

**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on April 21, 2026 through 12 p.m. on Tuesday, May 5, 2026. The following comments followed all the posted guidelines listed on the comment form and below.

- Comments are limited to 1,000 characters. One comment per person, comments listed oldest first.
- The budget committee will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

Name	Association with BSD	Topic	Comments
Christine Seaman	Parent/Guardian	West TV and BSD Elementary Proposed Teacher Reduction Concerns	<p>On behalf of West Tualatin View elementary parents, we understand BSD is facing budget pressure. We also understand that staffing may need to follow enrollment. At the same time, we are extremely concerned that the proposed model combines blended classrooms with large class sizes and limited transparency around the process.</p> <p>Before this model is finalized, we are asking BSD to clarify:</p> <ul style="list-style-type: none"> <li>-What exact enrollment numbers were used by grade?</li> <li>-What staffing formula was applied?</li> <li>-What alternative classroom models were considered?</li> <li>-Was one additional temporary teacher considered for West TV due to the large 5th grade size?</li> <li>-Is this decision final, or still subject to the budget process?</li> <li>-What class-size number would trigger adding staff?</li> <li>-What support will teachers receive for blended classrooms? How will they prepare before school year begins?</li> <li>-What support will students receive in literacy, math, special education, 504 plans, English learning, and advanced learning?</li> <li>-How will BSD measure whether blended classrooms are working?</li> <li>-When will families receive a written plan?</li> <li>-What is the long term plan for West TV past 2 years (we have only received a plan out to 2027-2028)?</li> </ul> <p>Before this plan is finalized, BSD should explain the process, show the alternatives considered,</p>

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			and provide a written support plan. BSD should also consider one temporary classroom teacher for West TV or define a clear class-size threshold that would trigger additional staffing.
MariAm McKibban	Parent/Guardian	West TV Elementary budget cuts	<p>Dear Budget Committee Members,</p> <p>I am a West TV parent and am writing regarding the proposed staffing model for next year. I understand BSD is facing difficult budget constraints. At the same time, West TV families are concerned that the proposed model would create large blended 2/3 and 4/5 classrooms. Based on the information shared with families, West TV may have blended 2/3 classrooms of about 29 students and blended 4/5 classrooms of about 33 students. Families need to understand how this supports a strong classroom experience for students and teachers.</p> <p>I am asking BSD to:</p> <ul style="list-style-type: none"> <li>Explain how the staffing formula was applied to West TV.</li> <li>Share what classroom configurations were considered, including non-blended options.</li> <li>Clarify whether additional staffing is still being considered.</li> <li>Define what class-size or enrollment threshold would trigger additional staffing before the school year begins.</li> <li>Provide a written support plan if blended classrooms remain.</li> <li>What are the other monetary options are there to save money instead of taking away the teachers ?</li> </ul> <p>Please include this comment in the Budget Committee record.</p> <p>Thank you, Mariam McKibban</p>
Jocelyn Bridson	Parent/Guardian	Proportional Staffing = Blended, Multi-Grade Classrooms	<p>5/1/2026</p> <p>Dear Members of the Beaverton School District Board &amp; staff,</p> <p>I am a parent of a student at West Tualatin View Elementary (WTV), writing to express serious concerns about the proposed budget strategies—particularly the “proportional staffing” approach—and the process used to present and evaluate them.</p> <p>First, the public process, survey, and the proposed budget draft language is misleading. By framing the proposal as “proportional staffing” it focused on the methodology to create buy-in, rather than focusing on the actual impact felt at schools. The actual impact is:</p> <ul style="list-style-type: none"> <li>• The district is eliminating 12 teacher positions through this action to save the \$1.9M.</li> <li>• By moving teachers into vacated positions elsewhere, this will do nothing to address overcrowding elsewhere.</li> <li>• Small schools rarely have the right number of students to combine two small classes into a</li> </ul>

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			<p>larger one of the same grade. The result in our smaller schools is not simply larger class sizes, but it is larger class sizes and “blended classrooms” where teachers are required to teach multiple grade levels simultaneously. This is not mentioned in the survey, and it is likely readers did not understand this would be the impact.</p> <ul style="list-style-type: none"> <li>In addition to the short survey language, this lack of transparency continues into the Draft 2026-27 budget: the word “blend” or “blended” is not mentioned once in the 310-page document. It is as if the district does not want to acknowledge a significant shift in educational experiences of our children and increased workload on teachers.</li> <li>The survey closed before the budget process will be finalized in June. This has left many families feeling that community input is being collected but not meaningfully considered. In comparison, other projects that are less controversial such as Beaverton High School rebuild are still “open” for questions and comments on your website. Hence, we feel the need to email you directly.</li> <li>It is unclear how the District takes into account public input from the survey. The Budget 101 slide deck showed that half the survey takers were teachers, the rest being parents and community members. The results that were collected show that the “proportional staffing” strategy was not among the top 6 ranked choices (out of 13). If this is the case, why does the Proposed Budget Draft still have this strategy contained?</li> </ul> <p>Second, the district’s narrative around small schools omits a critical truth: these schools are already underfunded in significant ways. WTV operates in aging facilities, including portables, with longstanding safety concerns. BSD’s 2019 report shows that West Tualatin View Elementary has the worst district rating for seismic safety (tied with BHS at 45 vs. district goal of 80+), yet it is not included in the list of upgrades discussed on page 162. The Map on page 169 show no investment from the 2022 Bond in our school. Almost every other school on the “lower than collapse prevention” red list in the seismic study has a plan for upgrades. WTV is saving the district \$1.9M (2019 estimate) by not upgrading our school. This goes unacknowledged on the budget and we know of no concrete plan to either replace our school or make it safe for our children. While small schools are often portrayed as resource-intensive, the district is effectively saving millions by delaying essential investments in our buildings. This reality should be transparently acknowledged.</p> <p>Third, there are major concerns about teacher support. Educators are being asked—on extremely short notice—to adapt to new placements and potentially teach multiple grades at the same time without clear plans for training, preparation time, or instructional support. The reality is that the school board will not approve the new budget until June and teachers will not be alerted of their new class assignments until a week before school starts. They will not know if they need to adjust</p>

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Margaret Hermes	Parent/Guardian	2026/27 Budget and Proportional Staffing Concerns	<p>We are parents of a student at West Tualatin View Elementary (WTV) and are writing to express concerns about the proposed budget and the associated "proportional staffing" approach that will result in large class sizes and blended grade classrooms for the upcoming school year(s). This approach does not adequately support students or teachers and makes us question what exactly is being prioritized. We feel that the public process has not been transparent and possibly even misleading.</p>
Yanmeng Li	Parent/Guardian	Teacher Reduction at West Tualatin View Elementary School	<p>I am borrowing comment from another parent of West TV Elementary because it fully expresses my comment: "First, the public process, survey, and the proposed budget draft language is misleading. By framing the proposal as “proportional staffing” for elementary schools it focused on the methodology to create buy-in, rather than focusing on the actual impact felt at schools. The actual impact is:</p> <ul style="list-style-type: none"> <li>- The district is eliminating 12 teacher positions through this action to save the \$1.9M.</li> <li>- By moving teachers into vacated positions elsewhere, this will do nothing to address overcrowding elsewhere.</li> <li>- Small schools rarely have the right number of students to combine two small classes into a larger one of the same grade. The result in our smaller schools is not simply larger class sizes, but it is larger class sizes and “blended classrooms” where teachers are required to teach multiple grade levels simultaneously. This is not mentioned in the survey, and it is likely readers did not understand this would be the impact.</li> <li>- In addition to the short survey language, this lack of transparency continues into the Draft 2026-27 budget: the word “blend” or “blended” is not mentioned once in the 310-page document. It is</li> </ul>

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Kyle Steinhauer	Staff Member	Budget Cuts	<p>Hi there, my name is Kyle Steinhauer, and I'm a social worker at Whitford Middle School. I wanted you to understand the impact your cuts will have on our school next year. I think it's easy to see FTE reductions as numbers on a page and forget the human impact.</p> <p>We will be losing three general education teachers. We are losing one of our two academic coaches. Our AVID program is being downsized. My role is moving from a 1.0 to a 0.8 FTE. Our LITT is losing their job entirely. What does this mean? Our classes will be larger. Support for teachers via our academic coaches will be significantly reduced. We are having to cut our WEB (Where Everybody Belongs) program (student leadership). The social worker for next year will likely also be working at an elementary school one day a week, increasing their caseload by an additional 250-300 students &amp; families. We may have to significantly cut sections of AVID to match FTE numbers.</p> <p>I have had conversations with fellow support staff and teachers who are completely aghast. Professionals who can't comprehend why you're not only making such deep cuts, but that you have delayed so long that many of them won't know that they're cut until after job openings in fellow districts have already closed. You are destroying livelihoods with the way you're handling this. You are disrespecting professionals with decades of experience and expertise.</p> <p>Whitford is not alone with this process. Other middle schools face deeper cuts. Next year will be a year with worse outcomes in academics, classroom behaviors, classroom sizes, mental health, and concerns around self-harm/suicide. My only hope is that, when we get to the budget portion of next year, you have the capacity to recognize how badly you acted and avoid making the same mistakes.</p> <p>I know I can't change your minds, because in the end, the budget is just numbers on a page to you. You will get the budget numbers you want this year. You will get the other numbers that reflect the outcome of your choices next year.</p>
John Preskitt	Parent/Guardian	West TV Budget and Classroom Size Concerns	<p>Dear Members of the School Board,</p> <p>I am writing as a parent to express concern about recent budget decisions and their impact on staffing, classroom size, and long-term facility planning.</p> <p>The district's framing of "proportional staffing" does not reflect the real classroom impact. While the methodology is explained, the outcome is not. The term "multi-grade classrooms" is absent from the 310-page budget, yet this is the reality families and teachers now face. This lack of transparency leaves communities without a clear understanding of how student learning and teacher workloads will be affected.</p> <p>The narrative that small schools receive disproportionate funding is also misleading. WTV remains one of the least seismically safe schools, with no clear plan for upgrade. A \$2M need was identified as early as 2019, yet the school has not been prioritized in bond projects. Limited improvements to date have not addressed this core issue, effectively resulting in cost savings through deferred infrastructure investment.</p> <p>The opening of the new Raleigh Park Elementary highlights a missed planning opportunity. With a capacity of 750 students, it will open serving only its current population of roughly 270. Despite</p>

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			<p>having years to plan, the district has not communicated a clear timeline or strategy for utilizing this space. While I understand the sensitivity of school changes, even community feedback—such as from the McKay Elementary PTA—shows openness to thoughtful consolidation discussions.</p> <p>At the core of these issues are budget cuts that have reduced teacher numbers and increased class sizes, directly affecting the quality of education and sustainability for staff.</p> <p>We ask the Board to:</p> <p>Be transparent about classroom impacts, including multi-grade learning  Address inequities in facility investment and safety needs  Provide a clear plan for utilizing new school capacity  Reevaluate budget priorities contributing to understaffing and overcrowding</p> <p>Our community values strong schools, supported teachers, and safe learning environments. We urge the Board to better align decisions and communication with those priorities.</p> <p>Sincerely, John Preskitt, father of a 1st grade West TV student</p>
Abigale Loichtl	Parent/Guardian	Staff cuts/blended classrooms	<p>My concern is around teacher position cuts that are leading to blended classrooms for my student next year. I'm concerned that blended classrooms, which combine multiple grade levels into a single learning environment, can create significant challenges for students. Teachers must divide their attention across different curricula, often limiting the depth of instruction each group receives. As a result, some children may feel either rushed or held back, depending on where they fall academically. Ultimately, while intended to address logistical needs, blended classrooms may compromise both academic progress and the overall classroom experience for many students. I understand that budget cuts are needed but I hope that eliminating positions and blending classes are a last resort.</p>
Stacey VanDeWalle	Parent/Guardian	West TV blended classrooms for 26/27	<p>Dear Budget Committee Members,</p> <p>I am a West TV parent and am writing regarding the proposed staffing model for next year. I understand BSD is facing difficult budget constraints. At the same time, West TV families are concerned that the proposed model would create large blended 2/3 and 4/5 classrooms with not enough support/training for our teachers. Families would like more information to understand how this supports a strong classroom experience for students and teachers.</p> <p>Please,</p> <p>Explain how the staffing formula was applied to West TV.  Share what classroom configurations were considered, including non-blended options.  Clarify whether additional staffing is still being considered.  Define what class-size or enrollment threshold would trigger additional staffing before the school year begins.  Provide a written support plan if blended classrooms remain.  Please include this comment in the Budget Committee record.</p> <p>Thank you,</p>

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Colette Cassinelli	Staff Member	Elimination of LITT Position	<p>The proposal to eliminate the Library and Instructional Technology Teacher (LITT) position at each secondary school and centralize a single position at the district level is a shortsighted decision. Once again, BSD is placing the burden on classroom teachers to navigate complex instructional shifts without adequate support.</p> <p>The District has invested millions of dollars in student devices and infrastructure. However, removing the 0.5 LITT position from each secondary school eliminates the very professionals who ensure that these tools are used effectively to enhance teaching and learning. Technology alone does not improve outcomes—thoughtful integration, guided by trained educators, does.</p> <p>This may appear to be a short-term budget solution, but it will have long-term consequences for instructional quality and student learning. BSD was once recognized as a leader in educational technology. Decisions like this move us further away from that standard rather than reinforcing it.</p> <p>I urge the District to reconsider this reduction and prioritize the instructional support that makes these significant investments worthwhile.</p>
Liz Melching Colclazier	Parent/Guardian	Concern about Elementary music and PE implementation	<p>My name is Liz Melching Colclazier and I am a parent of two children -- a Beaverton High School senior and a BHS 2022 graduate -- who attended BSD schools from Kindergarten through 12th grade. Both of my children benefited from a strong music education from BSD, starting in elementary school and continuing into middle and high school. It made them better students, and gave them an excellent path toward belonging, believing, and achieving.</p> <p>I'm writing on behalf of Beaverton Friends of Music, community members who believe every child deserves a complete education. We appreciate the work that has gone into this budget and the use of the Staffing Allocation Model. Thank you for right-sizing rather than cutting student music access. Thank you for keeping staff allocations equitable, regardless of zip code.</p> <p>That said, we have a concern about implementation. Since the Music Task Force of 2014, elementary school principals have been directed to schedule a minimum of 90 minutes of music per six days, and the same for PE. This year, that expectation has not been clearly communicated. Instead, guidance simply states "45 minutes per day of specials," without specifying how much of that time is music. Without a clear written expectation, principals may interpret that time differently, which could lead to reduced or inconsistent music access depending on the school. This puts equity at risk and could set a new precedent in the district.</p>

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			<p>We believe the intent of this budget is to maintain current music and PE minutes while adjusting staffing levels appropriately. But that only works if it's clearly communicated and carried out.</p> <p>The ask is simple: restate *in writing* that all elementary students should receive an average of 90 minutes of music and 90 minutes of PE per six school days, and ensure that Teaching and Learning sends that guidance to principals. This will align staffing with actual student access and help ensure consistency across schools.</p> <p>We are asking for clear communication and follow-through so that this budget truly protects equitable access to music education for all students. Action is needed urgently -- within the next week or so -- as schools are forming schedules for next year right now. Thank you for your efforts to protect music education in our school district and for your time and attention to this important matter.</p>
Casey Albelo	Staff Member	Behavior Health and Wellness reductions	<p>I am hear to ask that you carefully reconsider how the BH&amp;W teams are allocated. Cutting these positions at schools that are below 350 students is random at best and devastating at worst. At our small school, this team is busy all day, every day working with high need students: everything from academic support to working out conflicts and most especially keeping students and staff safe. I cannot begin to imagine how this reduction will affect the morale at our school.</p> <p>Teaching is emotionally and physically exhausting and we are asked to do things that would have been unheard of 20 years ago. And yet we persevere, because we love our students. Almost all of them come to school with some sort of trauma, and our BH&amp;W team respond to their needs and work tirelessly. They are often hit, bit, scratched, yelled at, run away from but they are tenacious in helping our students. At our school, our student success coach has literally worked one on one with students the past few years. She has to do this because we have students who need to be in other programs but their isn't any space for them in the District, they are still being evaluated, or they have come to school without the tools they need.</p> <p>Our staff NEED this team at full capacity. Please consider looking at the needs of each school and not just randomly picking a number. The mental well being of students and staff is at stake.</p> <p>Thank you for the opportunity to be heard.</p>
Sara White	Parent/Guardian	West TV	<p>Hello,</p> <p>I'm writing to express my sincere concern about the proposed changes affecting my children's elementary school.</p> <p>I have a daughter in first grade, who deeply deserves better. She loves school, though academic work does not always come easily to her. I am very concerned that the proposed class sizes and blended grade structure will make it significantly more difficult for students like her to receive the individualized support they need.</p> <p>There are current reports of losing three teachers and blending grades into already oversized</p>

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Alison Boekenoogen	Parent/Guardian	Budget cuts and impact on West Tualatin View Elementary	<p>Hello,</p> <p>I'm writing to express my sincere concern about the proposed changes affecting my children's elementary school (West Tualatin View).</p> <p>I have a daughter in fourth grade, who deserves better. She loves school, though academic work does not always come easily to her. I am very concerned that the proposed class sizes and blended grade structure will make it significantly more difficult for students like her to receive the individualized support they need. My daughter's class has a high enrollment rate, and year after year we as parents have to advocate for our students, and appeal to the district to add a third teacher to the grade. The this has negatively impacted our students, the incoming teacher, and our community as a whole. Now, to hear that grade levels will be blended in addition to this is deeply unsettling.</p> <p>There are current reports of losing three teachers and blending grades into already oversized classrooms. This is extremely disappointing. West TV is a phenomenal school, with teachers who feel like family, parents who have built a strong and lasting community, and students who feel safe and supported in what is truly their second home. Changes of this magnitude risk undermining that foundation.</p> <p>I am struggling to understand how blended classrooms of 29 students in 2nd/3rd grade and 33</p>

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			<p>students in 4th/5th grade will effectively meet the diverse academic and developmental needs of students. I would also like clarification on why this is being presented as a two-year solution, and what the long-term plan is beyond that timeframe.</p> <p>I respectfully ask the district to:</p> <p>Provide a clear explanation of the data and reasoning behind these decisions  Share what alternatives were considered before arriving at this plan  Clarify the long-term strategy beyond the proposed two-year period  Consider pausing or revising this plan to better support students and staff  I would appreciate a response at your earliest convenience, as this directly impacts my child and many others in our community.</p> <p>I grew up attending school in the Beaverton School District. I choose to hold out hope that the district will see the value in our teachers, and that you will keep budget resources invested in instruction and small class sizes. Please do the right thing, and don't use our students' classrooms as a mechanism for budget reconciliation.</p> <p>Kindly,</p> <p>Alison Boekenoogen</p>
Tim Roshak	Parent/Guardian	2026-27 - Proposed Budget and Disproportionate Impact to West TV Elementary	<p>This budget proposal is a reactive stop-gap that fails to address the fundamental challenges of education in our state. Without clear strategic direction, it is a senseless merry-go-round doomed to repeat itself yearly.</p> <p>District leadership is ignoring consistent public feedback regarding elementary staff support. At West Tualatin View Elementary, a projected enrollment decline of only 3.6% is being punished with a staggering 18% reduction in staffing. This is not an exercise in equity; it is a fundamental lowering of the bar.</p> <p>Furthermore, District communications regarding the Strategic Allocation Model (SAM) never included "Blended Classrooms." This lack of transparency has led to a justified outcry, as this model will force two-thirds of West TV into blended environments. This radical shift is being built "on the fly" with limited training and larger class sizes.</p> <p>This is a recipe for failure—a plane crashing while leadership congratulates themselves on a "job well done."</p>

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Katie Higgins	Parent/Guardian	Alternative Budget Cut Considerations	<p>Hi BSD Budget Committee,</p> <p>our neighborhood school WTV is impacted by the teacher cuts and given my number 1 reason for my children attending WTV is the ideal teacher/student ratio, I'm very concerned - I'm wondering if other programs are being considered being cut, two specifically: Free Lunch for All (turn back to an application process), and our Chromebook budget (data has proven children don't learn on computer screens and Chromebooks are being pulled from school districts across the country). Please consider these two programs as alternatives to cutting our teachers.</p>
Rayla Geppert	Parent/Guardian	proposed budget and effects on our elementary school	<p>Dear Beaverton School Board Members,</p> <p>I am a parent of current fourth and second grade students at West Tualatin View Elementary (and a soon to be kindergartener). I am writing to you today to express my concerns over the proposed reallocation of three WTV teachers and the transition to blended classrooms for the 2026-2027 school year.</p> <p>WTV is a staple in our community and a place where our students have been thriving. The teachers, many of whom have been there for a long time, really care about our students' development and invest in them both personally and academically. I have encountered generations of West TV alumni that have shared their fond memories and deep appreciation for the school. It truly is a special neighborhood elementary.</p> <p>First, I understand WTV is a small school and is consistently under the enrollment parameters reflected in Beaverton ISD's Long Range Facility Planning Recommendations and we as a community may need to make adjustments. That said, the District's proposal to eliminate three WTV teachers is concerning. Looking at all the other budget reductions that are under consideration across the district, we as a community would love more transparency about whether alternative cost cutting measures were reviewed. Cutting classroom staffing should be a last resort. Our teachers are extremely valued and loved among the WTV community and we deserve to understand what alternatives were considered, as well as the rationale for the decision to eliminate three classroom teachers. As illustrated in the District's strategic plan, we should be collaborating as parents, staff, and community members to prioritize the best strategies to achieve the best student outcomes.</p> <p>I am concerned about the implementation of blended classrooms due to staffing reductions at WTV and the effect it will have on our students and remaining teachers. It is difficult enough to manage the diverse emotional and educational needs and abilities of one grade, let alone multiple grades in a single classroom. While I acknowledge that blended classrooms can be effectively implemented, such an outcome is only possible if teachers are sufficiently prepared and resourced to tackle the specific and demanding challenges of multigrade learning. Although I have confidence in the WTF faculty, they do not have experience in blended classrooms and have received no training in this regard.</p>

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			<p>As I understand it, WTV intends to implement the blended classroom proposal with reduced staffing by combining 2nd and 3rd grade classrooms and 4th and 5th grade classrooms, with the goal of preserving literacy levels in the kindergarten and 1st grade classrooms. Beaverton ISD has policies in place to preserve classroom sizes in kindergarten through 2nd grade to allow for emphasis on early literacy. So while we understand our school's reluctance to blend kindergarten and 1st grade classrooms, the decision has obvious and significant consequences.</p> <p>The district has addressed our high ratio in 4th/5th grade classes by providing another teacher for next year since they were well above ratio at 33 kids per class. But there is still a big concern regarding the large 2nd and 3rd grade classes at WTV which will result in class sizes of up to 29 students per classroom. This is higher than the District's average class size of 28, and in those cases the average class of 28 is composed entirely of students in the same grade. I understand we are working on proportional staffing of elementary schools to manage budget constraints, but this seems in stark contrast with the district's commitment "to keeping the class size manageable and ensuring every student receives high-quality instruction and support."</p> <p>Lastly a key indicator for success in multigrade classrooms seems to be that it was done by choice rather than by necessity. I realize that the District must make difficult decisions with respect to budget considerations, but the goal must be to preserve the core student experience. I am not confident that it has done so here.</p> <p>Given that this will greatly impact our students and the community of WTV as a whole, we are requesting greater transparency regarding the long term plan for our school and how the district is planning to support the learning and experience of the students within this new model. We also seek insight into the alternatives considered to reduce costs across the school district that would not come at the expense of classroom teachers. Thank you for your time and consideration.</p> <p>Sincerely,</p> <p>Rayla Geppert</p>
Beth Wright-Kuhns	Staff Member	Secondary Support Staffing Considerations	<p>Dear Beaverton School District School Board Members,</p> <p>Thank you for the work you do—balancing a school budget is challenging, and I appreciate the stability our district has maintained compared to others across the state.</p> <p>As you consider the current budget, I ask you to take a closer look at decisions affecting student support staff, especially at the secondary level. I value efforts to maintain strong teacher staffing and manageable class sizes. However, I am concerned about cuts to School Counselors and School Social Workers while increasing Student Manager roles and maintaining Student Behavior Specialist positions at the secondary level.</p> <p>I want to be clear that this is not about valuing one role over another. Having all positions staffed</p>

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			<p>and working together in the school building has been ideal for our school communities.</p> <p>What I am highlighting is that School Counselors and Social Workers are highly trained, research-based professionals with graduate-level preparation in supporting students' mental health and family needs. In contrast, Student Managers and Behavior Specialists are site-directed positions that vary from school to school without the same specialized training for the position and end up being heavily system and person dependent, and ultimately serve as a stepping stone to an administrator role in our current school system.</p> <p>These choices raise an important question: what message are we sending when we prioritize disciplinary roles while reducing access to professionals who address the root causes of student behavior and are trained to provide school-based mental health services?</p> <p>Students need qualified mental health support in our schools. I urge the board to more deeply consider these staffing priorities and ensure that School Counselors and School Social Workers remain a central part of how we support student well-being and success.</p> <p>Thank you for your time and thoughtful consideration.</p>
Molly O'Glasser	Parent/Guardian	Budget Concerns	<p>I'm writing to express my concern about the proposed changes affecting my children's elementary school, West Tualatin View.</p> <p>I have a kindergartener who deserves a great education. As I look at his educational future (as well as his younger sister's), I am very concerned that the proposed class sizes, reduction of teachers, and blended grade structure will make it significantly more difficult for students to receive the support they need.</p> <p>West TV is a special school, with teachers who feel like family, parents who have built a strong and lasting community, and students who feel safe and supported in what is truly their second home. Changes of this magnitude risk undermining that foundation.</p> <p>I am struggling to understand how blended classrooms of 29 to 33 students will effectively have their educational and developmental needs met. This places significant burden on teachers who are already doing more than a job description.</p> <p>I respectfully ask the district to:</p> <ul style="list-style-type: none"> <li>- Provide a clear explanation of the data and reasoning behind these decisions</li> <li>- Share what alternatives were considered before arriving at this plan</li> <li>- Clarify the long-term strategy beyond the proposed two-year period</li> <li>- Consider pausing or revising this plan to better support students and staff</li> <li>- Review the per student cost and note the significantly smaller allocation that this proposed budget grants students at West TV</li> </ul>

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			<p>Please do the right thing and invest in our children's education. Oregon as a whole continues to fall behind in markers of educational success and days in classroom. Increasing class sizes, blending classes, and reducing support staff and enrichments is not the right decision.</p> <p>Thank you for your consideration.</p>
Yanmeng Li and Ryan Bracken	Parent/Guardian	Proposed 2026-27 Budget and its impact on West TV Elementary	<p>BSD School Board Budget Committee,</p> <p>Thank you all for your service and dedication to our children's education. Our children, [REDACTED] and [REDACTED], have experienced a great educational experience at West TV Elementary. Caring teachers, fabulous extracurricular experiences and open communication have made our children's journey thus far outstanding. We are sending this letter today to express our concerns that with the current budget formula, it will be difficult to sustain that level of education for our West TV Community. Like many other West TV parents, we are concerned that combining grade levels while greatly increasing class sizes next year will negatively impact the education of our children. Furthermore, we are concerned that the students at West TV will be particularly negatively impacted next year in comparison to other elementary students in BSD given that an analysis of the information in the Proposed Budget Document shows the following results for the 33 elementary schools in BSD:</p> <p>As can be seen in the table above, of the 33 elementary schools in the district, West TV is proposed to see 1) the largest reduction in licensed staff (26% proposed reduction for the next school year relative to this school year compared with an average 5% reduction across the 33 elementary schools); 2) the largest reduction in budget allocated per student (15% proposed reduction compared to a district-wide average of 4% increase across the elementary schools); and most importantly for the education of our students at West TV 3) the largest increase in students per licensed staff - or "class size"- at the school (a 31% increase in students per licensed staff compared to a 5% average increase across all BSD elementary schools).</p> <p>That there is so much variation in the proposed change across schools is concerning, and this is especially so for West TV parents as our children would see the most negative impact from the proposed budget. Communication of the proposed changes at West TV next year has been communicated to parents from the district and the Principal as being a "small school" issue. Putting aside the issue that a student can no more change whether their school has a small enrollment or large enrollment any more than they can the socioeconomic status of their parents or other factors beyond their control, the graph below shows this is largely unsupported by the outcomes of the budget process. Variation in school enrollment explains only 3% of the variation in proposed licensed staff across schools for the upcoming school year and only 1% in the variation in the change in the budget allocated per student across schools in the BSD. It also shows West TV is one of 3 outlier schools that would experience much larger increases in "class size" than the other 30 schools in the district, with West TV to experience the single largest increase in class size</p>

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			<p>across BSD.</p> <p>This increase in class size directly relates to the proposed school budget, which also shows West TV as an outlier that is proposed to see the biggest expected budget reduction of all 33 schools.</p> <p>Again, this change in budget cannot be explained as a “small school” issue when one looks at the results across all schools in the district, as only 1% of the variation in budget changes across the 33 schools can be explained by project enrollment for the 2026-27 school year.</p> <p>Furthermore, while there is a statistically meaningful variation in the proposed cost per student across elementary schools based upon enrollment, enrollment levels only explain 26% of the large variation in budget resources proposed to be allocated per student across BSD elementary schools.</p> <p>As a parents of children at West TV we don't understand or agree with this proposed budget. We understand the district is experiencing a budget issue, but one might expect that each school in the district would experience a similar and proportional change in their budget and the resources allocated to each student in the district. This, however, is not the case as a comparison across schools shows that there is huge variation in how the budget issues facing the district will impact individual schools.</p> <p>This increase in students per licensed staff is driving the required proposed blending of classrooms across grade levels at West TV next year that other parents have brought to the attention of the district. A change to much larger class sizes and multi-grade classrooms at West TV at the same time will unfairly burden teachers at West TV and degrade the quality of the education at the school. If this were happening at all schools across the district it would be more palatable to us and other parents at West TV. However, this is not the case across all elementary schools in the district. The only logical conclusion to draw is that this drastic variation in impact across schools is being driven by BSD's new Staffing Allocation Methodology, not the overall budget issues facing the district.</p> <p>In closing, while the Staffing Allocation Methodology (SAM) has good intentions it results in a drastic change in resources allocated to students across the district which is not related to the overall budget decrease the district is facing next year. The SAM's implementation results in the students at West TV being set to experience a more drastic negative impact than any other school in the district if the proposed budget is adopted without change. We urge the board to seek changes to the budget that result in less drastic changes in educational quality across the schools in the district. All BSD students deserve a quality education, including the students at West TV. We furthermore urge the district to post the workbooks/spreadsheets that show how the SAM was used to arrive at the proposed budget and staffing allocation for each school and communicate clearly about the differences in proposed budgets across schools. We think other parents have done a wonderful job discussion the issue of proposed bigger class sizes and multi-grade classrooms at West TV we defer to the comments of other parents at the school and second those thoughts.</p>

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			Thank you for your time and the great work you do to support the education of our children. Best Regards, Yanmeng Li and Ryan Bracken