so glad you're here.

Overall I think the 4J school district is a good district. Obviously there is much that can be done to improve the level of education our kids are getting as well as better engage and involve parents, families and the community to support our kids in their growth and development. What that could look like involves implementing many of the suggestions I  
It's sad due to school fund cuts that students are not able to learn a second language at many schools, nor getting basic music education.

Thank you for conducting survey. With the UGB reevaluation Eugene, and current home building, 4J needs to be proactive and really look at the possible increase in North area schools (specifically Sheldon and North).

Stop serving processed meats and red meat and significantly reduce dairy.

A survey is great, but no one has faith it will lead to anything. That should motivate you. Visit the schools and see how full classes are. Look at how hyper or restless the kids are because they don't have PE. Think about how much schools have to rely on parents for money and support.

Teachers are not held responsible for their actions. My 8th grader has been bullied by her math teacher all year and no one will help her. Her anxiety level is through the roof, she had to be medicated just to handle a school day and the math teacher wont uphold the accommodation set forth in her IEP. She feels threatend and alone every day. When the principle was alerted he said he couldn't do anything that [personal information removed] was the only teacher available to teach 8th grade math at Kelly Middle school. Not all students learn the same and choices in teachers need to be made available to prevent issues like this from happening.

I think the district has gone from being seen as an outstanding place to raise our children to being seen as a mess.

Administration seems to be at odds with teachers, there is way too much emphasis on technology and I only see a handful of classes where the teachers subscribe to developmentally appropriate practices. I sent my children to a charter school because I don't find the quality I want for them in the neighborhood schools...and I teach in many of them.

Eliminate teacher's unions.

My daughter goes to Edgewood Elementary. The administrators, support staff and teachers at this school go above and beyond their job descriptions and paid-for duties on a daily basis. The parents and friends of Edgewood support this school in an amazing way. This is NOT how it should be in order for a school to survive. I am glad that this happens and proud of the community, but these efforts are a result of years of budget cuts and lack of funding. I long for the day my daughter can go to school as I did in the late 1970's and early 1980's in Eugene.

Thank you for the opportunity to participate in this process. You may notice an unusual focus on school garden education in some of my survey answers. Full disclosure: I'm the Executive Director of School Garden Project, and I firmly believe that school garden-based science and STEM education has tremendous strategic value for students: hands-on, active learning; introduction to the natural world; gardening skills; and increased affinity for healthy eating. As a partner in the BEST Plus afterschool program and a long time partner in standards-based in-school education, School Garden Project would be happy to participate in this process more deeply. [Personal information removed]

I noticed in the paper that one of of the candidates for mayor has housing first for homeless coming to Eugene listed as her first priority not schools. I could hardly belief it...schools have always been a community's first priority. I recently traveled to Corvales, Junction City, Cottage Grove and Springfield and didn't see any pan-handling. These areas don't have the need to spend thousands of dollars to clean up needles and trash. One community doesn't have the resources to take on such a complicated problem. Every family in every part of the country must do their part.

I believe there are many things we can improve upon, but if we can reduce class sizes enough where teachers have the opportunity to connect with students, we will see improvement across the board in the quality of our school district.

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## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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People matter. It is individual teachers who inspire kids. If you look back honestly at your own education, you will remember some truly awesome teachers, and some who were just checking off the days. This work is too important for someone who has lost their passion. Yet we have a management system that assumes the most important thing about a teacher is the date were hired, and to a lesser extent what classes they've taken. This is a very objective and very stupid way of managing talent. An honest and consequential evaluation of teacher effectiveness is certainly difficult, but I Thank you for asking our opinion. I hope that we can move toward more creativity and conversation about how to cultivate nurturing educational environments in which students and staff feel like they are being supported in their We have Elementary schools that are bigger than some of our Middle Schools, but do not have the same support. The principals are called away from the buildings and a lot of the time the secretaries are covering the office. We need Assistant Principals at the Elementary level. Or at least Assistant Principals to share between buildings. The work load on Yes, please do not sell the Willard School site. It is an important asset and the location cannot be duplicated in the future if and when the need arises for another school in the area.

I think that school choice and alternative programs had their place years ago but with current budget restrictions, I do not see how the district can justify IHS and alternative programs that cost the district in the hundreds of thousands but only serve to create a place for mostly white, affluent students. The school board has said that families will leave the district if choice and alternative schools go away. It is my strong belief, after speaking with many families in the community that if the district did away with choice and alternative schools, that they would lose a few but that most will stay. I work with many at-risk families and I believe that they are the ones who are being short changed by the current budget and the system of the district. I would like the budget committee, the equity committee, the school board and the superintendent to work together to completely redesign the district's budget to reflect equity for all students and not to use fear to guide Up to now I've had excellent experiences with Corridor Elementary, Kelly Middle and North Eugene High Schools. I'm very concerned that my 8th grader is going to be short-changed when she goes to North because they are losing 3 more teachers. They can't lose any more teachers and still have it be a decent experience. I feel strongly that supporting neighborhood schools is important, but when everyone else who can leaves the area for high school it gets difficult to feel Our family (student with parent support) has attended Willard school over the years. We want this 10 acre property kept for a new school and open space in the future. A community center here would also be great! There is a need for a large area of open space in this part of town. I want to see this land develop for educational and the community without density. I do not want it to become residential property, that would be a crime to change this public land into 3 or 5 story housing etc. Keep this 4J property intact as a whole.

As previously stated, it is very important that the district reinstate its former policy of allowing transfer students to automatically be admitted to the other schools in their transfer neighborhoods. There's a basic injustice in letting a transfer student go to an elementary school knowing full well that his or her peers will mostly all be going to the same middle school but the transfer student will likely not be. If you are going to let a student transfer, let the student transfer, don't force that student to switch school neighborhoods every several years. And, by the way, letting kids transfer is a good thing. It would be a huge mistake to discontinue the school choice program, and many parents would be outraged. Recognize each person connected to the school system for their work and contributions. "Thank you, thank you, thank you" to EVERYONE!!!! as often as one can!

Smaller class sizes should be #1 priority!

[Personal information removed]

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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I just would like to see the schools be more warm and inviting friendly happy staff. I subbed before getting hired and many schools in 4j lacked kindness among for subs very click like at some schools. I feel Prairie Mountain school last year had really great staff. They are aware of who is in there building and where always available to help or answer questions. They played music as the kids came in it made for a positive starting of day. I feel Colin Kelly was pretty friendly in this way of also knowing who was in there building and what was going on. Over all kids need to be more aware and not running around hallways almost knocking down staff. Should polite and safe in hallways. Staff should be more friendly and less click like in some schools this is not an issue. Ways to reduce stress feed the hungry let the food be free at end of day instead of throwing it away makes more sense to me. Have extra shoes and socks and underwear for poor families. Have fun nights across the schools once a month. Training on how to keep schools safe to keep out guns or shootings.Thanks for Don't short change the quality of food needed to provide decent nutrition for students

I think I summed it up - it was almost impossible to prioritize to 5 for those sections as everything is very important. Safety of facility and staff and students should be first. Then focus on learning. We really need help right now, not to get bogged down in the political process for another 4-5 years. The current situation facing our schools is untenable and unethical. I realize this isn't the direct result of 4J policies but we really must get going on these priorities if we are going to have proper and safe education in our state. It frustrates me to no end that the firm hired by 4J up in Portland to do the structural engineering survey at Edison never completed the task. And for Oregon to be almost dead last in the nation in classroom time and funding is appalling. We need help right now! Thank you for taking the time to listen to these Thank you for asking for family/staff/community input. I am still hopeful we can make education great in Eugene!  
Not at this time, thank you -

I strongly believe that school choice has hurt our district and our students. It has created a huge gap between the "haves" and "have-nots" in our community. It would be so much more equitable if everyone just went to their neighborhood school. We have plenty of private school options for those who want it.

Tell us (parents) how to connect with the legislatures and get funding.

This was a hard survey to do and I thank the creators of it to help make us all think of what we need to do to educate our students for many jobs that don't even exist as yet.

lower class size

nope

I am proud to be a part of this school district and I look forward to enriching my own teaching practices, as well as, improving my students' education and outlook on life.

I am VERY disappointed in the 4J school district. There is a huge lack of organization, a seemingly constant changing of programs and lack of overall future vision, ridiculously large class sizes, and poor overall support of it's teachers and building staff. I am shocked that we are located in the second largest city in the state and that we also house the University of Oregon in this town and are still unable to set a quality standard of public education. We need to open our eyes and work more transparently with our community and our staff to create a more equitable and sustainable district. Working in a high school I see how many of our students are made to feel insignificant when the overwhelming emphasis is on supporting the college bound students. Why should they finish school when they know they are not going to college and it appears that is all the schools care about. Many of our students know they want to be a tradesman or a blue collar worker but there are no classes to support their goals. We are failing a good portion of our students. How might our truancy rates and graduation rates be affected if we offered auto mechanics, wood shop, financial responsibility classes, and other classes that are actually valid learning tools for our future blue collar workers? It is time that someone had the courage to stand up and say that no society can survive without the hard working men and women that go to work every day at jobs that did not require that \$ 200, 000 college education that takes 20 years to pay for.



## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Thank you for seeking public input. I appreciate the choice process (although it was nerve-wracking and we ended up in our neighborhood school) and the efforts you've been taking to green your schools. The new Roosevelt building looks very exciting, and the collaboration with EWEB to solarize Adams is great. Partnership with local organizations and the UO seems a great strategy that is working and could be increased. Although many of these groups (like the School Garden Project) may have limited resources, we could easily expand their reach by doing teacher training with those that want to get their kids in the garden learning science/math/writing. This seems like low hanging fruit for a cash-strapped district. The Village School model of homemade food is also exciting - children are eating more nutritiously, and when they grow the food themselves are more willing to eat broccoli, kale, chard, etc. (foods they might not get at home). The incursion of junk food in our schools (with high sugar, artificial coloring, etc) has been shown to impact learning and seems like another Thanks for asking!

I am extremely disappointed in the amount of time that is wasted, within the classrooms, addressing and dealing with the disrespectful cell phone/ technology use by students, the behaviors with in the classroom toward the teacher and peers. This is all educational time that is wasted. The students who are there ready to learn are constantly robbed of their time to learn. As an upcoming parent, I would not hesitate to bring legal action against the district for allowing behaviors to rob my child of his education & learning time. The disrespectful way students talk and treat the staff/teachers. We live in one of the most beautiful places in the world. It is puzzling that we as a district have such a small degree of environmental and outdoor education.

Clear and consistent communication between parents and teachers at all grade levels is necessary to ensure student success. All parents/guardians should have an email address on file for teachers to communicate with parents. All teachers need blogs - even if they only say "this is the (current term) and I do not use a blog. These are the best ways to contact me:..." (in the hopes that eventually they will learn to use one!) If we are trying to teach our children to compete in a modern society with computers, the teachers should also follow that lead (and receive current training and support to achieve success). Synergy / ParentVue / StudentVue also needs to be fully utilized. Messages, Calendar, and Class Websites (there's your blogging area!) are not used yet, even though this has been in use for at least four years now. Talk I worked in two first grade classrooms this year, each of them over 31 students. This, combined with a CLCB classroom has led to less quality for all the students. This is too many 6 year olds in a room! I think a cap on classroom size is desperately needed for the elementary level.

I have seen an effort at increased communication with parents under the new administration--thank you! Please continue to grow in this area. I would like to see more accountability for poorly performing staff--as a parent there seems to be little recourse when school admin consistently under-perform. Please continue to encourage ALL schools to get involved with AP and other programs for high performing kids. Work to make these programs more consistent throughout the district. Lastly, thank you for getting paragraph-form feedback, unlike the multiple choice surveys we've been given in the past. This make me feel more listened to. Now please hear and respond to parent concerns! Thanks!

As class sizes went up graduation rates went down. Too much wasted money on things like the programs the former Superintendent brought in, teachers observing each other in other schools, training for only a few teachers. Requiring schools to buy curriculum that they don't need or use. Put the money into creative teachers and let them teach. In the last several years it seems a lot of money has been put in to the Skillful Teacher training and there hasn't been much to show for it. Thoughtful planning for relevant professional development needs to take place. I also feel like it is time to level the playing field among our schools....all schools should have the same programs for the most part, especially electives at the high school level. I think much of the choices in School Choice are based on wanting to leave a school for Recognize and celebrate successes at all schools, take time to engage ALL stakeholders in conversations, and work to eliminate the politics involved with schools so people can do their jobs and do them well without having to worry about another person's agenda.

We need more teachers, more teacher assistants, recognize the importance of trades, quit trying to get "everyone" to go to college, and get pre-schools going to help close the achievement gap. With regard to pre-school, recognize that the benefits won't show up for a few years, and let the public know that.

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Reduce obsession with assessments and testing.

teachers need to be valued and paid much more

Too little money in budget - larger class sizes, fewer offerings, more dropouts. Look at NEHS as the poster child for no choice. Kids aren't staying in school, because there is no relevance. We aren't paying attention to other forms of learning, such as the arts. Kids are not excited to go to school.

equity needs to be addressed. I have students in French immersion. I have volunteered in other middle and elementary schools and they are nothing like charlemagne. charlemagne's concentration of wealth and privilege cannot be justified. Immersion programs are valuable, this is why I moved to eugene, but they need to be accessible to all. the district needs to make equity a top priority.

Please include more physical education: Physical Education is an integral part of your child's education that contributes to his/her growth and development. It is the unique role of quality Physical Education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Today's quality Physical Education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. 4J Physical Education programs are guided by National Standards. Developing "Physically Literate" Individuals Physical Education professionals across the country now have a new set of National Standards, as well as a new goal of developing "physically literate" individuals.

The ultimate goal of Physical Education is to develop physically literate individuals. These individuals have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. In order to become a "physically literate" individual, a student must meet/demonstrate all of 5 of the critical elements: (Has learned the skills necessary to participate in a variety of physical activities; Knows the implications of and the benefits from involvement in various types of physical activities; Participates regularly in physical activity; Is physically fit; Values physical activity and it's contributions to a If I think of anymore I'll call you! :)

Creative funding options.

My child is getting ready to graduate Kelly middle school. We love Kelly and feel it's a great school! Unfortunately he is going to North Eugene High School, which is a major step down. Our older child just graduated from North Eugene. It's academic programs (IB & AP) are terrible and not supported by teachers/staff, or are non-existent. Other 4J high schools are much better and have much more opportunities for students! Why is North Eugene the only 4J High School without an International High school? Why do classes get scheduled at North in a way that puts students at a disadvantage in the IB/AP programs compared to other high schools? Many kids are transferring out of North! Why don't you do something about these obvious problems? The students that are leaving, and their parents, obviously know of these problems! The administrators/Councillors are either oblivious of this or they simply don't care. Think about how bad these issues must be at North for students to leave their friends and transfer to another high school? Think about how bad these issues must be at North for parents to commit to extra driving/cost that transferring their children entails. The long drives and extra time! Think about that! North Eugene High School was much better when they had the small schools! Why did you get rid of that? You lose support and respect for public schools when you cancel programs that everyone knows are successful. If we have to transfer our son out of North Eugene to get a fair education we will.

As a parent of a high school student, I am very concerned that there is a growing division of families without technology access at home while the school curriculum assumes we all have home computers. I see this both at my workplace in elementary too. It is unbelievable that students can't check out a text book because there's only 30 copies, and without the Internet, you are completely lost.

If funds were available, lengthening the school year would help children achieve greater success.

Transparency and open communication would be greatly appreciated.

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**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Academics and curriculum is important. However in today's world students need to become thinkers, investigators, and able to handle real world problems. The Smarter Balanced test takes up too much of the school's finances and time. This money should instead be used to help students in their diverse situations. Many students succeed without extra help. However, far too many students fall through the cracks because of family or social issues. These students need extra time and help to become successful in life. More of our resources need to go to these students (not just special ed - lives are becoming harder for many students.). They are also an important part of our future.

I think 4J district is doing very good with their schools but we have huge gaps between some schools who do good and others that don't do so well. I would like to see it get even. Also we need more diversity with the teachers in all schools, not just in some schools.

I appreciate the dedication and skill of our teachers and the immense challenges they face in the classroom each day. I would encourage the district to build on its strengths, and to learn from other systems who have overcome similar challenges to those we are facing.

Thank you for taking the time to ask for feedback :-)

Parents should not have to fundraise for music and pe teachers or support staff. Scrolls need to be funded

The school system seems to understand that kids need nutrition to do well in class and I like seeing kids being allowed to eat breakfast before going to class even if they are late. What the school system is behind in is the emotional needs of children preventing learning. There is solid research on security in attachment impacting learning, especially language development along with reading, and motor skills. There are also researched based school programs that can address these gaps on a school level and if there are counselors trained in developing and strengthening a child's attachment and hence sense of safety all the student's achievement scores would increase. You can contact me [self-email] and I would be Please continue to reach out to all stakeholders for their input. Please don't ignore what is said and choose what is the easiest goal to achieve. Don't be afraid to make difficult decisions.

[unknown word] dude

Not long ago, 4J was an outstanding school district, known for innovation & creativity, school choice, its language immersion programs, and other outstanding holistic programs that nurtured young people as "whole" beings. Tom Payzant, who went on to reform Boston Public Schools through integration of the arts & more, was one superintendent who facilitated a positive environment that helped teachers feel empowered, which led to student success. The superintendent 4J had until this year crushed creativity in 4J, through a top-down approach that created an atmosphere of fear for job retention. Many of our best leaders left their positions, and some were forced out because they tried to take a stand to support their teachers & students. What is needed now is leadership that will value the creative intellectual capital of it's community and will encourage them to exercise that creative potential to serve our youth and community at large. This will change everything for this school district. Thank you for your time.

I am glad you are doing this.

I would like to share a story. My son attends Monroe Middle School. He has never expressed much interest in music or art. But his two favorite classes are band and art this year. The fantastic teachers have inspired him to try new things. I now realize how important art and music education is, and how it can affect students in so many positive ways. I'd also like to see more PE. Physical activity helps so much with behavior and health issues. Last, but not least, I find the reliance on parent volunteers to be excessive, particularly in the elementary schools. Teachers need more resources in the form of teachers aides or other professional staff support. It's ridiculous to have the class sizes we do and then expect them to teach the material required by today's tests. Thank you for listening.

Smaller class sizes!

Until funding is improved it will be an up-hill battle to get any kind of sustained improvement. To the degree that the school board, superintendent, etc. can use their contacts politically with legislators, they should try to make the case that the level of support is inadequate.

Good luck. It's an uphill battle.

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## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

The major difficulty for education in Oregon is a lack of adequate funding caused by limited state resources and local property tax limitations. Until the funding situation is improved through political action, the schools will be unable to deliver a sound program for students.

Thanks for having the survey!

Thank you for developing a strategic planning approach to our schools

It is important to allow teachers and other staff to have a voice. There is too much top down decision making in our district. This is less of an issue in some sites, but teachers and other staff are professionals and are often not treated as such. There is, for some, an us vs them mentality. This does not work out well for anyone involved. Thank you for the opportunity to voice our opinions.

PLEASE BE HONEST HERE WITH THE PUBLIC HOW MUCH MONEY HAVE YOU WASTED ON SPECIALIAST, SURVEYS, LAWYERS, LAWSUITS LIKE THE REGISTER GUARD. TELL US WHERE EACH DOLLAR IS GOING. BUT MOST OF ALL PLEASE STOP PLAYING FAVORITES AND CHOOSING WHO GETS EDUCATED AND WHO DOESN'T WE ALL PAY TAXES AND OUR CHILDREN DESERVE TO BE EDUCATED NOT PUSHED OUT THE DOOR TO BE EDUCATED AT MCDONALDS, SAFEWAY OR THE PARKING There's no excuse for having elementary school classes with more than 30 students. The Board of Education needs to think outside the box. They are failing as school leaders when they tell us how much they sympathize with the need for smaller classes but the money doesn't exist. Their job is to find ways to make it happen. Otherwise, they are just ensuring that children will receive below average education and poor in-class experiences. They need to work harder and do better.

Thank you for your attention!

Where did the 20,000 come from to do this survey which is geared towards getting info that will be used to push the agenda that downtown has.

Only that educational institutions like most others are very slow to change and adapt. Hence, and as a result, they may become less relevant. Creativity and innovation are critically important but not unless it is systematically related to our emerging future as a community, a society, and as a planet.

My kindergartner started the year, his first time in school, with a class size of 34 students. Our neighborhood school hosts a special behavioral program- I'm concerned and confused how a classroom that already has too many students is supposed to be able to accommodate children with such special needs. Perhaps there is a better way to organize these wonderful services- maybe they could occupy a school with a lower population, where all children can have more individualized attention? Certainly 34 5-year-olds in a single classroom should raise concern! Also- how is there only 1 part-time nurse, shared between multiple elementary schools?! If a child has an emergency, there needs to be medical staff on site to deal with the problem. It is unsafe to think that we are providing our children with anything less.

Class sizes need to be smaller because my history class has 51 students in it. There are not even enough chairs in the classroom to accommodate such a large group. Many people have to sit on the counter in the back of the classroom.

Thank you to the public school system for hanging in there!

Thank you for creating a survey that is sufficiently free form that you can collect candid information. Some past surveys have been very disappointing in how little information could be given - I had felt trapped into answer choices that none of which represented my or many others views.

I have participated in numerous 4J school district surveys. I have seen little changes. I am looking forward to seeing a lot of changes in years to come.

Public education is such an important and complicated social construct. As my father used to say, public education is the backbone of democracy! I believe a case could be made that creating, supporting and maintaining quality public education is a matter of national security. Of course, the definition of quality and the question of "how" is up for debate but I'm fairly certain most people would agree that building a wall or bullying on the playground or paying for a bad comb- Just be mindful of the budget. It is a hard job I'm sure. But, you have to stop moving people around that really should not be working for you. You should not renew contracts of principals that do not support teachers or counselors within their schools. Hold everyone from District supervisors, board, and through your employee chart accountable.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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I would like to explain why I keep mentioning the importance of grammar. A background in English grammar is necessary for learning foreign languages, and is also essential to communicating in every field.

I think I have said most of what I think. As a citizen, I see Oregon's Educational system as out-dated (here in Eugene, anyway) and mundane. I would like to see more counselors in every school to help students with their personal issues. Mental health is deteriorating. Moms And Dads are both working, or divorcing. Kids have NO ONE to really talk to. Not even a school nurse. They are sad, scared and confused. How can one learn with those issues? Oh, they can't.

I am a very happy and proud teacher serving 4J and hope this vision becomes a success for us all.

Thanks for collecting opinions from community members and parents. Use the data collected here to lobby the state for education funding reform. Convert all lottery revenue to funding education rather than economic development and tourism (corporate welfare). Repeal Measure 5.

Believe the kids and question the staff about reporting the truth, educate the principals on harrassment and accountability, are you all liers

There are a lot of discussions, views, and initiatives that make us feel good. I believe we need to focus on ensuring kids get the basics, and yes get some rigor, before we just let them get by inadequately while still feeling good about themselves. Kids will step up in the right environment. What are the various programs and best practices from around the country that lead to teacher and staff awards, and why can't those be adopted here? Let's look at the data of what expenditures result in improved retention and aptitudes. Most of all - let's deliberately BALANCE the need to meet testing mandates and common core education with the need to provide exploration, curiosity, citizenship, compassion, and teamwork in every classroom. After watching two kids progress into high school, I firmly believe we need to do both. Thanks for We keep hearing that the option to fix school choice or attendance levels at our local schools is by removing the option to make those alternative choices. The real issue should be why are kids and parents amking those choices and then fixing the local school. Dumbing down the schools to the lowest common denominator doesnt fix the school, it hides the problem. School choice is not elitist because of having the option, it appears that way because of barriers the district puts in place to using those options like requiring parents to provde their own transportation. Keep the high schools unique in their offerings, develop those differences, then help kids when they want to attend one of the schools outside thei neighborhood. Look at the success and emulate those, dont eliminate them to make the other programs appear more I am totally against allowing autistic children with very low IQ's to be in school when they have no ability to learn anything. [Inflammatory comment removed]

There should be a policy put in place so that children that lottery in elementary school have the opportunity to stay with their peers K-12 just like all the immersion schools. So much foundation is laid at the elementary school level with an emphasis on social learning that separating kids at each transition could be very challenging.

Go to most any establishment that hires young people. They do not, manually, know how to even make change. The young person feels, acts & talk's as if YOU are doing them a favor by being there. It should be the other way around.What is pre-paring the student, mandatory, for this? If a Teacher send's homework home that has been written in cursive how is the student supposed to read even the instruction(s) if he/she has never been taught Cursive. Teach for the 21st. Century! Not 10-25 year old text. Being "Interactive" with instruction. Teach computer skills (stuff the student actually needs and wants) These things should be Manditory not Elective. How else is the young person to do more than "survive".

No, but thank you for the opportunity to provide input to a very important matter. Education is a core issue not only for our community, but for our nation as well.

I have had many problems with my school and through this I realize that to get anything done you need help from the district but it's very hard to get anyone to help. I also feel extremely bothered that many of our schools have these great lunch programs at their school but it's not across the board.

Surveys seem to be the new thing at 4J. It'd be nice to see the results and the plans to respond from all of the surveys.

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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4J should become more innovative and try to move in a more streamlined fashion as if it wasn't mired in the public sector operational model. Maybe having a more private sector approach to operations where things have to get done in a way that doesn't waste so much time and money would be helpful. It is not impossible to do, although it is a major shift in how things have been done forever. In the meantime, we, the families of Eugene/Springfield, keep sending our kids to these institutions of stuckness with many of the same identified problems year after year. We need less data and discussion and more solutions and actions.

I firmly believe many of the current challenges - achievement gap, graduation rates, academic performance, teacher satisfaction at work - can be resolved by simply reducing class sizes. The dedication is there. 4J has amazing teachers and Quality educational programs which are well supported at all grade levels. Demand of your staff at each level (K-12) to approach each day with the idea that hidden in the classroom of children in front of them may well be their very own son or daughter. And that we (parents and taxpayers) expect that they attempt to make that classroom presentation to be the best that they can offer. And in such, when that child comes home in the end of the day they we be excited to tell you what they learned. (... and that you are proud of that program at our 4Jschool.)

High school is stressful, and not all teachers are very understanding of this. Changes to many of these things can not be accomplished with out money, more money than the district has, sadly. Listen to students, because their voices need to be heard in the community. Us students are the next generation of thinkers and innovators and that needs to be nurtured and cultivated by schools to promote creativity and a sense that we can make change happen ourselves.

Thank you 4J. We are happy to be part of the 4J district and want to see this community continue to grow and thrive.

The music program at NEHS has grown, improved and has been an excellent reason for my son to remain highly engaged in school. Any cuts to that program would be detrimental.

My child is graduating from South HS in June. I think he got a decent education, but I know that he never felt connected to the education he was receiving. He feels that he never had a chance to find a passion. He is taking a gap year to find a passion. Hopefully, in hindsight, he will realize that he was offered a good base from which to expand his horizons. I have gratitude towards his teachers. I do think that many high schoolers would benefit from learning a trade that would offer an immediate job. For those headed to college, this would be an ideal way to earn money for tuition. For those not headed to college, it would be an entry level job leading to advancement. I have a Masters degree, but I do not think that my own child needs to go to college to be successful both personally and financially.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Yes- Question #7 was very short sighted and not well put. To ask to list only 5 most important skills is narrow minded and unrealistic. For a successful child to become a functioning and valuable citizen you need to be able to use far more than five important skills for any task assigned. I have seen no job application that wants a skill set of only 5 qualities. Let me elaborate: 1. Interpersonal skills (collaborate, work productively with others, resolve conflicts and challenges) a. An absolute must for succeeding outside a bubble. 2. Communication skills (writing, listening, expressing, public speaking) a. If any organization wishes to get feedback from the people within the system and their chosen medium is a survey then it is absolutely essential to learn how to write clearly and express yourself. 3. Problem-solving skills a. In todays divided world our children and the generations to come need to be taught how to resolve problems in all their breadth and variety. 4. Self-reliance, independence, personal responsibility, ethics and accountability a. Although as a parent I consider this far more in the realm of the parent, as in any lesson learned to have the teaching truly take hold then there have to be many voices teaching the same lesson. 5. Research skills (gathering and analyzing information and using it appropriately) a. "...gathering and analyzing information and using it appropriately". Wow is this ever an important skill to have. 6. Good citizenship, civic responsibility, volunteerism and community service a. See response to "self-reliance" 7. Social science knowledge (history, other cultures, government, economics) a. Uh... duh is this not an essential part of learning?! How can you have school without this component? How can you ask kids to vote, join the armed service, serve in local government or even serve on a jury if there isn't a deep understanding of OUR history! 8. Multicultural skills (understand and work with people from different cultural and language backgrounds) a. We live in a multicultural world- we need to understand with whom we share this world. 9. Reading comprehension and literacy a. This is just another way of stating "problem solving", "communication" and "research" skills 10. Mathematics skills and math literacy a. If you are going to do taxes, or buy a house, or have a credit card, or travel outside your bubble you NEED math! 11. Critical, analytical and creative thinking skills a. What is life without this skill? This survey could have wrapped a lot of the above mentioned skills into this one category! 12. Second language in addition to English a. MULTICULTURAL SKILLS! Again I think this survey unnecessarily created more categories out of one basic skill. If you are going to learn a second language you have to, by nature of the subject, be exposed in some fashion to another culture. 13. Fine and performing arts (music, theater, visual art) a. This one has to be highlighted. LIFE DOES NOT WORK WITHOUT THE ARTS! Our history is full of the convergence of music, art and math, history, society and cultural change! To remove or sideline the importance of the arts is to deny education at a fundamental level. The exposure of the arts is as essential to a full education as science, math, history and language. Where would we be without the Renaissance or Mozart or Sherman Alexie? The world of the arts is all encompassing and so important to be exposed to and have a fundamental understanding. I recognize that our bottom line is funding. We have an amazing group of people working in 4J, and a very supportive administration. If the teachers and administrators were more mutually-supportive, in a very public way, our public might be more supportive as well. I find that staff members and community members alike are completely amazed when they actually spend significant time in my kindergarten classroom and see what we are accomplishing on a daily basis. I don't think the general public really has any idea what we actually do all day, therefore, it is impossible to gain their full support. In my early years, I worked in 4J as an aide, then a classroom teacher, then an administrator. I later served as chair of Head Start of Lane County. I believe that class size trumps all other issues. This has not made me popular with folks who are charged with solving all the other important issues like special needs, evaluation of teaching, accountability, but I firmly believe it is the number 1 quality issue. Thanks for asking.

thank you for asking!

Be creative and innovative! 1) work closely in partnership with EEF to build a business and community network to fill the program gaps 2) work with the city and EWEB to find alignment and creative solutions to 4Js future infrastructure needs- Eweb can put solar on new facilities, increase water availability, etc and help with the city and EWEBS future resilience Appreciate the opportunity to share my thoughts and hope that the district will continue to reach out to the community and generate data around what is best for our future. This will provide a great way to generate new ideas as well as stay in touch with your client.

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## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Please let parents know what we can do to advocate for more school funding. 4J should more aggressively lobby for property tax reforms and more school funding at the state level. Engage parents, the community, our state legislators and As a parent and teacher, I have seen dedicated, enthusiastic teachers driven to the point of quitting. These are not new teachers deciding it's not the right job for them. These are people who have dedicated their lives to becoming the best educators possible. The job is undoable these days, with decreased support, increased class size, too much testing, little prep for elementary teachers. I arrive at work at 6:30 every morning and leave at 4 with a bag of papers to correct at home. I am not alone. I love teaching, but hate my job.

I truly appreciate the chance to share some feedback and the initiative to begin this process. I like where our new superintendent seems to be heading. I'm excited about the follow-up and continued work on this. I want to be proud of our district, not just on the reputation it has established from the past, but on where we are heading in the future. I get the impression that there's been a sentiment of complacency and "resting on our laurels" in the past few years and that's never a good place to be. Our student population is changing and if we're not willing as educators to recognize this, be critical and adjust our practices, then we're not going to serve families and students well.

Please, please don't cut band, choir, or theater. My daughters whole life will change if she doesn't have band. [Teacher] leaving is already devastating. These programs keep kids busy, out of trouble, teaches them leadership, amazing friendships, and just do better academically. If band is cut you will hear from me for sure. I know parents and students will want to fund themselves or do something. Music is very important.

Our programs and support for students with special behavioral challenges are not working. The CLC-B model doesn't work to support students with special needs while at the same time these programs create chaos and havoc for the rest of the school. The safety of all students is being sacrificed by these ineffective programs. ESS should be scouring the entire country to find a model for dealing with these challenges that actually support behaviorally challenged students. The current situation is untenable, unsafe and damaging to the overall quality of education in Eugene.

I've been a teacher in the district for years and years. My child is in 7th grade now. This district is failing its community. Too much emphasis on feel-good stuff that doesn't really require a teacher to teach. Anyone can pump social equity and complain about "racism". It is much harder to actually teach students the skills they need to be successful. We seem intent upon giving excuses to students for their failures rather than helping them succeed. Many of my colleagues quit teaching a long time ago - now they simply use their classrooms as political forums for their one-sided views. It is reprehensible.

Get back to the fundamental's of education math, science, history, English, PE, art and music. Stay neutral on political views when teaching our students. Teachers shouldn't be pushing their liberal points of views on our children, or any

I would love to see reduced class sizes, specifically in immersion programs. I would also like to see EA time increased at these immersion schools, and also proper librarians within these programs.

I would like to see the results of this survey made public. Then, I would like to know the decisions the school board makes to improve the schools.

Provide safe opportunities for students to provide meaningful input/feedback about coursework and classroom teacher effectiveness. Enhance programs for helping students identify career and job avenues while in high school so that college/job training can be more cost effective for them.

Grass roots movement to overcome our terrible lack of educational funding in this state.

One of the biggest grievances I have as a teacher is having to reinvent the wheel every three years with some new trend or educational program. Give us a chance to get good at what we do! It takes time to build something truly valuable. When we have so many changes the stress level is greatly increased, and the district seems totally clueless about what it is actually like to teach children. Listen to your teachers.



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**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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We have appreciated the flexibility of the alternative school system that has allowed us to keep our older son in school. He has dyslexia & is very highly gifted in math - without the French program we would have had to withdraw him from school due to behavior problems. Learning French was the only thing that kept him engaged at school. He has been taking UO math classes since the age of 13 and this flexibility has been crucial to keeping him in school. Unfortunately, yesterday he came home having pulled out his own eyebrows during a particularly unchallenging high school class (he is now 15). If his needs were not met through flexibility & school choice we would not be able to keep him in the 4J system due to such

Close open campuses, increase instructional hours, look at full year schooling, decrease class size & stop teaching to a test. I want my kids to enjoy learning, not dread it

Thank you for hearing the communitie's voice. I hope you listen closely.  
Better food in cafeteria can reduce problem behaviors so much. More outside time is crucial for kids in this digital era.  
Thank you for asking us!

Let's get 4J back to where people are proud to work there.

We moved to 4J from California in large part for the education our children would benefit from here. The college-mindedness of the high school and the counseling support goes way beyond what we saw in California. And the safety of the campuses is superb! Good job!!! We are extremely happy with our first year here in 4J.

Take one goal. Only one goal. Make it a priority. Get buy in from all stakeholders. Really know what the goal is. Implement the goal and fully commit to the goal's success before going on to the next goal. 3x5 might not be the best schedule but has it really been given a chance? Don't spend resources to undo something before you have really haven't given a chance. Stop allowing buildings to cut programs that are important to students and the community in favor of promoting subjects that are tested. Students that are not able to explore their other strengths, which are much more relevant to their future, feel disengaged, don't want to attend school, and may never learn of areas other that Math, LA, and Science that they are interested in and can succeed.

Many responses were too broad, which made it difficult to respond. Including college and employment doesn't provide you with information about focus. My sense is that we've been too focused on college prep and not enough on technical prep for students who go to work right out of high school. There are a lot of those jobs, and will be more as any tradespeople start retiring. Though I didn't indicate community collaboration, especially with businesses, was important. I think this is an opportunity area. The Eugene Chamber has some info that could be helpful.

Schools are inundated with things to focus on. Sadly, by focusing on too many things, they then are good at nothing. 4J should focus on things that students could not easily get anywhere else: time to learn the 3 R's, opportunities to do fine arts, and exposure to vocational skills--and focus less on diversity, multiculturalism, keeping up with technology, and other  
Reduce our class sizes.

I have completed surveys like this one many times. I have spoken publicly and privately to many of our leadership. I have yet to see an change that reflects a true desire to address the inequities of the system or to restructure the system in such a way that I, as both an employee and a taxpayer, will be convinced to once again vote for a bond issue for 4J.

I believe if you open up the libraries, give our students their extra curricular activities back so they do not have to choose between a math class and music for example you will see our scores sore. If the teachers could just teach and not worry about testing there attitudes and desire for teaching would increase substantially. Teaching for testing is not accomplishing what we are looking for, there is a better way. Lower class sizes so you can actually work with each student. Core classes, each class work within students abilities so some can excel and others do not fall in the cracks. All of these specialized programs are great but I think we are forgetting about the basic needs of our students and teachers. Put EA's back in the classrooms. Teachers want to just teach and kids want to learn and feel heard. Offer choices reduce class sizes and stop the standardized testing. The must be a better way to produce results so our kids will be college ready and feel successful. I don't have the financial answers but donors and grants are a good start. Not just EEF go outside this box to look too. Look how other school districts are run and the reasons why they are successful.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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state testing takes away a lot of instruction time - Smarter Balance is not an effective test & requires special testing schedules = go back to testing at 3, 5, 8, and 10 only - use the funds by only testing in these grades to increase staffing and add back arts. Prioritize a well rounded education.

30 ago, when Margaret Nichols was the Superintendent, I began work (as a classified employee) for 4J, when it was a "Golden Apple" winner nationally for excellence. It has been painful to watch 4Js decline. While lack of financial resources definitely plays a large part, compounding the problem has been a lack of clear vision and focus for the district, and plummeting staff (at all levels) morale. People "in the trenches" feel as if they are "in the trenches...." slogging it out, working long hours under appreciated, trying to comply with one "unfunded mandate" after another. First and foremost, to improve this district, teachers, administrators, and staff need to be part of moving toward a clear vision of excellence, and they need to feel valued and supported. All else flows from that. While I fervently wish the District had more money-- lots more money!--I just as fervently believe that excellence derives from factors other than just throwing money at problems. I worked as an Education Outreach Coordinator for a large corporation in Ohio, and the schools I worked with were 90% low-income, inner-city schools. Excellence abounded where leadership was strong.

It would be nice to be able to actually speak to someone who could actually make a difference rather than answering questions like this and not being able to explain

Please publish these results. Please continue to give feedback about how the results of this survey are being used so that folks feel heard. Please make decisions/changes based on this feedback.

I recently transferred my child out of Monroe MS due to bullying and 2 other former students committed suicide and they also were bullied.

I do have a comment. Under the previous Superintendent we, the public, were allowed "input" on several similar surveys. But, like this one, they appeared to be PR window dressing -- designed to allow the administration to claim that they had solicited input, but do their own agenda without really trying to meet public concerns. I am very much disheartened to feel that this survey is in that vein. If, indeed, [the new superintendent] has been listening to parent concerns (and teacher concerns too, from my scant knowledge), he should know that a lack of genuine connection between the 4J administration and parents/teachers was made a central problem in the district last go-round. The least the administration might do is design a survey that is not so obviously open to being interpreted as the administration wants. I do think that this survey has allowed me to voice the fact that class size trumps other concerns considerably. This is not to say that I don't have other concerns. Our minority students are inexcusably poorly served -- so lower their class sizes! Our students with disabilities are miserably served -- give them more aides in smaller classrooms! Our teachers are over-whelmed -- ditto. So many concerns can be lessened by lowering class sizes. Of course it doesn't fix everything -- but all the Thanks for reaching out and supporting our schools.

The initiative to fully schedule students, without requisite funding from the state, has been breaking the backs of the teaching staff at my school. I've seen several great teachers go overseas to teach or retire early due to unreasonable expectations in the face of a continuing budget crisis. Please, back off from this initiative until Oregon comes through with funding that provides the support for teachers that would make the goal reasonable and attainable. It's neither under

Thank you for asking for input. Our daughter is in 5th grade. She is a cautious child and the school environment is, well, a bit like boot camp for her. In spite of the challenges, we have been incredibly fortunate to have had caring and competent teachers and staff for the last six years. Both the dual language Spanish-English immersion program and multicultural awareness go a long way to address her intellectual and cultural understanding of the world. However, as parents we often put in many hours a week on homework support and/ or whatever it takes to regain balance after the school day. Please excuse any typos or misspellings. I just wanted to get something submitted in time. Thank you.

Be wary of trendy solutions. DON'T think of the arts as extracurricular - as our new superintendent once called them!

Thank you for the opportunity to participate in district decision making - both for the sake of my own children and that of the community at large

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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I appreciate this opportunity, and would be happy to help with actions to move initiatives forward. As a parent, I just need to know (and more opportunities than the 1 night for brainstorming in the case of this 20/20 vision) when and how I can be of help. I find that the schools here say they want parents involved but find that meetings are held at difficult to meet times (or without childcare provided). We are not originally from Eugene, and we have been disappointed with our 4J experience (our child attended 2 different elementary schools and is now in middle school).

Please see my "other" responses for the first 5 questions... You are not going to get useful, actionable information by asking these questions in that way.

In 1988 I participated in an exercise like this directed to science and technology in the year 2000. I was the only voice suggesting you address structural unemployment in the wake of high tech and automation and outsourcing. That still hasn't been addressed and the needs are greater today. Also appropriate technology as it relates to forestry, agriculture and our precious natural resources has yet to be explored. Perhaps the school district can develop something around sustainability in those areas. [Personal information removed]

The arts are essential to students. They provide opportunities to develop dispositions (such as enthusiasm, confidence, independence, and empathy) that other classrooms do not. Strengthen the arts programs in 4J!

need more focus on health and wellness; should have a 5-10 min period each day, when kids have silent time. they can pray, stretch, and / or meditate. a time to clear one's head and breathe to become centered and relaxed. this is valuable for all students, and would enhance their learning potential as well as create a happier and more peaceful academic environment for students and teachers alike. smaller class sizes are crucial. the main academic focus should also be on the humanities, and then environmental / natural science.

Discouraged by the endless cutting and huge classes; hopeful the new superintendent will make more positive changes; extremely disappointed with board's handling of [personal information removed] non-review and departure. The 3 x 5 schedule at South is an unmitigated disaster. Keep language immersion.

A quality of personal in charge of education bring a better vision to any school.

I love 4J. I think my kids have received a quality education and we all feel deeply fortunate to benefit from some excellent dedicated teachers, specifically in the South Eugene area. Note that my kids attended schools in the North Eugene high school area, and the level of instruction is worlds apart between the two areas of town - the South Eugene kids are receiving a far superior education, in my opinion. From my firsthand observation, the difference is clear in what is being taught at the elementary school level, and it branches upward from there. Work to ensure all 4J kids are receiving a similar quality of education and aligning what all elementary schools, all middle schools, and all high schools offer is needed. South Eugene High School is one of Oregon's highest ranking schools for a reason, but I think all 4J students should be offered a comparable education no matter which school they attend.

For the love of all that is good, find some way to decrease the stress on high school students, and get rid of the 3x5

Be transparent but also have the courage to make changes when needed.

great survey! thank you

Always put the kids first. Provide avenues for teachers to be supported as they develop, and support each other. That may sound obvious, but when you look at some of the changes in school days, schedules, etc., that doesn't seem to be the case. Kids need time, attention, a safe environment, and patient, supported teachers to learn and achieve.

Don't select a lot of goals. Select one or two BIG ones that will positively affect everything else.

The Montessori educational system has proven value. Perhaps 4J can learn a thing or two about that system and will find it feasible to let certain values from that system filter into the current (not so advantageous) public school system. It's not that difficult and will produce happier students with their innate desire to learn and explore, which will naturally lead to higher graduation rates and greater ability to succeed in life. Teaching from top down just isn't working and continuing that which is not working and expecting better results is what Einstein called "crazy"....

Thank you for doing what you do with such limited resources. I will fight to get more by supporting A Better Oregon ballot measure.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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As a first year employee in the district I have an outside perspective but it is shocking to see the amount of over worked and over stressed employees in the district currently. Watching principals serve as glorified counselors and dealing with high school "drama" as opposed to the real pressing issues because they have no other choice. Watching teachers and staff members who have "tenure" or seniority coast by without respect to other benevolent staff members or the very students they are there to help. All of these factors add up to a culture that breeds a victim mentality within our students as opposed to one of accountability, grit and compassion. Our funds are too limited to allow people to remain in positions who no longer bring a compassionate and positive mind sight to work each day. Our local kids deserve better.

Drop high stakes testing. Re-consider commitment to Common Core.

Thank you to [the new superintendent] and all who are working to support his efforts to create a better experience for our children. Our hope is that the framework for what is to come will start before this school year is out. There is time to make change now and to see it flourish as we move forward. Thank you!

Again, focus on those high schools. I was such a huge supporter of 4J and the quality of education my kids were getting that I convinced my sister to move back home and enroll her kids. Once my children got to high school my opinion has changed drastically. The quality of educators is not consistent nor high enough, the semester program is a complete disaster. My 15-year-old kids had two free periods out of five to wander around and find something to do. There were not enough varying types of electives for them to take gain any insights into possible career choices or the available classes were already full. Also, the semester system creates a situation where a child will take a class, like Spanish, one semester then, have to skip a semester, then take it the third semester. They forget most of what they learned the first semester and spend the first couple of weeks catching up. If there is a year long class, make it go all three terms/semesters. Needless to say, I am hesitant to recommend to anyone looking to move to Eugene that values a quality My connection to the schools, besides being a community member, is that I have been a SMART volunteer for 10 years and I also work with a 4J student on reading skills twice/week.

Changing hearts and minds about what "school" should be is almost impossible work. For the sake of our children, I hope people can recognize the necessity for a new vision. Thanks for doing this hard work.

I would like to see our schools return to excellence, like when I first started teaching.

Our son has benefited hugely from the music programs at South.

Since my children have been in the 4J system I have seen good teachers let go while bad teachers (who have been bad for years and years) stay in their positions. I am so frustrated by this practice and do not think it should be tolerated.

Administrators should have the power to terminate teachers who are not doing their jobs through a formal process.

Administrators seem powerless to do this and it needs to change. 4J also has programs like behavior programs in certain schools that are not staffed up to required standards or with the teachers who have the required qualifications. I questions the decisions that are made by 4J administrators. That being said there are many amazing teachers in 4J who should be commended for the work that they do who are working without support and recognition. 4J makes reactionary decisions without investigation - like the 3 by 5 that was put in place at high schools when other nearby districts had tried it and abandoned it. Why did 4J think that was a good idea and not ask those other districts why they had abandoned it? I know education is tricky, but more thoughtful actions and decisions would be appreciated going forward.

Thanks for all you do!

4J is a wonderful place to work and send our children. As we begin to work on improvement my hope is we remember that sometimes the loudest voices live in a place of unhappiness. While there is plenty of room for improvement, our children are safe, well cared for, and achieve. I have always been impressed with the schools our children have attended. We've had the pleasure of experiencing (although briefly) schools in the Sheldon and North Region. Most of our experience is in the Churchill Region. The Churchill Region (Magnet Arts, ATA, Family School & Churchill). Any concerns we had were addressed to our satisfaction and staff worked closely to help us create plans of success. Our children are TAG identified and have received enrichment beyond our expectation. Again, 4J is a wonderful organization. I truly hope we remain grounded in that belief as we move forward. Because very few have what we have here. This place is amazing!

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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We need to have a balance and understand the issues facing the society, and work on solving those by preparing our students to meet these challenges in the future.

Thanks for asking! I wish Oregon residents and legislators would find more ways to provide adequate funding for public End open campus. Keep students in the school.

I have two elementary age students. They are well behaved and can not get the attention they deserve in a classroom of nearly 30 to 1. My oldest has had his class split up twice after the school year started because the district did not staff his grade properly to start the year. That does not sit well with small children when they are moved around and disrupted weeks into the school year. Class size needs to be a priority!

Use all influence to pass legislation that helps Eugene and Oregon pay to create excellent schools.

please make Eugene number one for public education in state and nation!

Standardized testing gives schools a disadvantage because not all children learn the same and children on iep should not be counted against the schools as whole when they may need extra time to learn or don't test well

Although there were many comments about sensitive issues our neighborhood children face while at school, I would like to acknowledge that the majority of educators at Edgewood and Spencer Butte care deeply about our children, do not judge our families, or push their political beliefs. We appreciate this and know our children feel good about school most of

As a parent of a shy, smart child, it has been my observation that parents of similar children place their kids in charter schools or immersion schools. When I asked my local elementary school principal about that, she broke out into a sweat (no kidding). That's because the school down the street spends a lot of time on behavior and, frankly, in that type of environment my child would not thrive. I prefer public schools but if the public schools were to stop offering educational experiences that meet my family's need my child's education would suffer. I view the superintendent's comments on charter school as unhelpful at best and hostile at face value to the goals of myself and a large number of my peer group. In my professional life I see a large number of children whose needs are met by the school system. But also a number of them who quit school because the normal classroom experience, particularly in middle school and high school doesn't really make sense to them. I'm not sure how to address it; I'm sure it is very complicated. But I wonder why we can't figure out a way to help kids graduate faster with more applicable educational paths. As a newcomer to Oregon I have been shocked and alarmed at how schools have plenty of cash for new buildings but not enough cash for programs. I also think the PERS funding is fundamentally flawed and that severely hampers the ability of school systems to lobby for more money from the public. I used to be a PERS employee and my benefits were the following: 10% of my salary went to PERS out of my own paycheck, 1% of which was given to the program to run it, the employer paid 14%. When I retired I would be paid what I earned, no assured annuity. Here in Oregon the impression is two-fold: PERS recipients don't have enough skin in the game to be considered fair to most outsiders, and the PERS funding model lost so much money now we are all reaping the fall-out. I am ready and willing to pay more than my fair share for school funding and actively donate

I love yujin gauken. The teachers, the interns, the class structure, the parent involvement, the 2nd language learned, the art, history, everything about this school is amazing. More schools should be modeled after YG!

Thank you for soliciting our opinions.

Class size! My kinder has 31 kids in class, that is truly terrible. He does most of his learning at home.

Set a minimum threshold for free and reduced lunches at each school, below which, only low SES students are allowed to choice into that school.

I personally want to go to an out of distract school. I am in AP classes and the school option i have does not meet my needs. My family cannot afford me to go to private school next year. I would like to know that I will be learning in my class and not just doing review.

Less romanticizing the problems, and spending money on this! It's ridiculous. No wonder class sizes are so large if this is where the money is going. Stop the bleeding. More doing already. I've been surveyed, interviewed, task forced, etc. too many times over the past 4 years. Kids can't wait. We as a community can't afford this to continue much longer.

Thanks for allowing the community to share their opinion.

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**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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I would like to see a different curriculum in Elementary school. I have a Kindergartner and a niece in another state in Kindergarten. She is learning subtraction already. I wish we were learning subtraction already in kindergarten. She is even in a 1/2 day kindergarten.

Thanks for doing this. There is so much that is right and good about the 4J. Really the food thing is an open sore and a mirror on the districts ignorance and/or inability to provide clean food to the kids of our community. Thank you 4J Let teachers, parents and students see their Smarter Balanced test results by the end of the school year, including which questions they got right or wrong. Otherwise, howw can they be used for improvement?

I think every staff member has done an amazing job with what they have. I am proud that my children have respect for fellow students and staff members! Thank you!

Give the educators all the support and encouragement possible. Assistants for especially challenging students

Please build more reasonably priced schools with less expensive landscaping. Other districts seem to build schools for half the cost. Please reduce class sizes and trim down PERS. Too many days off too. thanks not at this time

Teachers are very important to the entire process of learning. Teachers who are successful should be recognized for their abilities and those who are problem teachers should be replaced. I experienced bad teachers in my high school. One was to teach how to write term papers like the other English teachers in the school. Because he was lazy and not caring my English class was the only one not taught this important tool. I was not prepared to write a paper of any length when I went on to college. He continued to teach and others behind me had the same issue. Not fair to the students. I love the new superintendent's approach.

There needs to be better communication between administrators and parents. Also, all teachers should follow the same rules. At SEHS for example, not all teachers keep their grades using online programs, so parents can't monitor their children in all classes. There appears to be no consequence for teachers who do this. I would like to see more uniformity in this. The administrator should make this a priority. Parents who want to keep abreast of their student's progress are often rebuffed by teachers who don't disclose important and useful information on the student's progress

I have been very impressed with the quality of education my daughter receives at Willagillespie. We used school choice to attend that school for location purposes (not because of program) and we have been extremely impressed with the teaching staff as well the office staff. My daughter has had a great year of school so far.

The survey is too long. There are too many options for each item - how can you simplify the text? Cognitive load for the respondent is too high. You ask too many open-ended questions. They could easily have been condensed to provide targeted, adequate feedback.

I'm out of ideas!

Let's make learning rigorous, appealing and student driven. Let's create an environment where students love to learn and can't wait to come to school.

maybe it is worth to take a look at what works in other countries. this country is obsessed with testing scores so let's look at, for ex., Finland. What do they do?

Thank-you for asking.

Good luck.

I am proud my children are in the 4J school district. I appreciate all the hard work from the teachers and staff. I have had wonderful support and am very grateful

Thanks for bouncing Shelly! :o)

Easy to be critical. On the whole I think 4J does a good job. I have three kids, all of whom have very different talents. The one size fits all academic approach, and pressures it creates in terms of grades, worked well for two of my kids, but not so well for the third who is more artistically inclined and has so much anxiety over school and grades that she goes to a counselor. I know a lot of other students like her who simply do not enjoy school because of the pressure it puts on them to perform. Yes, they are learning math, science, language arts, and social studies . . . but at what cost. How 4J reaches and excites this group of kids, especially given the large class size, emphasis on standardized testing, and primary focus on

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Studies have shown that the best time to learn a foreign language is 10 years of age. Currently due to the French immersion program, French is not offered to the rest of the children in the community at the middle school level. Students from the French immersion program can take Spanish as an elective, but the rest of the students can only take Spanish. Where is the equity? The French immersion students can be learning two foreign languages while the rest of the students can't. Meanwhile, the French immersion students do not get enough instruction in English grammar and academic vocabulary. Why have a program that requires so many resources and has its own problems? Why not distribute the limited resources that our district has equally to all students?

Safer schools with more security measures to protect children from gun toting angry people.

As a parent who also works in higher education, it baffles me to see so many high school graduates so ill prepared to enter into college, even at a community college level. To see graduates who cannot perform basic math, reading, or writing is not only sad; it's scary and it says something about our education system, primarily that it is sorely lacking. As a parent and community member this is highly concerning to me, as more students than ever will need to obtain some type of post secondary education, yet our schools are not getting these students ready to be successful at a college level. The sense of entitlement, because students have been passed along through the school system even though they shouldn't have been, becomes a harsh reality at the college level. It is essential that we better prepare our students for the realities of post-high [Personal information removed]

Please listen to the community and do what is best for the kids. Our test scores as a state are horrible and it's sad.

Opt out of standardized testing, and stop using it as a tool to evaluate students, teachers, and schools. I

As someone who helps families with education and medical conflicts, I have learned that 4J maintains such a partial nursing staff that some families are encourage to homeschool rather than to let their children with chronic illness attend. This is illegal on the federal level; these students have 504 plans and have a right to safely attend school, and national laws mandate that the schools shall provide trained staff that makes this possible--in these students' cases, that would mean nurses. Moreover, it is entirely irresponsible to fail to maintain full-time nursing staff for even the healthiest students; they have emergent needs that should be addressed on campus. Your children are in danger, and you are non-compliant with laws. I am urging some of these families to take action.

Adams elementary is overcrowded with no relief in sight. Lunch times are too short (20minutes from when kindergarteners leave their seats in class until they are released from the cafeteria). It is chaotic and disorganized. 30 children with one kindergarten teacher and an aid floating between classes is not conducive to a solid foundation for future learning. Many kids are experiencing significant trauma at home. Counseling for our little people is a necessity. I have five children that have attended 4J schools and my youngest is now in high school. It has been tragic to see how much the system and quality has changed over the years. I notice many changes in comparing the education my oldest and youngest have received and not all are good changes. The trimester schedule has really cut down on the continuity of learning especially when you might have classes spread over 1st and 3rd terms. When I talk to other family members with children attending schools in other states I feel Oregon could do much better. Children need educational options that challenge them and prepare them to become productive members of society. Many don't plan on college and would be much more confident if they had some vocational skills at graduation. Even those that attend college still don't have some basic life skills training that was common in schools decades ago. The counselors are terribly overworked and with the trimester schedule it adds a huge amount to their workload with helping students get into classes and making sure they/re on top of their graduation requirements. They have very little time to spend with individual students and so much of it is administrative work. The Smarter Balance Testing is also extremely disappointing. My son missed 1.5 hours for 10 days of educational instruction last year while the juniors completed the testing. They already have such a short academic year and this added insult to injury in my opinion. The school started late on testing days which also added a ridiculous burden for transportation for many students. My daughter, who graduated in 2015, only had a full schedule a couple of terms of her entire four years of high school. How is this okay? I think the district really needs to step back and look at the big picture with the goal of trulv providing a quality education and not iust meeting requirements. Thank you.

No

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

Thanks for reaching out to get our opinion.

Please let kids be kids. I know there is a big priority on testing but kids are overwhelmed with homework. Thanks for letting parents have a voice.

4J leadership frequently pays lip service to "hearing input from the community"--and then they typically go ahead and do what they darn well please, anyway. I hope this time they actually ACT on what they hear.

Thank you for asking for input!

The food at 4J is appalling. The meals they serve is essentially junk food. There is barely even time for the kids to eat. My daughter gets 10-20 min, which is not enough! We need more recess and less testing.

My grand children are middle school and elementary school. Fortunately they have great parents who are supportive and active in their education. With the combination of what their schools offer and their parents the do very well.

Add IA support for first grade. Increase counselor time at all schools. Add vice principals at larger elementary schools. Add behavior support staff to more schools. DECREASE CLASS SIZES.

Please realize that recess/break time for the young elementary school kids is important. Focusing on tests in kindergarten is harmful. And some schools having only 15 minutes for lunch hurts the kids. All the free food in the world doesn't help if the kids don't have time to eat it.

Thank you to all teachers, staff, and volunteers for all that you have done, and continue to do. Thanks!!

Please lower class sizes now. Don't wait. My son is in a first grade classroom with 34 children. This is criminal. Would you want this for your own kid? Is this what is best for our future generation? Why has this been allowed to continue throughout the year? Why must we always (as parents and teachers) wait until next year to get more funding (maybe)?

Then the next unexpected "bump" comes along and we just have to suck it up and deal with it until we might get some fte relief at a "future" time. Now is the time to reduce class sizes. The ship is sinking - all hands on deck. Everyone needs to be a teacher and help out. Please open a school at 200 N. Monroe street to allow the many educators that work there the Reduce administration staff

The high school schedule at this time is not beneficial to students. Taking off one trimester in areas like math, language or science, is not pedagogically sound. Students have to catch up each time they go back after a break. A lot of time is wasted. Also, having an open period after lunch, is a wasted 70 minutes for most students. This time could be used in class-Save and expand the Arts!

Positive behavior management needs to be done by ALL staff not just teachers. This NEEDS to include librarians and cafeteria staff, who often yell at children and make them put their heads down vs. handling the situation they are not Caring about students is offering more attention while at school. Bigger classes means less attention. Less classes means less attention too. Stop budget cuts. Schools need more teachers and more electives.

I think it is important for parents and students to be able to grade, critique, or have a questionnaire for teachers and Principals... This reflects our children and their education to prepare for their future

Thank you for all you do for our children. I appreciate your hard work, support and dedication.

i've lived and taught in several communities with school-aged children---this has been by far the most crowded system i have taught in. As an educator, it is nearly impossible (or definitely impossible) to meet the emotional, social and academic needs of a group of 30-35 children, and there's plenty of evidence to point to this being not an optimal condition for learning, especially for those students who are more vulnerable or more exceptional.

Scchool District 4J is an awesome district. There are too many kids that need more but aren't provided the tools to make them successful at the next level

Why close two full community schools (Parker and Crest) saying there isn't enough money, then reopen them to two MUCH smaller specialty schools (why cant they share Parker its not full?). I feel lied to. I was told there wasn't money to keep these buildings open, now they are open and serving fewer kids!! We were also told that there was some survey that showed South Eugene losing population, that doesn't seem to be happening now. The fewer neighborhood schools are packed full with over 30 kids per classroom. This is not equity or truth.



**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Make our entire district a TEAM from the top down. No more wasteful hiring. No more political posturing. Promote a positive classroom/workplace that appreciates every student/employee. Pay administrators less - certified and classified Eugene still is a great place to be - My kids went to Coburg, Cal Young and Sheldon and they were fortunate to have many teachers, coaches and administrators that cared for the kid first. Kids should always come first and not be held hostage to So many that its to much to type!

My spouse works in a 4J school, they are now focusing on transgender in the grade schools...that is completely Please get rid of the CPM math curriculum. It has been nothing but a nightmare creating extra work for parents who have to re-teach their kids how to do math because it isn't being effectively taught through CPM.

In my experience the schools in Eugene have done pretty well, especially given recent cuts, up until high school and then the whole system falls apart. Too many kids fall through the cracks at that point. I think a wider range of different types of engagement, non-academic and non-athletic classes other than music and drama need to be offered. I know several kids who stayed in school sole for the culinary arts program, what about other programs like that?

When new schools are built, LISTEN to the teachers and staff who will be working in them instead of people who don't understand what works well and what doesn't, what's needed, what priorities should be, potential problems, what kind of environment kids thrive in, etc.

The band program at monroe middle school has made my son's experience at middle school positive. [Teacher] has made a safe, welcoming community in the band room were everyone is included. The music is great too!

I think the green class that was at Spencer butte middle school about 5 years ago was great. There are minerals in the soil that prevent mental illness. Learning to garden: to weed, till, and plant, are important tools and can improve the health of the children; and teaching them how to grow food can save them. There may be families that are hungry. Imagine if that child starts a garden and grows some veggies for his or her family to eat. How cool is that???

Thank you for asking for our input. I hope it proves helpful!

Offer more vocational education (CTE). [Personal information removed]

Just can't state enough how much Yujin Gakuen needs a new facility. And that the whole Japanese immersion program basically disappears at the 6th grade level. One hour per day is not enough to be called immersion. Move the program to the Churchill district and recruit more teachers. At least two periods per day would be a step in the right direction.

Thank you for asking for our feedback and comments. Our teachers are amazing and they work so hard!!! Kudos to our teachers for giving their all and for their selfless caring and acts of kindness and support to our children.

My children should and could be attending Sheldon in the future but I have observed and heard so many concerns from parents with children there, I am considering sending them to a different school district. I cannot speak to other schools but you seem to have a real problem at Sheldon.

I know that 4J is financially strapped. Our teachers have been taking the load for many years and we are not seeing that it has made our schools any better. I hope that the financial means come through so that some of the burden is relieved.

They should have half days on Friday and they should have more typing lessons fore student.

I think education has put everyone in the same category. We really need to look at other successful areas such as Minnesota and other states that are thinking outside of the box for education. Not everyone is the same. People have different strengths and weaknesses and different interests and we need to help focus on that and offer training in those areas. Better preparation for higher grades and college. Thank you for doing the survey!

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Education is not limited to assessment of what kids know. Education is teaching children how to healthily function in our world. They are not simply a number on a paper, a child in a classroom, but a member of an individual family, city, state, country, and world at large. We can marvel at the grandness of the world out there, that we get to participate, and also help one another in our struggles right here at home and school. Our schools should not be seen as a mere tax dollar amount. We are raising future leaders, while they are currently young members of our community with a voice worth listening to. They MATTER, and we can learn from them. Our local organizations, universities, businesses, all of these groups should have a vested interest in educating our youngest citizens. As they learn about the world around them, we can work together to give them opportunities to apply that knowledge in meaningful ways. We could have service projects with the parks department (who are sorely underfunded!), beautification projects for our city, create ways to invite the children in to our community in meaningful ways. Concerts that raise money for our music programs, art auctions that do the same for our art programs. Tap into the G&T among us! They have fantastic ideas! Find ways for the older students to participate in coming alongside the younger, encourage group work. Give the kids opportunities to take ownership of their knowledge and put it to work. Our teachers have WAY too much on their plate, and should be well supported by staff. Struggling children need more aides to strengthen their weaknesses. Class size MUST be more manageable. We need funding for the art, music, PE, library, G&T that is currently being pushed on teachers. All children suffer when there is too much work to be done by too few people. Our kids should be encouraged to thrive, whether it's in math, art, PE, being a good friend, or a good problem solver. That cannot be adequately quantified by a test. De-emphasize testing. It's not a good measure of success at all, especially when our society tends to equate success with a 4-year bachelor's in STEM (coming from an one-time engineering major). Not everyone is in that boat, and that is GOOD. Where would be be without a good plumber or refuse system? In a [expletive] place, indeed. We work best as a varied, uniquely complex system, not a homogeneous blob. So let's prepare our kids to be the best self they can be, and encourage the different strengths in the others around them. We have many, many creative thinkers in our community. Let's put them to work. I'm very pleased with the neighborhood school (Adams) my child attends. I couldn't ask for a better teacher, principal, or office staff. I just wish there was more resources to actually do more.

Thank you Edison Elementary for your amazing staff, superb quality of education, and extraordinary teacher-parent involvement. My son (and I) are so fortunate to be a part of your fantastic community. Thank you so much.

Think about when you were in school. Make school like that.

Spend less on technology, more on lowering class size.

Take a critical look at student performance district wide and graduation rates. Question: Is there coursework that would better benefit a graduate in the long run than the coursework they can't or won't accomplish? This is not a question about lowering standards. Its a question about broadening what it means to be a thinking, capable, useful person.

Thanks for the opportunity to weigh in. I urge you to share the results in multiple ways.

n/a

Thank you for the opportunity to provide feedback

I am old enough to have great-grandchildren in elementary school. Primary and secondary education has declined my entire life. I do not know whether the absence of safety nets, overt chauvinism (a woman who swam the Catalina Channel was able to do so because she was American), or the harsh vicissitudes of the 20th century caused the great accomplishments but there have not been many since.

The high school cafes and cafeterias should not be peddling caffeinated beverages to kids. The food service at all schools ought to be top notch (local, fresh, whole foods, organic, etc.). Come on, this is Eugene. How hard could it be. Prioritize these things. Also, the high schools could be more responsive to parent feedback.

Thank you for asking and for undertaking this important work. As a parent, I have much to be proud of in my child's school system. However, there is a lot of work to be done - around class sizes, around full high-school schedules, around both excellence and equity, and around working collaboratively with the City of Eugene, the UO, etc. Finally, I would encourage 4J to be much more transparent in its communications - budgets, issues, use of bond dollars, etc. - in order to foster the community engagement and trust that the district will need going forward.

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Thanks for asking!

The modern American educational system is terrible. Students are bored and stressed. They are forced to learn a lot of things they don't care about and will not help them. They are mostly not learning things that they are excited about nor things that are actually practical. There are no workplaces that involve a bunch of employees sitting around in a classroom and having bosses give written tests. Schools should develop a more practical work-like environment and tasks. Also, Computer Science needs to be taught at a young age. Unless there are significant changes, school will continue to be a hellish experience for most students. It isn't designed to help most students have healthy, happy, successful lives. It is mostly intended for employees to find out who fought through the terrible system to prove that they are the smartest and I think overall we have a very well educated, dedicated group of employees. Money has been tight for so long and all have stepped up to the plate and done more. It feels like we are at the breaking point with workload. Reconfiguring, reprioritizing, and attempting to equalize the opportunity for students could help solve some of the issues. The questions in the survey give me hope that we are ready to rethink, and be creative and move forward.

Thank you for considering our input.

As a parent and an educator, I have seen things from both sides. Homework for example contributes to the inequity between students. Students go to school all day, then many go to day care. By the time they get home, it is time for dinner and bed. These students either have working parents, or parents that are uneducated, so they don't get the same help as students who can afford to have a parent at home to help, or whose parents who are educated. This is a set-up for failure for students from low-socioeconomic households. So I suggest eliminating Homework (or doing it in class), or providing after school assistance for ALL students with homework. The Homework model is outdated, research shows many students are tactile or visual learners. The other suggestion I have made is to increase vocational programs. Have High School students decide in 10th grade whether or not college is in thier future. If it is not, teach them a skill so they can be a productive member of society instead of feeling like failures because they can't succeed in college. Have them spend their last two years of high school, learning plumbing, construction, green technology etc....

The district needs to look into more cost effective methods to do business. Look into outsourcing expensive to run areas of its operation while maintaining a high level of quality.

I was happy to read recently that NEHS would like the district to review the impact of school choice on our neighborhood schools. I would be willing to be part of that discussion if necessary.

Reducing class size by hiring more teachers is the biggest priority.

please research the best ways to educate and bring the love of learning like back in elementary school

I feel that most of the 4J is well managed. I just wanna see the staff and faculty supported.

Honestly I am so frusterated with my child's school when it comes to kids trying to get understanding or details from the recess dutys and lunch dutys. I have multiple times been up at my kids school and the dutys bully then kids around. They try to ask a question as to why they cant do something and the dutys quickly tell them they are arguing and threaten them with taking their recess away. I know recess isnt everything but it is big to young kids. Multiple kids have told me they wish they would just take the recess away as they hate it because they arent allowed to do anything. I believe this is mostly happening at my child's school ( spring creek) as when I talk to other parents they say their kids are allowed to play to play cards, basketball and such where my kids arent allowed to do anything. I have often thought about taking my kids out of this school as they are feeling bullied by certain assistants.

Quit obstructing parent efforts to opt out of standardized tests. Educate the board about the benefits that would follow if we disengaged from the SBAC system, as opposed to exclusively obsessing about the threats of state and federal penalties that a) never materialize, and b) have been removed from the federal law.

Thank you for including our opinions!

Thank you for this opportunity. I hope 4J is able to make some necessary, and positive changes.

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**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Mostly, I've been really happy with my children's experience in 4J schools, but sometimes I feel that is mostly due to the incredible skill and self-sacrifice of my children's teachers. When they are overwhelmed or feel abused in some way, I can't help but see kids suffer for it. That's why I feel that if there is anything we need to focus on, it's supporting the teachers in any way possible. Thanks for doing this survey.

My son is in third grade. Each year I have volunteered in the classroom, doing tasks that would normally be done by adequate staffing - providing remedial help with math and English, teaching computer skills, library duty, etc. I have witnessed firsthand the chaotic conditions resulting from large class sizes (example- 30 students per class in the first grade). Teachers target the middle achievers, while the advanced students are bored and spend the day doodling or zoning out. Lower-achieving students can't keep up, are frustrated and give up trying to learn. Disruptive students go unnoticed while they wander the halls, hide in bathrooms, abuse other students, and destroy property. It is all the teacher can do to address the main body of the class. Reducing class size would mean more attention to advanced and lower-achieving students, make it harder for the disruptive students to get away with their behavior, lower the noise level, and provide a more suitable learning environment for every student. Therefore, I give this issue my top priority.

Many programs in our district function without accountability for families (teacher professional development is one example). We need measurable goals for any program that takes teachers out of their classrooms. Additionally, we need to reduce the idea that Roosevelt or South are "good" schools and others are not.

This is a lot of information to mine through a survey. I would have liked time to consider the questions more thoroughly.

Please do not robo-call me. It is extremely rude.

Prioritize and be strategic with moving forward. Do not take on more than the system can handle.

There is too much homework.

Good job on the new superintendent. We have a much more positive atmosphere now.

[personal comments removed]

We desperately need to reduce the number of students in each classroom. This is an issue at all schools and needs to be addressed. Classrooms over 27 kids is making a significant difference in classroom management, behavior and productivity in the class. This has been noticed all over our schools.

Please send out an email with the result of this survey and how the district intends to use the information gathered.

Thank you for putting together this survey and, I assume, taking seriously its results. It is encouraging to feel heard.

The communication between our middle school and families is amazing. The communication between our neighborhood highschool and families is atrocious

All of this is possible. The community must unite to place a priority on the education of our children they are the future.

There is no time to waste.

Thank you for asking these questions! Good luck with this process--I'm sure it's not easy but I encourage you to be creative and to look to international examples of how school districts prioritize (e.g., in Denmark).

Love our schools. Monroe Middle school's arts programs are AMAZING and so are the teachers and administration. In grade school (Meadowlark and Willagillespie) we had a few teachers who should have been fired but were retained due to union affiliation. That is wrong in my opinion and my children suffered for it. Also love Sheldon staff and administration.

Overall very happy with our schools.

I think the district needs to look at class sizes and consider how they impact children's ability to learn all that is required in order to complete their education and move on to college. Large class sizes impact all students, the most talented are not getting challenged and the kids struggling are falling behind. This is a major problem in our school system and needs to be addressed so that our children can get the education they deserve.

Thank you for taking this step. Please share the results you found and your next course of action. Thanks again.

Enough with the room clears

Keep music and art

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**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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I would like to see more transparency about where the money is going. Less situations where jobs are created for people in lieu of being fired.. Teachers being rewarded for being good teachers, not just for seniority. I'm hopeful that the new Superintendent will be a positive change for the district.

The large class sizes are failing all students, but especially those who come from disadvantaged households. Reducing class sizes should be the top priority for the future of 4J.

Thank you for providing this opportunity. Please consider carefully how the information is to be shared with parents and the community. I would like to see real actions taken based on overall feedback. I am jaded; I've been a parent of children in this district for the past 24 years, and have seen parent/teacher/staff/community views ignored many times.

While 4J does a wonderful job with the current resources, the lack of arts education is gravely concerning. Creativity and problem solving are such important skills regardless of career focus. Research also suggests that smaller class sizes are one of the most dramatic methods that affect students' increased learning.

Many parents are willing to be involved in their children's education. Parents need more opportunities to share their experience and knowledge. 4J needs to be flexible to allow Parents to implement extracurricular educational programs using 4J facilities. Parent teachers can cover many areas which are not offered in the regular curriculum.

It's amazing what you do on a shoe string budget. But we have lived with too little for far too long. I am totally against the legalization of marijuana but want to see the already millions in tax revenue start improving our children's spare and lacking Oregon public education. Thanks for all you do, your teachers and staff are life changing angels of hope.

no, thank you for asking my thought on this issue

[Personal information removed]

Maybe going back to fingerprinting, before you take a student, enter any building or participate in any school activity?

I have children in all realms of the athletic experience. Compensate and adequately staff your teachers and support crew...you will get awesome results. Testing does not represent student success/failure.

School choice is an important element of 4J, but I wish there were a grassroots effort to encourage people to attend their own neighborhood schools. What a luxury to attend school with the kids in your neighborhood. I think the "choice" option breaks up the sense of community that used to be point of pride for students. That may not be a 4J goal, but it's my own personal comment. \*My own children attend our neighborhood school, but few people we live by do. It's nice when we all work together to make our neighborhood and school a better place.

Please manage the PERS and retirement packages that have been poorly negotiated over the years. Stop overpaying upper level administrators..... I don't care what other areas are willing to pay, let's just manage what we are "able to afford" while streamlining the majority of funding to the classrooms.

This district wastes a lot of money keeping teachers who need to go; they are not qualified, they don't put in the time, directors downtown don't care about certain areas and just let things go; not fair to students. Some teachers don't even get 30 minutes of lunch; I know as I sub and it isn't fair.

Thank you for asking for our input.

We came to Eugene 8 years ago when my husband took a job at University of Oregon as a professor. I am also a former educator. We have seen professionals leave the area due to the failings of the 4J school district. Our experience overall has been positive, but there are gaps. I have 3 TAG children who get no extra enrichment or support. The school day and year are much shorter here than in Michigan, where we moved from. Some of my daughter's high school classes are incredibly mediocre, and without money from parent organizations and donations, the 3 schools my children attend would be in much worse shape. I'm grateful for individual teachers and administrators who try hard to make education work.

I can't say enough how many families are disappointed about the standard of North Eugene HS. I hear those families leaving North because of that, which is not good for the school and it's community. I also have heard that South Eugene often have class with no teachers with a note at the door says "no class today" because he/she is not in the building. As a parent, that is very disappointing and I wonder if the teacher do not care about student's learning. This worries me even with nice image of South, how much teachers are dedicated. I wonder if the teachers should be rotated between buildings to help them keep improving their skill of teaching.

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**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

Keep the Willard School site for future school use.

overall I'm pleased with the 4J schools.

Good luck.

Thank you

As a parent that is involved in my daughters school, Mccornack elementary, I see the trouble in the classroom with having students that aren't given boundaries in class that are so disruptive to the overall class. I also have time and time again dealt with problems with the secretary staff being unhelpful and unorganized, I feel that there's a lot of room for improvement at the school

Please allow teachers to be able to have their own children at the schools they teach in. Not all teachers would want to do this BuT please allow this for those who do.

Thanks for taking the time to listen to feedback. I hope it will make a difference.

Re elect the board, the decisions made over the past 5 years have been damaging to the students. High school programs gave significantly declined since the 3 x5 was adopted. Go back to the 2 x 7. Bring music and Pe back to elementary schools. Hire more teachers. Hire less power hungry. Administrators ... Perhaps a review if hiring practices is order at all Please don't approve more Charter Schools! Thank you for teaching our kids!!!

Thank you for doing this!

Action speaks louder than words. Do your best.

We live in a period of time when the earth is at a critical juncture for it's very survival through environmental catastrophes and geo-political upheavals. We need to make education relevant to the world they will be inheriting vs assuming it is a time of doing business as usual when that is the very thing that got us into this precarious point. More emotional intelligence, environmental awareness, community involvement, collaborative learning, and inspiring innovative Allow students to evaluate and judge their teachers. Kids know more about the incompetent ones than anyone else. Fire the ones that need to go and you know already who they are. If we want kids to success in life they need amazing teachers who actual care about them -- these special teachers are way too rare in 4J. These intelligent, caring, motivated teachers need to be the norm in 4J not the exception. Pay these excellent teachers more based solely on merit -- they deserve it but get rid of the union/tenure. They need to earn every dollar just like most other Americans and most of us are paid on merit and value that we bring to our organizations. Thank you.

4J schools vary greatly per school. Friendly staff goes a long way in creating a positive school culture. If the front desk person is abrasive or rude it reflects very strongly on that schools attitude and the attitude towards it.

I do really appreciate my child's school and the commitment of his teachers and other staff!

I believe we should have more parent communication regarding the academic progress of students in the elementary grades (ie . 3 progress reports, and 2 conference times per year, at a minimum)

Children should not be allowed in school with head lice. All the kids hang their jackets and backpacks on hooks touching so if one child has head lice the next will get it. It's very expensive to treat.

I appreciate you involving us in the process. We would love to see our community have some of the best schools in the Keep up the good work! It feels like 4J is heading in the right direction.

Honestly, I really wish those in charge of budgets would wake up and begin fixing the serious lack of funding for our schools. This district could be great! There are times when it is great. Unfortunately, budget restrictions are so bad that our schools can barely function properly in some aspects and completely fails in other areas.

Reduce class sizes! It is shameful that my son has been in a class of 36-37 for almost 3 years of his elementary school career. Each year, we must fight to obtain funds to support a facilitating teacher or temporary staff member for the year. We know there will be about the same amount of students coming through each year, and yet we must go through the anxiety and stress of demanding more from the district. Our students and teachers deserve smaller class sizes so they can learn and accomplish the high standards expected by the district and state.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Thank you for this opportunity to hear what we - the parents and community - have to say. 4J schools can be good again, but there needs to be a lot of changes made. We seem to have gone too "techie" and because of that we've gone off-track. We need to get back to basics. Handwriting, grammar, reading, basic math, real hands-on science, and real world skills such as home economics, etc. Our families are totally missing out on these very important lessons. Our schools need to get rid of the techie "fluff" and bring the real world basics back.

Will someone please look at the research that supports the AVID program? There is none! It's a waste of money! I tutored AVID for 2 years, so I have some first-hand experience. Also, please don't think expensive technology will solve 4J's problems. You need good teachers and you need kids to be reading and writing on a daily basis. And I don't mean correcting one another's writing! You need to teach correct grammar and punctuation and how to write. It isn't that hard, and it would be a real, tangible way to achieve intellectual equity.

Charter schools are not supported by the district. The district should either take less than a 20% cut or it should provide more support services. The district should return to a full week of instruction. Teachers should receive more support with additional staff and less students. Students shouldn't be tested each year for so many weeks. They should have more creative learning opportunities and fun problem solving activities. Expecting all students to advance together is a disservice to ALL the students and extinguishes the love of learning. We can do better and our children deserve better. My son (freshman at SEHS) likes the 3 x 5 schedule.

My husband and I are both graduates of 4J. We both graduated prior to 1990. Not coincidentally, we were given an excellent education. It is time to put right what Ballot Measure 5 broke in terms of school funding. If we want ours to be a community in which we want to live, we have to be willing to educate our kids to be the kinds of people that we want to live among. We clearly have a severe shortage of resources. If decreasing the advantages to charter schools allows greater opportunities for more students, then we should do it. Enough is enough.

The current 4J model of operation leaves the community with little resources for activities and decisions about how the system is operated. This, in turn, lessens the engagement of the community and hence brings about a feeling of apathy and impotence for the common parent. Rhetoric and double speak/jargon (like the naming of this plan) also makes the community of students, parents, and teachers/administrators feel powerless and again increases apathy while decreasing involvement. All of these things, and more, create a system less based on education and skill building and more centered on the attainment of imaginary goals. Limping students along to meet test score goals, while not being attentive to the boredom created in the more accelerated students also creates individuals with less chance of societal success.

4J needs to do everything they can to get more teachers in classrooms and lower class sizes at all levels. If that means that the district office needs to make drastic cuts in personnel, esp. people making large salaries, that would be a good start. The district needs to get behind ballot measures that would increase funds for Oregon students and promote the idea that Oregon is far behind in education funding.

If 4J truly cares about the views of parents, students, and the broader community, I suggest that they actually listen to our suggestions. There have been so many instances since I've lived in Eugene where 4J has solicited input from parents or teachers and it's been completely disregarded (e.g., eliminating some of the excellent alternative schools, such as Eastside, and incorporating the trimester system despite the majority of teachers voting against it). Please listen to reason.

Cap class size at 24!!!!!!!!!!!!

Thanks, and good luck!

I volunteer at our elementary school McCornack and with Many other groups around Eugene. I would love to help out with the district as well. [Personal information removed]

All language immersion programs should be transitioned to k-8 schools to provide a better foundation before joining international high school courses.

i think P.T.A. meetings should be held on weekends.

School food and nutrition is also important and would love to see it shifted from Sysco contract to local food with more education for students and participation in food (could be some of the vocational training- farming, food service, nutrition, I didn't like the first several questions because the options were limited in quantity and quality. The last few questions

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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4-j is a good school district, but as in any district, kids fall through the cracks, I would love to see a district that is so overly passionate about kids not falling through the cracks that none of them do. There is a way to help/teach/heal/and show love to all students. Its up to us to figure out how and make it happen!!!

Long- term dedicated funding for schools is needed to maintain their quality. Maintain the school choice Eugene now has which is exceptional. Eugene can market that for the community. Allow more students to enter language immersion schools if there is interest (which the waiting lists show there is). Learning a foreign language at an early age is valuable in terms of building a future citizenship that is open to other cultures and ways of life, which we need.

Thanks for asking!

Better food and creativity increase intellect and engagement

My child attends Awbery park elementary school. The staff and other workers have provided my child with excellent and quality guidance and help in areas where it has been needed, even in areas not curriculum based.

the most important thing school should offer is a diversity of opportunities. There is time enough in college programs and adulthood to specialize.

PLEASE REDUCE CLASS SIZES. IT IS IMPERATIVE TO OUR CHILDREN. WHAT HAS HAPPENED DURING THE LAST DECADE IS DEVASTATING AND TRAGIC. IT IS AN INJUSTICE TO OUR CHILDREN. MY SON HAS TO DO HIS WORK ON THE FLOOR BECAUSE THERE AREN'T ENOUGH CHAIRS. STUDENTS DON'T EVEN GET DESKS BECAUSE THERE IS NO ROOM. IT IS SICKENING THAT THIS HAS NOT BEEN CORRECTED YET.

This is a silly thing but I find it incredibly annoying, the robodialers that call me multiple times every week when I already have an email with the same information are redundant and useless.

Thanks! I really hope these comments are used and help our district move forward in a positive direction!

I desire strong math, science and reading comprehension for my children. I do however value history and fine arts being I'm disgusted with the state of our schools. My niece in MA and my nephew in NE have 22 - 24 students in their class. They have music year round, they have PE, they have field trips. My son and grandchildren are in huge classes of 30 or more. We are thinking of homeschooling so they get a better education. This is not the fault of teachers, I used to teach but making kids take tests I didn't believe in and having such large classes made me feel I wasn't really teaching anymore so I quit. Let teachers teach! Make sure their classes are small enough so they can make those vital one:one relationships with Please focus on reviving and maintaining aging school properties like the Willard School Grounds. I would like to see a new school built there and for the property to remain a part of the community for educational and recreational purposes. It is a beloved location for kids and adults to play and it is within close walking and biking distance to my neighborhood. It is a valuable part of the community that must remain a school to continue its value as an educational and recreational Quack on.

My children attend the Japanese Immersion program. I would like the 4J to know that this program is strong but, feels overlooked and under valued. The Japanese Immersion program in it's current form is losing kids at the middle school level and this could be changed by bolstering the program into a true K-8 program. Moreover, in doing this North Eugene High school should be brought into the same International High School umbrella as Sheldon and South. With the Spanish and Japanese immersion programs flowing directly into the North Eugene High School.

Teachers need to leave their beliefs, racial and disabled remarks at home in their mind! Teachers are creating a problem of racial hatred and prejudice. Stop trash talking and gossiping about other students! Get back to teaching!!! I hear the stories from the students mouth. Also as a parent... I heard teacher's remarks! You all should be ashamed!!!

Yujin Gakuen is a fantastic school yet receives very little district support. Further, the gains that have been achieved for students attending the school during the elementary years decline as the students are sent to an ineffective middle and high school.Effective programs such as those at Yujin Gakuen need to be recognize as an exemplar and effectively South caused our family a great deal of turmoil and my children are still suffering from the pain of having to move schools after making friends and just moving into the area. The children and their feelings should be taken into consideration change can effect their ability to learn and their desire



## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

Please review the school menus for healthier options, and taking away sugary snacks like chocolate milk. The overall menu looks good, but kids are good at always picking selectively and repetitively, which ends up being a diet of pizza and I love 4J, but also recognize there is room for improvement. Every time I go to a school, I see kids in the office for poor behavior choices, I would love to see the district implement a program like MindUP, that teaches the kids about their bodies, brains, social skills, mindfulness, etc. Kids need to be kids, they need more support, creativity, and recess.

We have moved from out of state and have been very impressed with the 4J school district. Thank you for participating in our children's education.

Immersion schools simply foster the economic inequality in our community. Along with school choice, it is hard to imagine policies that do more harm to the notion that all children should be treated equally. Time to honestly foster the growth of all children in our community. Time to spread those resources equally across the District.

Consider input from parents, teachers, admin, and other stake holders. Thank you for sending out the survey.

Hire administrators who have never been members of the Teachers Union and might have a favorable bias in negotiations with the Teacher's Union.

Not at this time.

4J is doing a great job other than using standardized for profit testing created by idiots.

Overall, I believe 4J does their best job to educate our students, however there is always room for improvement!

I think bertha holt elementary should get better food and get better milk so kids will actually want to eat and drink and not go home and be starving

Kid food matters has been volunteering for 4J for seven years. You should offer them a spot on your vision committee.

Why does the private Catholic High School far out-perform the Eugene 4J high schools on SATs? If Eugene is going to offer every child a top notch education, I think understanding that might be very valuable. And it doesn't have to do with parental involvement...what are they doing educationally that is working so well? I have a feeling it might be class size, curriculum used, and strict disciplinary and educational performance standards. How great if every student in Eugene got that too quality education. It is possible. Let's not give up until it is achieved!

I think the 4J district is strong, but could be a lot stronger. We have come from other districts from other states and I feel 4J is many years behind them in innovation and forward thinking. I spoke a lot about technology in this survey, however working for the college I see the struggles new students go through when coming to a school where their instructors expect a certain level of digital literacy skills. 4J is not meeting those needs. I also believe textbooks are a thing of the past. Use your textbook budget to purchase technology - then use the technology to access all the material you need to Lower class sizes; lengthen the school year. Weed out teachers who don't do well in the classroom.

You need to prioritize equity not just give it lip service.

Sadly, I have been very disappointed in the calibre of some of my kids' teachers. Some are tired, uninspired and frankly have been detrimental to students. Those that are still excited about teaching are overworked and have huge class sizes and are leaving for better opportunities. Teachers should not teach by handouts, group exercises and videos alone. Kids do better when teachers engage them!

Obviously, I can not stress it enough how our schools are lacking in the basics. We have Fine Art, Digital Art, Choir, Band, STEM. At Churchill there are NO electives for some kids that could teach them life skills. To feel comfortable to pick up a drill, hammer, or welder is a huge asset. Even typing classes, culinary classes, jewelry making, stained glass. These are all classes that use your hands and your sense of creativity. Back to Basics!!

With school choice it would be nice to have all 4J schools have the same calendar for teaching and days off. 1. Teachers within the district could team learn, share resources and so on. 2. Families could better find care for our young ones including the Boys and Girls Club. (who are not open when only one school has a day off)

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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I don't have a child with behavior issues or one that needs to learn English. After talking to parent volunteers at the school it seems that for some reason it is accepted that we have children who misbehave or cannot speak the language in the classroom. This takes away from what precious time these wonderful teachers have to teach all the other children. This should not be something that is catered to. If a program is needed that is one thing but don't punish all of the other children. It seems like mental health needs in the schools starting in elementary is a much needed item. Obviously there is a huge rise in "special needs" children...why is it so important to have them mainstream.....it is teaching the other children that it is okay to act this way...which is sad.

Thank you for your hard work! I wish we all had less stress and more fun. Modern life makes me want to go and raise Sensitivity to individual student needs as opposed to blind adherence to policies that may be outdated or ineffective for some students.

See my other selected comments please.

The staff and students are fantastic, they just need more to work with. Less testing and focus on school as daycare Please don't allow educational assistants to refer to themselves as a librarian. Read the literature regarding how our students in 4J are falling behind because of this.

Thank you for all that you do. I realize that there is only so much money available for our schools.

Thanks for asking for feedback!

Not at this time

We need to get a handle on students/parents with behavioral difficulties affecting the the majority of students learning. Students/parents who have these difficulties need to get the help they need. I cannot believe how one, two, or three individuals can take away from so many. it does not have to be this way if these individuals just got the help they needed Our children are the future and their education and nurturing is our highest responsibility. Repeatedly cutting programs, over crowding classes and shortening the school year has got to stop and past damage needs to be reversed. With creativity and working together we can give our kids what they deserve. We have to.

I'm concerned with the class sizes bc it see ethos leads to kids struggling academically and in terms of their feeling about school. More anymore kids are not getting learning outside of traditional subjects. Mental health/ socioeconomic stressors greatly impact kids and their classes. If we cannot address these we hamper their learning

Curriculum offerings need to match the rhetoric. Talent development programs need to be offered for high achieving students not just students below grade level targets. High achieving students are starting to "check out" in middle school. The children hear how important math and science are for the future but many TAG students are stuck in grade "tracks" (as its been described to me). Teachers are not offering "deeper or more rigorous instruction" to identified TAG students and school administrators are not following through on TAG planning per the state's ODE website. It would be nice if 4J was more interested in teaching individuals rather than attempting to meet the ever elusive average of test scores.

Overall, I am not impressed with the 4J district but have found a few great instructors.

This survey was extremely difficult to answer because the priorities overlap. A survey makes you choose either/or but in reality, so many of these things are intertwined.

Thanks for this survey. I truly hope that views will be recognized. I am among many parents who truly believe that our children have entirely too much homework. Not all kids are able to quickly push through homework quickly. Our kids have an average of 30 minutes to over an hour homework a night; this, with working parents and her school schedule, gives them very little time to relax after a full day of school, to just "be kids." To play, to imagine, to do outside activities. We are overworking our young people, and for what? They simply resent the amount of "at-home" work they need to do.

Thanks, 4J. We support you, appreciate you, and hope you will carry these messages forward.

thank you for this opportunity!

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Its been so frustrating to work in a district where we try one thing for a couple of years, and then new administrators come along and completely throw out our work and start something completely different. Programs that teachers and past administrators have worked to build are questioned without any real criteria. There is often no rhyme or reason except, this is an administrator's opinion, or flavor of the month. This is not a good way to do business and is demoralizing for teachers. I'd like to see thoughtful work based on best practices go forward. Also, we operate as silos and are often competing internally both within our own school and regionally. We talk about collaboration, but we don't know how to work together because we are constantly building and tearing down. So much talent and creativity is wasted. I have dreams of doing great work in teams that can truly build something that lasts, and this work takes students to new

More support for 5th grade with shut Superintendent Balderes is great. Class sizes are too large in elementary schools. The current ratio formula is not accurate The I B curriculum should be modified and extended to all students so there is an awareness by all students of our interconnectedness with the rest of the world.

Thank you for listening and caring and trying!

Listen to your teachers and support staff.

I found the 4J School Choice online process to be discouraging. For 2 years in a row my child was waitlisted and never accepted. I would appreciate a mechanism whereby the schools are able to provide you with feedback online as to why your child was not accepted or what improvements you can work on to boost his/her chances for selection the following

Nope. Thanks. :) Employee engagement at all levels needs to be looked at. Many employees want and are able to do more but are unsure Please try to focus--do a few things well, instead of spreading already inadequate funding so thin that nothing is effective. Example: Offer IHS/IB/AP for students aspiring to go to selective college; AVID for the academic middle aspiring to go to 2-year post secondary institution; and CTE for students with post secondary career aspirations.

I volunteer in my child's school. This is the second year I have done so, at two schools now. I am shocked by how many hours of instructional time are held hostage to managing the disruptive behaviors of a few problem students. Instructional time is already inadequate, without spending hours in a holding pattern with one teacher trying to manage kids who are not ready to learn. I am also very surprised how difficult it is for parents to plug in to help in the schools. With conditions so dire, it is surprising we cannot functionally help.

TAG should be as high a priority as learning disabilities are. The current TAG program is meaningless and does nothing. We can do better by our kids than this.

You're welcome

Deal with the school choice problem by reducing the funding that goes with students to their new school; leave a chunk of that money with neighborhood schools and support those schools in using that money to good effect.

I would hope that the district will support evaluations of teachers and other staff to prevent the problem of "dead-weight"-staff that might not be hired today if they were evaluated well. Quality teachers and administrators make such a difference in a school! It is frustrating when a few people are allowed to stay employed and parents and students just have to live with it. It is possible to do something about this if fair dismissal policies are followed and data is gathered on poor performance. Support the energy and ideas of the staff that are innovative and dedicated. Don't let them get burned out. The district has done a good job of working to replace aging buildings with the bond measures that have been passed. This has helped! Nice environments improve schools, from classrooms to sports facilities. Continue to support community involvement in school goal setting. I had three children graduated from 4J and all are doing very well as young adults. I worked for several years in the district (now retired) and felt fortunate to work for and with some outstanding people. There are always challenges, but we need to always look for solutions and improvements. Some of these questions were difficult as I have been retired from 4J for 13 years and granddaughter graduated 3 years ago. I do appreciate the opportunity and hope changes will undo some of the damage done with top-down decision

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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I honestly think if we could figure out how to have an EA in every classroom to support the classroom teacher, so many other things would fall into place. If there were two adults in each classroom we would see higher test scores, higher graduation rates, less behavior problems, etc. With the increase of children with special needs (including behavior) in each classroom, teachers are no longer able to provide an exceptional educational for any of the students.

Along with more art and music, please incorporate more nature into our schools--with school gardens or animal programs, classroom pets, outdoor learning, etc.

My expectation and hope is that school is an opportunity for minds to be expanded and children to have new experiences. As a part of the parental community, I am continually shocked when I find out things that are no longer provided, shrinking play times and a lunch period that is 22 minutes, lower elementary classes that hover around 30 students, teachers and educators not abiding by established 504 and families waiting months for an IEP, schools that get PE or music half the year and endless fundraising to try to make up the difference. At the same time, I am amazed at what is accomplished with so The entire district needs to get equity and cultural competence training. This should no longer be voluntary. And as long as we're sticking with the current out-dated paradigm of schooling, the middle schools need to start holding kids accountable for learning. This should not be earth-shattering. This is basic. If we aren't holding students back a grade, there needs to be something else that makes students feel the pressure to learn.

Get community business leaders and nonprofit organizations more involved.

We are losing too many good people from special education because their workloads and caseloads are far too high. We need to make work reasonable and shouldn't expect our hard working special ed teachers in particular, to have to take work home to keep up. Something needs to change. In ESS we now have more administrators and autism consultants and fewer special ed teachers and it's breaking the backs of our teachers. What do the consultants exactly do? I rarely see them in the buildings except for meetings. Why do we now have more ESS administrators and fewer special ed teachers? Students are the ultimate losers because we lose good people when the work becomes too much. Please let's see how we can change this and get more special ed teachers back in our schools.

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## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Although I only serve 4J as a parent, I have served as a volunteer in our schools for almost 2 decades. I have seen the front lines shift from a focus on academic successes to a shift in classroom management that is ruled by those extreme behaviors of the few kids who are at the tip of the triangle. The quality of education has been degraded to the point of causing flight from low s.e.s. Schools. The district has repeatedly responded by considering these problems to be the fault of incompetent staff. This trend/shift will continue so long as low s.e.s. Schools are affronted, rather than supported. We CAN NOT assume that teachers can rectify the problems of these individual students when they have class sizes at 30 plus. To dismiss these problems as culturally accepted behaviors of the poor is offensive to the rest of us poor people; harmful to the students, community, and schools; an ineffective coping strategy (once again, "acceptance" of these behaviors has been the order handed down by the district); alienating and isolating to the teachers who fail to receive support; unfair to low s.e.s. Schools, since they tend to have higher concentrations of these behaviors; harmful to ELD and SPED students who require more instructional time, and are getting less of it; and damaging to society, since there will be an entire generation that has high concentrations of adults who are unable to function within the societal rules and expectations. If the district continues to see this exodus from low s.e.s. Schools as "white flight", rather than a product of the environment that the district has created, then nothing will change. In fact, the status quo will continue to compound. As more families choose to leave these low s.e.s. Schools, those of us left staying are facing reduced staffing (due to reduced student numbers), increased concentrations students with behavior problems, our housing values decrease as the schools decline (thus aggravating the economic struggles), and our kids are offered fewer chances of success with declining academic standards and reduced extracurricular success and opportunities. Soon, even us strongholds will grow weary of this fight and be forced to look out for our own, rather than continue to support our neighborhood schools. When we reach that point, we will, transfer seek out private schooling, or homeschool. There are families too numerous to count that have already resigned themselves to this reality. It is time that the district stop blaming the culture of poverty, racism, and entitlement for these problems! Instead, the district office and school board needs to look inward to acknowledge the role that the district has played in the decline of these schools. The district office needs to boost these schools by flooding them with counsellors, more teachers, instructional support staff, career programs, and extracurricular opportunities. This would be beneficial to all parties involved. After all, everyone is supposed to get what they need, not everybody getting. Don't Focus on the HOW otherwise you will do a disservice to our kids. Focus on the WHY, why are these programs important, and if you do that the HOW will come. Connect our kids with what matters, instead of poisoning them with the stresses and standards of a society that only looks to use them as servants. Lets create future leaders, and well educated individuals who can think for them selves and are not afraid to speak up. Lets create individuals that have values, and live a more connected life. Instead of the zombies that the standard school system is currently conforming Thank you for the opportunity to share. There are many issues to address, but I believe the single most important one - and possibly the one that can have the greatest positive impact - is evaluating and acting upon equity issues. These are so tough because they cut right to funding and politics and who is being served, and there are many powerful and vocal interest groups that fight for specific programs. Although I don't like the term "lost causes," I have always remembered a statement from an educator who said, "the only causes worth fighting for are the lost causes." If the school district can make even average progress in outcomes for poor and minority students, I believe the positive impact on the whole Overall, the school district does an admirable job with limited resources. Thank you for all you do.

Create a "home schooling" program that allows parents to enroll in a 4J school. Example:there is a charter in another state that has a home schooling program. Students enrolled come to school one day a week for instruction, can participate in all after school programs, field trips, parents can get advice from the "home school" teacher, parents are given a general outline of what is being taught, but parents control the amount of work and time a child spends at home doing it and how it is being taught. School gets money from state, parents get support, students get to socialize.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Stop asking parents what they think and please, please don't take their answers seriously. I want seasoned education professionals who can make good decisions for children, to be in charge of shaping the direction of 4J. I wouldn't ask my neighbor to fix my teeth if she wasn't a dentist. Why would I ask my neighbor how to educate my child if he wasn't a highly knowledgeable education administrator with lots of experience, transparency and accountability. Don't let the union take back the schools. We already know what that gets us.

Thank you for considering input from parents, community members, and other stakeholders. It is nice to be invited to participate in the process.

I previously completed this survey, however it gave me an error message - I don't know if it went through or not.

This survey is really poorly written survey with a lot of leading questions. From a scientific perspective it certainly would have a large margin of error and questionable validity. Really, work with actual scientists and have a statistician review the questions before putting it out. It still has useful information, but with more effort you could meet scholarly and legal standards for social science research.

thank you.

School should place the dignity of the child first and the relationships between and among students and teachers should be paramount. We claim to value diversity but we shove aside the arts, vocational skills, and opportunities for interpersonal growth in the name of "achievement" which has resulted in children feeling alienated if they do not excel at the college level in math and science. We need to create a web of connections for all students, value them as they are, and allow them to take the next step on their journey, whatever that may be for them.

It's hard for a parent to think of the district as a whole. I would like to see this survey given by region of high school so we could be more specific of our region

I would like to see the end results of this questionnaire!

Look for outside the box models that have been successful.

Lowering class sizes and hiring more teachers should be a top priority of the district. These extremely large class sizes benefit neither the student or the teacher. Putting resources into truly reducing the crowded classrooms will higher test scores and help foster a more rigorous learning environment, benefitting everyone.

I think racism is being addressed, but is always a present challenge. I think multicultural respect is addressed but can appear as an ongoing challenge. I think mental health and behavior issues fall into the school's many challenges with family challenges and homelessness on the rise. I think providing nutritious food is important, and getting students to eat healthy choices is a challenge. I think the schools have the overwhelming challenge of trying to heal what may be broken in students that come to us from challenging home life sometimes, and more than say twenty years ago, but we must play with the hand we are dealt. I also hope we can avoid sacrificing the arts and music in a time when academic demands are Please help get elementary schools back on track. We have been relocated, consolidated, overpopulated, and stripped of music, pe, librarians, and more under the rule of [personal information removed] . Please help pull us out of the gutter!

Our kids and teachers deserve better!

I hope we look at how school choice impacts students and families. Through school choice, we ARE institutionalized racism. We create it. When I first came to work at the central office in 2004, people (who could afford to) camped out in the breezeway for school choice. It was first come, first served. Security guards and porta-potties were brought in. This was viewed with a sense of pride by the leaders. Poor families who could not afford a babysitter all night or who worked were out of the game. Let's do away with that whole business. It will not be popular but is the right thing for kids to have an equal playing field. The reputation of the North region has only decreased over the years, not gotten better.

Thank you for the opportunity to share my ideas. Although I don't currently have children who are students, I do have grandchildren that I care deeply about.

I think the safe and welcoming question in the beginning wasn't a great one. I felt compelled to say yes because the opposite destroys the learning environment. .

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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It will be disappointing to watch my child attend a new facility for one year and then be placed in a run down building the next for their high school years. Facilities need to be consistently upgraded. Bond measures need to be passed to make this happen. It would increase safety, improve moral, accommodate today's tech demands at the site, and inspire learning. I realize that society in general needs a major overhaul and that the schools can't repair the level of damage occurring in all sectors. But schools need to stop obsessing on the lowest common denominator in classrooms and then wondering why the general level of performance is going down. There is an increasing tyranny of the minorities while functional children wonder why they are being ignored. We could see a continuing race to the bottom in years to come...

Thanks for doing the excellent work that you do with ever diminishing resource

Thank you for offering this outlet for parental feedback!

It seems apparent that the tone of the District has changed to the better with the new superintendent.

The survey was not well balanced. Some issues didn't even get addressed, based on how the survey questions were asked.

Thank you for taking my views into consideration.

I am glad you are reaching out to the community to help the district achieve their goals. It would be great for each school to have people from the community visit the classrooms to either share their knowledge or display their special skills. I really enjoy volunteering at the Arts Academy in Springfield. It's great that young students can explore their special creative skills with their academic subjects.

The bus system is great - very happy with the drivers and the routes - friendliness and flexibility. Wondering about crossing guards? Don't appear to be consistent - are they volunteers? How are locations determined? I can't stress enough how important food is - at our recent fun run to promote physical activity and health - they served popsicles with corn syrup, dyes etc. Why not something wholesome to support the purpose of the event? It is also very important that medical records be kept private and not be used for discriminatory practices. That includes keeping the medical records of vaccine-exempted students private and not infringing on the rights of families to make their own informed medical decisions. This is important for religious and philosophical objections too. And again - support the teachers by reducing class size and figuring out a way to support those students that need extra help - the students that are ready to learn cannot due so in a classroom that is constantly being disrupted by other students. In kindergarten it seems to be routine to have "room clears" where the entire class has to relocate so that one students' unsafe behavior can be managed. This is not a reflection on the teachers - they are wonderful - but on the increase of challenged children in our society today. Help these children by reducing stimulation (less cluttered classrooms, smaller class sizes), eliminating sugar-based foods/drinks, reducing screen time in lower grades and providing enriching hands-on activities from gardening to handwriting. Keep control, decisions, programs at a local level. Each school community ought to be able to shape their school to match their own values. National, state and even district mandates may not always be appropriate for individual schools. Let the teachers and the parents lead. Thank you for this survey. We are so grateful for a school district this It's time to shake up the value system a little. Many kids can do far better than going to college. Kids are hungry to understand why there's such a dichotomy between the outside world and the school world. Why are kids told to eat healthy and then be given "gold fish" or neon yogurt in school? Why aren't kids working every day to protect to the environment? What's the name of tree outside the front door of the school? Why are we so dependent on modern slavery for all our cool school stuff? Is slavery really bad or maybe not so bad if it buys us more computers. When will we

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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The teachers tend to be too easy on students when it comes to assignments. My son has never had any consequences for not doing homework or doing assignments half-assed. This teaches students that learning and adhering to responsibilities isn't important. They aren't being taught to complete assignments properly. Either my son will be going to jr. high and high school unprepared, or he will face this same, flimsy approach in those grades as well. This will ensure he isn't ready for college. By 5th grade it should be second nature for kids to write proper papers and turn in neat work and care about presentation and professionalism. I am astounded at what my son's teachers have let him turn in without even talking to him about doing better. I can try to instill a good work ethic in my son, but if the schools don't back it up, it only helps to teach him that in life you don't have to care about doing something right. All you have to do is sort of act like you kinda tried and everything will be fine. I hope the reader of this survey is understanding my deep resentment at how far back my son and the other students are compared to where they should be. My son is even TAG identified and he still isn't expected to turn in bare minimum level work most of the time. They are behind in math, social studies and government, science, and reading. I believe in 4J and know they can do better. We owe this to our kids.

Thank you for providing a forum for ideas and our input. I appreciate how this one allowed space to provide more details without limited choices or word capacity. I have worked in the district for a few decades now and the before and after Measure Five differences are so profound and troubling. I so miss the good old days and worry about what our newer teachers are not receiving. Staff developmental offerings in the last few years have been not at all inspiring, enriching or helpful, since they are so limited in scope (mostly wrapped around a new curriculum adoption.) Where once we could think outside the box and try new things now we are given the box and it is full and not that wonderful.

Thank you for the opportunity to offer feedback and suggestions for improvement. I have confidence the school board and leadership team will carefully evaluate this data and make use of the opportunities to improve the educational standards of this wonderful district.

Thanks for asking for input.

thank you for asking. i have a grandson who is about to enter kindergarten. classes in his neighborhood school are large. behavioral problems have caused teachers to evacuate the rooms a number of times. the classes are just too big for students to learn, and teachers to handle. i hope we can work towards a better funding system. again, thank you for You [profanity] have let so many kids down that I think there should be a study to determine where the faults in the schools are and which persons in the district are most responsible for the egregious offenses against this generation and present them on prime time television for a public flogging. [personal information]

The study design presumed that we need to cut services. By asking us to choose up to five, and without allowing commentary on WHY you made your selections, you favor the dominant culture and marginalize groups (like special Ed, TAG, mental health) that by design serve a small group of students. Do we need to cut? Or do we need to welcome innovative methods to deliver the services differently, including more efficiently. Just because resources are limited does not mean you need to cut. Invite redesign. This would mean letting go of managerial control and placing teachers and parents in positions of power, which is a risk most administrators are not willing to take.

The district needs to form a parent committee that meets regularly with the school district to support all parents with special needs,

Eugene 4J in many of instances treats parents very poorly. Input and concerns are dismissed and ignored. There is the attitude that they are the experts, but yet there is no a lot of ignorance especially about students with disabilities that are not well known or currently popular.

This was a difficult survey to complete as all the choices are important. I do not envy the job of those involved in budgets, as this all comes to do funding. Bottom line: How do we get more money to improve our education?? Good luck!

Thank you for doing a survey and we are excited to see the results and for a game plan to be put in place that can be



**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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Our older daughter is a kinder, and our younger daughter will be a kinder in 3.5 years. We are hopeful that when they graduate, they will have received an outstanding public education and 4J will be known as one of the very best school districts in the country. We hope Eugene is known as a small, thriving city with excellence in education at its core. We hope 4J will focus on reducing class sizes and improving access to direct instruction. We hope arts and language education and physical education will find a consistent place in already busy days.

Yujin Gakuen, as many other immersion schools, would benefit from having 3 kindergartens that merge through the years into 2 fourth and 2 fifth grades. Also having a k-8 school to ensure students stay in the program after 5th grade. A stronger North Eugene high school would also help improve the north region.

raise the bar/ask parents to be involved according to their school set. Not just a survey admin and board members ...work in a few schools for yourselves and see what the problems/positives are. Split them up and compare. Then meet with a few teachers...Title 1/charter school/see what's working and what isn't. I volunteer and work at 4J schools. I'm amazed at what teachers can get done effectively mostly without help...I know it's their job. With these huge classroom sizes idk how Enough already, hire people of color. Seriously. Our kids do not see leaders that look like them. How can they be confident in themselves if they don't see people that look like them in teaching positions.

Grade level projections are grossly inaccurate, often causing schools to start out at a deficit from the first day of school. This worsens as the school year continues. Classroom behavior management becomes more difficult, and there is not enough support, i.e. counselors, mental health education, etc, in many elementary schools, forcing the principal to babysit. Honestly evaluate the way school choice is implemented.....does it create more opportunity or does it negatively impact some neighborhood schools. Honestly evaluate the benefits of charter schools.....do they allow for the creation of 'private' schools payed for by tax payer dollars

I think 4J is a good district, on the cusp of becoming a great district. I know that school choice is the golden child of the district and that it will be a terrible battle to have that system changed, but it is hurting students who don't have the resources to get to a different school. I would like to see it looked at for equity. 4J has a bit of an image problem in the community which needs to be addressed in order to make sure we have community support when it comes to funding. Funding is absolutely critical and needs to be addressed. The number of courses that have been cut, along with increased class sizes is really hurting our children and their future.

Thanks! 4J has so much to be proud of. I love my child's school and wonderful teachers!

Keep brainstorming ideas with the parents and neighbors via the neighborhood associations.

No.

None at this time. Thank you.

You're welcome! Thank you for the opportunity to share my views.

I think the 4J school district has a lot going for itself; however, it often seems to have a lot going against itself as well. Coming in from a district that had excellent and consistent leadership, I am sometimes embarrassed to see behind the scenes in this district. Teachers have somehow taken over and avoid having to follow leadership. This causes many problems, ultimately resulting in disrupted harmony for the students. I think if we can all get on the same page and have the same vision, we can move mountains. Right now, many teachers are only moving their own little ant hill - but all in different directions. I am excited for our new superintendent to take action!

I think the school choice program is a bad idea. I thought it was novel when we arrived here ten years ago, but now I see it as a way for people to "self segregate" in a handful of desirable schools (most in SE Eugene). When they do this, they rob neighborhood schools of diversity. I also wonder how much money the district could save eliminating this program. I see parents in my friend group absolutely obsess about getting their kids into a certain school because they see it as "better" (largely white, in a good socio-enomomic bracket, fewer "problem" kids, organic food at meals, etc). This really troubles me in a town that says to value cultural competency and diversity.

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## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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I feel tremendously concerned about class sizes and every parent I speak to shares this concern. But I feel powerless. We attend meetings, voice our concerns, sign petitions, etc., but I feel pessimistic that there will be near-term chances. If additional funds from the state are not going to come soon, then is it possible to rally parents and local corporations to increase their giving rate so that we can hire more teachers or otherwise improve the situation? I am more than willing to make such investments, and I think that if a targeted 'campaign' took place, many families would be very willing to I taught in Springfield prior to 4J. Problems with inconsistent curriculum are over the top in this district. 4J has removed exposure to most genres of literature, the history of most cultures, instruction in basic skills like using a table of contents, reading maps, understanding the rotation of the earth...the list goes on and on. It's shocking! We have had to teach our daughter at home to keep up with the students from other districts, and I have had to teach outside of my content area so students understand the subject I teach. I believe the district's focus on equity has resulted in extreme censorship. I think there should be a greater balance in the curriculum. I believe students should be taught how to think because they have been exposed to all perspectives. Students are exposed to very limited perspectives in Eugene and therefore are When I moved here in 1992, 4J was one of the leading school districts in the country. Now, it is a sad shadow of what it once was. While admins get fat raises, teachers are stuck with too many students per class and no ability to discipline them for fear of losing their jobs or getting sued by overly-sensitive, litigious parents. Send these kids to school instead of consistently cutting days off the school year! Give them back arts, music, more sports.

thank you so much for asking!!!!

Good Luck in the school year of 2017... with you and other school districts around Oregon, you will need it.

I am not a teacher. I attended Spring Creek elementary when I was a child. I pulled my son out of second grade class because my son is smart. Doing common core was ruining him. He was starting to have issues with behavior because he was not being challenged. He started online school and is learning ALL subjects and getting 100's on his assessments with zero help from us. His last teachers [personal information removed] were great. They fostered children with a desire to learn and pushed them to try harder. The status quo you are pushing now is sad. My son will not be returning to Public School until middle school now. Your lack of discipline is appalling. Bad kids are allowed to run rampant because you are too afraid of punishing them. Thanks a lot. The last one, Lore, latched onto my son for some reason. You will never succeed unless you look to the past to help you achieve a brighter future. Remember, these are kids, they learn rejection to gain strength, they need to learn to use their bodies as tools to help them succeed. They need to learn that teachers are an authority and should be respected. They need to be fostered when they are smart and if they aren't the Stop the backward slide of staff salaries and benefits that are starting to fall behind other districts.

Be sure to truly listen to what classroom staff have to say.

4J should be ashamed for the number of furlough days and how short the school year is.

Research has shown that students do better when parents have the understanding on how they can better support their children. With proper education, this is possible even for even for parents who work full-time.

Class size reduction should be the number one goal for 4J schools. Kids can't learn in crowded classrooms. Kids can't learn when individual students chronically interrupt in sometimes dangerous ways and don't have their needs met in a large class environment. Administrators need to support their classroom teachers when behavioral issues with students are identified, and the issues need to be swiftly and aggressively dealt with so that the teachers can do their jobs - teach the students who are there to learn.

We need more teachers in more specialized areas. We won't need constant remediation if students can learn skills applicable in other ways. For example, a construction/wood working class teaches math skills. Journalism teaches writing--even yoga and health classes teach writing. Cooking is math and chemistry. Kids need electives that reinforce skills. They don't need to endlessly repeat courses that deliver instruction in the same way in which the students were previously Smaller class sizes should be the absolute priority. Smaller class sizes would help with so many other areas: more individual attention, less stress on teachers, calmer and more productive classrooms, and more.

Administration should lead by example and offer an across the board freeze on any salary or benefit increases for the next TedTalks: Ken Robinson's- "Are Schools Killing Creativity?" Sugata Mitra's- "School in the clouds"

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Repeal Measure 5

To tag on to an earlier comment I made about a universal social skills data gathering program - I realize that you probably use SWIS for collecting information about office referrals, but by that time, it is too late. I would love to see you using a program like the irisPMT that measures 12 skills on a three point scale. Teachers can assess their students as often as they like and see what skills have been improved upon or not. This information can be used to decide if a student may need a little more support than what a teacher can provide in general instruction in the classroom. Check it out:

<http://www.irised.com/pages/irispmpt> Full disclosure - I work for IRIS. I am not a sales person, but I am a parent and have seen how important learning social skills from an early age are for kids and school personnel. This is a handy tool!

I look forward to these ideas and thoughts being synthesized and share publicly. I hope we can start working on transparency in our district. Thank you for creating this opportunity to give feedback.

Do a better job listening to the parents and find a way to acknowledge their concerns (no one wanted the 3 X 5 in the first place, nor did they appreciate the way CPM was crammed down their throats without input). The perception is that the District office and School Board only pretends to consider the input they receive. This perception needs to change. The district needs the support of the community as a whole and they can't get it by not listening or being transparent in the Please put a focus on reducing class size at both the elementary and middle school levels.

Reduce class size.

Stop creating new positions at the district office when teachers continue to have class sizes increased. How about some new high schools?

Yes, the school board should hire a superintendent with instructional expertise, allow the superintendent to manage the school district without artificial and uninformed constraint as has occurred over the last several years. Give the superintendent policy direction, allow him to do his work, and if he doesn't make progress, remove him (not secretly, Thank you for seeking our input!

the alternative schools are 4J's crown jewels. don't screw them up.

I hope that this survey is taken seriously and ALL opinions are valued. There are big, big issues that MUST be addressed even though they are difficult for some to talk about, understand, or change their opinion. If committees are formed involving teachers, please allow those who are routinely dismissed due to gender or ethnicity, the opportunity to participate. In other words, please notify all teachers of opportunities for committees rather than having administrators hand pick the same few teachers. I feel like big, positive changes are on the way. I and my colleagues are willing to have the tough conversation in order to make this change a reality. Our kids are worth it. Thank you for your time an

I am an Eugene native. My 4 sibling and I went to school in 4J, my husband and his siblings went to school in 4J, my two children went to school in 4J, and I've been teaching in 4J for over 30 years. My greatest concern is how little there is for student who are not college bound as in the 60's-70's there was something for all students at every high school be it auto or wood shop, home ec. Both my daughters were fortunate enough to have a home ec. department at their high school and ended up being internationally employable by extending these interests (one a chef, and other fashion design) before their college bound peers graduated (many of those friends are still unemployed). I've never understood why schools (not just 4J) gear the majority of our education toward college bound students when the larger population makes other choices. I also think that Driver's Education should be put back in all high schools not only for the safety of the community, but for those who do not have a family vehicle and/or time for practice, and some jobs require this skill set.

Thank you for creating this survey. I would be very interested in seeing the results, perhaps they could be synthesized and emailed out district-wide.

Organic food for kiddos, smaller class sizes, pay teachers more, less testing and standards. You can learn something from woldorf and the village school.

## Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?

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Yes. I have worked as a school nurse in 4J for many, many years. I have worked most recently at the high school level. And I can say that the level of challenge in my work was much lower, much less stressful when I worked in a very large high school with a low risk index. Conversely, it has been much more challenging these past few years working in two high school programs with high risk indices. Unless you have worked with students and families who struggle with inter-generational poverty, mental health issues, victimization (e.g. racism, trauma) etc. I don't think you can begin to understand the complexities of their needs. Students with these issues are present in all of our schools, but the concentration is much higher in a school with a high risk index. These schools and these students needs much more support than the student who comes to school well fed, well cared for, and healthy. I have come to realize this latter group of students will come to school and need little support and what support they need will often be able to be supplied by their parents or their parents' contacts in the community. The former group of students will need twice as much support if not more. As a school district, we would do well to place more of the school district's financial and staff resources in the schools with the highest need indices. It would be a wise investment in the weakest, poorest, neediest of our students, who will shape our community in the future. How they shape it will depend in no small part on the education and support they receive in school. .... One last thought.....it does not seem fair that the fundraising at individual schools stays entirely at that school. Historically the immersion schools and schools in the South or Sheldon region can fund-raise much more successfully than those in the Churchill and especially the North Region. Schools that Class sizes need to be capped at 26 in the k-3 grades.

There are so many great offerings and programs in our schools and there is a big disconnect with people knowing what we have to offer. I wish the district admin would really take time to know what is happening in the schools and help promote the good things going on. And also, step in when more needs to be done to make schools more equal.

More gardening, PE, and music at the elementary levels. More technology, especially programming and data analysis, for middle school and above.

Board oversight is very poor. Alternative budgets are never developed and debated. Engagement with the public largely consists of defending administrative decisions, not looking at alternatives.

I'd love to be involved in any way to help 4J get out of its reactive mode in secondary special ed.

I cannot emphasize the problem with class sizes enough. It starts in Kindergarten - classes of over 30 five- and six-year-olds! And continues through high school. It is impossible for teachers to reach students this way, it's impossible for children to learn. So many are slipping through the cracks now. Parents are upset and we're saddened that their children are getting an education that is worse than what we had. We also know that Oregon's children get 11 years of schooling, with the shortened years, to the 12 that children in other states. This is embarrassing, and it's a terrible disservice to not only our children but our society. Things are going to be grim in the next few decades for many reasons, and we need educated adults to help us get through it. That's not happening right now.

As parent, 4J employee and founding member of Kid Food Matters, I hope that 4J will support our efforts to create a self-operated program for Nutrition Services which would provide minimally-processed food, from as many local sources as possible. Our students deserve the best nutrition possible served in a safe, welcoming cafeteria environment. It's the right thing to do for our students, our district, and our community.

Teaching is the only profession that I know of where we supposedly start at 8:00, but have meetings (too many by the way) that begin at 7:45. You also come in to plan when you're sick. I've seen people half dead & making copies at school for their sub. We CARE about the kids & each other. We are suppose to be off at 4 - rarely. Work is taken home all the time, but if you ever leave the building early, it's frowned upon. We are not treated as professionals. We are always hearing about budget cuts, but we seem to have new curriculum in some classes when what they had was considered "new" a few years ago, while other programs have ancient materials or none. It is the only profession where you take things out of your house to bring them to work! WE love kids, but it's taxing when the classes are packed and behaviors are increasing alongside the need for mental health services, counseling, and parenting classes. We can't do it ALL - even though we want to. We have parents that are constantly threatening to sue us. We need to hire better attorneys and say "bring it on". Too many parents are trying to run programs & schools because we're too afraid to ever say no. Real life

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Given that over half of students in Lane County qualify for free lunch, 4J plays a critical role in providing quality nutrition. School food in the district currently leaves large gaps in student nutrition (i.e sugar cereal bar and juice box breakfast), in my first-hand observations as parent of elementary student and regular school volunteer. Student engagement, ability to learn, and behavior could improve dramatically with improved school nutrition.

Once again, make small class sizes happen. Smaller communities with less money have smaller class sizes. What is 4J's I would like to see new board members. Encourage younger members of the community to run for the board. Or have current board members develop closer ties to the neighborhood schools. They should visit them, unannounced, to see what is working well, what needs to be improved, etc. Board members should find a way to talk directly to parents in We love our neighborhood schools and would like to see more families send their kids to theirs. This would make schools more equitable and increase a sense of community.

no thanks

Look to other states for ideas. Oregon has fallen behind. Too much time in the middle school on LGBTQ and ipads. Less meetings and more action on the events at hand.

Do not hold on so tightly to ineffective teachers (probationary or contract or otherwise), teachers not willing to learn and grow professionally, or collaborate with their team and community. Sub list Classified staff- if you are hiring for an INSTRUCTIONAL aide or EDUCATIONAL assistant, there should be higher pay, and more robust criteria for hiring.

The 3 x 5 schedule at the high schools has been a disaster. It does not need to be studied anymore. Get rid of it now.

Here is something that is free that could begin tomorrow: ESS administrators could begin to listen to their specialists and staff, they could return phone calls, email messages, and answer questions with respect and support. They could listen to our concerns about all these young children coming into our kindergartens who have extreme behaviors and many disabilities. For the last 10 years I have been begging at all levels of leadership for consistent and kind communication efforts from downtown ESS to those of us working in the schools.

Keep reporting to parents at the elementary level simple and user friendly for both teachers and parents. I'm concerned that about the SBAC results reports and new report cards; there is an overload of information for parents on the new report card & unclear data in the SBAC data. It needs to be user friendly.

Add PE

Stop creating administrative jobs downtown and put that money back into certified and classified staff in schools.

Overall, I feel that education is set up to support the lower learners over the other students. Programs such as inclusion are wonderful, but they aren't right for every student and sometimes it has the effect that the ability for one student to have access to a general education comes at the cost of 20 other students who lose their teacher's attention because another student is so needy. I also feel that TAG students are not served as well as they could be. In the younger grades, particularly in math, TAG students sit through instruction over material they have already mastered and then they are given the normal class work plus an extension sheet, but they are not actually given any instruction at their level as the teacher must put their efforts into the students who do not yet understand the material.

In the ten years that I've worked in 4J, it has degraded from a place where I felt proud to work, to a place where I feel that there is a culture of acceptance, resignation, and fear. Teachers still do not feel respected by administrators and decision-makers in the system and have chosen to respond by either accepting or fearing if they try to change things. This filters down to how our students perceive their education. They don't understand why everyone is tired and stressed all the time. They are tired and stressed and anxious and unable to function. They complain all the time that people don't care about them, that school is too stressful, that they don't enjoy coming here. Due to the schedule, and not having continuity with teachers, students don't get to bond or find their "place" in the school. They move too quickly from one thing to the other, and in a society that already moves at an impossible pace, we are teaching our students not to value quality, but to skim the surface, not to do well, but to get by and move on to the next thing, not to love learning, but to get credit like it's Our district needs to shed its fear of doing something different and new. We can't use the same model and expect different results for our students. All students deserve all access. Funding and resources should be equally distributed between schools and neighborhoods.

**Q18: Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

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I think we could do more to educate our staff on personal bias vs. systematic racism. Oftentimes teachers are well educated, well traveled, but believe they aren't racist because they don't say racist swears or commit violent acts. Some teachers evade cultural learning at all costs, to the detriment of their students. In order to raise expectations for our learners, we have to examine our own biases and perhaps discover ones we didn't even think we had. Also, let teachers have more choice in professional development. It seems like such a silly thing, that we keep up antiquated ways of doing professional development while the world and system is changing so quickly. Give me a voice in my PD, give me an Site-based management has gone too far in 4J. There are many things that could be centralized that would save the district money. The lack of respect and follow through for decisions that are made is inexcusable. Everyone seems to do whatever they please and no one is accountable for anything. It's time to stop making excuses for those not meeting (or even attempting to meet) expectations.

Be Excellent!

No, Thank you for asking!

Please don't let this be yet another survey that isn't used or is twisted to meet whatever agenda that district has.

Test your surveys prior to releasing them.

We need teacher-librarians in our elementary and middle schools to support students and teachers, and to teach necessary research, information literacy, digital citizenship, reading engagement and technology skills. Our students will not be adequately prepared for college and the world beyond without these imperative skills.

Replace ESS administration

4J has Equity issues. Schools need to move away from "Me & Mine" neighborhood school thinking, and toward a system that works better for ALL students. To do this, schools need stop being allowed to make site based curriculum decisions. All schools should have the same course offerings, same resources, same access. If parents want to fund additional enrichment classes, they can do so after school.

Our children need to develop concepts of getting along and working together and respectfulness on a personal level, the ability to research and collaborate and process ideas in the learning arena, the ability to express themselves through the arts and feel valued for that, a sense of community vs. competition, and a true ability to respond to conflict, chaos and trouble with mindfulness, thoughtfulness and positivity, IF they are going to survive and thrive in this new world.

Anyone who works out of the Ed Center needs to spend time in our school buildings (not just visiting for an hour but actually work). It is easy to forget what goes on in buildings when you don't work in them.