

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, March 6, 2026 through 12 p.m. on Tuesday, March 10, 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.

BSD limits comments to 1,000 characters

First Name	Last Name	Association with BSD	Comments
Brian	Bovero	Staff Member	<p>Motion to reconsider the closing of the Jacob Wismer Emotional Growth Center. Would like to discuss the negative affect the closing of the EGC at Jacob Wismer Elementary will have on the remaining 7 students in the program and the expenses the district has incurred in retrofitting this location to house the program. This leaves 3 EGCs in the district with none located anywhere near Highway 26 and the north side of the district boundaries. The 2025/2026 program here has been very successful and the children in it have grown more this year than ever before, due in a large part by limiting the number of students in the program and staffing with the right people. If we overload other programs we will not be doing what's best for these students. I would be happy to discuss much more than what will fit into a 1000 word submission.</p> <p>Thank you.</p>
adam	oyster-sands	Staff Member	<p>I am writing to highlight how increasing class sizes and complexity in kindergarten is affecting the learning environment at Elemonica Elementary School.</p> <p>Staffing allocations directly affect early literacy outcomes. Across three kindergarten classes at Elmonica, 23 students fall in the Red or Yellow ranges on Star Early Literacy and require small-group intervention. Reading support for kindergarten often requires pulling staff from other grades, creating gaps elsewhere. This reflects a system stretched too thin. In kindergarten, delayed intervention has lasting consequences. Current staffing levels do not allow for consistent, timely literacy instruction for our highest-need students.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>

Kevin	Foreman	Staff Member	I would like to ask whether the recent budget survey language regarding the Substance Use Support Program is being considered in decision-making. The description is misleading and fundamentally flawed. It states the program would be “centralized” into a district team to better support students, yet the proposal cuts \$916,000 by eliminating 6.5 of the 7.5 positions currently serving schools. This would leave one person to support roughly twenty schools, which is not a team and cannot realistically provide meaningful support. Without this context, parents, students, staff, and community members completing the survey do not have the information needed to understand the true impact. Consistent relationships are key to improving attendance and intervention. This is especially critical in Oregon, which ranks among the highest states for substance use while among the lowest for treatment resources.
Araceli	Rodriguez	Parent/guardian	School Board, you are supposed to represent the Beaverton public but currently are letting us down! Why do you keep ignoring the cries of community members, parents, staff and students? We are hurting from your plans to close many schools and consolidate them into 750-person mega elementary schools. Keep McKay, Raleigh Park, Montclair, Ridgewood, and all the others open, standing, and publicly-owned! We are hurting from your plans to privatize public land, like the aforementioned schools, as well as the farm between Westview High School and 174th AVenue which you allowed BSD to sell to a for-profit developer, right when you're talking about how important equity is and when hundreds of BSD students are homeless. You could've sold it to a non-profit for social/public housing, but no: YOU SOLD US OUT! You talk about "belonging" but when it comes to people's beloved schools being ripped out from underneath them, you look the other way and are complicit. DO BETTER. KEEP PUBLIC LAND PUBLIC!
Jenny	Yoshida	Staff Member	Substance use prevention is directly connected to attendance, discipline, and graduation outcomes. Oregon ranks 2nd in illicit substance use among the states, while ranking 50th in terms of access to youth treatment and prevention. If we are expecting our students to rely solely on our community providers (which has its own set of barriers), Washington County's current SUD resources have an overall service gap of 75%. This means out of the total number of services recommended (Prevention, Harm Reduction, Treatment, and Recovery), our county is missing 75%. Schools are often the ONLY place students can access SUD services. The BSD survey stated the Substance Use Specialist team would be “centralized” to 'better support students', yet the proposal cuts \$916,000 by eliminating 6.5 FTE of the mere 7.5 FTE positions currently serving schools. This would leave ONE person to support roughly twenty schools. This is not a team - it cannot and will not provide meaningful support.

Fanya	S	Staff Member	<p>I urge the district to reconsider proposed reductions to Substance Use Specialists (SUS). The SUS provides early intervention, prevention education, and confidential support for students who may have nowhere else. The SUS helps keep students engaged in school, identify concerns early, & connect families and staff with needed support.</p> <p>Oregon ranks among the states most impacted by substance use while ranking near the bottom for access to youth treatment and prevention. For many students, school-based support is their only point of access. Washington County's current SUD resources have an overall service gap of 75%. This means out of the total number of services recommended (Prevention, Harm Reduction, Treatment, and Recovery), our county is missing 75%.</p> <p>Adolescence is a critical window for prevention: 90% of adults with substance use disorders began using before age 18. Our work improves attendance, reduces disciplinary incidents, and protects instructional time.</p> <p>Thank you.</p>
Robert	Zenk	Other Community Member	<p>Members of the Board,</p> <p>My name is Robert Zenk, Director of Andégo Internships Abroad, a Forest Grove-based organization partnering with Oregon schools on short-term international school visitor programs. For years, we have facilitated two-week visits for screened high school students from France, Spain, Mexico, and Italy to observe classes, shadow peers, practice English, and share their culture. Teachers report increased engagement, authentic language practice, and meaningful cultural exchange.</p> <p>I respectfully ask the Board to reconsider its prohibition on short-term international visitors and explore how a structured, well-supervised program could align with Beaverton's educational mission.</p> <p>This is not an exchange or enrollment program. Students earn no credit, do not displace instruction, are insured, chaperoned, and participate briefly. Districts across Oregon find these visits low-impact, well organized, and academically enriching.</p> <p>Thank you for your consideration.</p> <p>Robert Zenk</p>

dena	schreiner	Staff Member	<p>Oregon currently faces a crisis: we rank among the highest for substance use impact, yet near the bottom for youth prevention and treatment access. In Washington County, the reality is stark—our community SUD resources face a 75% service gap. If we remove school-based specialists, we aren't just cutting a program; we are removing the only point of access for our most vulnerable students.</p> <p>Substance Use Prevention Specialists are not "extra" staff; they are essential to our core mission. Their presence is directly linked to:</p> <p>Improved Attendance: Addressing the root causes of chronic absenteeism.</p> <p>Reduced Discipline: Shifting from punitive measures to proactive intervention.</p> <p>Higher Graduation Rates: Ensuring substance use doesn't derail a student's future.</p> <p>We cannot ask students to rely on a community system that is missing three-quarters of its recommended services. We must keep prevention in our halls to ensure our students remain healthy.</p>
Melissa	Bondra	Staff Member	<p>Oregon ranks among the states most impacted by substance use while ranking near the bottom for access to youth treatment and prevention. For many students, school-based support is their only point of access.</p> <p>Substance use support improves attendance, reduces disciplinary action, and preserves instructional time—key district priorities tied directly to funding and student success. At current staffing levels, services must focus on crisis and safety, leaving limited capacity for prevention and early intervention. Reducing staff would shift the system toward reactive responses and higher long-term costs.</p> <p>Early intervention saves money, improves outcomes, and keeps students connected to school. Rather than reducing funding, current trends and students needs support expanding substance use services to strengthen prevention, safety, and attendance districtwide.</p> <p>Thank you for your consideration and commitment to student wellness.</p>

Jocelin	M	Staff Member	<p>I would like to advocate for the Behavioral Health and Wellness Department. Last year's budget priorities ranked mental health third, yet the current proposal significantly reduces School Counselors, Social Workers, and Substance Use Specialists. Cutting 6.5 of the 7.5 SUS positions would leave one person serving nearly 20 schools, which cannot provide meaningful or timely support. Adolescent substance use is a growing challenge, and our students face academic pressure, trauma, family stress, and increased access to harmful substances. Removing trained professionals creates a serious gap when need is highest. SUS' provide early intervention, prevention education, confidential support, & trusted relationships that help students stay engaged and safe. Educators & families rely on this role to identify concerns early. Without this support, more students will fall through the cracks and preventable harm will increase. Maintaining these positions is a commitment to the safety & success.</p>
Taylor	Galloway	Staff Member	<p>Research suggests that since treatment providers are outside the school system, schools should have trained professionals to conduct screening and brief interventions while building strong partnerships with community providers to ensure students can access treatment when needed. This is exactly what Substance Use Specialists do. Prioritizing both prevention and intervention in school-based settings, along with outside treatment, is critical to addressing youth substance use and its long-term impacts.</p> <p>Maxey, H. L., Daulton, B. J., Moore, M., & Binion, K. (2026). Evaluating school-based substance use services: Insights from a systematic review. <i>Journal of School Health</i>, 96(1), e70095. https://doi.org/10.1111/josh.70095</p>
Erwin	Chan	Parent/guardian	<p>McKay's closure is a very sad moment in Beaverton's history, but I trust in Principal [REDACTED] and the teachers and staff of McKay to close. It is an extremely brave thing to do to prioritize the education and well-being of its students above all and I sincerely thank all of them.</p> <p>I implore the Board and the administration to support all the teachers at McKay in transitioning into new roles in a positive manner. They should be prioritized, protected, supported, and lauded for all of their work. Many also want to go to Greenway or Raleigh Hills to provide support to transitioning McKay students. A familiar face will go a long way in making the change a positive one.</p> <p>As a parent who has been with McKay for the last 6 years (two children), thank you to everyone in the McKay community. We'll miss everyone and will hopefully see you at Greenway or Raleigh Hills.</p>

Aimee	G	Staff Member	<p>I am writing to highlight how increasing class sizes and complexity in kindergarten is affecting the learning environment at Elmonica Elementary School.</p> <p>Our kindergarten class sizes are in the mid-to-high 20s, with high numbers of ELs and behavior-focused IEPs. Students who do not get their needs met in kindergarten, often continue to lag behind grade level as they progress through elementary school. Without an additional kindergarten teacher or dedicated support staff, we are operating in a reactive model. Increased staffing would improve safety, ensure IEP fidelity, and allow us to focus on proactive instruction rather than constant triage.</p> <p>These challenges are not the result of lack of effort by staff, but of class size and staffing levels that no longer match student needs. Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Chelsea	Burton	Staff Member	<p>As a Social Worker in the Beaverton School District, I acutely feel the weight of the current budget cut proposal. More often than not, I feel like the role I play within BSD is overlooked in the big picture that BSD attempts to paint with broad strokes.</p> <p>The proposed budget cuts weigh heavy on my heart for the days that I am the person helping students to navigate weights that should never be on their young shoulders. Ensuring that students feel seen, heard, and supported are vital to a student's sense of belonging.</p> <p>The elegant words speaking to creating a more efficient and centralized system for Social Workers neglects the very real work that is done on a day to day basis within the schools we work in as Social Workers.</p> <p>A regional model does not acknowledge the day to day work of building community that is vital to the efficacy of a school. The district speaks often of "belonging" yet seeks to dismantle the heart of what builds a sense of belonging for our school communities.</p>
Tina	Lee	Parent/guardian	<p>I am writing to urge the Board to maintain zero period for BSD middle schoolers. Canceling zero period effectively cancels our Meadow Park MS Jazz Ambassadors program and Early Birds choir programs. Rather than eliminating zero period, we should lean on the strength of our school community. If the concern is that zero period excludes students without private transportation, please know that parents at our school are willing to work on solutions, such as organized carpools or offering rides, to ensure interested students can participate. Jazz band has been a life changing experience for my son - it has taught him great lessons in time management, friendship, teamwork, and adaptability. Finding something for 12-14 year olds to be passionate about that's not video games is HARD, and this band director has done it successfully year after year and convinced them to come in EARLY for school. Please! Save zero period!</p> <p>Respectfully yours, Tina Lee</p>

Brock	Gordon-Suematsu	Other Community Member	<p>I am writing to highlight how increasing class sizes and complexity in kindergarten is affecting the learning environment at Elemonica Elementary School.</p> <p>Behavioral needs in our kindergarten classrooms exceed allocated support. SABERS data shows 8 of 24 students at risk in one class, 13 of 26 in another, and 8 of 27 in the third. Several students have safety plans and behavior-focused IEPs. We no longer have the 1.5 kindergarten paraprofessionals previously funded through a district grant and now rely on shared building staff. When one student is dysregulated, a single teacher must de-escalate while supervising 25+ other children. Students often report feeling unsafe during these incidents. Staffing levels directly affect safety, instructional time, and classroom climate.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Myron	Lee	Parent/guardian	<p>Hello, I wanted to comment on the importance of keeping 0 period in the Beaverton Middle Schools. It's so important to have motivated students especially in the middle school years, but that's what the two 0 periods at Meadow Park MS achieve. Programs like Early Birds and Jazz Band actually have students excited to get to school early and learn something that they are passionate about. This enthusiasm carries over to the rest of the school day and makes their educational experience much more comprehensive. The parents at the middle school work with each other to make sure every student that wants to attend 0 period can do so via coordinated carpools.</p> <p>The Jazz Band has been a staple for years, frequently performing at the Beaverton Farmers Market and representing the school district in statewide competitions. They even won first place at the West Salem Jazz Festival last month. Please consider keeping 0 period for Beaverton middle schools, its impact on students is vital.</p>
Amy	Thetford	Parent/guardian	<p>Dear BSD School Board Members,</p> <p>As a parent and part of the BSD substitute staff, I am writing in support of music in our schools. Music builds confidence, motivation, creativity, and teamwork while strengthening skills that support learning, including enhanced memorization. It keeps students engaged, supports healthy social and emotional development, and helps manage stress and anxiety. Music gives many children a place to shine, allows them to express themselves creatively, and makes school a more meaningful experience. For these reasons, I strongly encourage continued support and growth of music programs in our schools.</p> <p>Thank you for all that you do to support our students.</p>

Nathan	McNicholas	Parent/guardian	<p>I'm a parent of a Meadow Park Middle School Jazz Band student, and I strongly oppose the decision to eliminate zero hour Jazz Band (and Early Birds) next year and beyond.</p> <p>The Meadow Park Jazz Band has won many awards and represented the school at events and competitions in an extremely positive way. It is a point of pride for the school and district, and a powerful example of what our students can achieve.</p> <p>For many students, including my child, Jazz Band and Early Birds is a key reason they feel connected to school. It builds confidence, discipline, teamwork, and a sense of belonging that carries over into academics and behavior.</p> <p>Cutting these programs sends a discouraging message about the value of music education and takes away an important opportunity from current and future students. I urge you to reconsider this decision and find a way to keep zero hour Jazz Band and Early Birds at Meadow Park Middle School.</p>
Chloe	Dawson	Staff Member	<p>School social workers are vital to student success and belonging. We are highly trained mental health professionals who address systemic, family, and individual barriers through work with individuals, group skill building, participation in BH&W teams, and collaboration with families. We are trained to navigate the many systems that impact our families, giving us the unique perspective to act as the link between school and the community with a trauma-informed and culturally responsive lens. Our knowledge of mental health also allows us to offer insights into behavior, patterns of attendance, and developmental needs to create effective interventions.</p> <p>Social workers have the ethical mandate to advocate for the most vulnerable in our community, such as families who may not have the social capital to make their voices heard in forums like board meetings or public surveys. We urge the Board to center these families in decision making that could reduce their access to critical supports.</p>
Colton	Waldorf	Student	<p>I had a great experience in Meadow Park Jazz Band in 2023 and 2024 during my 7th and 8th grade years. I was able to get a lot better playing the trumpet with the additional time and variety of music and prepare for high school band and I made a lot of friends who I am still friends with today. I hope more students can have the same great experience I did in years to come. I am still playing the trumpet and am in symphonic band at BHS.</p>
Aaron	Singer	Parent/guardian	<p>I am writing in support of maintaining the Zero Period Jazz Band program at Meadow Park middle school. My son has greatly benefitted from this program - it has fostered a much deeper love of music, driven him to be diligent about practicing, and been a real source of accomplishment. He, like many of his peers, participates in a variety of sports and after-school activities throughout the year. If jazz band was not offered before the school day, he would not be able to attend and would miss out on the great learning opportunities that it provides. I urge the school board to maintain this great program - it is beloved by students and would be sorely missed.</p>

Lindsay	Baldini	Parent/guardian	<p>I am the parent of three students in this district in fifth grade, third grade, and kindergarten. I writing to ask you to continue supporting and funding music education in our schools. Music education is not just an extra. It plays an important role in how children learn and grow. Research shows that learning music strengthens memory, attention, and pattern recognition, which are the same skills children use when learning to read and solve math problems. Music education has also been shown to support language development and overall academic engagement. But the impact of music goes far beyond academics. Music gives children a way to express themselves and build confidence. Music programs also bring our community together. School concerts are moments where families gather to celebrate what our kids have created. You can feel the pride in the room. I hope we continue to value music as an essential part of education and continue to invest in these programs for all students.</p>
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