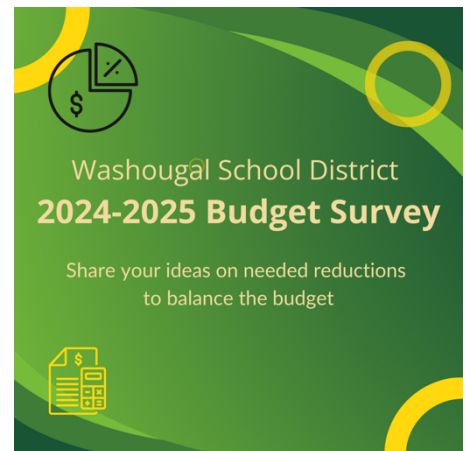


# WSD Community Budget Survey Overview

## Survey Background

Washougal School District (WSD) launched a community survey in January 2024 to gather feedback on potential budget reductions for the 2024-2025 school year. The survey included 738 responses from students, parents, staff, and community members. This document summarizes the key themes, questions, and program suggestions in the feedback.



Survey data will guide decision making around the budget reductions in alignment with guiding principles developed by district leadership with the Washougal School Board of Directors. More information about the district budget development process can be found on the District Budget Information page on the Washougal School District website, including the timeline and additional opportunities for community input into the budget development process. <https://www.washougal.k12.wa.us/district-budget-information/>

## By the Numbers:

The survey was reviewed by the Washougal School Board of Directors during their January 9, 2024 work session. The survey opened on January 10, when the survey was shared with 3,500 contacts using ParentSquare, which included all district staff and student families. 900 students at Washougal High School received an invitation for the survey. A press release was issued to local media outlets with a link to the survey, which was also posted on the district website. The district used social media tools to increase the survey reach. A total of 738 people responded to the survey, which closed on February 8, 2024.

Survey participants were asked to identify a role within the district. 412 respondents (57%) selected Parent/Guardian. 275 respondents (38%) identified themselves as Staff. 226 respondents (31 %) identified themselves as Community Member. 28 (4%) respondents identified themselves as Student. About half, or 340 respondents, provided freeform responses.

## Summary of Themes in the Survey Results

- Reduce more from administrative and district office support
- Reduce more from contracts, services, travel and professional development
- Reduce less in certificated staff and try to balance class sizes
- Reduce less in classified staff
- Consider program reductions and office consolidations

District leadership are using these priorities to guide program reductions that will address the district's \$3 million projected shortfall in the 2024-2025 school year.

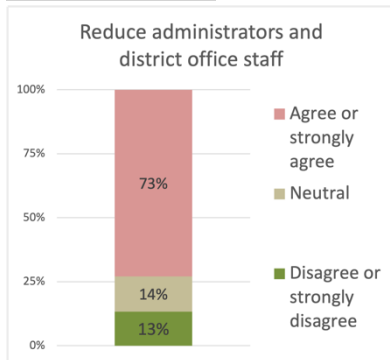
## Survey Results – STAFFING | PROGRAMS | SERVICES

### Reduce administrators and district office staff

Respondents were in favor of making reductions in administrative and district office staff and expenses first. Most survey respondents agreed with this reduction. Selected freeform comments in support:

*“I personally think that too much money is put into the administration staff.”*

*“Please reduce DO staff and building administration.”*

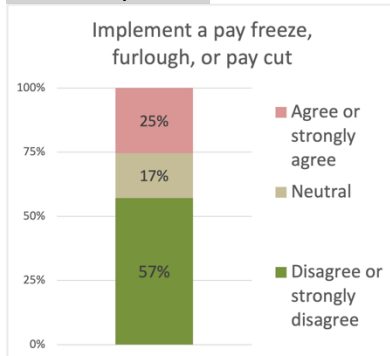


### Consider Pay Freeze or Reductions

Some respondents were in favor of a pay freeze, furlough, or pay cut. A quarter of survey respondents agreed with this reduction. Freeform comments in favor of a pay freeze or reduction focused on starting with administrative pay first.

*“If staff is expected to take a pay freeze, then that should include everyone from the bottom to the very top at the DO. It's time for our administrative leaders to take one for the team.”*

*“Implementing a pay freeze, while difficult, is not the worst outcome. But a furlough or pay cut is a terrible option.”*

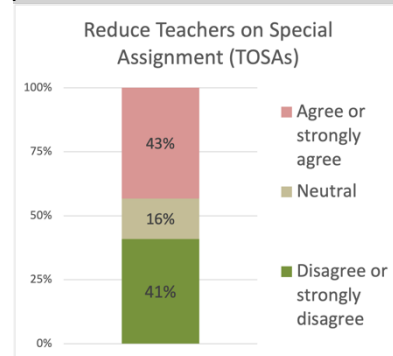


### Teachers on Special Assignment (TOSAs)

A little less than half of respondents were in favor of reducing Teachers on Special Assignment (TOSAs) including instructional coaches, program specialists, etc.

*“We had too many TOSA's and dean of students causing an extra cost we could have been saving, especially knowing our enrollment isn't due to increase in the next 5 years.”*

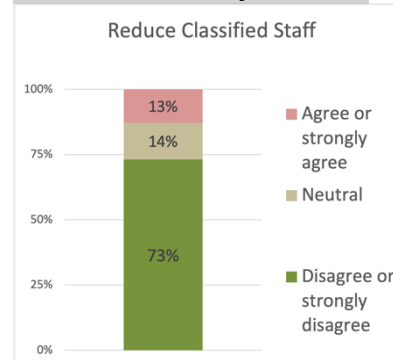
*“Get rid of TOSAs, instructional coaches, ... ELL, preschool, and transitional kindy!!”*



### Reduce classified staff

Just shy of three quarters of all respondents disagreed or strongly disagreed with reducing classified staff. Responses talked about the impact of reductions on lower wage staff.

*“Classified staff keeps the schools running. Don't reduce staff or reduce hours. Without them the schools could not function.”*

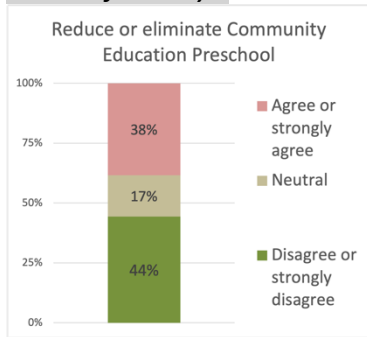


*Shaded quotations are from the survey freeform comments*

*Reduce or eliminate Community Education Preschool Program*

Many respondents agreed with reducing or eliminating the community education preschool program. Freeform responses talked about prioritizing other expenditures.

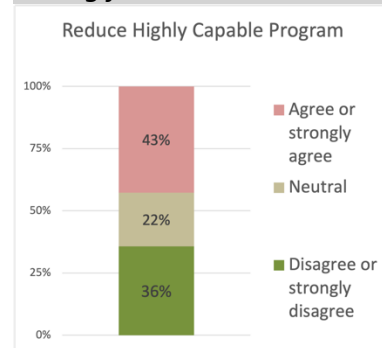
*“Community Ed preschool needs to go. There are 3 different preschools in the district. That is a huge waste of money.”*



*Reduce Highly Capable Program*

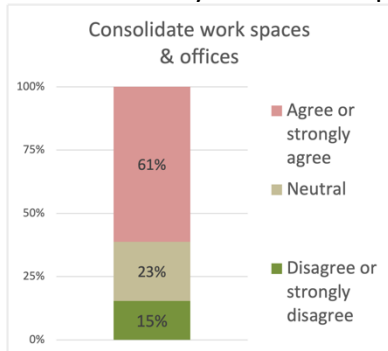
Around half of all respondents agreed or strongly agreed with reducing the Highly Capable program. Freeform responses talked about prioritizing direct services to students instead of administration of the program.

*“The highly capable program seems like a waste as well. From my under[standing], all that happens is testing for it and then nothing after that.”*



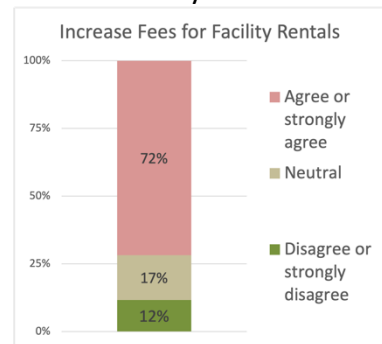
*Consolidate work spaces and offices*

More than half of all respondents agreed or strongly agreed with consolidating work spaces and offices as a way to reduce expenses.



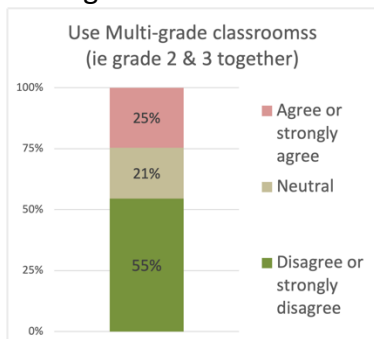
*Increase fees for facility use rentals*

Respondents were strongly in favor of increasing fees for facility use rentals.



*Use Multi-grade classrooms*

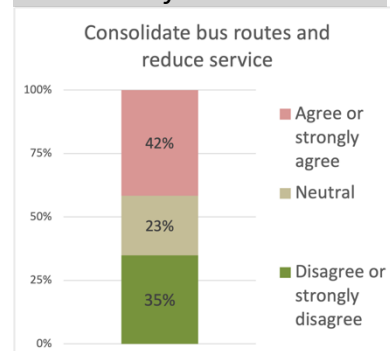
About a quarter of responses were in favor of using multi-grade classrooms to reduce expenditures.



*Consolidate bus routes and reduce service*

Respondents were in favor of reducing service or consolidating bus routes.

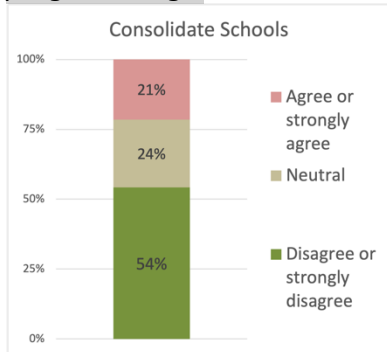
*“Can smaller buses (vans) be used vs huge buses for routes with fewer students?”*



### Consolidate schools

More than half of respondents disagreed with consolidating schools, with some in favor of this change. Freeform comments included this, along with redrawing boundaries or changing which grades attend each school as way of improving efficiency.

*“Redraw boundaries to make schools more equitable in numbers. This will solve a ton of problems with overloaded classes and inequitable programming.”*

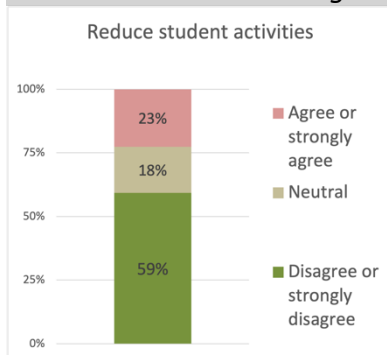


### Reduce student activities (field trips, summer school, clubs, athletics)

Most respondents disagreed with reducing student activities.

*“Keep sports and normal high[ s]chool experiences/events.”*

*“Sports, arts, music, and other electives are crucial to a well rounded learning and individual growth.”*

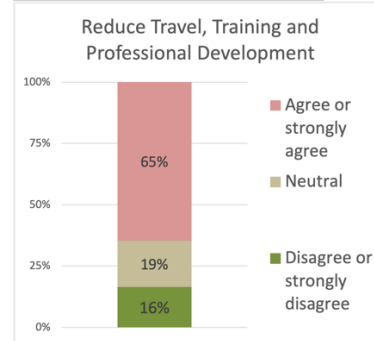


*Shaded quotations are from the survey freeform comments*

### Reduce travel, training and professional development

Nearly two thirds of respondents agreed with reducing travel, training, and professional development expenses.

*“Reduce professional development... Along with this travel and training too.”*



### Learn More About the Budget Development Process

Visit the Washougal School District Budget Information page to learn more about the budget development process and the timeline for the 2024-2025 school year.

This page includes an FAQ (Frequently Asked Questions) addressing questions included in the freeform comments in the community survey.

[www.washougal.k12.wa.us](http://www.washougal.k12.wa.us)

