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.
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, 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. This is one of the reasons the district population is doubting the transparency of BSD
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 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.
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.

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 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.
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 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 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 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 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.
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? 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

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
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
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 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 —Andy Foeller

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
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
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 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 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
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.
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, 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, 08:08 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 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?
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 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.
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 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, 08:35 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.
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 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.
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 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.

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.