

**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, January 30, 2026 through 12 p.m. on Tuesday, February 3, 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 BSD	Comments
Allison	B	Parent/Guardian	I reviewed the 1/14/26 Long-Range Facility Planning Committee meeting materials and minutes, and I am incredibly concerned. I am a parent of kids who go to Greenway Elementary, which would fall into the group of schools that would be considered for closure each year. Our small neighborhood school that we walk to means so much to our family and this community. Our kid's experience being at a school where they are known by name by nearly every staff member has made them feel a sense of belonging immediately. If belonging is to remain one of the district's core values, you will do everything in your power to keep our small neighborhood schools. I worry that the quality of educators in BSD would decrease too, if there are closure considerations every single year for schools under 350 students/utilization of under 65%.
Sahasra	Kamisetti	Student	Make FIRST more integrated into Beaverton school district curriculum
Rebe	Colasurdo	Parent/Guardian	I have been following the LRFP committee since last July, and have attended many of the meetings. It was very concerning to hear at the final meeting in January that the committee had not been given any of the public comments that had been made throughout the entire process. The community was promised a voice in this process, through comments made online that would be provided to the

**Belong. Believe. Achieve.**

			<p>committee to help them form decisions. I hope the board is aware that the LRFP did not receive our comments or our input. Most recently, I am very concerned with the change in language regarding the suggestion to review schools under 350 students EVERY year. A lot of schools can't even physically hold 350 students. Leaving these schools up for review of consolidation every year will leave these communities living in fear of closure, and new families not wanting to move to these neighborhoods or enroll in the school. I urge you to look into this suggestion by the LRFL and change the criteria.</p>
Kainoa	S	Staff Member	<p>I wanted to share the Oregon Department of Education email from 1/31. As you are considering budget cuts please remember that school counselors are essential.</p> <p>National School Counseling Week - Feb. 2nd-6th, 2026</p> <p>This coming week, we have a profound opportunity to celebrate the heartbeat of our schools: our incredible school counselors.</p> <p>The American School Counselor Association's theme this year, "School Counselors Amplify Student Success," isn't just a slogan, it's a reality we witness every day. Behind every thriving student, there is often a school counselor working quietly behind the scenes to provide a safe haven, a path to academic achievement, and a bridge to a bright future.</p> <p>A school counselor's work is more than a job; it is essential. They are partners for educators, a bridge for families, and the champions for every single student.</p> <p>Let's join Governor Tina Kotek in celebrating and recognizing these dedicated professionals across our state. (see the proclamation)</p>
Stephanie	Silver	Parent/Guardian	<p>The final LRFP meeting raised concerns about process, particularly around Bucket 2. New and highly charged language was introduced at the last minute, yet the committee was not allowed to discuss before forcing a vote; the meeting ended at 6:30 rather than 8 as scheduled. While the committee promised the public they could share comments online that would inform committee discussion, these were never shared with the committee. In Jan there were 22 comments submitted related to the new language, which the committee never saw or considered before voting.</p> <p>These decisions matter deeply to families and communities. The Board plays a critical role in setting the tone for accountability and trust. I ask the Board to lead by defining a clear, proactive approach to engagement—one that includes listening sessions, sharing of public input, and community input in goal-setting—so long-range planning strengthens our schools and community rather than eroding confidence.</p>

Peter	Jewett	Other Community Member	I would like to see the board take the lead on engaging and listening to the community on issues such as long-term planning in regards to elementary schools. It is also important that public comments are made available in a timely way to so that they can be considered in real-time discussion and decision making, rather than after the fact. Community members want to feel like their voices can be heard, even if they can't physically attend the meetings. Thank you for your work, and please advocate for community schools. The small size of a school should not necessarily be seen as a negative, but rather as an asset for building community, trust, and comfort amongst our youngest students.
Jessica	Bernards	Parent/Guardian	I appreciate that BSD is starting to listen to parent concerns about technology access. However, putting filters on youtube is not enough - students can easily get around those. Instead, youtube needs to be fully blocked. The only way a video can be accessed is if it's embedded within Canvas. We need to move to an only allow list instead of a block list ASAP on these devices.
Colette	Cassinelli	Staff Member	<p>The district spends millions on technology, yet the proposed budget eliminates the staff essential to its use. Cutting 8.5 FTE Library and Instructional Technology Teacher (LITT) positions leaves just ONE person at the central office to support every secondary teacher &amp; student. How is that equitable or effective?</p> <p>LITTs are certified educators who drove our "Future Ready" 1:1 rollout and COVID transition. Today, they are spearheading GenAI integration, training 50+ staff on AI ethics and efficiency. Who continues this vital work if these roles are gutted?</p> <p>Eliminating site-based support is short-sighted, especially during today's AI revolution. We cannot expect teachers—already burdened by large classes—to "figure it out" alone. Without LITTs, our million-dollar tech investment will sit idle as teachers revert to traditional methods just to survive. I urge the Board to prioritize people over peripherals. Please question the decision to eliminate the LITT position at secondary schools.</p>
Emily	L	Parent/Guardian	<p>I am writing in regards to the potential closing of our small neighborhood schools. My daughter attends Ridgewood and one of the reasons we moved where we did was to attend there, loving the small neighborhood school feel. I attended west TV and also taught at a small neighborhood school in Hillsboro for 12 years. Small neighborhood community schools are the answer. Not tearing them down and building mega schools where students are a number and a face rather than a known member of the school community. We would be so disappointed and strongly consider going private if our school was removed.</p> <p>My daughter has needs and a personality where she would be lost in a 700+ student school. Please keep our small schools and let our students be known.</p>

Megan	McMillan	Parent/Guardian	I've been closely following the Long Range Planning Committee and attending meetings to listen while I can. I have not always been impressed with the process; District staff continuously failed to consider educational outcomes or address questions in a logical order of operations. And still, I was horrified by the committee's conclusion. A major provision (dictating enrollment numbers that would prompt a school closure) was thrown onto the committee at the last minute. No time for review, no thoughtful discussion; afterwards committee members revealed they didn't even understand what they were voting for. My confidence that BSD has educational outcomes in mind is at an all time low. Dr Balderas could have left a legacy, but it feels like he used our kids as a stepping stone instead. To the next superintendent: you are going to have a mountain to climb to rebuild trust from the community.
Alison	T	Parent/Guardian	With regards to Raleigh Hills and the possible consolidation of schools. While RH will certainly be a nice school, its size is concerning and the lack of clarity on the future of the neighboring schools has been confusing. The benefits of smaller neighborhood schools continues to be of importance and I encourage the long range planning to consider mid size elementary schools in their planning versus just the one large school option. For example a new mid size school could be built on the large grounds of Raleigh Park with Ridgewood consolidating with RP. Please factor in future school planning with the boundary decision, and not just what works right now for RH.
Sara	GS	Parent/Guardian	I am submitting this comment as a frustrated parent concerned about the substance of the LRFP and the lack of transparency in the process used to develop it. From the beginning, many in the community were skeptical that public input would meaningfully shape outcomes. Unfortunately, the process so far has reinforced that concern. Public comments were not shared in a timely way, and significant language was added late without public discussion. This has made engagement feel performative rather than genuine and further eroded trust. Process matters. Families need clarity on how decisions are made and how input is being used. Without that, it is hard not to conclude that outcomes are predetermined. There are positive steps, including the commitment to update EdSpec in 2027 and to review boundaries before consolidation. These are meaningful, but not sufficient. The Board must do more to lead transparently, listen actively, and clearly demonstrate how community input is shaping decisions.
Susan	Tindall	Parent/Guardian	I am writing today with mixed feelings about the findings coming out of the LRFP committee. I'm disappointed at the way public comment was not shared in a timely way or that the superintendent is responsible for reviewing annually schools based on an enrollment number alone. I'm encouraged at the commitment to review the ed spec and also the first step of reviewing the feeding patterns and boundaries first before consolidating schools. I'm writing to request the board continue to hold the district staff accountable, to take the lead on community engagement and listening, and to be transparent and community minded in their decision making.

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. 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>
Erin	Harper	Parent/Guardian	<p>I'm asking the Board to take direct ownership of community engagement in long-range facilities planning—as active leaders, not observers of staff-led processes. There's a trust gap between the district and community. I've emailed Board members requesting to meet about my LRFP Committee experience with no response. When elected officials don't respond to constituents, it signals community voices aren't valued. This extends to the planning process itself. Public comments weren't shared with committee members in a timely way. At our last meeting, highly charged language was added to a recommendation at the last minute without allowing discussion. These aren't hallmarks of a trust-building process. What's at stake: trust affects enrollment. Families who don't trust the district will leave. Declining enrollment then justifies consolidations, further eroding trust—a cycle threatening future bonds and stability. The Board can and should lead differently, genuinely seeking community feedback.</p>
Randi	Little	Staff Member	<p>As a staff member and parent of students in the Beaverton School District, I am concerned for the wellbeing of our students if social workers are cut and centralized. As a staff member of a Title 1 school, I work closely with my own school's social worker and there are many tasks that could not be done without them. As a school greatly impacted by the recent actions of our federal government, our social worker has worked tirelessly to collect community donations; deliver food to families; coordinate holiday support; pick up and deliver clothing and hygiene items to families; and respond to behaviors and mental health needs at our school.</p> <p>We need our social worker in the building every day to be able to support our students and families. Without them, many of our community members will suffer.</p>
Kevin	Foreman	Staff Member	<p>I am writing in support of the Substance Use Support Program in the Beaverton School District and to urge the district to reconsider any reductions. I serve as the Substance Use Specialist for Beaverton and Mountainside High Schools, supporting more than 3,000 students, while other specialists serve</p>

			<p>additional schools across the district. This program is already centralized and efficient; the challenge is capacity, not duplication.</p> <p>Oregon faces severe substance use challenges and ranks low in access to youth treatment. For many students, school-based support is their only option. This year, my voluntary student self-referrals increased by 74%, signaling trust and unmet need.</p> <p>Substance use support improves attendance, reduces discipline, and preserves instructional time—core district priorities. Reducing services would increase long-term costs. Current data supports expanding, not reducing, this program.</p> <p>Thank you for your consideration and commitment to student wellness.</p>
Jenna	Thoma	Staff Member	<p>I have serious concern about the proposed cuts to staff who support student behavioral/mental health. At a time when students are experiencing increased anxiety, trauma, and behavioral needs, these positions are not optional—they are essential. Counselors, behavior specialists, and social workers play a critical role in helping students regulate, de-escalate, and stay engaged in learning. When these supports are reduced, the needs do not disappear. Instead, instructional time is lost, teachers are stretched beyond their roles, and students who need support the most are left without it. Substance Use Specialists provide proactive support that benefits entire school communities through intervention and prevention. Cutting these positions undermines student learning, staff sustainability, and school safety.</p> <p>If we are committed to educating the whole child and creating environments where students can succeed, we must prioritize these supports. I respectfully urge the board to reconsider.</p>
Sue	Skinner	Other Community Member	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support:</p> <ul style="list-style-type: none"> <li>• Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.</li> <li>• Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.</li> <li>• MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.</li> <li>• Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.</li> <li>• Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.</li> <li>• Establish an ICE response system: Have a trained lead per 10 staff members, equipped with</li> </ul> <p><b>*BSD limits comments to 1,000 characters*</b></p>

Gregory	King	Parent/Guardian	<p>No one wants to see schools closed. Schools are community anchors filled with memory and meaning. Declining enrollment forces hard choices that no one wants to make.</p> <p>Today, maintaining small schools at their current levels of support, mostly in more affluent neighborhoods, costs over \$1M more per school each year. That money comes at the expense of larger, more racially and economically diverse schools. For instance, the district guarantees two classrooms per grade regardless of enrollment. This means some schools have classes of 15 while others, in more complex learning environments, have classroom sizes of 28. The result is over \$6,000 more per student in resources at some of our smaller schools. This creates a district make up of "Haves" and "Have Nots".</p> <p>This isn't equity. Instead it actively preserves and perpetuates advantage. Students deserve the same quality education regardless of zip code, and our diverse community is stronger when our schools reflect that commitment.</p>
Dawn	Singer	Parent/Guardian	<p>The district is consistently lying in its communications. The long range facilities planning committee didn't receive any public comment, until AFTER they voted on matters that GREATLY impact the school communities they were sent to represent and vote on behalf of, despite being told they would receive them at each meeting. How are impactful decisions STILL being made without community input despite the district paying hundreds of thousands of dollars to outside groups to "collect community feedback." Interesting how the district has to look into budget cuts and immediately starts looking to make them where students would have the greatest negative impact first: staffing cuts, "specials" cuts, instructional coaches cuts, school closures and consolidations, but has yet to determine what the savings could be if they looked at reductions in district office employees. Why do we have a school district that ALWAYS PUTS OUR STUDENTS LAST? Your cuts should START AT THE DISTRICT CENTRAL OFFICE.</p>
Diana	G	Other Community Member	<p>I am concerned about the proposal to compensate School Board members at a time when the district budget is already in deficit. When individuals applied to serve on the School Board, there was no expectation of financial compensation. This role has always been understood as a public service position.</p> <p>With current technology, members can attend meetings remotely, greatly reducing the impact on work and family obligations.</p> <p>The proposed compensation of \$500 per month equals \$6,000 per member annually, or \$42,000 per year for seven members. That amount exceeds the annual salary of many Classified staff members working seven hours a day. Funding board compensation at this level takes resources away from direct student supports.</p> <p>At a time when we are struggling to meet student needs and retain essential staff, our limited funds should be prioritized for the classroom until we are no longer looking at a deficit.</p>

Hannah	B	Parent/Guardian	Please don't punish small schools. As a parent at Montclair, I see how important smaller classes and huge resources are. My child is thriving in a small school and putting them in a bigger one, I'm afraid they would fall through the cracks, because they are a middle of the road student.
Nicole	Gable	Other Community Member	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support: Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions. Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options. MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.</p> <p>Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.</p> <p>Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.</p> <p>Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walkie-talki</p> <p><b>*BSD limits comments to 1,000 characters*</b></p>
Emily	D	Parent/Guardian	My child attends one of the smaller Beaverton elementary schools (under 350 students). While I love our small school, I think it's important to do what's financially responsible. We are seeing other school districts with extreme budget shortfalls and they are having to cut staff and reduce reserves. I would rather see the BSD combine schools and keep staff and improve support services vs. keep old/small schools open that drain the district financially. I am also tired of having my taxes raised to cover poor budgeting decisions. The state, cities, districts, etc. are taxing people out of the larger cities/districts and out of Oregon. Tax payers need to stop being the ones that pay for poor decisions. Make the hard decisions - spend wisely, use the dollars available, and prioritize. You can't make everyone happy. Don't over spend and leave it to tax payers to cover.
Diana	Buswell	Parent/Guardian	Less than 24 hours before the final LRFPC mtg, district staff added wording to the last proposal that schools with under 350 students be evaluated annually for closure. District staff opened the mtg by immediately calling for a vote on this new proposal. I was appalled at the staff's cold response of "no" when a committee member asked for a discussion before a vote. Community volunteers deserve more respect than this. I was also upset to learn at the mtg that that 6 months' worth of community comments (including my own) had not been distributed to the LRFPC. Sending the comments to the committee the day after their final vote is not acceptable. Please do not rubber stamp what the District proposes. As a voter & a parent I expect the Board to conduct thorough & thoughtful engagement with the community to determine what is best for students. School closure should be a last resort. Please review boundary & programming adjustments before considering, let alone approving, school closures.

Karin	Stark	Parent/Guardian	<p>Please look closely at the LRFPC's bucket 2. During the January committee meeting there was no discussion on the fact that this language now applies to 12 different elementary schools, some of which were built for fewer than 350 students in the first place. This language, to assess these schools *each year* destroys stability for these populations including students, school staff, and families. Admin who led the LRFPC meetings declined members' requests to have teaching and learning folks present and yet bucket 2 recommendations will have direct impacts on student success. If BSD is actually putting students first, educators and school staff *must* be part of these decisions. When community members submitted comments to the LRFPC as part of the promised community input, their comments were only shared *after* votes were taken. The outrage over this language is partially because the community no longer trusts BSD. Please do not implant this poor-thought-out and harmful policy.</p>
Kaitlin	Peters	Parent/Guardian	<p>The board has heard proposal from Long Range Planning facilities committee. The proposal creates dangerous loopholes that allow schools to be a risk of being closed consecutive years. As a parent of a small school I urge you to request revisions to the proposal made today to allow the community transparency and security of the future of our small schools . Putting small school communities up for review annually will create so much uncertainty and insecurity for our school communities. Please insist on a plan moving forward that is transparent and does not allow for annual review of schools.</p>
Susan	Franer	Other Community Member	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support:        Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.        Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.        MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.        Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.        Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.        Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walky-talky</p> <p><b>*BSD limits comments to 1,000 characters*</b></p>
Barbara	B	Other Community Member	<p>Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.        Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.</p>

			<p>MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.</p> <p>Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.</p> <p>Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.</p> <p>Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walkie-talkies/communication tools; create a clear chain of communication during emergencies</p>
Laurie	Umiger	Staff Member	<p>The messaging and training regarding ICE is inconsistent across the district. We are seeing unprecedented actions in Minnesota around schools, and yet, Beaverton has not even provided us with the specific protocol for on campus ICE activity. How will we keep our students safe and what specific steps will we need to take as staff in this, increasingly likely, scenario?</p> <p>In addition, it seems as though more impacted schools are bearing the brunt of this onslaught while other schools are more insulated. How can the district build a sense of unity around our most vulnerable students and give all of us the tools to protect our community? How can we, as a community, ensure that families feel safe to attend school events and that children are safe at their bus stops?</p> <p>We need more than platitudes. We need concrete plans to ensure that our schools remain safe spaces for all.</p>
Lauren	McCartney	Staff Member	<p>In bldgs and classrooms, the psychological and physical harmful impact of ICE in our community is clear. We must enhance safety, preparedness, community trust &amp; support:</p> <ul style="list-style-type: none"> <li>* Have background-checked volunteers collab w/ Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.</li> <li>* Partner with Safe Routes to School, design chaperone walking routes to/from school: Est. vetted, monitored routes, provide students with safe, predictable options.</li> <li>* MigraWatch training is mandatory for all BSD employees: this is about equity</li> <li>* Contact PIRC as a first step when ICE activity is suspected, alongside notifying school admin</li> <li>* Train 2 staff members per site, serving as certified observers</li> <li>* Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walkietalkies/communication tools; create a clear chain of communication during emergencies. Responses are then organized &amp; consistent across campuses</li> </ul>
Meaghan	M	Staff Member	<p>“Believe You Matter, is designed to support student mental health and well-being across all schools.” This initiative was put in place by not only national data, but local district data supporting the mental health crisis we are in. But those of us in schools on the front lines do not need the data to tell us that because we live it every day. Oregon ranks last in the country for youth mental health with higher reports of need and lower reports of access. Substance use in Oregon similarly is also last. So in these times, when supports are at an all time low, needs at a high and with what is happening with ICE, the district is proposing slashing the social work program by over 1/3 and decimating the substance use</p>

			program to one person. Students need these supports in their schools, not central office, now more than ever. Do not take away the connections and relationships our students rely on for support. Continue to be an example in Oregon and fight for these positions and more funding.
Jessica	E	Parent/Guardian	Thank you board members for your service to our community. I am writing to share my views on the LRFP committee. I hope there is more transparency with these plans and an opportunity for families and community members to give input. Many of my friends and neighbors have no idea that these changes are being proposed, which isn't giving a fair chance for all voices to be heard. Additionally, comments made prior to LRFP meetings were not even shared with the committee. I am strongly opposed to closing/consolidating smaller neighborhood schools. Additionally, I have heard many people say they will move out of public schools if these moves happen, which will further create budget issues. With the assumed upcoming budget reductions, I hope class sizes will be the number one priority for all schools. Currently, elementary schools have teachers in coaching positions (3 at most schools +admin). These positions are helpful, but should not remain if small class sizes can't be attained.
Elizabeth	Richards	Parent/Guardian	Consider proposals to enhance safety, preparedness, community trust & support: Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions. Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options. Safety training is mandatory for all BSD employees: Staff will recognize & appropriately responds to safety concerns. Contact PIRC as a first step when unsafe activity is suspected, alongside notifying school administration: Provide both administrative & community-based support for families. Train 2 staff members per site, serving as certified legal observers: Enhance accountability & ensure external enforcement presence is documented responsibly. Establish a response system: Have a trained lead per 10 staff, equipped with walkie-talkies.
Samantha	Minter	Staff Member	Good evening school board members,  I implore you to re-examine our current ICE response and community support procedure, particularly after the proposed budget that was presented at the last school board meeting. As a school counselor and proud union rep and organizer, I am deeply concerned about the reduction of positions for social workers and counselors in BSD within the proposal. The current plan relies on 90-95% on social workers and school counselors, and relies on Administrators when they on site to report when ICE is present.  There is room for error, there are massive safety gaps, and the proposed budget will spread our colleagues over more worksite then we will have less support for all of our families. For those who are new to the district, this is the second obstacle to social workers positions in the district in the last 3

			years. I worry for our colleagues with this looming over them for the 2nd time, and implore BSD residents to advocate for funding at the state level.
Lizzie	Russell	Parent/Guardian	I have attended numerous BSD school board and LRFP/BRIC meetings and am dismayed, appalled, and depressed at the lack of care or regard for community input. It was discovered that someone had been "checking the incorrect inbox" to see community comments, and the LRFP committee has not seen/heard/read the MASSIVE public outcry over the decisions being made. Whether this is truly a mistake is anyone's guess, but it feels in line with the district's constant vague answers and blatant subterfuge. As is at the heart of pretty much all comments, the student outcomes are the MOST important and should be the priority of EVERY. SINGLE. DECISION. Otherwise, what is the point? What are we doing here if student outcome is even one percent not relevant to a decision? How can we trust you to make life-changing decisions if you cannot be trusted to monitor the correct inbox? Is there a plan to address this? Has everyone read and absorbed the comments now? We LOVE our school, please listen to us!!!
Arlene	Coleman	Other Community Member	<p>Please consider the below to enhance safety, preparedness, community trust:</p> <ul style="list-style-type: none"> <li>• Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.</li> <li>• Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.</li> <li>• MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.</li> <li>• Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.</li> <li>• Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.</li> <li>• Establish an ICE response system: Have a trained lead per 10 staff members, equipped with</li> </ul> <p><b>*BSD limits comments to 1,000 characters*</b></p>
Kelsey	Hopkins	Staff Member	<p>My hope is that we can prioritize keeping more tax dollars here in Oregon, where they can be directly reinvested in our students, staff, and families. Local investment allows for greater accountability, responsiveness to community needs, and more stable support for our public schools.</p> <p>I also want to address the proposed transition to a regional social worker model. As a school social worker, I have serious concerns about being off-site and responsible for multiple schools. This model limits our ability to build consistent, trusting relationships with students and staff, which are foundational to effective social, emotional, and mental health support.</p>

			When social workers are spread across multiple schools, our role becomes narrowed to reactive resource coordination rather than comprehensive, relationship-based intervention. This underutilizes our professional training and reduces meaningful collaboration with educators and support staff.
Molly	S	Parent/Guardian	BSD needs to be more transparent about the focus on moving to large schools, especially at the elementary age. As a former BSD student and current BSD parent I have seen the community and connection that is created for learners in neighborhood schools. Why are you planning to close schools before working to understand what is actually working for the students? Why are you holding up improved graduation rates when what we should actually be talking about is student proficiency? Why is universal middle school experience held up as the goal when so many BSD middle schools are not serving students? The lack of transparency and pretending to seek community input when going ahead with the original plan is wrong. I have always voted yes on bonds but the district has broken my trust.
Andy	Foeller	Parent/Guardian	In early 2025 I attended three community BRIC meetings. In each meeting the majority of concerned community members voiced their support and desire for small elementary schools. This was the main concern articulated by the community members, that small schools are important and valued and that closing and consolidating them will harm our students. We were all under the belief that this would be shared with the Long Range Facility Planning committee. However, it wasn't. When BRIC shared their 4 North Star guiding principles, nowhere was it mentioned that the BSD community wanted their children to attend small community schools. It was left out. Were these community meetings a farce? Were they meant to just make everyone feel good that we talked about our concerns? I believe that we as a community were mislead by BRIC, either through incompetence or the breaking of ethical trust. I ask that the planning committee meet again and discuss this. Thank you.
Jade	Gonzales	Parent/Guardian	<p>The Long Range Facility Planning process failed due to absent leadership and unclear process. This deserves a do-over. Community trust is essential with difficult decisions ahead.</p> <p>No Foundation: The LRFP operated without defined goals, tools, or outcomes. You cannot build trust or make sound decisions without a clear roadmap.</p> <p>Leadership Vacuum: District staff didn't provide necessary structure. The Board must lead with accountability. Our families need you leading engagement, establishing shared goals, and ensuring transparent process.</p> <p>Voices Ignored: Public comments weren't provided to the LRFP committee until after their final meeting. This breakdown signals our input doesn't matter and erodes trust.</p> <p>Vision Before Logistics: Define ideal school and class size, update oversized EdSpecs, and articulate a vision for optimal learning environments before facility planning and closures.</p>

			Our community will support strategic planning—but only with leadership that earns our trust.
Dawn	Prochovnic	Other Community Member	I am writing to let the School Board know that I am deeply disappointed in the lack of transparency in the Long-Range Facility Planning Process, particularly that public comments were not shared with the committee in a timely manner and meaningful language was added to the proposal at the last minute without discussion. I have been a vocal and stalwart supporter of the public school system, and specifically the BSD, for many years. This process has been a gross betrayal of public trust. Your actions have left me, one of your most ardent supporters, angry and disappointed. Genuine and sincere public engagement matters to voters.
Jessica	Pierce	Parent/Guardian	The proposed budget cuts for counselors and substance use specialists in particular will decimate our district's ability to provide critical Tier 2 supports for students and families. I urge the board to take a close look at the budget for public safety and to really assess how much money that department is spending and on what--how do they get new cars when CTE teachers are told they can't do field trips? Also, it is time to revamp how we provide alternative education in this district. Community School is over-staffed and has such a small student body--that is not an effective way to provide Tier 3 supports and interventions. Close that program and re-invest in our comprehensive schools.