Summary of Feedback from Long-Range Facility Planning Videos

School Financing

- Concerns about inequitable funding models, especially subsidizing smaller schools while larger schools are overcrowded.
- Calls for more efficient use of funds, including consolidating programs and facilities.
- Some distrust in financial transparency, particularly regarding 2022 Bond and its perceived misuse.

Sample comments:

“Stop overloading smaller schools with staff that aren’t necessary…”
“Subsidizing small schools creates massive inequality throughout the district..”
“How can we trust those in power to make savvy financial decisions…”

Educational Specifications

- Strong opposition to large elementary schools (750+ students); preference for student range of 300-500.
- Concerns that current specs are outdated and not based on best practices or research.
- Desire for smaller class sizes and more personalized learning environments.
- Some calls to reconsider the K-8 model

Sample comments:

“The educational specification for elementary is way too large…”
“Use research to determine optimal school sizes, not outdated formulas…”

Enrollment

- Declining enrollment attributed to families choosing private schools, homeschooling or leaving due to dissatisfaction. Also cite public mistrust and perceived lack of academic focus as reasons for enrollment decline.
- Suggestions for an outreach campaign to attract and retain families

Sample comments:

“Please address the reasons families are choosing alternative schooling…”

Boundaries & Feeder Patterns

- Strong support for clean feeders to maintain peer continuity from elementary through high school
- Frustration about current split feeder patterns and concerns about emotional impact of fragmentation
- Suggestions to realign boundaries to balance enrollment and promote equity; but also, concerns about community disruption from possible boundary changes and school closures

Sample comments:

(Specific to particular schools’ feeder patterns)

Facility Conditions

- Support for modernization projects funded by the bond

- Concerns about aging buildings and the need for seismic upgrades
- Frustration over possibility of closing schools that recently received facility investments
- Desire to have equitable upgrades across the district

Sample comments:
(Specific to particular schools)

Overall Themes

- Call out of perceived discrepancies between 2022 Bond promises and their understanding of current facility plans
- Some distrust around bond use transparency that may threaten long-term community support

Public Comments from: https://engage.beaverton.k12.or.us/long-range-facility-planning

Date Submitted	School Financing	Educational Specifications	Enrollment	Boundaries & Feeder Patterns	Facility Conditions	Please write your comment.
May 05, 2025, 11:39 PM		1				Can Sunset highschool add AP classes curriculum?
May 05, 2025, 09:17 PM				1		Clean feeders. Start with the high schools and work backwards. Elementary schools should never be split like Oak Hills is. It's heartbreaking.
May 05, 2025, 09:15 PM					1	ISB is the top rated public school in the state, yet the building is abysmal. My high schooler is in portables all day, but prefers it (if it's not pouring) because at least those classrooms have heat/AC. There is no music room, no auditorium space large enough for the school to gather, and overcrowded classes. Why don't you value ISB? The principal and teachers work so hard to give our children the best education with the fewest resources. Do better, BSD.
May 05, 2025, 09:12 PM					1	Sunset is falling apart at the seams. My children were told the heating doesn't work and won't be fixed until 2026, which is absolutely unacceptable. Maybe your dwindling enrollment is from parents pulling their kids out of unsafe conditions and sending them to well-maintained schools like Jesuit. My kids sit on the floor to eat because the cafeteria is too small. They keep their winter coats on during class. If you want people to keep sending their kids to Sunset, you need to replace that building.
May 05, 2025, 09:11 PM				1		We go to West TV and I think our school should feed into Tumwater and sunset based the location and access. Our neighborhood (we live off of Flotoma and orchard) has direct access to a bike and walking path that leads to Tumwater and sunset (7 minutes drive) is far closer to our neighborhood than Beaverton high school (20 minutes). Also both Tumwater and sunset feel more apart of our community. I have taken my kids to the cedar Mill library since they were babies, we eat at restaurants near Tumwater, our gym and grocery store is across the street from sunset. Given the access my neighborhood has to Tumwater and it's proximity to sunset I think that the board should reconsider having west tv feeder pattern.

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May 05, 2025, 09:09 PM	1					Figure it out. Small schools are better schools. Every single school should have a dedicated PE, music, art & tech teacher, along with a certified librarian. Stop acting like we're too poor to afford the schools our children deserve and figure out a way to reallocate funds away from bloated admin and unsuccessful programs. Smaller neighborhood schools are the solution, not the problem.
May 05, 2025, 09:06 PM		1				How dare you post such an obviously slanted "informational" video? Small schools are better schools, period. Education is not a business.
May 05, 2025, 07:52 PM				1		I have a 3rd grader and a soon to be kindergartner at Nancy Ryles. I understand that Nancy Ryles students will split between two middle school. I would love to see that change so all the students go to the same middle school.
May 05, 2025, 07:04 PM	1					None of these videos make it seem like keeping all the schools open as an option. It's pretty clear that financially you are closing a school. I moved into a neighborhood so my children could go to an excellent school and then being told it might be closed, is both frustrating as a parent and taxpayer.
May 05, 2025, 06:48 PM					1	Work on renovations and improvements and not consolidation and new construction. You are not considering the environmental and family impacts of having to get your child to a huge school across town, that's not even in your neighborhood. Traffic, emmisons, carbon footprint increase, gas cost, work schedules, crowded streets and neighborhoods with cut through traffic, schedule conflicts for pick up and emergencies. You are eliminating walkability, walk or roll or bike to school and all the positive attributes smaller neighborhood schools provide. What happens to the lots in the neighborhoods where you take away the school and how that can impact your families and communities and change a neighborhood completely depending on what replaces your building. The investment that new families have made buying into a neighborhood specifically because it has a smaller neighborhood school or feeder school right nextdoor for

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						walkability and ease. Disconnecting families and community in our own neighborhoods. Dismantling any connections made with bsd friends/families that live near you and turning students into numbers where they will get lost in a system and get missed for services. Its not equitable or fair for you to make the decision to take away smaller neighborhood schools when you have our money to repair and renovate them and we invest in our properties and neighborhood because of the school that is already there.
May 05, 2025, 06:09 PM	1					BSD owes the taxpayers the best education for the lowest cost... enrollments are going down... some schools need significant upgrades or replacement... consolidate and close smaller schools as well as those schools that need significant upgrades... adjust your feeder maps accordingly. Walk away from egalitarianism, it's a money pit.
May 05, 2025, 05:45 PM	1					If the option is closing a school or having a blended-grade level classroom I would support blended grade classrooms. It would be very interesting to have/see the numbers in this video be updated to show only the funds which are discretionary to the district--ie: remove all of the federal funding, grants, nutrition services extra funding as the district really doesn't have a choice in where or how to spend those funds. I feel like there are things included in the numerator of that calculation that are allocated based on strict rules that simply wouldn't "go away" with a bigger school.

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May 05, 2025, 05:39 PM					1	Our community has long supported the school district's bond and levy requests and I have wholheartedly voted "yes" on every ballot for BSD funding. I'm hopeful that this support will continue and that all schools in the district will receive the attention needed to upgrade and improve safety. We should repair and fix older schools. Closing a school simply because it's "old" and "expensive to fix" should not be the reasons to close the school. If it's performing poorly, if there are other safety concerns about location, etc. could all be considerations, but simply "let's close three schools so we don't have to fix them all" is not the right answer. That all being said, I'm afraid that BSD has lost the trust of many parents in the district with the way they handled the school closure discussions in the spring of 2024. Over the past year parents have not had a real way to provide feedback to the district. There have been no listening sessions, the district has taken no accountability for the terrible way in which this was all rolled out. We've been told that these LRFP meetings and sessions have been a way for us to provide feedback and input. However, when I attended one of the meetings, the facilitator specifically said to the group "this is not the forum to discuss school closures." Which leaves everyone wondering "what is the right forum" Given all of this, I think the District has some serious work to do to restore public trust if the District ever attempts to pass a bond measure again.
May 05, 2025, 05:32 PM				1		It's important to keep kids together in cohorts that will move through schools together. I grew up in a district where I was lucky enough to go Kindergarten-12th grade with my classmates (adding more students as we moved to Middle school, and then more as we moved to High School). In an ideal situation, elementary schools should feed into the same middle school. And middle schools should feed into the same high school. Splitting kids up at that juncture is really hard socially.
May 05, 2025, 05:27 PM					1	International school of Beaverton building is outdated and unsafe in case of an earthquake, based on the evaluation done by BSD. How is this going to be addressed?

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May 05, 2025, 05:24 PM			1			I'd love to see some data on students that have left the district to attend private schools. I feel that's where a large decrease in the enrollment for our neighborhood school has come from. What is the district doing to try to extol the virtues of a public education and encourage people to send their children to private schools.
May 05, 2025, 05:18 PM		1				I think what's missing from the discussion on Ed-Specs and what the district hasn't satisfactorily answered is why the 30 classrooms for elementary school was deemed to be the best answer. No where have I heard or seen research or best-practices indicating that's the right number. It seems like your video (and therefore the district's position) is that most people agreed that "this felt like the right number." I believe if you were to poll parents and teachers in the district, you'd find that very few (if any) feel as though this number "feels right" The Ed-Specs need to be reevaluated (no more passing the buck of "this was done before I got to the district"), they need to be supported by evidence and research and at a minimum be benchmarked against districts of similar size and demographics, and frankly against districts that have better performance than Beaverton. If we want to improve we should emulate other districts. Not build giant schools. Also, the comment in the video of "that doesn't mean there *will* be 750 students, just that there's room for them is extremely aggravating because no one is building a school to have excess capacity in a time of declining enrollment. And, the district/LRFP committee has already proposed closing schools to *fill* the new Raleigh Hills elementary.
May 06, 2025, 10:18 AM			1			What impact does the cooper mountain development expect to have on the boundaries for mountainside high school? does the district expect that they will be redrawing lines for beaverton and southridge enrollment as a result?

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May 06, 2025, 10:11 AM				1		I think keeping kids with their elementary and middle school cohorts is important. My son goes to Highland park, while he will head to southridge, the majority of his friends will go to mountainside. This change has caused a lot of anxiety in our home trying to plan for and avoid that breaking up of these strong relationships as they move to their high school years. I see many families playing address games to put their kid into mountainside and am worried that southridge has become an unattractive place to land and kids talk negatively within the MS about those already emerging rivalries. Middle school should be building the leadership base for the HS and this current plan doesn't do that.
May 06, 2025, 07:15 PM		1				I think the ed specs should have ranges. There could be good reason to flex the expectations depending on challenges specific to each project. I also think some of those specs from 2014 should be considered "nice to have". With the budget short fall that we are facing, some things that are not fully necessary, should be on the table for exclusion.
May 06, 2025, 07:06 PM	1					We should adopt a new model that is fiscally responsible. Rather than continuing to subsidize the smaller schools.
May 06, 2025, 05:27 PM	1					You lied about what the money was going to go to (financial fraud) . The Superindent should be indicted and the rest of you drifters will be sued for financial frauds as what the voters approved was NOT what was done with OUR money..
May 06, 2025, 04:22 PM				1		I think the district needs to do a full evaluation of boundaries at all levels, and reassess boundary lines for schools to prioritize filling buildings that are currently under-enrolled. There have been so many piece-meal changes made to boundaries over the last decade; we need a systematic look at how they are all connected and related, so there is not a cascading domino affect each time little changes are made in isolation. I understand building new schools when previous buildings are not healthy/up to code/are old, etc. to have a higher capacity, but we also have current elementary schools with empty classrooms. Filling the schools we have by redistributing

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						enrollment is both a better use of the budget, and doesn't take away the community that smaller elementary schools provide.
May 06, 2025, 04:05 PM	1					As a primary classroom teacher at a smaller elementary school, I'd like to strongly advocate for the current practice of making sure each grade level at an elementary school has at least 2 teachers in it. I depend on my same-grade teaching partner daily; we constantly reflect on what went well with lessons, collaborate in planning and preparing for lessons, and support one another in innumerous ways. Being isolated in a grade level would be a detriment to students' learning and teachers' quality of instruction.
May 06, 2025, 01:59 PM				1		Our family would like to advocate for keeping feeder patterns in place. As we were BSD students ourselves, we experienced having to go to a different middle school than the majority of our elementary classmates, and this was a very difficult experience. We understand the many factors that are in play, but if elementary students are forced to split up and attend different middle schools, please ensure that it's not only a tiny portion of a school that is being separated.
May 06, 2025, 01:56 PM	1					Our family strongly agrees with creating a new financial model that is more sustainable in the years ahead. We support the consolidation of smaller schools so that smaller schools are not subsidized in the way they currently are, thus distributing resources more equitably across the district. Most of the smaller, subsidized schools are higher SES schools and this current model is misaligned with the district's emphasis on equity.
May 07, 2025, 08:56 AM				1		Minimizing disruption to schools not in the vicinity of new facilities being built should be a high priority. Maintaining feeder patterns that do not need to be disrupted for the sake of larger scale adjustments should be avoided at all costs.

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May 07, 2025, 05:41 PM	1					Regarding your explainer video for long-range facility planning: smaller schools serve has important hubs for communities in ways that larger schools simply cannot. Community involvement and support are critical for educational effectiveness beyond the test scores and state benchmarks, and by consolidating students into larger schools, you create distances between families and facilities in ways that cannot be overcome by a more robust transportation plan. Furthermore, the video explains that smaller schools "should" not have key staff and programs, like music, and "should" not have multiple teachers per grade level. Are you kidding? The absolute main things students SHOULD have access to are programs, opportunities, and educators covering a broad spectrum of subjects that will enrich their intelligence and enable their future successes. Students SHOULD have reasonably sized classes, with ample faculty to cover their grade levels and provide individual attention. Schools SHOULD be sized appropriately for the surrounding communities they serve. Current boondoggles, like $300m high schools the size of community colleges, elementary schools designed to look like prisons, and shiny, but unproven technologies substituted for actual instruction, seem like a great way to spend money without understanding the environments children actually thrive in, and what it takes to help those children become intelligent adults. I think you SHOULD pay more attention to the semantics of your messaging—are you educators or not?
May 07, 2025, 03:37 PM					1	1. Be careful about consolidating schools and making them too big. I made comments about this in the Ed Spec section. 2. You got bond money to fix up some schools and now you're considering closing them — you have a responsibility to the voters to follow through on your promise and/or communicate openly with them about what you're going to do and why you might need to make changes. Don't ask us to vote for one thing and then do another, or you'll lose our trust and we won't vote for more bonds.

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May 07, 2025, 03:36 PM				1		1. Don't let bussing be the driving force behind the boundary decisions. Find the money to have enough buses that you can get students to the schools they should actually go to for other reasons. 2. I like the idea of clean feeder patterns from elementary to middle to high school, but I see how it can get complicated to do that sometimes. That said, I see how my Whitford 7th grader is making friends who won't go to Beaverton High School with him, they'll go to Southridge. It's not ideal, but not the end of the world.
May 07, 2025, 03:35 PM			1			The District thinks it doesn't have any competition for where students go to school, and that is wrong. The exodus to private school, online charters, and homeschooling during the pandemic proves this point. BSD needs to change its approach and sell schools and the district as a whole to parents. Private schools have open houses and applications in the fall. You don't have your non-Options middle school and high school info nights until the late winter. By this point, you've forced some families to apply to private schools because they can't learn about their BSD school in time. Families should want to choose BSD schools, not feel like they're a default.
May 07, 2025, 03:35 PM		1				1. Ed Spec from 2014 is too old... the pandemic changed the world since then. You need new research and a new vision for what schools should look like and accomplish. 2. The current Ed Spec of 750 students in elementary school is too big! Look at the research and you'll find that about 500 students per elementary school provides a balance between financially sustainable and good for our students. If you need help finding the research, the Raleigh Park Elementary community has resources for you. Please reach out to Talya Sanders at talyasanders@gmail.com for more information. 3. The idea that you'll build a new, large building but not immediately nearly-fill it with students seems unlikely. So, don't build much bigger than you want to use. Don't build a 750-student building if you want to put 550 students in it -- it's a waste of money. Find a design that can be added to

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						decades later (but better than awful "portables"), and use that now to build what you need now and in the future.
May 07, 2025, 03:35 PM	1					1. Consider how closing/shifting students will change how much Title 1 funding BSD receives. 2. The video makes me think you're warning us that you're going to close smaller schools. But shifting to huge 750+ student elementary schools (like the new Raleigh Hills school) is a very different student experience than the 560 student school you gave as an example. If keeping very small (and under-enrolled) elementary schools open isn't possible, you need to keep elementary schools at 3-4 classes per grade (450-550 students per building), not create mega schools. 3. Before you decide to close schools, examine the student population and location and see how boundaries could be shifted to relieve overcrowding at some larger schools and add more students to smaller schools.

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May 08, 2025, 10:00 AM	1					Thank you for the informative video about school financing. While I understand the financial incentive to transition to larger elementary schools, I urge you to remember that there are many non-tangibles to consider here as well. I deeply hope that the district will maintain some smaller schools moving forward. Something important is lost as elementary schools get bigger. I am a current BSD employee; I worked as a sub in the district for two years before transitioning to my current role working full-time in a small elementary school. I had the chance to sub in almost every elementary school in the district, and I can say that I FAR preferred working in a smaller schools because they consistently had a much higher sense of belonging, community, and staff cohesion. In smaller schools, every staff member knows every other staff member on a first name basis, all children are known on a first name basis, and there is a sense of everyone being connected and part of one cohesive community. As a sub, it was a joy to work in these small schools; I was greeted in the front office by name, and treated like an honorary community member. Currently, as part of a small school staff, I love coming to work because I feel like I'm part of a little family. On the other hand, in the larger schools, I felt like an anonymous cog in a machine; there was far less eye contact between staff members, I was rarely if ever remembered (much less greeted by name), and even more surprisingly, staff members didn't all seem to know each other (much less all of the children in the school). On more occasions than I can count in those larger schools, I would ask a staff member for directions to another teacher's room, and the staff member wouldn't even know the teacher I was referring to. Teachers definitely didn't know the students in other grade levels. I had the sense, over and over again, of teachers just putting their heads down and focusing exclusively on their own classroom/grade level; many told me that they simply did not feel a sense of connection or belonging to the larger school community. I do think that the smaller elementary schools provide countless benefits that are not as easy to quantify, but that are are critically important for the lived experience of staff, children, and families. While some people may enjoy the hustle and

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						bustle of the bigger schools, I think it is worth maintaining these smaller schools so that families and staff members still have choices in terms of the type of community they want to be a part of. Thank you for considering this perspective!

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May 08, 2025, 09:41 PM			1			Beaver Acres is operating near effective capacity, with a building capacity of 741 (augmented to 893 with portables). In contrast, Barnes Elementary enrolls only 478 students despite a similar capacity, due in part to its specialized immersion program. Arco Iris, a K-5 Spanish immersion charter, serves around 393 students. Sunset High School currently enrolls about 1,903 students, while Aloha High enrolls around 1,609, both having seen recent declines. These trends could shift as housing construction continues. Notable developments in the Beaver Acres area include the Panzer Redevelopment (533 new homes), the Rembold Elmonica mixed-use complex (257 units), and REACH Elmonica apartments (81 units). Altogether, these projects could add over 1,100 new housing units, translating into hundreds of new students. Enrollment forecasts show Beaver Acres could reach or exceed core capacity within a few years, while Barnes remains under-enrolled. Beaver Acres also serves a student body that is over 95% low-income, raising concerns that overcrowding will disproportionately impact high-needs students. Redistributing enrollment now using underutilized space at Barnes or nearby schools would relieve pressure before conditions worsen. Barnes Elementary currently offers a full dual-language immersion program in Spanish across all grades. It does not offer parallel English-only classes, limiting access for neighborhood families who do not wish to participate in immersion. Additionally, the program draws transfer students from outside the immediate area, including from Beaver Acres, reducing the school's capacity for local students. While the immersion program aligns with the district's multilingual education goals, its current placement at Barnes restricts access for many neighborhood families and contributes to under-enrollment. Relocating the program to a more centralized site—or co-locating it with Arco Iris—would open Barnes to general enrollment. This change would allow Barnes to absorb some of Beaver Acres' overflow and provide standard English instruction to neighborhood families. It would also maintain access to immersion for families who choose it, preserving

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						program integrity while alleviating spatial imbalances. The current concentration of low-income and Hispanic students at Beaver Acres and Barnes highlights equity challenges that school boundaries and program locations can exacerbate. Research shows that students in socioeconomically integrated schools experience better academic outcomes, higher graduation and college attendance rates, and lower dropout rates. Promoting integration through strategic zoning and capacity management can distribute resources more fairly and avoid overburdening high-needs schools. Redrawing boundaries to move some Beaver Acres students into Barnes—and possibly other schools—will help balance student demographics. As Barnes becomes available for general enrollment, zoning new high-density housing to it rather than to Beaver Acres can prevent further crowding and demographic concentration. These moves support state and district equity policies that call for reducing opportunity gaps and distributing high-needs populations more equitably.

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May 08, 2025, 09:38 PM				1		Research and policy best practices strongly support maintaining cohort continuity as students progress from elementary to middle to high school. Frequent school transitions and split feeders have been shown to negatively impact academic achievement and social-emotional development, especially for disadvantaged students. In the current feeder pattern, Beaver Acres students feed into Meadow Park but later diverge from their peers when assigned to Aloha High School. This “split-feeder” arrangement means many children enter 9th grade separated from their friends and established peer support. Maintaining stable peer cohorts through school transitions can improve students’ sense of belonging, ease adjustment, and bolster academic outcomes. Many districts strive to eliminate split feeders for these reasons; for example, one recent boundary study set a guiding principle to have 100% feeder pattern continuity if possible. Applying this to Beaverton, Beaver Acres students should ideally advance with their Meadow Park cohort into one high school. The misalignment could be resolved through a boundary adjustment at the high school level or by re-routing the cohort earlier. Either approach would allow students to maintain relationships and continuity from grades K–12, which research shows leads to lower dropout rates and higher college enrollment.

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May 08, 2025, 09:35 PM				1		Beaverton School District faces intertwined challenges at Beaver Acres Elementary: rapid enrollment growth, fragmented feeder patterns, and concentrated demographic disparities. Beaver Acres ES serves 727 students as of 2022-23, far exceeding neighboring Barnes Elementary's 478 students. The Beaver Acres attendance area is experiencing a housing boom with over 1,200 new homes approved or under construction, driving projected enrollment even higher. At the same time, Beaver Acres students follow a split feeder pattern: they attend Meadow Park Middle School alongside peers from Barnes and others, but then split off to Aloha High School while most middle-school classmates continue to Sunset High School. This break in cohort continuity can disrupt students' social networks and support systems during a critical transition. Compounding these issues, the Barnes Elementary campus is entirely devoted to a Spanish dual-language immersion program, which limits neighborhood access for families seeking standard English instruction and leaves Barnes under-enrolled despite available capacity. Meanwhile, both Beaver Acres and Barnes serve large populations of low-income and Latino students (Barnes is ~70% Hispanic; Beaver Acres is 35% Hispanic with >95% of students low-income), highlighting equity concerns when these populations are concentrated in just a few schools. Enrollment should be redistributed to relieve overcrowding, and promote demographic balance in line with district and state equity commitments.Research and policy best practices strongly support maintaining cohort continuity as students progress from elementary to middle to high school. Frequent school transitions and split feeders have been shown to negatively impact academic achievement and social-emotional development, especially for disadvantaged students. In the current feeder pattern, Beaver Acres students feed into Meadow Park MS, but upon reaching high school the majority of their middle school peers matriculate to Sunset High, while Beaver Acres students are zoned to Aloha High. This "split-feeder" arrangement means many Beaver Acres children enter 9th grade separated from most of their friends and established peer support. According to education experts, such disrupted

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						transitions "do not allow for continuity within the school community as students progress from elementary through high school." Maintaining stable peer cohorts through school transitions can improve students' sense of belonging, ease adjustment, and ultimately bolster academic outcomes. Many districts strive to eliminate split feeders for these reasons; for example, a recent boundary study guiding principle was to "have 100% feeder pattern continuity if possible", feeding entire elementary zones into the same secondary schools. To apply this in Beaverton, Beaver Acres students should ideally advance with their Meadow Park MS cohort into one high school. The misalignment could be resolved by a boundary adjustment at the high school level – e.g. reassigning the Beaver Acres attendance area to Sunset High School to keep peer groups intact from grades K-12. Preserving these cohort bonds can yield concrete benefits: students in consistent cohorts have lower dropout rates and higher college enrollment than those experiencing fractured transitions. In sum, adjusting feeder patterns to end the split at high school will enhance both the educational continuity and social-emotional well-being of Beaver Acres students.

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May 08, 2025, 09:43 PM				1		To achieve the goals of cohort retention, enrollment relief, and equity, the following coordinated actions are recommended: 1. Realign Feeder Boundaries for Cohort Continuity Reassign Beaver Acres from Aloha to Sunset High School so students can stay with their Meadow Park cohort through high school. This would improve social continuity and student outcomes while making modest adjustments to enrollment at both high schools. Sunset has sufficient capacity to absorb these students and would benefit from increased diversity. 2. Relocate and Consolidate Spanish Immersion Programs Move the Barnes dual-language immersion program to a centralized location or merge it with the Arco Iris charter. This would allow Barnes to return to serving its neighborhood population with general English instruction and provide relief to nearby overcrowded schools. 3. Attendance Boundary Adjustments to Balance Enrollment Redraw elementary boundaries to shift some Beaver Acres students to Barnes, especially from the zones where new housing is being developed. Aim to reduce Beaver Acres' enrollment to around 670 students (90% of capacity) and bring Barnes closer to full utilization (about 550–600 students). 4. Class Size and Capacity Targets Maintain class sizes in the low-to-mid 20s at both schools by targeting 85–90% building utilization. This allows for buffers against future growth and minimizes the need for portables. Regular reviews of enrollment and development trends should guide future capacity adjustments. 5. Equity Monitoring and Support Ensure resources follow students who shift schools, and that both Beaver Acres and Barnes receive adequate Title I funding and support services. Monitor demographic data and student outcomes to ensure changes lead to greater integration and opportunity for underserved students.

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May 09, 2025, 12:26 PM		1				I would have liked to hear more about the "why" related to some of the points. As an example, blended classrooms were mentioned, and seemingly excluded from consideration. Why? Perhaps there's substantial research that shows they're not effective for students? Each school must have a music teacher. Why? Why isn't sharing a music teacher a good approach? Personally I have my doubts about very large elementary schools. Schools need to foster a sense of belonging and safety for the youngest students. The number of students in the edspecs for elementary and middle schools, as I understand them, mitigates against having multiple elementary schools feeding the same middle school. (I also commented in the feeder section on this.)
May 09, 2025, 10:38 AM				1		Staying with friends is important to all students. It's critical for some. Sometimes one friend can make the difference between staying on the bike and falling off the cliff. I have an 8th grade Whitford grandchild who is mourning the loss of a dear friend who will go to Southridge. He is assigned to BHS. When my own kids were in BSD (Terra Linda, Meadow Park, Sunset, '72 and '76) I don't recall this being an issue. They traveled with their friends the whole way. The district should prioritize keeping kids together, IMO.
May 12, 2025, 04:14 PM					1	If schools are closing, what happens to that property? What will the district do? Why do the portable buildings not have the same attention? The portables can be too hot and too cold.
May 12, 2025, 04:08 PM				1		Boundary shifts to accommodate for school populations seems more important than feeder patterns.
May 12, 2025, 03:59 PM			1			The district should be looking at why families are leaving BSD. State funding should grow as the cost of living rises, and not just go down because enrollment is down.

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May 12, 2025, 03:47 PM		1				If BSD is trying to build schools that aren't too big where as the video says "you don't know every student's name, strengths, and needs," why have the newest elementary schools built to hold 600 + students? Additionally, the size of the schools and needs matter. Title I schools with a large student population struggle differently than non-Title I schools. Ed specs need to consider the student populations when determining what is "optimal."
May 12, 2025, 03:35 PM	1					Larger schools need more support and they seem to not be getting the support needed, especially when it come to Title I schools. What percentages of annual budgets to go maintenance, teacher/staff salary, services etc? Being able to compare those numbers would help answer the question of whether the district should subsidize small schools or go with a different financial model.
May 13, 2025, 05:34 PM				1		I think that someone should look into where suma students feed into.
May 13, 2025, 02:14 PM				1		My child is an eighth grader at Meadow Park Middle School and is going on to attend Sunset High School next year. He was very upset to learn that the new friends he made in middle school and some of his friends from Barnes Elementary School are not going to move on with him to high school. Why is it split? I don't understand why so much unfamiliarity from middle school to high school is present.
May 14, 2025, 07:16 AM	1					Hello, I recently applied as a representative for zone 7 to the Long Range Planning Committee. How do we find out if we did or did not get on the committee? Thank you.

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May 16, 2025, 11:34 AM	1					We should be looking to balance both our classroom financing and our facilities finances and look to optimize for our option programs. For example, take the great programs that BASE offers and embed them into our mainline high schools--and use our bond funding to bring all of our high schools up to the same standards. For example, the bio tech program at BASE could be combined with the medical/nursing program at Beaverton High. It could still be managed as a separate program and as an Option program (likely with minimal administrative overhead--not a complete doubling of staff), but receive the benefits of new facilities, more options for elective classes, better balance in staffing for key courses, and would provide access to extracurricular activities like sports, music, clubs, and other activities not available at BASE. BASE has struggled to maintain staff that can offer a full AP slate of classes for their students--especially in areas that are relevant to their programs. Having an engineering and computer science pathway, without offering AP Physics, does not make sense. Additionally, BASE is often sitting with only one qualified teacher for a given subject. When the AP Calculus teacher had to take a leave last year, there was no back-up and the teaching of that subject fell to the principal. In a bigger high school, with a better balance of school financing, there would always be at least 2 teachers due to the higher population and demand--providing an amount of redundancy.
May 16, 2025, 11:32 AM			1			We need to be ready to start consolidating. In no forecast will we see a baby boom that would put BSD and other local districts into a growth pattern. We should look to use this opportunity to consolidate to also make best use of our facilities financing and drive toward a more equitable spending. Subsidizing smaller schools by over-spending per student, along with maintaining the older, smaller schools is a waste of money and drives further inequity in the district.

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May 16, 2025, 11:30 AM					1	Many of the smaller schools are also the older schools. We should be using the facility funding wisely, working to consolidate to have a consistent experience, and not utilizing facility funding for small population schools--effectively driving a benefit for only a small part of the district student population. While I am a parent of two kids in option schools, I believe one place we most need to scrutinize our spending is the option schools. Investing in a campus like the Capital Center that houses BASE is an absolute waste of funding and shows a lack of stewardship of taxpayer dollars. I believe this goes hand in hand with school financing. I believe that we need to move toward a more equitable model for school financing. Subsidizing small schools creates a massive inequality throughout the district--especially when larger schools have to have immense class sizes. My youngest son attends Hazeldale Elementary where his 5th grade class (along with the other two 4th grade classes at the school) is currently over 32 kids and is an absolute struggle for the teachers to maintain any amount of control, let alone provide a good learning environment. Learning that we have schools where we fund two teachers where only one teacher is needed, then seeing the over-crowding in other places makes ZERO sense. Additionally, we should be looking to take the great programs that BASE offers and embed them into our mainline high schools--and use our bond funding to bring all of our high schools up to the same standards. For example, the bio tech program at BASE could be combined with the medical/nursing program at Beaverton High. It could still be managed as a separate program and as an Option program (likely with minimal administrative overhead--not a complete doubling of staff), but receive the benefits of new facilities, more options for elective classes, better balance in staffing for key courses, and would provide access to extracurricular activities like sports, music, clubs, and other activities not available at BASE. BASE has struggled to maintain staff that can offer a full AP slate of classes

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						for their students--especially in areas that are relevant to their programs. Having an engineering and computer science pathway, without offering AP Physics, does not make sense. Additionally, BASE is often sitting with only one qualified teacher for a given subject. When the AP Calculus teacher had to take a leave last year, there was no back-up and the teaching of that subject fell to the principal. In a bigger high school, there would always be at least 2 teachers due to the higher population and demand--providing an amount of redundancy.

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May 16, 2025, 11:19 AM	1					I believe that we need to move toward a more equitable model for school financing. Subsidizing small schools creates a massive inequality throughout the district--especially when larger schools have to have immense class sizes. My youngest son attends Hazeldale Elementary where his 5th grade class (along with the other two 4th grade classes at the school) is currently over 32 kids and is an absolute struggle for the teachers to maintain any amount of control, let alone provide a good learning environment. Learning that we have schools where we fund two teachers where only one teacher is needed, then seeing the over-crowding in other places makes ZERO sense. I believe this goes hand in hand with facility conditions. Many of the smaller schools are also the older schools. We should be using the facility funding wisely, working to consolidate to have a consistent experience, and not coupling facility funding into small population schools--effectively driving a benefit for only a small part of the district student population.
May 27, 2025, 08:31 PM				1		I think it is important to keep students with their friends through to the next feeder school.
Jun 04, 2025, 10:44 PM				1		The present boundaries represent a reasonable compromise to create neighborhood schools, with minimally disrupted feeder patterns. The potential closing and consolidation of elementary schools serves to fracture the neighborhoods and communities, and further disrupt feeder patterns. BSD is obligated to serve the communities that fall within its territory. To fracture these communities with elementary school consolidation would be a disservice.
Jun 04, 2025, 10:40 PM			1			The present enrollment suits the schools appropriately. The decision to (re)build a much larger school without community engagement in long range planning reflects a serious misstep by BSD and a betrayal of public trust. The subsequent outreach efforts come off as lipservice to placate the public while already made decisions proceed.

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Jun 04, 2025, 10:37 PM				1		Boundaries should be drawn in a way that no elementary school is above capacity. Some of the options shared last year, showed boundaries being changed that put William Walker about 100 percent capacity. We should not be purposefully creating boundary changes that will overcrowd schools - especially a title one school. Additionally, it was frustrating to see that Oak Hills (a non-title school) is getting a building addition when schools surrounding Oak Hills have open space. It seems like boundary adjustments are necessary for all schools, not just schools south of 26.
Jun 04, 2025, 10:27 PM		1				The education specifications were written with no data to back them up. BSD needs to go back to the drawing board and redo the ed specs.
Jun 04, 2025, 10:23 PM	1					I keep hearing comments made in the school board meetings sbout how the 2022 bond money is being spent well and everyone is impressed with how it is being managed. I can accept that this may be true, but it does not erase the purposeful intention to withhold district plans to CLOSE schools, in conjunction with rebuilding Raleigh Hills. I am thrilled for Raleigh Hills to have a rebuilt school. I really am. My trust has been 100% eroded by the district that the school closures were hidden so that the bond money would be voted through. I do not know how I can ever vote to give you bond money in the future because I can no longer trust the information I'm being given by the district. I can also accept that difficult decisions have to be made. In the end, closing schools MAY BE the decision that HAS to be made. Please stop blocking out the communities that are impacted. We need a voice. We need to be heard. The complete refusal to discuss the topic with the schools that are affected IS NOT BEING TRANSPARENT. The conversations will be hard. But they can also be heated and respectful. Just because it would be uncomfortable to talk to us, doesn't mean you shouldn't. Refusal to talk is not transparency, it's dictatorship. I get the money is allocated. I get that the building is being built. I don't get the lack of respect for our communities that you won't even talk to us face

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						to face. The BRIC meetings weren't it, and the district knows that. I asking for you to respect us enough, to have a conversation. Please. Long range planning doesn't just happen in the future. Long range planning affects what is happening NOW. Let's talk.
Jun 04, 2025, 09:47 PM		1				The foundation of education begins in elementary school. It is beyond important to prioritize strong outcomes in elementary school as this means fewer expensive interventions required in upper grades. Smaller schools have increased engagement and attendance as students are well known by their teachers, protected from bullying, and are less likely to slip through the cracks and fall behind. This sets the foundation for kids to enjoy school and their learning. The current Ed spec of 750 is drastically too large for elementary school and is not the norm for this region. It is more reasonable for a 750 student school to be a K-8.

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Jun 04, 2025, 09:34 PM	1					I strongly believe that smaller schools GREATLY benefit our kids and our community at large. Especially smaller schools with higher numbers of kids from marginalized backgrounds that may not have as much support at home - a smaller school where every faculty member knows and cares for every kid in the school is invaluable. Also, kids are dealing with mental health struggles such as anxiety and depression at a much higher rate and at a younger age than generations before and smaller class sizes with greater teacher to kid ratios will greatly decrease bullying that goes unnoticed. Walking to school for those that live close better engages the community around the school, instills confidence and independence in kids, and teaches healthy habits of daily exercise at a young age. Lastly, smaller schools attract better teachers due to better job satisfaction which leads to teachers staying at a school long term which in turn greatly benefits students.
Jun 05, 2025, 09:58 PM	1					Keeping small schools is imperative to forming connections and supporting kids. If needed, utilize staff half time. We have done that in years past and it has kept kids with their small communities.
Jun 05, 2025, 09:49 PM		1				While building a place to accommodate a certain amount of students per classroom, every year the enrollment changes. At that point each school needs to be flexible and take away or add another class within the building. I like the way each high school has its own entity that it specializes in and the district gives the students the opportunity to attend the high school that has the programs they are interested in.

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Jun 05, 2025, 09:41 AM					1	The District needs to build more flexibility and agility into its processes for determining and executing renovations and rebuilds. For instance, when the news broke that Raleigh Hills would be rebuilt to a 750 student ed spec, and the community was rightly appalled, the district had the opportunity to pause and reconsider the size of that facility. But it plowed forward regardless. Not only did this make the community feel silenced and ignored, it created a whole new problem by building a facility that is far too large for our needs which must then be populated by students. The district then solves this unnecessary problem by proposing school consolidations of Title schools rather than simply stopping and reassessing the build. That may have cost some money to do, but so did hiring an outside consultant to then do damage control over the rebuild. The district needs to be able to address changes in demographics, voter preferences, and community feedback with agility and dexterity rather than plowing forward if it has any hope of regaining voter trust.
Jun 05, 2025, 09:38 AM		1				I struggle to see the current elementary ed spec as reflecting what is actually beneficial for students. 750 is an enormous elementary school. It also claims to be based on 25 students per classroom -- rarely have I witnessed classes that small and my kids attended one of the smaller schools in the district. How are these large impersonal schools actually supporting the students' learning? What is the teacher experience at such schools? I'd love information about test score trends, teacher turnover, family satisfaction to be included. Building big shiny schools isn't a good use of our limited funds if the actual student experience and learning in such buildings is negatively impacted.
Jun 05, 2025, 09:35 AM				1		I think keeping cohorts together as much as possible is a worthwhile priority, but not at the cost of consolidating schools, or creating mega-schools, or maintaining/improving Title schools. If the district needs to break cohorts in order to maintain appropriate school sizes then that is a smaller price to pay than abandoning our responsibilities to poorer

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						communities or destroying the quality of our school experiences by overpopulating them.
Jun 05, 2025, 09:31 AM			1			This video doesn't address the qualitative argument for declining enrollment. It seems as though the district is using historical data alone to forecast enrollment to align with recent trends, but that doesn't take into account the aftereffects of Covid lockdowns and the potential that changed behavior can have on enrollment. Covid was a once in a generation event and we are still experiencing it's echoes whether we like it or not. Many parents - particularly poor working parents - lost faith in the public school system during Covid because we did a poor job of weighing their needs. Getting those students back into public schools will take an effort of rebuilding trust. That is something the district has been incredibly poor at. The prevailing wisdom about BSD is that the district will make whatever decisions it wants to, coldly and without true community engagement. That's been borne out in several issues, Covid just being one of them. If the district wants parents to re-engage it has to do the hard work of opening the doors and making them feel like they have a voice in the decisions that impact their children. Similarly, if the district's answer to declining enrollment treats that phenomenon as unchangeable, and the only recourse is to build mega elementary schools, the district will only hasten it's enrollment decline. No parent of young children wants to send their students to an elementary school that large. Smaller schools and appropriate staffing levels are a reputation builder that bring dividends that aren't so simply quantifiable as a mathematical equation. The district needs to address enrollment from a qualitative perspective, as well.

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Jun 05, 2025, 09:25 PM	1					I don't agree with giving different amounts per student to different schools. A student can only learn so much in a year and each student should be given equal opportunity to learn. Just because the kids are from a poor area does not mean that each student should be given more money from the pie. Just as i attended a PTO meeting at Whitford a few years ago. The entire meeting was what can we give to the Hispanics. When i said they have already gotten over 75% of the budgeted money, and why not get something the rest of the student body could enjoy i was offered the door. There is no reason why the money per student isn't used fairly and evenly. By not teaching the kids at the top, Oregon will become a poor state with uneducated people. I think this is already showing its colors.
Jun 05, 2025, 09:23 AM		1				Using educational specifications from 2014 seems wholly illogical to me. Especially if the district is truly facing declining enrollment at the level it forecasts. We should absolutely revise our Ed Specs. It also seems illogical to use an unweighted mathematical formula to develop the Ed Specs. Why does the district not base the educational specifications on the best available research for school sizes? Rather than simple multiplication of classroom number by class size, allocate students based on ideal outcomes for age groups. The idea that an elementary school should have 750 students is fully beyond the size of any published research available. Everything I have found from a cursory google search puts the ideal number between 400-500. Elementary schools should be significantly smaller and we should make that a reality by reallocating students and redrawing boundaries.
Jun 05, 2025, 09:18 AM	1					It feels absolutely just and correct that we would subsidize Title schools with higher percentages of students facing poverty. This video does a poor job of linking the amount of money spent per student to that community value and instead makes it sound like we are just giving more money to smaller schools because of size. The reality is that many students who are facing poverty have a higher level of need. It therefore makes perfect sense that they would require a higher level of funding. My input is that the

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						district should prioritize keeping smaller Title schools open and if consolidation is required, then that process should begin with smaller schools that are not Title schools. This is how we center the needs of the most vulnerable and marginalized students in our communities.
Jun 05, 2025, 08:40 PM				1		Creating larger elementary schools is not the answer and it's not what Beaverton voters or parents want. Larger class sizes are too intimidating for younger children and may prevent them from learning through fear of speaking up to ask questions. It also creates more travel problems for families that live too close to ride the bus but too far to walk who don't own a car. Having my kids school in my neighborhood and walking distance also gives my kids confidence being there knowing they are close to home. I do not want my kids attending a larger school. Decisions like this really show me that the district is out of touch with what families want and need and would push me to take my kids out of public school if our neighborhood school closes.
Jun 05, 2025, 08:35 AM				1		It's not important to me to keep kids together at all. People move, things change, private school students join cohorts. This is a regular part of life to which children should become resilient. What DOES matter is the proximity of the school to the child's home. The closer, the better. This prioritizes the day to day experience of kids and parents which ACTUALLY takes a toll on their stress (time! Traffic! Gas!). The closer the school the more likely kids can walk or bike. Bring back a sense of proximity meaning community. Distance matters.
Jun 05, 2025, 08:25 AM	1					As a parent who is passionate about educational outcomes I'd encourage us to go back to basics in our classrooms. How much are we spending on iPads and chromebooks and app subscriptions? Kids don't need any of those things to learn to read by third grade, or to learn math. This is so frustrating. I don't want my kid playing video games at school.

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Jun 05, 2025, 08:23 AM			1			This video misses the point. Families are here, and began to leave the public school system in 2020 out of desperation for schools that were actually open. They didn't return or chose to leave later because the quality of the educational experience was negatively impacted by how far behind kids were and how traumatized they were. Parents who could afford to protect their kids from that and go to smaller schools whose privileged students were less negatively impacted by the pandemic, did. Also, do not discount the impact of the perception of mismanagement on enrollment trends. The constant news stories about budget deficits make BSD sound like a sinking ship. Obviously people will bail. Watch what's going on with Portland Public Schools and make a choice. We could be attracting the families who are leaving PPS and the high tax environment of Multnomah County with good policy and great educational offerings, and then these enrollment trends are nothing but speculation. Please stop relying on charts to make decisions and talk to actual people who have left or considered leaving public schools, and use common sense to think through the opportunities ahead.
Jun 05, 2025, 08:10 AM		1				Please consider the negative implications on student experience that a large elementary school may have. Our youngest learners will be overwhelmed if surrounded by 700 faces they do not know, in sprawling buildings where it's easier to get lost. The intimacy of a smaller school that allows for other kids and parents to know of invisible disabilities like neurodivergence and offer support instead of judgement will be lost. I fear the most that the ownership a community takes of caring for each other and caring for the school will be lost, because it will just be a massive building that holds anonymous kids you have no chance of getting to know at a grand scale. Picture your school size from the point of view of a 45 inch tall kindergartner, and build accordingly.
Jun 05, 2025, 08:08 PM		1				I believe it's very important to consider having smaller elementary schools (fewer than 750 students). That capacity is much too large to ensure all

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						students feel welcome and that they belong at school. I think capacities between 500 and 600 would be much better.
Jun 05, 2025, 05:59 PM			1			Please close the elementary schools that have low enrollment and consolidate them into fewer more efficiently runs schools. Keeping small schools is wasteful and prevents the students from having access to more programs that can be run at a larger school. Raleigh Hills is excellent opportunity for the district to consolidate and bring together more students into a better school with more opportunities for specialized programs to meet students unique needs. Don't listen to a vocal minority that is pressuring the district to keep small schools with declining enrollment. Those opposing the consolidation are trying to raise fear that students will not thrive at an efficiently run school.
Jun 05, 2025, 05:46 PM				1		Our middle school (Whitford) splits students to two different high schools. This is very disruptive for the friendships and bonds the students make during middle school and makes it harder for kids to adjust to high school. Please ensure that middle schools do not split to different high schools when creating the boundary adjustments.
Jun 05, 2025, 02:54 PM	1					A few thoughts: 1. If financing is such an issue, why did you spend money on fancy videos? Feels like part of the issue is spending efficacy at the admin level. 2. While I agree with balancing out the cost per student and making it more consistent, I think there's a way to do this while still keeping school sizes appropriate developmentally for the age range they support. For example- move boundaries and focus on 500 person elementary schools. This doesn't have to mean making drastic changes such as 750-790 person schools. 3. I think the district needs to look at the total cost of small versus larger schools- what does teacher retention look like? If it's higher at larger schools, is the cost savings true?

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Jun 06, 2025, 08:28 PM	1					(1) As we consider this video for Beaverton school financing and school sizes we ask: What are the "best practices" for school sizes in the US? It's between 300-400 for American public elementary schools. Beaverton should be aiming for 300-400 in an elementary school. According to the NCES, the average American elementary school is 479. If that is correct, then BSD needs to try to meet that goal, and not compromise schools which are already well over the norm. According to "The Oregonian" last year, enrollment for Beaverton elementary schools included schools with over 400, many WELL OVER 400, even some over 700. Beaverton elementary schools who have over 500 are already greatly exceeding recommended best practices. (If there is a clear and concise updated list of Beaverton elementary school sizes somewhere, please share or add it to the video.) The example of "290" in an elementary cited in the video seems to be unusual, even in Beaverton. If Beaverton elementary schools are over 700, that is the bigger problem, which seems unsound. That's what needs to be highlighted for concern in the video. (2) About money allocated to Title 1 schools. The video informs us at the beginning that Title 1 schools receive funding from the Federal gov, but does not distinguish how much the cited "Title 1" school "sample" is getting from the Federal government. It is true though, a Title 1 school where there are high needs requires more staff, and it is not fair to burden and burn out teachers who have to teach classes with groups of individuals who require intensive support in multiple areas. Where is the acknowledgement of the current Title 1 funding situation? Regarding the current Federal administration? We have to anticipate cuts. Are these Beaverton Title 1 schools going to continue to get funding? (3) About spending on students. According to educationdata.org, American

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						schools are spending $17,277 per pupil on average. According to worldpopulationreview.com, per pupil spending in Oregon is $19,375. According to "The Oregonian," the average amount spent per Oregon public school student is $17,200. A quick search online, in multiple sources, tells us that Beaverton is spending $13,172 per student. How and why is Beaverton so low compared to the other averages? (4) Concern about the cost burdens of funding smaller schools. There are "costs" and more costs. We have broad concerns about large and huge schools. Which costs are we most concerned about? Because costs are measured in more ways than one. School communities care about their individuals' social-emotional welfare, mental health challenges, bullying, anxiety, catching up from COVID-19. Don't smaller schools provide an invaluable sense of community to the students and families? People worry about gun violence due to deteriorated mental wellness. Schools face challenges with student health, social, and academic skills when students are on screens too much. There are good reasons why we invest in lower, primary education. Investments in the youngest students pays off for individuals and societies for the long run. There is work that must be done with the youngest that can ONLY be done by attentive, trustworthy adults. It is completed effectively and efficiently with our youngest pupils. We want communities where families grow and know their educators. Turnover must be accounted for. (5) About $723 million in bonds set aside for technology and facilities. How does a school system set aside hundreds of millions for technology and buildings, but not guarantee staffing ratios for its students? What bonds and assurances can be proposed to maintain appropriate ratios of staff and students in our buildings?

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						Technology is good --and also not a major concern. We don't have problems with our children getting on ipads, laptops, screens. We are more frequently warned about "too much screen time." It is not 1988; we're not trying to raise money for computers. Our children will get technology. Many get it at home and they will also get it at the library or summer camp. Teacher attention is invaluable. Healthy social life in a school setting where kids feel safe together is a priority. In America, in Beaverton, we must foster students' abilities to socialize because they live beyond their screens and we must development environments where kids won't threaten or bully or want to bring guns. Small schools contribute to close communities.

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Date Submitted	School Financing	Educational Specifications	Enrollment	Boundaries & Feeder Patterns	Facility Conditions	Please write your comment.
Jun 08, 2025, 11:49 AM				1		Do not close Ridgewood elementary! This school has a long standing in the community and is well loved!
Jun 08, 2025, 09:22 AM			1			I understand declining enrollment across the district is a concern. My concern is closing small community schools and combining those students into a larger school would in turn push more families in certain neighborhoods to choose private schools over their public school option - leading to even further decrease in enrollment. The district should be doing things to encourage families to send their students to their public schools over private. Opening a large 750 student elementary school will do the opposite.
Jun 09, 2025, 02:31 PM					1	You've clearly applied math when looking at your Long-Range Facility Plan pillars of School Financing, Educational Specifications, Enrollment, Boundaries & Feeder Patterns, and Facility Conditions. It is not clear to me what science you've applied. I'd like to understand the outcome of your Long-Range Facility Plan from the perspective of science, and by science I mean the behavioral sciences such as psychology and sociology. In short, please tell me how teachers, staff, and the student population grow and develop as the result of this plan? I think your plan might deliver a positive outcome mathematically but fail scientifically. I see no evidence how closing several small schools and replacing them with "mega schools" delivers (list not comprehensive): Improved support and guidance for students who struggle academically and/or socially Improved support and guidance for students who excel academically and/or socially Assurance that students who are "in the middle" academically and/or socially don't start to fall behind or become neglected Improved state testing preparation, methodologies, and results

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						Improved systems, procedures and policies to put teachers in the best position possible to teach our children Improve connectivity to the community Your plan concerns me greatly, and my current conclusion is you sacrifice educational quality in exchange for cost reduction.

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Jun 09, 2025, 02:31 PM				1		You've clearly applied math when looking at your Long-Range Facility Plan pillars of School Financing, Educational Specifications, Enrollment, Boundaries & Feeder Patterns, and Facility Conditions. It is not clear to me what science you've applied. I'd like to understand the outcome of your Long-Range Facility Plan from the perspective of science, and by science I mean the behavioral sciences such as psychology and sociology. In short, please tell me how teachers, staff, and the student population grow and develop as the result of this plan? I think your plan might deliver a positive outcome mathematically but fail scientifically. I see no evidence how closing several small schools and replacing them with "mega schools" delivers (list not comprehensive): Improved support and guidance for students who struggle academically and/or socially Improved support and guidance for students who excel academically and/or socially Assurance that students who are "in the middle" academically and/or socially don't start to fall behind or become neglected Improved state testing preparation, methodologies, and results Improved systems, procedures and policies to put teachers in the best position possible to teach our children Improve connectivity to the community Your plan concerns me greatly, and my current conclusion is you sacrifice educational quality in exchange for cost reduction.

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Jun 09, 2025, 02:31 PM			1			You've clearly applied math when looking at your Long-Range Facility Plan pillars of School Financing, Educational Specifications, Enrollment, Boundaries & Feeder Patterns, and Facility Conditions. It is not clear to me what science you've applied. I'd like to understand the outcome of your Long-Range Facility Plan from the perspective of science, and by science I mean the behavioral sciences such as psychology and sociology. In short, please tell me how teachers, staff, and the student population grow and develop as the result of this plan? I think your plan might deliver a positive outcome mathematically but fail scientifically. I see no evidence how closing several small schools and replacing them with "mega schools" delivers (list not comprehensive): Improved support and guidance for students who struggle academically and/or socially Improved support and guidance for students who excel academically and/or socially Assurance that students who are "in the middle" academically and/or socially don't start to fall behind or become neglected Improved state testing preparation, methodologies, and results Improved systems, procedures and policies to put teachers in the best position possible to teach our children Improve connectivity to the community Your plan concerns me greatly, and my current conclusion is you sacrifice educational quality in exchange for cost reduction.

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Jun 09, 2025, 02:30 PM		1				You've clearly applied math when looking at your Long-Range Facility Plan pillars of School Financing, Educational Specifications, Enrollment, Boundaries & Feeder Patterns, and Facility Conditions. It is not clear to me what science you've applied. I'd like to understand the outcome of your Long-Range Facility Plan from the perspective of science, and by science I mean the behavioral sciences such as psychology and sociology. In short, please tell me how teachers, staff, and the student population grow and develop as the result of this plan? I think your plan might deliver a positive outcome mathematically but fail scientifically. I see no evidence how closing several small schools and replacing them with "mega schools" delivers (list not comprehensive): Improved support and guidance for students who struggle academically and/or sociallyImproved support and guidance for students who excel academically and/or sociallyAssurance that students who are "in the middle" academically and/or socially don't start to fall behind or become neglectedImproved state testing preparation, methodologies, and resultsImproved systems, procedures and policies to put teachers in the best position possible to teach our childrenImprove connectivity to the community Your plan concerns me greatly, and my current conclusion is you sacrifice educational quality in exchange for cost reduction.

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Date Submitted	School Financing	Educational Specifications	Enrollment	Boundaries & Feeder Patterns	Facility Conditions	Please write your comment.
Jun 09, 2025, 02:29 PM	1					You've clearly applied math when looking at your Long-Range Facility Plan pillars of School Financing, Educational Specifications, Enrollment, Boundaries & Feeder Patterns, and Facility Conditions. It is not clear to me what science you've applied. I'd like to understand the outcome of your Long-Range Facility Plan from the perspective of science, and by science I mean the behavioral sciences such as psychology and sociology. In short, please tell me how teachers, staff, and the student population grow and develop as the result of this plan? I think your plan might deliver a positive outcome mathematically but fail scientifically. I see no evidence how closing several small schools and replacing them with "mega schools" delivers (list not comprehensive): Improved support and guidance for students who struggle academically and/or socially Improved support and guidance for students who excel academically and/or socially Assurance that students who are "in the middle" academically and/or socially don't start to fall behind or become neglected Improved state testing preparation, methodologies, and results Improved systems, procedures and policies to put teachers in the best position possible to teach our children Improve connectivity to the community Your plan concerns me greatly, and my current conclusion is you sacrifice educational quality in exchange for cost reduction.

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Date Submitted	School Financing	Educational Specifications	Enrollment	Boundaries & Feeder Patterns	Facility Conditions	Please write your comment.
Jun 10, 2025, 11:04 AM	1					SMALL SCHOOLS ARE SUPERIOR 1. K-5 is all about literacy, math, and building critical social skills. Kids in GIANT schools will shut down socially and be afraid to participate in large groups, hindering learning. 2. Kids from different socio-economic groups get more interaction and a better chance at developing diverse friend groups in a smaller setting. Large schools tend to create cliques of similar races, ethnicities, economic groups, and orientations. Kids in smaller groups have better opportunities to learn more about people different than them. 3. How can staff adequately get to know all the kids at their school in a HUGE population? Young children need tight-knit support and community 4. Walking and biking to school is so valuable for social, health, and environmental reasons. We literally bought our house next to Raleigh Park elementary so we could walk to school and have a positive impact on our bodies and carbon footprint. 5. Teachers get lost in big schools and their voices aren't heard. SMALL SCHOOLS ARE THE ANSWER 6. If you're concerned about enrollment, keep the small schools open. I will be more likely to send my kids to private school if we are forced to go to the giant Raleigh Hills school, and I know that many parents share this sentiment. The FEAR that Raleigh Park will close has forced many of my peers to opt for private school.

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Jun 11, 2025, 07:57 PM					1	Yes, a small part of Mckay Elementary School was originally constructed in 1929: "In 1929, the school and the community hall were replaced with a brick structure consisting of two classrooms, one with a stage (present music room) over a full basement." But the majority of Mckay was built years later: "A series of additions in 1946, 1950, 1955, 1956, 1958 and 1967 plus remodeling in 1971, 1990, and 1999, resulted in a building structure as we see it today." It is misleading to use the 1929 age as the age of Mckay when evaluating its facility score. The majority of Mckay was built years later. Source: https://mckay.beaverton.k12.or.us/about-us/history
Jun 12, 2025, 02:40 PM		1				I understand that the school funding model is complex and that larger schools have been a general trend, knowing that larger schools are less expensive on a per-student basis. Absent from the broader conversation here within BSD, though, is whether or not larger schools lead to better outcomes for our kiddos. As a Montclair parent, we're in one of the "subsidized" schools, where the budget outlay per student is higher than the average in the district. The current ed spec that focuses on school enrollment and the number of classrooms to back into an overall size of school; this doesn't acknowledge the impact of classroom size on student performance. Do larger schools lead to smaller classroom sizes? There doesn't seem to be a direct correlation there. The smaller elementary schools (for instance) don't guarantee small classroom sizes either, but the school makes up for it in the community being more accessible. It's simply not practical to expect that school support staff and leadership are going to have the same level of recognition and ability to support 750 elementary school kids, versus a school with 300 or 350.Has there been any analysis that looks at outcomes for kiddos (e.g. high school graduation rates, state test scores, involvement in extracurriculars, etc.) to correlate those with school size? If the district is making data-influenced decisions, we should be taking a holistic view into the data available.

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Jun 12, 2025, 02:28 PM				1		This is obviously a complex topic and many variables have to be taken into consideration. For school feeder patterns, the more that can be weighted towards keeping kids together as they move from elementary, to middle, to high school. The decision to keep Montclair in the Whitford and Southridge feeder pattern was a good one and I hope that can be maintained into the future.
Jun 13, 2025, 11:12 AM					1	Facility Conditions Is there not more BSD can do to support outdoor learning spaces? What would it take? Speaking of construction, it is much lower cost. Please consider the benefits and offering this kind of option. Costs could include: plumbing for water fountains and handwashing troughs, astroturf or masonry or foundation, placement and arrangement of natural materials for sitting, pavilions. https://soeonline.american.edu/blog/benefits-of-outdoor-classrooms/ We come to the end, but where is the sixth video? That would be BSD's long-range plans for human resources. Why are we only talking about buildings, numbers of classrooms, feeder patterns, and not the resources of staff? What is the turnover rate? What are the expectations of the BSD public on student to teacher ratios? What are your projections in hiring? How is BSD planning and preparing for that? What projections in salaries do you anticipate? What about costs of inflation? How many general ed elementary teachers are staying past three or five years? What is the cost of turnover? --training, advertising, rehiring? Are there areas in dire need of hiring -- like bus drivers, nurses, counselors? Is there anything we can anticipate to lose with this Federal Administration? What is the current situation looking forward?
Jun 13, 2025, 10:49 AM				1		The community advisory committees sound like democratic process in action. To encourage healthy and environmentally conscious learners, proximity to schools by walking or biking, is fair to consider.

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Jun 13, 2025, 10:47 AM			1			The video covers some real issues of falling enrollment, but it seems to skip over discussion of families who have children of school age who have left the system, the ones who have unenrolled. Are there surveys of families who choose to unenroll or opt out? Are there exit surveys for families who choose to leave the school system? And, similarly, are there surveys of Beaverton families who chose to enroll elsewhere? How many homeschooling families do we have now or since COVID? Is it continuing to increase? Does BSD survey families on their reasons for choosing alternative programs, like the FLEX program, independent schools, private schools or charter schools? And if so, what more can we learn about enrollment from them? We see and hear friends who are choosing to leave BSD to homeschool. We have met, even in one of the most desirable districts of the state, families who chose to homeschool. They say they have a good group of fellow families who've left the system. Their kids were high-achieving students. In our view it seems like homeschooling is exploding. We have trusted "pro-public" friends and family recommend homeschooling as a better option for the first time ever -- in the context of BSD. After considering this, could BSD employ more strategies to encourage remaining in the system or enrollment? How is BSD outreach to the community, especially to potential new families? Each and every BSD school has something awesome to offer, but do we all know this? How does this system engage community members to show them? What features do our schools offer that BSD can highlight that make the community proud? If a new family were to move to Beaverton, how does each and every school work to attract them?

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						What, at a minimum, are the traditional BSD conventions that EACH school's administration does to welcome a potential new family? And, are these conventions practiced by administrators evenly across the system? For example, do they: offer tours in the fall and winter (the timely, enrollment-decision months)? It seems here in Beaverton (and not in other areas of the country), only private schools offer tours. Strike one. BSD Administrative offices have repeatedly made it clear to us that schools here do not offer tours. The local school made it clear they do not offer tours. Another school said they don't know about tours and then, "maybe they will know in July or August." (!!) As it turned out, some of our schools DID offer tours, plus an spring Kindergarten welcome, an orientation day in August, playground playdates for new students. /HOW Great!/ This good news though is almost worse... because in Beaverton, such activities are thoroughly uneven across schools. The return on preparing and welcoming families is priceless -- a proud and happy community, parents whose fears are assuaged, parents who transmit their confidence to children, children who are excited to attend school. The welcoming disposition really demonstrates confidence. Could all administrators provide clear announcements about tours (clearly posted web page info, banners on the fence, emails for newly-registered families, emails or packets for new parents) or online or in-person meetings for new families in Winter and Spring? Could administrators create evenly comparable programs? If BSD schools must continue to remain tightly closed due to security concerns or the leftover habits from COVID, then WHEN and HOW is BSD create new opportunities for families who are considering enrolling to come see them? What would have to happen to allow the most-invested members, the parents and students, to feel welcomed? Local,

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						neighborhood, taxpaying parents. I encourage BSD to find ways to keep up enrollment starting there.

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Jun 13, 2025, 09:08 AM		1				"In 2014 we set the standard" for the number of general ed classrooms in a building... 30 in elementary, 44 for middle, 73 for high school... But how does "set the standard in 2014" matter to us today --over ten years later? What I mean is, this is not a very helpful statement. The important matter is: what are the results? How did the standard go? Did BSD achieve this standard? What are the current and actual numbers for the general ed classrooms in the buildings? Could you simply provide this information? Why or why not? Is BSD still using the same standard? With visible increases in portables, it seems that there are probably more classrooms today. You frame the issue today as if the problem is having a small elementary school in the district. The small elmentary school is not the main issue. The small elementary school is the goal. About school capacity. The narrator again says that you set a 2014 standard for 25 per elementary classroom, 25 for middle school classroom, and 30 for high school classroom. Again, we are not sure we care about hearing the goal from 2014 as much as we care to hear how it's going. Are you meeting the goals? We assume not from the way this is being presented. Is an average of 25 per elementary school classroom happening? This is NOT what we are hearing from neighbors. Is it true that Bonny Slope has kindergarten classes of 20, 22, for example, and Findley has 35? Is it true that there are many third grades with 33? How is this happening?The narrator says "It doesn't mean that the school will have that many, but only if all classrooms are full." If there is severe over crowding then why are classrooms with fewer students not full? What efforts does the district make to manage this and rebalance classrooms? Do they inform Beaverton families about opportunities to take spaces available in other schools when the classrooms are not full? Education specfications that we care about:* The average number of children in an American elementary/middle/high school classroom -- and how Beaverton is doing comparatively.* Amount of space, according to American best practices, which should be allotted to a student in an elementary/middle/high school student. (e.g., Kindergarten --- 35 square feet. Average 45 sq...)* Beaverton's goals for creating more space

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						for learning. Please simply provide the information to this community. How bad is the overcrowding?We don't need restated goals; we care about the results from the goals. How far off is Beaverton from best practices (most importantly) and also from American averages? How far over are we on the averages on all fronts -- average classroom size? average school size for the level? average space per student in a classroom? List the schools. Address the classroom numbers in the schools. If Oregon does not create limits, it doesn't mean Beaverton shouldn't. We need transparency about the importance of this issue and how far off Beaverton might be falling from best practices. We need reasoned discussions about what is ultimately healthiest for the members of the learning community. We are not talking about new information -- standards for optimal sizes are old news. Our hope is not aspiring to have more Findley Elementaries with 35 per classroom. Our hope is for all schools to get closer to 18 in a Kindergarten. By the same token, our hope is not to have more elementary schools with 600 or nearly double the size of the recommended 300-400; our hope is to have more schools with 300.

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Jun 13, 2025, 05:18 PM	1					I think Beaverton SD should focus on keeping high quality, community schools rather than closing schools and consolidating into larger elementary schools. Long range facility decisions should be based post-pandemic ed-specs that focus on smaller school sizes. The voters in 2022 did not vote for a bond to rebuild Raleigh Hills into a giant K-5 school - they voted to rebuild Raleigh Hills as a K-8 school.
Jun 14, 2025, 12:31 AM		1				It seems that one precisely standardized school size may not be reasonable in all areas, depending on population density and other factors. I think a goal of between 400-600 students per elementary school is reasonable.
Jun 14, 2025, 12:23 AM	1					We should not consolidate into larger Elementary schools. There are many benefits smaller schools bring, including the less tangible benefits of being able to know and live near your school community. I believe the sense of community that can be built in smaller schools, as well as many students being able to walk/bike to school and get to school quickly for activities, volunteering etc. is extremely valuable. Bussing expenses should be lower in smaller schools which should have fewer students who need/qualify for bussing. I also believe a larger portion of funding should be used to support smaller class sizes in all schools.
Jun 14, 2025, 08:20 AM		1				We need more opportunities for academic challenges. There are many untapped opportunities for utilizing patent/community volunteers and for cooperative programs between the middle school and high school students. We should have more opportunities to challenge and inspire our learners to keep talented students from leaving for private schools. I know we shy away from competition due to equity concerns, but I think the balance has gone a little too far toward lack of recognition for achievement and lack of consequences for not putting in the effort. I know BSD is doing a great job in many ways, but Oregon in general needs an education standards overhaul.

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Jun 14, 2025, 07:59 AM	1					The district should get at least some of its money back for the huge disappointments, underperformance and trouble it has received from the Raptor system and switch to something more effective. It rarely works at our school, and the promised features have been delayed, inconsistent, and often simply not working. Their company has had multiple data security issues. I understand the goal behind it, but it is not working that way. How many volunteered try and fail the background check? We should put this money toward a system that can integrate with ParentSquare, or maybe with the many recent advances in AI programming capabilities, the safety team at BSD could design its own superior security screening program/instantaneous sex offender check and save the district money.
Jun 14, 2025, 07:46 AM			1			We should give much higher priority to smaller class sizes. This is much more important than the nicely upgraded district headquarters.
Jun 14, 2025, 07:43 AM		1				Please prioritize smaller class sizes! This is hugely important! More important than many positions at the district office. 28 is way too big. 25 is even too big, I think. Ask the teachers. This is one huge benefit private schools offer.
Jun 14, 2025, 06:44 AM			1			You have addressed many causes of reduced enrollment that are not within our control, and I'm glad we are planning ahead for future trends. The other aspect that was not addressed, however, and which seems more likely to correlate with the timing of COVID, is the number of people utilizing homeschooling or private schools. I personally know several friends who, after doing the mandatory COVID-school at home, decided to continue at home rather than rejoin the local public school. Have you accounted for and compared these numbers? I also know many people at private schools. Most of those I know were because of bullying issues at BSD, but many are also because of lack of continued opportunities for challenge for higher performing students. Have you compared the numbers of students in alternative schooling? I am surprised this video did not address this at all. I do feel that BSD should take a stronger stance against

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						behavior issues in the classroom. There have been several kids over the years who were in my children's classes and seriously impacted the entire class learning due to their anger/ behavior issues (including frequent interrupted learning one year to the point where all of the non-problem students had to frequently evacuate the classroom and wait significant periods of time for this child to stop throwing their fits). I also have many friends within our relatively wonderful school who have been trying to work through repeated bullying and are considering alternative schooling due to these issues despite the enormous financial hardship that would bring. Please address this as well, as this is the piece of the puzzle that BSD DOES have some amount of control over.
Jun 17, 2025, 08:01 PM				1		I understand that building large schools has some financial benefits, and that the people behind this solution are trying their best, but closing small beloved neighborhood schools surely cannot be the only solution. To be frank, I have lost some faith in the financial dealings of BSD. For example, a fortune was spent last year on installing a secure fence around the perimeter of Ridgewood grounds. To think that Ridgewood might be closed and all that freshly spent tax money might as well have gone in a dumpster is a slap in the face. How can we trust those in power to make savvy financial decisions if they are throwing enormous amounts at schools and then almost immediately threatening to close them? We are on our knees begging; find a different solution. SAVE OUR SCHOOLS.
Jun 18, 2025, 11:17 AM					1	This talks about using the 2022 bond to upgrade middles schools for seismic corrections. What about the seismic upgrades to other schools that were part of the 2022 bond? https://washcodems.org/wp-content/uploads/2022/04/BSD-Bond-2022-Comprehensive-Handout-English-1.pdf Without this information, it feels like a misuse of the 2022 bond money.

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						This is one of the reasons the district population is doubting the transparency of BSD
Jun 18, 2025, 09:56 PM	1					Not sure if this is the correct segment to voice my concern, but having volunteered at my son's kindergarten class, I can clearly see that his class size is way too large for one full time teacher who isn't even present for the whole school day. He's clearly struggling in the dual language program and also not getting the attention he needs in his class of 30+ children. I am very concerned that there is over-reliance on teacher's aids, and that the true student to teacher ratio is much too high, especially for a dual language setting.
Jun 18, 2025, 09:17 AM					1	Voters who approved the 2022 bond believed they were voting to support their schools, not to close them. The common sentiment that has followed is: "I never would have voted for the bond if I knew it would lead to building a huge elementary at Raleigh Hills, and causing other schools to close". If you close schools as a direct result of that bond, good luck ever trying to pass a bond in the future. You will certainly destroy voter trust and send families out of the district, compounding the enrollment problem. Voters believed they were rebuilding Raleigh Hills as a K-8, as evidenced in marketing materials like this one which refer to Raleigh Hills as K-8: https://washcodems.org/wp-content/uploads/2022/04/BSD-Bond-2022-Comprehensive-Handout-English-1.pdf The best possible path is to restore Raleigh Hills as a K-8, address the ed spec and set it to around 500, and change boundaries to enrollment disparities, ensuring elementary schools are at an optimum size of 300-600

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						to support strong student outcomes. Make sure this conversation is led by student success and not by facility concerns.
Jun 18, 2025, 09:07 AM				1		Clean feeders are important. Fix the boundaries for Whitford so that there is just one destination, Beaverton or Southridge, but not both. You can do this by reinstating K-8 at Raleigh Hills, which was a beloved program with solid results. Also, reduce boutique middle school offerings which also create disparities in the student experience -- I've seen cohorts of elementary students where friend groups were all going to different schools. Focus on the core achievement in math and science and emotional wellness, and you'll have to have fewer middle school interventions in the form of specialty programs.
Jun 18, 2025, 09:02 AM			1			BSD needs to be focused on attracting and retaining families, and becoming a "destination district" again. The decisions that the district makes which harm the relationships families have with their schools only serve to drive more people away, reducing enrollment, tax revenue, and other key levers that the district needs to preserve. Be more proactive about competing with private schools and providing a strong public school education. Give communities the autonomy to support their own schools so they can invest, and more importantly, STAY.

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Jun 18, 2025, 08:46 AM		1				The educational specification for elementary is way too large. Talk to principals and teachers at the schools whose enrollment is at capacity and they will tell you what a nightmare it is to administer an elementary school with 750+ students. For title schools, the achievement data at these schools demonstrates that 300-500 is a more optimum school size. Larger than that and achievement decreases and behavioral issues increase. Investing in a strong elementary experience is critical, as interventions at middle and high school are extremely difficult. Beaverton is also an extreme outlier in educational specification, building schools that 20-35% larger than nearby districts. Portland builds to 600, Seattle 500 or 650, and Salem-Keizer plans for 400-600. Why, in 2024, is Beaverton building schools that are so large and not aligned with strong educational outcomes? Address this immediately and address boundaries and programs so that our larger schools stop letting students fall through the cracks.
Jun 18, 2025, 08:35 AM	1					Students in BSD at Title 1 schools perform better academically and socially when the school has 400 students or less. Who cares if the larger elementary school is less expensive per student, the interventions that are needed in middle and high school due to poor academic achievement and from behavior issues from their large title 1 elementary school will be far more costly. Focus on the outcomes, and don't oversimplify: many smaller schools have SRC classrooms and significant ESL resources which increase the cost per student, but at an appropriate rate that is not inequitable. Instead, why don't you focus on working on boundaries such that ALL our schools can hit an appropriate size. It doesn't make sense to have overcrowded, high-poverty schools like Vose and Beaver Acres when there are other schools that have room for greater enrollment.

Public Comments from: https://engage.beaverton.k12.or.us/long-range-facility-planning

Date Submitted	School Financing	Educational Specifications	Enrollment	Boundaries & Feeder Patterns	Facility Conditions	Please write your comment.
Jun 23, 2025, 08:07 PM	1					Stop overloading smaller schools with staff that aren't necessary so that the district can be more cost effective. This seems very inequitable for a district that is so focused on equity.