LISTENING & LEARNING



Who We Heard From

Community Forums

We hosted a series of in-person community forums, hosted at each of the six high schools in Beaverton School District. Three virtual community forum options were added to capture the voices of those who were unable to make it to an in-person meeting.





Affinity Groups

In addition to general community forums, we prioritized hearing from affinity groups, especially those most impacted by educational inequities. We hosted nine dedicated affinity sessions and also connected with community members at local events and through individual phone calls. These conversations included voices from high school students, low-income families, newcomer immigrant families, Muslim families, Black families, Hindu families, Latino families, and families of students receiving special education services.

Educator Meetings

Beaverton School District staff were engaged in multiple ways throughout the process. We began by gathering input from District leaders and school administrators, and concluded the Listening & Learning tour with conversations with teachers from every elementary school. In addition, a dedicated session was held for LGBTQ staff, supplementing both our affinity group and educator meetings.



BIG IDEAS



What We Heard



Equitable Access

Basic Needs
Inclusive Access
Access to Programs
Access to School
Equitable Distribution

High Quality, Responsive Learning Environments



Educator Capacity & Support
Expanded Learning Opportunities
Individualized Support
Engaging & Purposeful Instruction
Agency

Trust & Connection



Sense of Belonging & Ownership
Being Known
Safety
Cohort Continuity

BRIC ARCHITECTURE

BIG IDEAS



Equitable Access

Basic Needs

Families and educators shared that housing, food insecurity, and economic stress often take priority over school. Some students work to support their families or miss school due to basic needs not being met. Programs like McKinney-Vento and school-based wraparound services were seen as essential supports, with calls for expanded access and funding.

Inclusive Access

There was a call for clear communication about programs, events, and resources, including translated materials and bilingual staff so all families can participate fully. Some also pointed out structural barriers, such as the lack of halal food options or prayer spaces, which limit students' ability to eat at school or practice their faith.

Access to School

Transportation and scheduling were raised as barriers to both attendance and access to services. Families noted that long commutes, limited access to transportation, and the need to travel for appointments can disrupt learning.

Access to Programs

Families noted limited access to programs like dual language, special education, and after-school care. Some shared that long waitlists, limited space, or lack of information made it difficult for their children to participate.

Equitable Distribution

Many pointed to uneven funding, staffing, and materials across schools, expressing concern about resource disparities and a desire for more consistency.

COMMUNITY VOICE



Equitable Access

What do families need to be successful?

"McKinney-Vento is a program that works. That program saved my life."

"We need programs as close to home as possible, especially if relying on public transportation"

"More safety in bathrooms."

"We need bilingual staff in every school."

"Youth arrive to school with many necessities - they can't focus on their learning."

"(There is) not a lot of communication about open enrollment...closes very early. "

"Health centers."

"After school programs and support network for working families."

"More support for immigrant students."

"AC in all schools."

"Transportation (is a barrier). Kids are missing an entire day of school for medical appointments, immigration screenings, etc."

"Being stuck in a school that is not that great sucks."

"Lack of appropriate place to pray."

"We don't have equity. It's a lie."

What are the greatest barriers to success?

BRIC ARCHITECTURE

BIG IDEAS



High Quality, Responsive Learning Environments

Educator Capacity & Support

Support and resources for educators emerged as a high priority, with emphasis on the need for more teaching assistants and specialized support staff. Concerns were raised that some students were not receiving adequate support due to high caseloads. Many families and students also expressed awareness of teacher burnout.

Expanded Learning Opportunities

Many families expressed that having access to a wide variety of learning opportunities was something that was very important to them. There was a call for more spots in specialty programs and schools like BASE and dual-language programs, and increased program offerings.

Individualized Support

Small class sizes were identified as a critical need. Students, parents, and educators shared that high student-to-teacher ratios made it difficult to provide quality instruction and adequate support, particularly for students needing language services or IEP accommodations.

Engaging & Purposeful Instruction

Many families expressed concerns that schools were not academically challenging enough and emphasized the need for stronger support and higher expectations to ensure all students are prepared and able to pursue higher education.

Agency

Families want the ability to choose the learning environment that best meets their needs, whether that means a smaller setting or access to a school outside their assigned boundary.

COMMUNITY VOICE



High Quality, Responsive Learning Environments

How important is living close to school vs. being able to access a greater variety of programs and resources?

"Provide choice for our students. One size does not fit all."

"It's good to have the option to go to another school even if it's far."

"Returning Raleigh Hills to a K-8 model would be a welcome change. Prioritize walkability and maintaining title schools"

"Access to dual language programs is most important."

"Feels like teachers are burnt out, don't care."

"I don't think BSD does a great job connecting our kids to things that are greater."

"As students get older, having more options is beneficial."

"Elective choices are what makes school fun for my kids. Even if it's a bigger school, I think that's better."

"My preference is for a neighborhood school that can meet my child where he's at."

"Would like to see a magnet school with more specialized programs for elementary."

"Youth who want to learn are frustrated."

"Shouldn't be as many students. They can't teach you one on one. Don't get the learning you want."

"My kids are not challenged enough. Would like to see more opportunities."

What are the greatest barriers to success?

BRIC ARCHITECTURE

BIG IDEAS



Trust & Connection

Sense of Belonging & Ownership

A clear and consistent theme across families from diverse backgrounds was that a strong sense of belonging and ownership is essential to their child's success. Families called for educators to be inclusive and culturally responsive, highlighting the need for more Black, Brown, and bilingual educators so students can see themselves reflected in school staff.

Being Known

Many families emphasized the importance of their child being known by all staff, expressing a strong preference for small neighborhood schools where students and families are recognized by name. They shared that when children are not known personally, it becomes easier for them to be overlooked or fall behind. Parents also stressed the importance of their child having access to a trusted adult at all times.

Safety

Bullying, social media, and fights were raised as major concerns by parents, students, and educators. Many expressed that schools did not feel consistently safe, with some families reporting that their children had experienced racism and discrimination from peers.

Cohort Continuity

Inconsistencies in feeder patterns emerged as a concern. While some students advanced to the next school with their peer group, others were split across as many as four different schools. Educators noted that this made it difficult to support students and families through the transition process, and many parents shared that their children struggled emotionally with being separated from friends.

COMMUNITY VOICE



In an ideal state, what would a Beaverton School District where every student belongs, believes, and achieves look like?

Trust & Connection

"Students have trusted adults to go to."

"SPED students are integrated into the general population as much as possible."

"Families need to feel welcomed and included. Everyone does."

"Different cultures are incorporated into the design of schools."

"Community shares knowledge and cares for each other."

"My son tells me, "I don't feel like I belong."

"It doesn't feel safe to pass kids on to middle or high school."

What are the greatest barriers to success?

"Every kid is known, is seen."

"Kids feel valued, feel like they have purpose."

"School is a safe place where parents and staff connect and can be involved."

"High parent involvement at events."

"Kids don't see teachers or administrators that look like them."

"My daughter was split up from her friends. It was a tough time for her. I wish all the kids went to the same school together."

"We don't really welcome people."

BRIC ARCHITECTURE

ADDITIONAL THEMES



In addition to the Big Ideas, other important themes emerged throughout the conversations.

Communication & Transparency

There was a strong desire for increased transparency between the District and the community. There was a call for higher parent involvement, and more equitable communication methods, to ensure that all parents had access to information and were able to participate in decision-making.



"We need a pathway to build relationships with the District."

"Better communication with parents."

"Transparency, accountability, shared-decision making."

Community Partnerships

Many felt that the community would benefit from stronger partnerships between community based organizations and the District. There was a call for broader access to facilities, and to remove barriers to partnership.



"Allow community partners and enrichment providers more equitable access to the school."

"It's difficult for after-school programs to operate with district fees and structure."