

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, December 5, 2024 through 12 p.m. on Tuesday, December 10, 2024. 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
Ashlee	R	Staff Member	<p>SRCs and ISCs. These classes were supporting some of the highest need students in our district, and there was not a contingency plan to support significant student needs (such as access to a safe room) once other programs absorbed these students-these programs are overflowing.</p> <p>Further, the caseloads for these programs have grown independent from absorbing SLC students, causing high class sizes that are near the levels of gen ed kinder classrooms. While we are grateful that Beaverton is working to staff these programs effectively, filling these rooms with more students and staff creates less than optimal learning environments for students with sensory processing difficulties. The caseloads for SLPs and phychs is unsustainable.</p> <p>Staff continue to advocate for administration to re-consider an SLC program, open more SRC and ISC programs, and explore site options with safe rooms for students that demonstrate the need for their use.</p>
Jessi	L	Staff Member	<p>Our Special Education Department is failing our students. Specialized Program classrooms are overcrowded and under resourced. The effects of closing the SLC program continue to radiate through the ISCs and the SRCs. We need more classrooms to be opened to lower class sizes and more resources to be provided to support the intensive needs of our students. Our amazing teachers and Para 2s are doing their best, but we need more of them and more training for them as well. Our specialists are drowning with higher caseloads than they have ever had. Many SLPs and Psychs are considering leaving the district due to unmanageable workloads. We need help!</p>

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Emily	Thackray	Staff Member	<p>If there is an emergency and the police are needed at a school, they will arrive. This is what taxpayers pay for. So, why would the district spend close to one million dollars of BSD funds to pay for only 12 officers to work as Youth Service Officers across over 50 BSD schools?</p> <p>Will students & schools be less safe if BSD doesn't renew the contracts for & pay for the YSO program? Will officers not visit our schools? How can YSO's benefit our school's behavior health & wellness support services when those services are overstretched & under sourced due to a lack of funds? Our schools need full time social workers & more counselors to help students navigate mental health crises, academic stresses & more. Please use taxpayer money wisely & don't use BSD tax funded dollars to fund something tax payers already pay for.</p> <p>Thank you,</p> <p>Emily Thackray, ACMA, teacher</p>
Stephanie	Silver	Parent/Guardian	<p>BSD hired BRIC to run a community engagement process related to schools in the district. However, the community has not heard from these consultants this fall. What is the status on their engagement, and how are they ensuring community voices are heard? With \$200,000+ of public dollars invested in this engagement, the community demands to have a voice in deciding the future of our community schools. You promised engagement, transparency and a way forward that will protect Title schools which serve our students and communities. Open the doors to this process. The ability to pass future bonds depends on it.</p>
Lauren	McCartney	Staff Member	<p>Why is the district spending close to one million dollars of BSD funds to pay for 12 police officers to work as Youth Service Officers over 50 BSD schools, when we have no control in their training in working with diverse young people, or assessment on their effectiveness of their work? What is the plan to change the inequitable reality that Black and LGBTQ+ students disproportionately feel unsafe or negative about YSOs?</p> <p>Please support BEA's proposals around compensation, safe learning environment, and professional working conditions because these articles ensure that educators are supported in building successful caring relationships with students that are crucial for their mental health and safety in our schools and community. See Change's report recommends these relationships, and we all know that it's just basic best practice.</p>
Erin	Sullivan Shreve	Parent/Guardian	<p>I am a McKay parent and am very concerned and sad to hear our wonderful community school may close. This school is integral to our neighborhood. So many kids are able to walk there with friends and it was a huge factor in buying our home. While we understand that old buildings can pose risk, we do not understand how building a mega-elementary with a 750 student capacity is even being considered right now. The decision to consolidate and shut down these smaller schools was rashly made without</p>

			<p>community involvement. Small classrooms where children can form friendships and get individual attention is paramount to student and teacher success. These kids went through COVID isolation to classrooms full of kids. They need time to adjust and develop. Raleigh Hills at 750 kids would be a nightmare. And if attendance is down why build beyond what is needed? Not to mention the intersection just down the street doesn't need to get any busier. Please consider the safety and emotional needs of kids.</p>
Lora	Dee	Staff Member	<p>I have worked in Beaverton for 8 years as a specialized classroom teacher at the elementary level, in the Structured Routines Classroom. Since the closure of the SLC's, all programs are feeling the rupture of losing an entire program. In particular SRC's and ISC's are overflowing, which impacts not only case managers like myself, but also our itinerant staff such as SLP's, OT's, PT's, and Psych's. When I started in Beaverton, my SLP was integral in helping me develop visual supports, communication tools, and implement these to benefit students.</p> <p>My SLP is an amazing, smart, creative, hardworking, and committed educator, but a caseload of 60+ students, with direct services, between two schools, while managing 20 AAC devices, as well as her paperwork, is unsustainable. She has also lost her SLP-A's. Our SLP workload committee has recommended a max caseload of 50 for SLP's. This is being disregarded for our SRC and ISC SLP's. We will not retain OR hire good SLP's like this.</p>
Meaghan	M	Staff Member	<p>Why is the district spending close to a million dollars to fund the YSO program when positions such as counselors, psychs, and social workers are still critically underfunded? The district has cut several of these vital positions forcing schools to either do without or make up the FTE for the social work/counselor/psych position. Every school needs a full time psych and a full time social worker. Why does the district continue to gather community input when the community has been loud and clear that YSOs do not make folks feel safer and research backs up that opinion?</p> <p>Please support BEA's proposals around compensation, safe learning environment, and professional working conditions because these articles ensure that educators are supported in building successful caring relationships with students that are crucial for their mental health and safety in our schools and community. SeeChange's report recommends these relationships, and we all know that it's just basic best practice.</p>
April	Powers	Parent/Guardian	<p>I hope for an agreement on contract negotiations. While I support our teachers wholeheartedly and agree that class sizes are too large, caseloads are too heavy, and many salaries are too low, I don't agree with the BEA proposal that wipes out our reserve funds within a year. These funds are critical as we enter the next 4 years, likely with less funding from the federal govt, and that safety net is vitally important with unpredictable funding from the state. We must spend our reserves wisely and cautiously and come to an actual compromise. The district needs a cushion of savings so we aren't hiring/firing every year as we live "paycheck to paycheck" at the mercy of the state. We need to look at</p>

			where we can cut spending (administration at the district level!) and focus on reducing class size for ALL students. This means more teachers, not fewer. ALL students need smaller classes to have more engagement and learn efficiently and effectively, not just those in lower income schools.
Lauren	Kelly	Parent/Guardian	<p>I am a parent of 2 students in Beaverton school district, my children attend McKay Elementary School. I support our union educators and hope the district can move to a quick resolution in mediation. I am disappointed that negotiations have been this prolonged and stalled. I believe that everyone at the district and in our schools has the same goal: support out teachers and students. These protracted negotiations take so much time and energy from everyone involved that could be used in so many better ways.</p> <p>Also, as a parent impacted by the new Raleigh Hills build, I am disappointed to not have any updates from Bric or the district. I see an agenda item today pertains to the RH build plans. It says design options have been reviews and will be discussed. A big issue for parents and staff in the spring was communication and transparency. That seems to still be an issue. Thank you for reading these comments.</p>