Date Submitted	School Financing	Educational Specifications	Enrollment	Boundaries & Feeder Patterns	Facility Conditions	Please write your comment.
May 27, 2025, 08:31 PM				1		I think it is important to keep students with their friends through to the next feeder school.
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.
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 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.
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 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 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.
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 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 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.
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 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
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.

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 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
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 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!
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.
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 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.
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.
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, 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 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 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?
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 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 ty feeder pattern.

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, 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 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.
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
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?
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.