

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, October 9, 2026 through 12 p.m. on Tuesday, October 13, 2026. The following comments followed all the posted guidelines listed on the form and below.

Comments are limited to 1,000 characters. One comment per person, comments listed oldest first.

The board will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

First Name	Last Name	Association with the Beaverton School District	Are you a resident of the Beaverton School District	Comments
Marne	Manoukian	Parent/guardian	Yes	I will focus on declining enrollment. Birth rates are a factor, yes, but families are leaving because of many concerns. Our capture rate shows a growing gap between babies born here and children enrolled in Kindergarten. This is an all-hands-on-deck moment. Losing 600 students means losing more than \$7 million in funding, along with jobs and schools. I have four suggestions. First, ask families why they're leaving. Survey them and ask whether tech, class size or other experiences influenced their decision. You need this information to find solutions. Second, consider creating a low-tech or no-tech elementary option school. If a school faces closure, why couldn't it become an option school? I believe you'd see many interested families. Third, invite families into our schools. Offer fall tours for new and prospective families before the enrollment season. Let them see what we're proud of firsthand. Fourth, invest in people and small class sizes.

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Halal	I	Parent/guardian	Yes	Thank you for setting up a tech advisory committee. However, please push for technology guidelines for young kids ASAP. My son got access to an iPad at school for the first time and told me many of the kids were taking selfies using the camera feature. We're a strict low tech family, and the next morning, he had already found the iPad and was trying to take selfies (there is a passcode, but that doesn't stop the camera feature). It's not a big deal situation, but it provides insight into how addicting technology can be for curious kids. In addition, kids are so quick to find work arounds for security settings. I've heard of kids using Google Maps to access restricted websites and finding work arounds to watch YouTube. O/ issues: too much screentime leads to attention issues, near sightedness, addiction issues, AI thinking for them We aren't anti technology, but in person, / paper and pencil seems like the best way to learn writing, math, etc. Do kids actually learn best with iPads?

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Libby	Sanford	Parent/guardian	Yes	I appreciate Veronica and her team proactively putting together a great committee. However, the Lightspeed findings and lack of accurate, trustworthy data are alarming. Last week, my six-year-old was told in his tech special, “When you come into the classroom quietly, you can play with iPads.” How did iPad playtime become an acceptable reward for six-year-olds? Technology should support learning, not be used as a behavioral incentive. Reportedly, there is no Lightspeed reporting for K–2 iPad use. If BSD cannot adequately monitor usage, why are our youngest learners accessing these devices? 13 organizations and experts recently warned 150 large school districts, including BSD, about emerging litigation involving YouTube and Google Gemini. Google can afford costly legal battles; can BSD and its taxpayers? We cannot wait for a preventable incident or lawsuit to act. Teachers need guidance; families and students deserve transparency and policy.
Rebe	C	Parent/guardian	Yes	As you begin to consider potential facilities changes, I urge you to pay attention to what is working in BSD. Enrollment numbers and building capacity are important considerations, but they should not be the only measures used to determine a school’s value or future. Small Title I schools that serve diverse communities and achieve strong academic outcomes are an important part of our district. Before making decisions that could significantly impact these schools, please understand what makes them successful—their leadership, staff, school culture, family engagement, and the relationships they build with students and their communities. Please take the time to learn from these schools and consider how any proposed changes would preserve the strengths that are already benefiting students. Facilities planning should not simply focus on efficiency and capacity; it should also recognize the educational outcomes, community connections, and supportive environments that help children thrive.

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Alison	Tierney	Parent/guardian	Yes	Dear Board Members and Superintendent Smith, As a BSD parent, I'm open to change, but I expect a process that earns the community's trust. Please: 1.Publish criteria, assumptions, alternatives, and projected impacts before recommendations take shape, and let families influence options while they're still open. 2.Make clear who is accountable: the superintendent and board should own their recommendations. 3.Look beyond enrollment. Small Title I schools with strong outcomes deserve careful consideration. 4.Update educational specifications and address overcrowding alongside underused buildings. 5.Resource transitions well, with a real voice for both communities. 6.Plan for any vacated buildings, with proposed uses and a timeline. Thank you for your consideration - Alison Tierney - Raleigh Park Elem.
Megan	McMillan	Parent/guardian	Yes	As you make tough decisions about BSD's future, I ask that you do so with urgency, transparency, and with student outcomes at the center. For over a year, our community has been living in limbo, wondering if our neighborhood school is going to close. We still have no idea how these decisions will be made, why, by whom, or when—and I want to avoid hearing about them via a buried document on a website. Furthermore, we have yet to see a revised Educational Specification that provides a clear north star for school sizes that actually drive student achievement. Instead of progress, the district appears to have established another committee on a road to nowhere, seemingly designed to quiet those concerned about technology in schools. Finally, I was horrified by the recent email celebrating that BSD "outperformed" state test averages. It's not a victory when only 41.5% of third graders meet English Language Arts standards and a mere 30% of eighth graders are at grade level in math.

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Chris	Ragan	Parent/guardian	Yes	I am concerned about students watching hours of video entertainment on school Chromebooks each week. Teachers are aware, but this practice continues. It wastes instructional time and undermines learning. I ask the board to enforce clear acceptable-use policies, improve content filtering, and provide teacher training to ensure technology is used for education, not entertainment.
Keaghan	Cronin	Parent/guardian	Yes	The reliance on math apps held my son's academic progress back by several months and mischaracterized his abilities. Due to minor fine motor delays, the app could not accurately capture his drawings of shapes, forcing him to repeat completed concepts. Similarly, the app marked his answers wrong for writing numbers backward—a behavior that is entirely age-appropriate for kindergarten through second grade. As a result, technology misjudged his cognitive abilities and limited his learning. Because teachers were not tracking why students were missing questions, these errors went unnoticed. I oppose using apps for core academics unless they are used strictly to enhance active teaching under close teacher oversight.
Louie	C	Parent/guardian	Yes	Please consider optimal school size for students learning and sense of belonging when proposing a long term facilities plan. Our students and their communities should be at the top of your mind when making decisions that directly impact their outcomes at school. Please consider thoughtful boundary changes to increase enrollment at under utilized schools before looking at major consolidation plans. How can you work WITH your community to create the best path forward?

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Stephanie	S	Parent/guardian	Yes	As BSD begins its next phase of long-range planning, the order of operations matters. Before developing scenarios, update the ed specifications with Teaching and Learning input: what school sizes and learning environments best support students and strong school communities? What's working well, especially for Title I schools? Then evaluate boundary changes to rebalance enrollment and resources across both overutilized and underutilized schools. Capacity alone should not determine a school's future. Please show your work: publish the criteria, assumptions, alternatives and tradeoffs before asking families to respond to proposals. Meaningful engagement must happen while options are still open, with a clear explanation of how public input affects recommendations. The superintendent and board must own their recommendations and decisions, rather than shifting responsibility to a committee or consultant. A transparent sequence and clear accountability are essential to earning trust.
Shannon	C	Parent/guardian	Yes	The issuing of personal Chromebooks has gotten completely out of control. I have 4 kids in the Beaverton School District and they say that in many of their classes, they are on their Chromebooks the entire time and most kids in class are just playing games or watching YouTube videos. Every single time the district tries to block access to YouTube videos or other inappropriate content, the kids find a way around it. My kids have shown me how students can access YouTube in a myriad of different ways, including Windows explorer, Google Docs, help documents, specific apps, and websites... Basically anytime the district tries to put blocks and filters, kids find a way around it. These Chromebooks should not be issued to the kids directly. They could be used in class when they need it, but they are becoming dependent on the technology and it is affecting their cognitive development. Recent cognitive studies show that this generation has more cognitive decline than any generation before.

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Michael	B	Parent/guardian	Yes	Dial back the reliance on computers and videos. More real books. Real worksheets. Real math. Real writing pen to paper for essays. We are failing our children by taking the easy way out. This year has been an improvement, let's keep it going and dial the tech back even further. There is a reason that the nicest, prestigious, elite schools give their students real assignments that don't rely on computers. No classroom tech before 6th grade. No AI slop garbage. No Youtube.
Michelle	Roach	Parent/guardian	Yes	I think the school district should be very careful in their use of screens at school. Also, education for parents around use of technology would be very helpful.
Vinutha	VH	Parent/guardian	Yes	I think kids should not be introduced to screens atleast in elementary schools. No dream box no Lexia can give them the knowledge that a teacher can provide them. I see that kids enjoy them initially but as the time progresses they get frustrated with these apps, and lose interest in learning itself. I would prefer kids have more worksheets and homeworks. Writing by holding a pencil is known scientifically to engage motor, visual and memory more than any other touch screen or typing on device. Also, I request BSD to stop using some YouTube videos or songs to do brain breaks. Rather than kids getting focused they become more distracted. Overall, I request to reduce all the unnecessary screen time for kids. The screen time at school should be no more than 1 hour - which includes all the TV they see, brain breaks, lexia or dream box or state testing.

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Molly	Gates	Parent/guardian	Yes	I am writing to express my strong support for Schools Beyond Screens and for common-sense technology policies that prioritize meaningful learning, human connection, and deep engagement in our classrooms. Technology has a place in education, but its use must serve learning—not replace the fundamental practices that help children develop knowledge, critical thinking, creativity, and independence. I believe, and emerging research and data are showing, that we have reached a point where we need to take a serious, honest look at how technology is being used during the school day and whether that time is truly benefiting our children's education. I have witnessed first hand how the use of online learning in elementary classrooms masks real learning and fractures attention. Let's be a leader by putting common sense technology limitations in place and reducing the reliance on technology as a tool for learning. Our students deserve it!
Karen	Chiang	Parent/guardian	Yes	I and other parents I've spoken with are very disappointed with the amount of passive TV used in even Kindergarten. This seems like a bare minimum to not just watch TV every day in school. Especially during snack time - when they should be focused on food and socializing. I was told by the teacher they don't have to watch if they don't want to, but I think it's a little bit far-fetched to expect kids to be able to tune out TV when it is on.
Pallavi	Kadam	Parent/guardian	Yes	I am here to support reducing the screen time
Shilpa	R	Parent/guardian	Yes	Too much of screen time is affecting students focus and attention span which is directly affecting their eyesight ,memory ,mental challenges too

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Matthew	Albertson	Other Community Member	Yes	As my dad, Barry Albertson, taught me, board members are elected to steward policies that center learning and growth. When decisions are made, that's the North Star. To this end, I recommend the board take a solid stand against AI. This is an insidious technology. Sam Altman, CEO of OpenAI, said "we see a future where intelligence is a utility... and people buy it from us on a meter." These companies center their wellbeing, not students' wellbeing. AI products encourage cognitive offloading, and the very use of AI deskills. For example, a 2025 study in The Lancet by Budzyn, et al, showed that, after 6 months of AI use, doctors' Adenoma Detection Rate of standard colonoscopy decreased significantly, a 20% decrease in their ability to detect tumors in the gut. Doctors are not exempt from this deskilling effect. Why think kids are? Choosing the easy way over the right way means children will be left behind. I know none of you want that. So take a stand; declare moratorium.

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Daniel	Turk	Parent/guardian	Yes	Hello. Thank you for reading this message. My wife will be speaking during public comment tonight. Her and others are having a rally before the meeting. They are concerned about unchecked and unthought technology in classrooms. I'm very proud of her. What she is doing is the most important thing that our family is doing right now. Please be kind to them. Please respect the effort and thought that they are putting into this advocacy. Please be mature enough not to shoot the messenger of bad news and treat them like the problem. Please be mature enough to admit if you individually or collectively have made mistakes. Please do not believe that you know the answer to these things. Nobody does. They ask for us to take the time to think through together how to best move forward. I think that's wise, reasonable and considerate and caring of all of us. Who else you are listening to? What are their motivations? I am certain my wife's sole motivation is to help children, including our own.
Lokesh	Muddagowda	Parent/guardian	Yes	The kids are using too much of device in school and out side of school. Most of their class work and home work is done on a device. This should avoided as much as possible. While working on device kids get distracted and waste of time. Work which can be done in 1hr takes 2 hr. The device are making kids isolate themselves from outside world and always hooked on to the screen. They don't interact with parents, they don't have friends and they don't like playing outside. This is not a good social behavior. It affect also the mental state of the kids. The school policies should encourage the writing on the paper and reading books as much as possible.
Shwetha	Vikaskiran	Parent/guardian	Yes	Kids should be doing everything on a book. Especially Math

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Lindsey	Voorhees	Other Community Member	No	Dear Board Members and Superintendent, As an invested nearby community member, I urge BSD leaders to accelerate action on screen learning and AI safety. With a levy potentially approaching, it is important to address community concerns before asking taxpayers for additional funding. While I appreciate the K-5 Tech Committee's efforts, K-12 student protections cannot wait. Tonight, I ask the board to take three immediate actions: 1. Begin drafting an enforceable K–12 screen time policy with a clear timeline for public review and adoption. 2. Adopt a temporary AI moratorium pending a comprehensive safety review and transparent community discussion. 3. Begin transitioning from reactive blacklisting to intentional whitelisting for student web access, recognizing that full implementation will take time. BSD students deserve proactive protections now, and your community needs to see meaningful progress, to maintain trust in BSD elected leaders.

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Sravani	Pagala	Parent/guardian	Yes	Dear BSD Leadership and School Board, I encourage BSD to consider reducing classroom screen time, especially in elementary and middle school grades. While technology is a valuable learning tool, students spend increasing amounts of time on screens during the school day. Excessive screen use can contribute to eye strain and reduce opportunities to develop handwriting and note-taking skills. Several Texas school districts have reduced classroom screen use by increasing hands-on learning, paper-based assignments, physical books, and recess time. Some have adopted screen-time limits for elementary students. I encourage BSD to explore: - Limiting screen time in younger grades. - Increasing handwritten assignments. - Expanding use of physical books and worksheets. - Prioritizing hands-on, teacher-led instruction. Technology should support learning, not replace traditional methods. A balanced approach can improve student engagement, handwriting, and overall well-being.
Priya	Rajkumar	Parent/guardian	Yes	I wanted my kids to go old school text book and writing style. My kids are spending so much time on screen that it impacts their health and mental abilities at greater risk. My kid can't stay focused on non screen

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Crystal	Weston	Other Community Member	No	Dear board members and superintendent, My name is Crystal Weston, and I am a board member at the Tigard-Tualatin School District and am commenting as myself and not representing the district. Thank you for engaging and putting in the work to address what the science tells us about learning through educational technology. The issues with these platforms, sold to us by industry giants, include: - oFailure to deliver educationally, - oUndermined student attention and focus, - oLack of accountability as algorithms decide what and how much kids learn- an equity nightmare, - oPrivacy, security and safety risks and - oLess human connection between educators and students. You have done the work and now it is time to lead with decisive actions. K12 Screen Time Policy AI Moratorium Green List Framework Respectfully,

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Ketaki	Deshpande	Parent/guardian	Yes	I request BSD to completely eliminate Gimkit from their apps it is very addictive kids are creating games and can play with each other by sharing code from anywhere and not benefits at all in the school work mostly I have seen used in Spanish please use a book instead or any other paper source it is terrible to see kids in middle school wasting their time playing Gimkit.
Courtney	Edwards	Parent/guardian	Yes	Our 7th grader is constantly distracted by his Chromebook. The kids pass around a compilation of html offline game files through Google Docs that the district monitoring cannot detect. The teachers are constantly fighting for the students' attention, and of course the kids can't resist playing games. Many of these games are inappropriate and violent, and they play these on the bus or outside the school when they are unsupervised. The school knows this, and still has not found a way to block such distractions. Our family is frustrated that the school has given our child a device he doesn't need to learn, that inhibits his learning, that the school cannot control. We request BSD pull the Chrome Books, use a laptop cart to house them, and only check them out when absolutely necessary and when they are safely controlled.