

2026-27 BUDGET PRIORITIES SURVEY – OPEN COMMENTS
February 4, 2026 – February 28, 2026

We need to see the amounts we're spending on AVID, the ACT test, AP and IB training/testing/programs. We should revisit condensing schools. Cut district office TOSAs. Pay our next superintendent a more reasonable salary.

I feel that BSD believes it is a big district and tries to do all the things that districts such as LA Unified try to do. But BSD is in fact a small district.

The proposals here seem to have a marginal total impact on the budget deficit. I honestly believe it's time that the district audited ALL of its instructional and support programs and personnel to trim back to the essentials and retain only those that move the needle most.

Specifically as regards District Office identifying their own reductions, I think it would look more proper to the community to have a third party involved in identification.

Please make sure that you make cuts at the district office first not the people who are directly working at schools and with students.

Has there been consideration for closing one (of the two) District Office buildings?

Cut school days to save teacher positions.

Cut people at the district office.

Stop giving bonuses to the superintendent

Stop building more gigantic schools and use what we have.

Stop wasting money on curriculum that we do not need when we already have something in place that is less expensive and more effective. ie paying extra for Structured Literacy when we already had and supported UFLI which works much better than Structured Literacy.

Less Staff Development days

There is so much money being spent at central office (salaries, benefits etc for the admin that work there). That seems like an area that could and should be reduced to prioritize maintaining student facing positions.

Is Central Office Administration included in "District Office Reductions"? BSD is very top heavy and trimming as much of the Central Office Administration salary and perks should be the top priority.

The more teachers and specialists per student the better. Whatever is chosen should put maximizing those numbers as a priority. It's not the kids who should suffer the consequences of a reduced budget, they're innocent bystanders so to speak. Which is why I put district office staff at the top of the list.

Pay district administration less, especially the superintendent.

The BSD district should consider cutting expenses and saving money by moving back the HR offices, Administrators, MLD Department personnel and other employees, (currently working at the leased building on NW Waterhouse) and housing all those employees again at the district owned building located at 2180 SW 170th ~Maintenance Services building.

The Maintenance building on SW 170th, is certainly not fancy but it could offer work space for the personnel currently working from the Waterhouse building. Since the Maintenance Services property is owned by the district and it currently sits empty, it should offer great savings to the overall budget.

BSD should keep their dedicated employees who offer educational and other direct support services in support of all students and their families.

In my opinion, holding operations from a newer leased building is not the best way to spend locally taxed money as this increases expenses to an already stressed out district budget.

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It seems very unfair that we are not talking specific numbers regarding reducing district office expenses and no mention of reducing building administration expenses.

Budget cuts should start with exorbitant DAO salaries.

Consider a review of auto-raise policies for positions like Superintendent as an additional cost-saving measure.

There should be a reduction in the superintendent salary or COLA increase. Additionally, BSD has the most school days in the state so we should look into reducing the number of days to save money.

Way too many executives in the corporate offices. If they aren't directly impacting or are involved in student face to face daily education, they can be removed. As well as the created positions made during COVID.

Transparency on Leasing Costs: Why is there no proposed budget or clear data presented for the District Office? Specifically, what is the annual cost to lease the 1260 NW Waterhouse Ave building? We need these numbers before we talk about cutting staff.

Prioritizing Students Over Administration: Why are the proposed cuts targeting only the staff that directly support students and teachers? Why aren't we seeing a reduction in main district administrative costs or the district office's footprint instead of losing our behavior specialists, instructional coaches, LITTs, counselors and social workers?

Ending "Armchair Anthropology": Instead of an isolated hub, why aren't district employees working out of the remodeled Merlo site or spread throughout our schools? Being in the buildings daily would provide a realistic understanding of classroom needs rather than an "armchair" perspective.

Facility Equity: It is unjust to maintain a separate administrative hub while students at schools like Mountain View remain in substandard facilities. If a building is good enough for our students, it should be good enough for district staff.

We must protect the people who work directly with our students. Let's ask why the District Office is being treated as "untouchable" while our schools lose essential support.

As a parent of an elementary school student; I think it is incredibly important to have district office reductions be the first thing that should be cut. Students should not have to suffer for it. They should not be forced into a huge school. They should not have their elementary schools closed.

I think that BSD should seriously look at how much money is being spent on technology subscriptions, especially the AI subscriptions. Some of them are very important and are being used by teachers, but I'm sure there are many that very few people use and that cost could be eliminated. It just feels like there are so many.

I think that there needs to be a hard look at all of the positions in the district that don't have a direct impact on kids and really decide what their role is and if they are relevant. Eliminating teaching positions and staff that work directly with students should be a last resort. Does the superintendent need to have such a large salary when the district is struggling so much financially?

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There is a lot of waste at central office. Many TOSAs who should be in classrooms for one example. Far too many directors and such. Far too many 'programs'. Just get back to educating the students.

We need to prioritize our staff who work directly with students. This is where we need the support the most - in the schools with the kids. It is very disappointing that all the cuts detail exact dollar amounts, but District Office Reductions is TBD? Why is there no transparency? Let's stop paying all the dollars on the Waterhouse Building and put people back in the building on Merlo, and house some folks in the schools so they are connected to the day-in and day-out that happens in our schools every day.

Why were we still funding for administrators to travel to conferences???

I worry about how much money we've spent as a district on curriculum that ended up being problematic and overridden by a new curriculum within a few years. I also worry about how much money we spend on Super Intendants who are not staying in the position long term. Lastly, I worry about why most of the cuts are centered on people who are directly serving students rather than on personnel at the district office who earn higher salaries than teachers and support staff in the classrooms.

I think you need to first look at the district office. Why do we have 2 locations, still? Cutting 1 or 2 people there, depending on the person, could save SEVERAL other jobs that actually support students...unless of course the district doesn't care about student needs, which seems to be the case.

Please consider reducing the TOSA model in BSD. I would like to see career TOSAs moved back into the classroom and those positions no longer more than 1-3 years. This would help them be more responsive to current classroom instructional needs.

Thank you.

What sort of shift in savings will there be for administrative positions?

Move the district office staff out of the new building we are likely leasing and back to the building we own and have remodeled. Any overflow district office staff can be housed in our extra portables at schools. Prioritize those who work directly with students.

There is no reason the superintendent needs to be making \$400,000 a year. Relocate part of that salary to maintain at least 2 full time teachers, they are the ones making a daily impact on our students. Also, if you're going to mark TBD for district employees but put a price tag on everything else, that is disrespectful to teachers/coaches/admin.

When I put District office reductions, I didn't mean any of the TOSAs - they're critical to getting things done in my classroom. I actually think we need more, but I realize that's probably not an option this year. I mean we should pay administrators in the DO less and have fewer of them. There's no reason why they should be making 4x to 5x more than a teacher. Twice makes sense, but a million and a half dollars for the top three people? That's ridiculous. Even more ridiculous is that there are 39 people at the top of the organizational chart on our district website. They all earn probably over \$200,000 a year - at the minimum, close to it. That's insane. I work crazy hours as a classroom teacher with insane class numbers - higher than any other state. Is 39 administrators really necessary? Also, cutting teacher leadership as we transition to a world with AI? That seems irresponsible. Do better.

Anything that can be done to restructure systems to be more efficient and more cost effective should be taken before beginning laying people off. When it comes to laying people off, there should be an emphasis on laying off people and roles that don't get enough work done for their salary. BSD has one of the highest teacher wages in the state. While this is great, I'm not sure I can positively say that BSD's quality of education is higher than other districts. I believe

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that there are a great number of teaching roles that act more as babysitters than real educators, and I think that their salary should reflect this. I also believe that administrative staff in the central BSD office should have a wage cut.

Is there a reason that number of building admin was not on the list? Given what is asked of the employees a layer below (BTW-this is my 30th year in the district), I think that one highly-paid administrator at the top in a building is plenty. It's been my experience that an assistant principal does 80% of the admin duties all by HERSELF [yes, it's been a "second-in-command" woman that has conducted (prepared, led training/discussions/feedback/etc) ALL of the staff development sessions I have been a part of in my building for at least the past 15 years]. I could take it a step further and include all of the admin duties/jobs that are pawned off on the TOSAs a couple of layers down....but I think I've made my point. If the public had any idea of how top-heavy this whole thing is....I bet the next bond measure wouldn't pass. Or...maybe it would pass because all of the teachers (as always) will go out and promote it on behalf of the students.

this list is ridiculous. TBD for District office staffing? give us some real numbers and different options for district office staffing.

Cut from the district office first and any unnecessary positions. Most of these positions are absolutely necessary to the success of a school. Unfortunately, TOSAS and other personnel at the district office are helpful but not essential.

T & L, TOSA'S, and DEI needs to be eliminated.

I find it truly disturbing that the cuts are coming from the classroom. It's gross. Kids need MORE counselors, MORE social workers, MORE middle school classroom teachers. Kids need LESS district office "workers", LESS administrators that are not school based, LESS TOSAs, LESS folks that sit in meetings all day long. Kids need MORE adults that are with them in the classroom and the schools. How disgusting that "district office reductions" doesn't even have an estimated cost reduction. You really can't create an estimate? All that communicates is that you intend not to make any reductions there.

You should not be getting 300K + sign on bonus (what was given to our previous superintendent) for inheriting a system that was already built. The deficit lies in the upper levels, cut those before cutting the staff actually doing work and making the school systems function.

Make changes at the district office level. As a teacher and a parent, please leave the classroom teachers be. We don't need more district admin or TOSAs. I also agree with social workers being needed more at one school than another but please focus on class sizes and keeping classroom teachers in schools.

How do we know this information is accurate? And why do you know how much savings come from in school cuts but not from district office cuts.

This survey is not a legitimate ask of the community if there is not transparency in what will be cut from the district office.

It seems purposeful that there is not a number associated with district office reductions when all other areas have a dollar amount attached to them.

Keep the Fine Arts Tosa.

Don't leave option schools out to dry like you like to do... we are already just barely scraping by. However, you could focus on non-instructional expenditures like funds used for culture week at my school, the International School of Beaverton. Also, get rid of the administrators that do absolutely nothing and make \$\$\$.

To note: none of the options provided are for redundant district admin or PR positions. We must have principals of principals, 2 superintendent titles, and 7 PR staffers. A reduction in half of those positions would yield about \$750k. Cut redundant administrative positions and SRO's before any of the above.

I notice cutting administrators at the high school wasn't an option. High school enrollment has gone down by a lot but there are still the same number of vice principals and other administrators. Why? Why do they not teach at least two classes like in other districts?

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We (staff and the community) deserve transparency and should be given specifics about potential district office reductions. TBD is meaningless and allows district office to do as little as possible. We are a large district but there is clear waste.

WE ARE HERE FOR STUDENTS....not large salaries and signing bonuses for administrators.

We are here to educate, not babysit. We are here to challenge students and to teach them to be accountable and responsible, not to pass them without them having earned it. We need to do better.

Limit TOSAs - there's a ton of wasted resources with TOSAs. Look at building budgets - what programs are working/not within specific schools. There is a lot of money going to programs that serve a very limited number of students, at least in the high schools.

Eliminate TOSAs. They seriously are roundly seen to be ineffective and a waste of money/time. Reduce or replace Administration at site level, Vice Principals that are ineffective and the "support specialist" positions that are nebulous and vague in their responsibilities. It's a problem when our "admin adjacent student support specialist" routinely tells staff, "I don't really know what my job is".

Why do we need a separate administrative building? Could we not have central office staff housed throughout the district. Especially given that decreased enrollment means more space available? Some of the smaller elementary schools might need to be closed in the coming years. These schools could be used to house HR, Business office, IT, Teaching and Learning, et cetera. Not to mention that Merlo is still available for use.

Proposed cuts in administrators and administrative staff at central office? There seems to be more Deputy Administrators in the past 10 years perhaps the priorities of the district need to be refocused on student experience. I see that you have these cuts as TBD. Perhaps you might be more forthcoming with a contingency and proposed minimum in savings from such cuts or is the TBD simply lip service and there is no real intention of cutting programs at district office?

Where do library sciences fit into this? Are you grouping this with technology? If so don't you think you need transparency and let people know this? It seems pretty convenient that the district office cuts are TBD. When will these be announced?

Sell the old District Office

Eliminate the YSO program

Eliminate the HR Talent Acquisition position

Eliminate the Chief of Staff position

Eliminate the Assistant Administrator for Multilingual Programs position

Eliminate the Administrator for Information Technology position

Eliminate 5 out of 7 PR positions

Eliminate all Executive Administrator positions in Teaching and Learning

Reduce salary of Superintendent to \$240k. No sign-on bonus; no bonus for leaving

Stop buying new BSD vehicles; use what we have

Reduce the number of apps BSD buys for the whole district

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Items that do not directly impact students, such as cuts to the admin office should be made first. BSD appears to be very top heavy at the district office. Plus things such as comms teams making videos doesn't do anything to directly support students. These things are only needed for a district of leaders who care more about optics than real student success.

I think there is a lot to cut off the top. Is there more savings in cutting out the new building for admin?

District employees and the current salary schedule for district employees should also be on this list. TBD under district looks suspicious. Teachers and supports for students should not be cut at all. I feel sick putting these in order, playing with people's lives.

Cut at the district level first. The priority of a school district should be the experience of the students, and they are most effected at the classroom and the school level.

The "TBD" designation is disingenuous. If costs can be worked out for proportional staffing, it can also be figured out for the district. If they know that 2.2 million is the cost of 14 teachers, how many district staff does that work out to be?

Realistically, the largest cuts in spending can be justifiably made at the District level through pay cuts to the highest paid individuals. All of these cuts to spending will have drastic ramifications for the success of all students and all staff.

The district needs to be more transparent in how much it costs to run the Waterhouse building and when exactly we can expect that TBD to change. We need to prioritize the staff that directly work with students, not all of the administrators of various departments that most staff would agree do not help our schools enough to justify not cutting any of them.

Number 1 choice should be not paying over 500k for YSO. Why is that not on the list? That program helps way less than anything else on the list. Your priorities are really showing between that and not listing the amount possibly saved with district office reductions.

Please consider cutting "the fat" at the administration level. It's absolutely ridiculous what the superintendent gets paid. [REDACTED]
[REDACTED] Also get rid of the district's pre K program. This would save the district 4 MILLION dollars.

Deep cuts at District office are going to affect services, as we have been taking cuts for multiple years.

The district has too many people in the district office. Get rid of FLEX, there are other free online options. We do not need to continue this option. Focus on supporting our elementary students. This will pay off in the future.

1. Do not invest in more or new technology (tablets, computers, smartboards), use what has already been purchased and consider less technology use, not more.

2. Administrators, such as the District Superintendent or roles that are not student facing, should collectively consider a pay cut. Invest funds in the workers who directly support our students and their families: teachers, paraprofessionals, social workers.

If you reduce the superintendent's salary, you could hire at least two more teachers. Thank you.

Use reserves to meet the needs of students and our community. We should not be cutting anything. Superintendents do not need \$400,000 a year contracts and bonuses.

Does the salary for the superintendent need to be as high as it is? Also, it seems like it's a revolving door with superintendents-in for a few years, then out.

District office cuts should be a bigger priority than everything else. I am disappointed that you are able to calculate estimated savings from almost every other category but not your own district office savings. This shows a lack of priority on teachers in classrooms, where the vast majority of focus should lie. Show some courage and cut from the top, not from teachers who are already stretched to max capacity and beyond.

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It is upsetting that the first budget options are always the humans that support the work, that help regulate our students and staff, that welcome our families into our building. These are the roles that ensure that our students feel like they belong in our buildings.

I do not know why there hasn't been any talk about cutting funding from departments such as public safety. The level of funding for this department feels very off kilter and secretive which looks terrible for a public funded entity. For example:

-There are multiple new cars (3) which were wrapped in logo specifically for the department despite other vehicles have simple, less expensive, options such as reusable magnetic labeling.

-It is well known in the community that the director doesn't live in the area, she lives in Eugene where her husband is chief of police. We are paying for her car, her gas, and she has not been physically available when there have been major incidents, such as the threats made to Tumwater MS December of 24.

-When T&L held responsibility for student threat assessment and sexual incident protocols, there was 1 FTE who was responsible for both of those processes along with other items. Public safety took over ONE of those protocols, STAT (now known as BTAT) they hired multiple people to "support" this work as well as contracting with another to do some assessment. There is no accountability as to what these roles are responsible for nor is it public knowledge who works in this department, while T&L have published org charts.

- Other publicly funded educational systems stopped all out of state travel and conferences as it has been apparent to all that funding is limited. This however has not been the case for BSD. There have been K-8 executives already attending multiple out-of-state conferences and more on the docket. Highly poor taste when so many people, doing the work in the buildings are having their livelihood threaten in the name of budget and lower enrollment numbers.

-The district is funding multiple projects, such as the coaching protocol with [REDACTED] with no real plan or direction.

-Multiple meetings pull administrators from buildings, catered events, and the buildings are left without administrators. Some secondary have a Student Manager role who steps in, but elementary depend on their counselor and elementary specialists to do the administrative lift. And yet the humans are at risk, not the meetings.

Overall to present these options as the only ways that this district can move forward in the reality of lower revenue and enrollment is disingenuous. There are arguably MANY more options than cutting services to students and in a time where behaviors are escalating every year - not to mention our COVID babies have just entered Kindergarten - is just ignorance and can be viewed by the community as leadership only looking out for themselves.

Funding should be reduced from the district office to prioritize resources directly impacting students and classrooms. While administrative functions are necessary, district-level expenditures often include layers of management, consulting costs, and operational overhead that do not directly support student learning. Redirecting a portion of these funds to schools can help reduce class sizes, increase instructional support staff, expand student services, and provide essential classroom materials. In times of budget constraints, financial decisions should prioritize student-facing roles and programs to ensure the greatest positive impact on academic achievement and overall student well-being.

Funding should not be cut from school counselors and school social workers because they play a critical role in supporting students' academic success, mental health, and overall well-being. These professionals provide direct services such as crisis intervention, individual and group counseling, behavioral support, attendance interventions, and connections to community resources. They are often the first line of support for students experiencing anxiety, depression, trauma, family instability, or chronic absenteeism.

Reducing funding for these positions would increase caseloads, limit access to timely interventions, and place additional strain on teachers and administrators. When students' social-emotional and mental health needs go unmet, it directly impacts attendance, behavior, and academic performance.

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Investing in school counselors and social workers is a preventative strategy that strengthens school climate, improves student outcomes, and supports families. Maintaining funding for these roles ensures schools can continue providing comprehensive support that allows students to thrive both academically and personally

Examine sole-source contracts for death-by-a-thousand-cuts exploitation. Analyze central office departments with out-of-balance management-to-employee ratios. Analyze central office departments with excess budget allocation towards meals and entertainment.

Why is there no option for administration reductions or "centralization?"

Why are the only options for budget reductions cutting licensed staff members? Please include Public Safety in your staff budget reductions; that department has the most redundancy. Let's look at executive level positions rather than those working directly with students whenever possible. Can we consider spending less money on BSD wrapped vehicles? Is paying for Raptor necessary? Maybe we can stop sending executives to a bunch of out of state conferences. Close McKay - we all know that it's happening next year anyway; why drag it out? Stop spending loads of money on outside contracts with fancy national corporations when the same services, content, training, and resources are available locally for free. This district bleeds so much money irresponsibly and then wants to let go of those doing the hard work and making a difference in our kids' lives.

All the BSD staff I have ever talked with have agreed that one of the biggest budget costs is the administration pay. No reductions in positions or wage increases ever occur. I feel this is the major reason there are shortfalls.

Why aren't there numbers on central office reductions?

Almost everything on this list impacts students directly. It is presented in a way that hides that fact. This is dishonest.

There are numerous assistant superintendent and TOSA positions that can be removed without direct impact to students. This is where the reductions should be happening. Yet, these are not presented as options.

Instead of reducing the number of positions that work directly with students, reduce the positions that do not work directly with students.

Michael & Jessica--

I found this activity highly offensive that you guys would list District Office Reductions as TBD. There needs to be 100% accountability around what the people at the district office makes BEFORE cutting staff or making "proportional staffing changes at an elementary school or in elementary specialist" levels... The School District is going to continue to lose trust and support if you guys aren't honest and transparent around what the district office makes....Leaders eat last folks....

I sent this to the long term planning committee -- Some sentiments could remain true to this whole exercise:

I am a local mom whose children attend a small neighborhood school— [REDACTED] I am deeply concerned by the idea of the Beaverton School District closing schools with enrollments under 350 students. My son is a second grader, and he can tell you the names of nearly everyone at [REDACTED]. The relationships across grade levels, genders, and with staff are truly special. That sense of community is something you simply cannot replicate in a large school where kids can easily get lost in the shuffle. I have been thinking about potential ideas to support enrollment and reduce costs, because it feels like other solutions should be explored before resorting to closing neighborhood schools. 1. Has the district considered reducing administrative or central office staffing? Are there positions that could be consolidated, or roles that are not directly impacting students in schools every single day? Perhaps there are opportunities to evaluate salaries or restructure spending at the district level before cutting schools that are the heart of their communities. I also find it oddly strange that I

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know multiple people who use to work for the district and are NOW telling their kids who have elementary school aged kids not to send them to public school... I have heard this story multiple times & I am very close to the source and I find this odd & confusing. Surely, there are gaps that can be cut and reevaluated. 2. As a mom who is active on social media, I see firsthand how the perception of public schools has shifted. Option schools and private schools are often heavily promoted and “glamorized,” while public schools are rarely marketed in the same way. It feels as though the district is missing an opportunity to truly tell the story of public education and highlight the incredible things happening in neighborhood schools. Are there strategies that could be implemented to actively encourage families to choose public schools again? I regularly hear misinformation and extreme rumors about what happens inside public schools—things that are simply not true. When these narratives go unchallenged, they understandably scare families away. Clear, proactive communication and positive storytelling about student success, safety, academics, and community could go a long way in rebuilding trust and increasing enrollment. 3. I also believe there is a significant lack of advertising and promotion around the fact that many public schools in the area offer open enrollment. This ties directly into why some parents choose private schools—often for smaller class sizes. If families were more aware of the actual class sizes at some of these smaller neighborhood public schools, would that motivate them to consider open enrolling their children there? Highlighting these advantages could be a powerful way to attract families back to public schools and better utilize existing capacity. 4. I have attended several PTC meetings, and I am often surprised by how limited school-level autonomy seems to be. I frequently hear statements like, “We can’t do that because the district won’t allow it,” or, “We can’t provide this because of new guidelines.” While I understand that standards and oversight are important, it sometimes feels overly restrictive. How empowering would it be if PTCs that raise additional funds were given more flexibility to use those resources to improve or update their own schools? Allowing schools a bit more local decision-making could encourage creativity, responsiveness to community needs, and stronger investment from families. Does every small decision truly need to go through the district, or are there opportunities to grant schools greater autonomy? Our communities are more powerful than you think & would do more than you think they would do as well. I could truly go on and on with ideas, as these thoughts come up often, but at the end of the day, something needs to change. My hope is that this feedback might help spark new conversations, different approaches, and creative problem-solving before neighborhood schools are closed.

The district office should be the first to run bare bones and cut as many costs as possible. Keeping daily specials at elementary is very important

The hardworking adults who work directly with students (especially our elementary kiddos) should be impacted the least as they build the foundation for the k-12 experience. There is so much waste in our district, much of it at District Office level but sadly in every building as well. I have been in BSD for almost 30 years and hate to see the pendulum swing once again to the lean times.

There are too many layers at the central office. A full time Videographer? What is a chief of staff? The entral office needs to be leaner before the schools.

Why is there no option to cut staff at the district office or TOSA's? Why are all of the cuts student facing positions only. It seems like the district is not working to cut other staff behind the scenes that would impact students less. If the district's mission is to create an environment where all students feel involved and are able to be successful it seems like the district should focus on cutting jobs that don't directly impact students.

when will have more information of the missing estimates for District Office or Flex? That is important to know when prioritizing.

Though the amount may be small, I feel that giving a new superintendent a raise over what the last superintendent made is irresponsible and disrespectful in light of the budget issues.

I feel like the TOSA number is low and is not taking into consideration TOSA staffing in the district office who don't see students daily or even weekly. Also, given research into the importance and prioritization of literacy, STEM, and mental health supports, it feels like cuts to library and student mental health are ill-

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advised. Prioritizations for cuts should be in technology and the district office. I also feel like district curriculum changes that take teachers away from classrooms and add general fund commitment to matching grants should be paused or put on hold in favor of freeing up general funds to more fully fund existing commitments that keep teachers in classrooms who increase the effect size for student learning.

Too much money is spent in a non-transparent fashion at the central offices. We employ, rather than contract, many positions. The cost of education bloats with administration.

Stop spending money on consultants and prioritize academics.

It would be useful if there was a breakdown of what was or could be included for the budget at the 'district office'. As it stands, it and FLEX Online School are both not really fleshed out for comment or real consideration.

Any building staff that doesn't work directly with students should be reduced or cut. The coaching model has not yielded substantial change due to their lack of supervisory power. Without the principal requiring teachers to implement changes, coaching can be ineffective.

If everyone votes to cut the DO numbers down are you going to pull the rug out on everyone and say the only thing we could find to cut is X? That TBD is pretty misleading and unethical.

We have 3 Executive Administrators for PreK- 8 Schools, 3 Assistant Administrators of Special Education, 3 Executive Administrators for Human Resources. Is it vitally necessary to have multiple people in these positions? How much can be saved by reducing 1 of each of these positions?

While I think a survey is helpful to get community input, I find the design of the survey flawed. While it may have been unintentional, I do think it could be seen as a "rigged" survey in that District Office Reductions was at the bottom of the list and the amount is "TBD". I find it interesting that the department within the District Office and is designing this survey does not give at least an estimate of the savings, yet something that is very important and impacting students/teachers directly such as Behavioral Specialists or Elementary Classroom Teachers shows an estimated savings impact.

I think the BSD needs to be more transparent with these issues and also needs to design and conduct better research.

Thank you for hearing us.

I am not sure how to express my disappointment in the choices given to us to rank. How can we rank fairly when the cost savings from admin and district office are set as TBD? Also, these give dollar amounts and not how it will affect our children.

As a parent, I see these cuts as hurting the elementary classrooms the most. My child brings home stories about children who are obviously suffering from trauma and these students are creating a very challenging learning environment for others. I am not suggesting that these students not be at school, but halving all of their supports is untenable. There has to be a different option. Many of the teachers at the elementary are already exhausted and burnt out. I am afraid they will leave.

I also am dismayed at the suggestion to not have a full time music and PE specialist at each school. This targets small schools, and will keep students from experiencing activities like choir, intramural sports, field days, and more. Our specialists are the heart of our school. Please make this a priority. The unseen damage will affect our children in so many negative ways.

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Small schools need to be respected and valued. Please show us this in your choices. Thank you.

Our district office is inflated with unneeded positions. None of these are student facing positions and should be chopped to bare minimums before student facing positions/programs are even thought about being cut. Further the salaries at the district are much higher than at the schools so will have a much bigger impact.

Pretty interesting that the District Office Reductions are not specified, but nearly all the other hard, difficult cuts are. Why isn't there clear communication about this?

Tosa positions should be eliminated.

Although the central office took "hits" a few years ago, BSD has continued to grow administratively heavy at the district office. I may be off, but ELEVEN executive administrators is proportionally very heavy. I am pleased to note that that services for our English Learners and students on IEPs aren't high on the cut list.

1) I DO NOT support ANY CUTS to classroom teachers, specialists or counselors.

3) Cut administrative positions before teaching positions of ANY KIND.

4) Reallocate money from the tech budget before cutting anything, especially in Elementary schools. Kids are going to learn technology regardless, and I'd rather they fall behind there and have art and music, which isn't naturally present for more kids.

5) I would also like you to consider cutting administrator salaries, in particular any that are over 150k. I know we're searching for a new Superintendent right now, we should not be offering a salary we cannot afford. I still can't believe how high the salary was for our most recent superintendent.

6) Classroom size should remain a top priority - there should not be more than 20 kids in a classroom.

7) I want to know more about what you are doing to get at the root of this - the way schools and education are funded in OR. What needs to change to ensure we don't have such an enormous shortfall? Is it the way we fund schools? Is it grossly inaccurate budgets? Instead of reacting, what are you doing to be proactive? What are you doing to advocate for sustainable, consistent funding streams?

Sell the old central office building. Wasn't that what was promised when you moved to the Waterhouse property?

Stop paying for IB, MYP, AVID, AP, PLTW, ACT tests, and Character Strong.

Even out class sizes at option schools - they should be the same size as comprehensives.

No effort to understand district office reductions? Of course not...

There needs to be more transparency in reductions from the top level. Stop spending millions on consultants who don't truly represent everyone.

Why are district office reductions unknown? They should be equally, if not more deeply, defunded. Cut the fat. Cut awards. Stop rebranding and buying new/different curriculum. KEEP IT SIMPLE. Awards go away. The super fancy videos and social media dept gets reduced to a free email or a free FB post. Get me the information for free, not in a fancy video. I don't see the district budgeting like they are in crisis. I'm flabbergasted. Every day I lose more trust in the leadership of this district. I've never thought more seriously about homeschooling. I seriously don't see the district prioritizing THE CLASSROOM AND THE PROFESSIONAL TEACHER.

What does "District Office Reductions" mean? If I put that at top of list does it mean I want to cut money allocated to the District Office or cut "Reductions" that are scheduled to take place? As in, get rid of the reducing? It's confusing. I think money to District Office should be the FIRST thing cut. And why are the

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offices located at a different location than a school. Use any open spaces at schools to house district officials. Like the brand new Raleigh Hills elementary school that will be half empty. I'm sure most business can be handled online anyway. Anything to help in-person students and teachers should be cut last.

How much is the lease at Waterhouse Avenue District Office? Why are kids sent to dilapidated schools (Mountainview, Whitford, McKay) while district office employees get special treatment? They should dismantle the district office and send these employees out to the schools. Then administrator would know the realities of education rather than an armchair anthropologist approach. It doesn't look like students are a priority.

Why did the district buy brand new cars for their district employees? Can you sell these and save jobs?

Cutting Central Office administrative costs should be the largest reduction. It has the least negative impact on students.

Please think outside the box for cuts. Things that don't directly touch schools on a daily basis should be cut first--District Level Admin/TOSAs/District Office Personnel. Please also take into consideration a school's population when deciding what to cut. Some elementary schools might be okay with a Regional Social Worker Model, but other schools which operate food pantries, and have a high needs population, would struggle without a full-time social worker on sight.

Cut at the district office not at our children's schools where they need the most help and guidance.

Make budget cuts in areas that have the least impact on students and teachers directly. We need more staff who actually work directly with students and less at the district office running meetings.

Why do we not have \$ numbers for district office reductions?

Cut the superintendent's personal budget and salary first before considering affecting students educational experience.

Why are district office budget cuts TBD? I feel at this point there should be an idea of what can be cut. Seriously.

Cut budgets at the District office. Cutting budgets where students need resources, help and guidance is upsetting. The students shouldn't have to pay consequences for budget cuts.

Before any other budget cuts are considered, BSD needs to evaluate and then trim the fat at the administrative level in Central Office. Our district is extremely top-heavy and has been for a long time. At the very least, the district should look into ensuring that the salaries of Central Office administrators—particularly the various superintendent positions—should be no more than a specific percentage of the lowest paid district employee.

If you have TBD as the estimated amount saved, people are less likely to click on it first (or put it at the top of the list) because of insufficient information. For example, we might place higher the "DO Reductions" if it had a number attached. This will likely impact overall results.

Reductions at district and administrative level are imperative to consider at this moment. Preserve classroom teacher jobs and provide the needed support for individuals in the trenches with students each day.

Cut and restructure administrative positions with competent employees based on qualifications.

I would like to see how much overhead is spent in BSD, and encourage the administrators to reduce that as well. Very surprised that this is not an option. I also want to see a program that will discipline teachers for low performance based on an agreed upon objective class progression KPI. It is not evident that more money means better performance in BSD.

Almost all these choices are taking away important things from high needs students or effect the social/emotional health special populations. Please consider cutting administrators, sports, activities or PR.

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Why do the district offices have so many employees who do not interact with students?

Why are there no proposed cuts to unnecessary administrative staff?

Prioritize the students experience, please. That's what public schools are for.

Cut technology, and administration

Why are all of these focused on the teacher and resources and none of it coming from administration or the district staff? No Amish t of savings has been determine which means most won't even select it as an option screwing your entire results the way you want them to be. Very disappointing.

Get rid of district employees before in-school employees.

Please cut district positions (why are they not on this list?) - there are so many making way more than teachers! Also, we don't need all the programs like AVID, especially in middle school. The AVID type lessons should be done in WIN classes for all students. It seems that the school pays a lot for AVID acronyms and handouts but teachers already know how to teach those academic skills. Maybe invest that same money in other scholarships, but let the kids have their electives to explore different avenues! Also, please eliminate any AI or digital programs that are not necessary. Students need more hands-on skills!!

Cutting administrators in the schools should be on there. Too many managers and not enough workers!

Staffing seems heavy in the administrative levels vs teacher level. Are we really being lean and efficient? I think there's a lot more that can be done within administrative functions without hurting the students in class who are already behind compared to most other states.

The district has focused too much on dual language programs to the detriment of all students. These programs do not serve our community well. The SPED department suffers when Admin delay services. The student behaviors at all levels are out of control. We need more staff IN SCHOOLS not at district office

Start with selling the old district office- wasn't that the original plan?

I want you to know that it disheartening that you are quick to give estimates on what reductions would look like from a school site staffing perspective and you all did the math to figure out how much you would save. However, you had no respect or dignity to make sure that district office reductions and that estimated number was included.

You are making suggestions for people that are constantly covering and holding up this districts back because leadership has failed us time and time again. This budget committee shouldn't even be moving forward without admitting the number you would cut from district office positions. I am a school social worker at a title 1 elementary and I am furious to think of us being at a regional model where myself and my other social work colleagues are helping to clothe, feed, and ensure safety for these students on a daily basis. You couldn't even imagine or keep up with the tragic stories we have to hold close to us and manage when our student confide in us as their safe person. At times the only safe person. Please tell me how this regional model would work for making calls to the crisis line, managing an Oregon food bank site, having lunch groups, having individual check-ins, calling outside resources for families, showing up to radio calls from classrooms, finding funding so kids can be fed throughout the day and manage clothing donations so kids can feel warm, listening to a single parent who is in distress, working with a teacher to best support a student who is experiencing a family loss, attending extra school events, showing up for your BHW team members. You all dont care because you all dont see and hear us.

I am writing to address the lack of transparency regarding the District Office budget and the stark disparity in facility quality. Specifically, I would like to raise the following points:

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Financial Accountability: Why is the specific budget for the District Office not presented clearly in these documents? In particular, what is the annual cost to lease the 1260 NW Waterhouse Ave building? Taxpayers deserve to see these figures alongside our school funding.

Operational Integration: Has the district considered more integrated alternatives, such as using the remodeled Merlo site or distributing staff among existing schools? Moving administrators into school buildings would prevent an "armchair anthropologist" approach and ensure leadership is grounded in daily classroom realities.

Facility Disparity: It is unjust to maintain a separate, high-quality administrative hub while students at schools like Mountain View remain in substandard facilities. If a building is not considered adequate for district staff, it should not be considered adequate for our students.

When will the district release a full accounting of the Waterhouse Ave lease costs and justify this separate administrative spend over direct student facility improvements?

1. Partner more with NWESD. If financially smart, send more kids to their programs. It might have the potential to save on staffing costs. NWESD is in need of a bigger building. BSD should long-term lease (Example: 50 years) two of the east side elementary schools (McKay and Greenway). Valley Catholic does this with property they own.
2. Partner with OES by long-term leasing the Montclair property to them.
3. Don't sell any of the properties, because once you do that they are gone for good and you won't be getting them back. For example, don't ever sell Raleigh Park. It is in a great neighborhood, next to a park/pool and community library.
4. BSD could offer certain SPED services to the local private schools for a fee.
5. BSD could offer spots in their many option school programs to the local private schools for a fee.
6. Do more combined school events (sports). For example, have the boys and girls sports teams compete at the same school on the same day. It would save on transportation to multiple locations. Also, I believe attendance to these events would be higher. Do combined dances. Make them all district dances instead of school specific dances. This would save on rental fees.
7. Move the certified staff out of the district office and into schools.

FLEX Online school currently has 500 students enrolled. Their enrollment, regardless of district predictions, has been relatively stable. Some of our districts most vulnerable students attend FLEX. Knowing the department start up budgets from planning team at Mountainside and seeing the lack of district support for FLEX has been sobering. Equity is supposed to be one of the districts platforms, but our spending priorities have been to funnel hundreds of thousands of dollars to one of the wealthiest schools in the district while trying to save money cutting services to FLEX. Elementary specialist are the plan time for classroom teachers. If you cut them and expect classroom teachers to perform well you will need a back up plan. WEX is a powerful program. I hope whoever put that program on the list has taken the time to go into schools and see it in action.

FLEX should be cut, there are existing brick and mortar schools offered with spots for those students.

Cutting sports should also be considered. It interferes with instructional time and is not academic.

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Is there consideration of cutting 5 school days to cover the loss of money?

Need a larger virtual school for next year (FLEX). My son's grade level was full.

Maintaining a viable (well-staffed) online education model (FLEX) is important to provide this option for students with mental health, personal safety, and other needs.

Cut all of the things BSD should not be involved in. How did you not cut 90% of this years ago? Why do we offer FLEX, we are a school district with buildings, kids need to go into a school. I am not entirely sure what WEX is but anything giving a look at the real world sounds beneficial. Make cuts to anything that is "Equity" related. Let's focus on fixing the fact that Oregon School's are well funded but, provide some of the worst education in the nation. Stop wasting money looking for a superintendent give [REDACTED] the job. Stop graduating everyone even though they don't know how to read, write, and do math.

FLEX Online School is a cornerstone of the Beaverton School District, serving as a critical safety net for K-12 students who might otherwise fall through the cracks of the traditional education system. By providing a sanctuary for those facing bullying, health challenges, or the unique needs of neurodivergence—including Autism and ADHD—FLEX transforms the educational experience for students who struggled within the confines of their boundary schools. Unlike passive online programs, FLEX distinguishes itself through live, full-day instruction and integrated in-person social opportunities that foster both academic excellence and emotional well-being. The staff operates with a specialized level of dedication, managing complex split-grade classrooms and extracurriculars, like high school dances, to ensure a holistic community experience. Ultimately, FLEX is more than a program; it is a vital lifeline for families, and its proven success in cultivating belonging and achievement makes it an indispensable asset that must be protected from budgetary sacrifices.

We need more teacher at our online schools.

Flex, Option Schools, and Credit Recovery are very important to my children.

Flex Online School has helped so many students who didn't find success in a regular brick and mortar school. It would be hard to reduce staffing when the teachers already teach so many different classes. We should be fully funding these programs that help our populations of students who are not finding success in a traditional brick and mortar than trying to cut them, especially if we are looking at it through an equity lens. I also believe it is unfair to penalize Flex Online School for graduation rates, when students are often transferred to their school who are already way behind in credits, then Flex takes the hit for the graduation rate instead of the student's home school.

If anything, you could have the staff work from home again, that would at least save some money by not having to operate physical school sites for an online school. That would probably make everyone happier anyway. Plus the current working spaces for the teachers at Flex Online aren't great. If you're going to make an online school work from a physical building, you should at least provide a space that works to hold online classes. I'm disappointed Flex Online School even appears on the list of possible things to cut. We live in a digital age, online school is where the future is. We will fall behind as a district if we don't keep up with the times. Flex Online School should be fully funded.

You should not be cutting FLEX Online Schooling. Where are the disabled, home-bound, or immigrant children afraid of ICE supposed to learn? You should not be cutting LITTs, schools need LITTs for their experience and expertise in their trained areas. If you want to cut things, cut LITT salaries. Close Elementary schools with enrollment that is not cost effective (costs more to run) and reallocate those staff, sell the buildings and land. Stop building so many construction projects at the same time! Stop hiring long-term subs in places of actual positions instead of just hiring for those positions. Stop paying for applications and software without running long-term tests and pilot programs on them to ensure integration with current systems will be smooth and non-disruptive. Do

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support existing staff with better training opportunities that actually impact their work environment (why are we not getting any pathways to learning another language??). Do better community outreach to encourage enrollment and understand hurdles families are struggling to overcome and therefore unenrolling and moving away from Beaverton.

I teach at Flex, and I already teach 6-7 different courses in 5 periods. If you cut us any further, we will no longer be able to provide direct instruction to students. Maybe you are all okay with that, but I want to make sure you understand that is the consequence of further cuts. We used to have 5-6 people in my department: for the past two years, we've only had 3. That's 3 teachers to cover every single class for both middle and high school social studies. Please consider the actual student impact of these decisions: we are not just numbers on a page.

FLEX Online School is an amazing place for so many students and to scrap that school and it's resources would hinder so many student's success. Each staff member there plays a crucial in these student's lives.

Allow FLEX teachers to work from home to save building costs.

Look at some additional savings in addition to saving, such as:

- 1) getting rid of AVID contract which I understand to be on the order of \$5M/year - we can find other ways of supporting first generation college students
- 2) delay the replacement schedule for equipment such as computers and tablets by a year or two (I hear the iPad 8s will be replaced for next year, but could they work for another year or two and save some money),
- 3) move away from 1:1 screens for K-2 students and provide them tech time via the tech classroom, not in the general education classroom to save money on computer purchases
- 4) review other expensive subscriptions like AVID where we're paying for software or curriculum.

I don't know what you have on the revenue side, but I think part of the enrollment decline is demographics and community change, but how much comes from families choosing to leave because they aren't happy in the district? This may especially play out as you close some of the eastside elementary schools. I hear every family that leaves costs the district about \$10,000 in state school funds. Can you project how many families might choose to leave and be entrepreneurial about what you could do to keep them in the district? Consider if there are low-cost improvements that could be made to FLEX Online to make it more attractive? Running Flex on the bell schedule doesn't work for many families and students, what would it cost to provide more on-demand classes similar to other online schools? As you close smaller schools, could you repurpose them as hybrid in-person/virtual training school that would be another option -- potentially two days in-person, two days virtual? I worry we are losing students to private schools or to rural districts that undercut us with better online programming. I'd love to hear some solutions that attempt to retain families in the district.

Have we looked into the cost of the TOSA positions, or is that included in the District Office reductions? I feel we should be prioritizing the actual sites and not overstaffing our District Office with those not really involved with what goes on at our schools and in our classrooms. FLEX option should be a last-resort to encourage students to attend in-person. Totally understand the need for it during and soon after COVID, I feel like it is being leaned on too much currently.

It should be a parents job to deal with their child's health/substance abuse. Not the district's responsibility or tax payer money. Students need in person education. Flex was a solution for covid. There are other options available should parents prefer that where our teachers can better in person support students for social and educational purposes.

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i think there are lots of valternative virtual based schooling and we dont need to continue to offer flex. Kids can do that elsewhere if they dont want traditional schooling. I think all of the amazing electives at the traditional high schools are great, but we need to make sure kids are getting solid basics. Rachel carson doesnt do highschool and should be reconsidered. Magnet schools are great, but should be middle/highschool.

Our past superintendent was not willing to advertise that we have FLEX Online School. We are losing thousands of dollars to schools like Charter Academy and similar online schools because FLEX is not known about. I honestly feel a lot of students could come back to the district if FLEX was more known and we might loose fewer students leaving who are going to the online format. I don't get why the district doesn't get what a gem they have. They just need to open the treasure box and share it.

More online options for our high school students. More AP classes.

cut flex stuff before brick and mortar and prioritize Ms and hs because grades matter more especially hs

What would the savings be to eliminate the FLEX online school? This does not seem like something BSD needs to provide at all.

My child is part of the LGBT community. We appreciate the support he gets at the Flex Online high school. Thank you for having the program.

But are you really focusing on the fact that education is underfunded in Oregon though? Genuinely working to change it instead of working within it? Everything below the centralized bloat is red lines. I only completed all 13 because you wouldn't count my vote otherwise. But I'd be driving to Salem every day before I'd even think about cutting below the top five if I were you. I guess that's why I'm not a bean counter. These are existential cuts in the sense that they will lead to what are currently called doom loops. Please don't do this. Find another way. Do better.

Stop cutting apart the same ragged four dollars every year, WE NEED STRUCTURAL CHANGE to support all the school districts in Oregon! This bonkers by-zipcode finding thing HAS to go. And the kicker or other state funding HAS to be reallocated going forward. Why do we do this every year, making cuts and cuts and cuts? Every year! Unacceptable. And how DARE you put cutting teachers (and raising classroom numbers to unrealistic amounts of kids per classroom, nobody is fooled) at the top and district office pay at the bottom. Obviously done to subtly manipulate people.

We keep approving school funding bonds levies whatever that are called. Why are we running into a deficit? More and more taxes have been raised, what are you doing with all that money?

Our Beaverton families pay substantially into BSD with our property taxes. Some houses on the other side of Scholls Ferry are not even considered Beaverton and are not contributing to our school district funding but they are utilizing our facilities. Is there a way or proposal to ensure families who own property but not in Beaverton still contribute to the district especially since are still in the Beaverton School District boundaries. This would help substantially with BSD funding especially since new housing projects are low income and elderly housing which do not contribute to property taxes pouring into our district.

This is ridiculous! We live in the wealthiest nation the world has ever seen! Schools have been defunded for the last 40 years (For further reading see information about: the ALEC and Heritage Foundations and project 2025).

Time for the Board, District Admin, teachers, parents to combine forces, walk out across the state, to educate the citizens and lawmakers that they are neglecting children, (and mortgaging their futures) and demand an "Educational \$Bill of Rights". Until schools are fully funded we collectively will not go back. Does our society truly care about children? We teach our students to use evidence, data, and proof; the answer is no! What is the definition of insanity?

Solving the problem of rising costs by framing the budget needs of the school district, staff members and student families as the souce of the the budget shortfall is doing nothing but perpetuating rising costs. Every cut you're asking us to prioritize and approve is protecting the profit margins for district revenue

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and the inflated salaries of the board members that are responsible for negotiating our infrastructure contracts, not to mention the profit margins of the contractors, all while treating certified and classified staff like we're the ones who might be exploiting the system.

I'll play this stupid game, but be clear: we're already grossly underfunded. Asking us to help decide where to cut even more funding is outrageous.

Unacceptable and unsustainable.

Don't make cuts, use the rainy day fund and advocate at the state level for adequate funding for education. We need to invest in the future, and the state legislators need to take that seriously.

Every year it is the same message, how can we change our school funding?

Please consider other options to cover the shortfall. Work with state government to discuss use of emergency/rainy day funds or other levers to prevent cuts. Our district is in a time of crisis and cannot afford to reduce the availability of counselors and other support staff right now.

I hope we are also advocating to the state that they need to step up and better fund education. Keep the cuts away from schools and the support they need.

I don't understand why we are not reducing spending further, when we know we have been significantly overspending. Why not cut \$15MM next year instead of \$10MM? It seems that we ought to go deeper. Technically, we're always overspending being that we're relying on our community to pay for almost 300 teachers. We shouldn't need to do that at all. That ought to factor in when you're looking at reductions. As in, not relying on that to fund that many staff, if at all. So we are already significantly deficit spending if that funding source were to go away. The community may not support that in the future and that ought to be considered. You can't expect the community to keep funding significant salary increases under reduced enrollment. ODE needs to step up and fund education.

I appreciate that the district is trying to maintain services even in a budget shortfall and uncertainty on the federal level. Please keep the community posted about how federal changes affect BSD finances, especially funding to IDEA and Title 1. This money serves many of the most vulnerable people in our community and everyone deserves to know how our tax dollars are spent.

I would love to know what District leadership is doing to advocate with the state for more appropriate funding to address the financial shortfall. We regularly hear about advocacy efforts from teachers, but we do not hear what district leaders are doing or saying to state legislators on behalf of our underfunded classrooms.

What is BSD leadership doing at the State Government level to advocate for a change in tax structure in Oregon?

These unusual budgetary circumstances. I feel using the reserve more liberally this year, is warranted because of the Federal cuts to education.

Over the years it seems we constantly reduce, reduce, reduce. What our kids need most is support. Our district needs to advocate for the funding and the state and federal level to increase educational funding. The government has the money, it needs to be reallocated to fund education. Be our voice. They listen to you, district leadership. Advocate for the funding we need to increase student success, to adapt our education system to our ever changing world and help our learners achieve success in their education.

First and foremost the district should be looking at raising funds not cutting services. The local option levy should be maxed out ASAP. Next the board should be working with State officials to increase school spending or pass laws to allow districts to raise more funds with levy's if they would like. The district is behind the ball.

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If labor is 90%+ of the budget why doesn't the board and the district do better with union negotiations? No one gets 5% raises year over year for 3-years in the private sector. Teachers get paid the same amount as private sector workers but work 56% of the hours. How is that possible? There is little to no homework. Teachers are only onsite 6-hours a day. They have summers off. Kids are only in school no more than 180 days per year. 75% of an 8hour workday and 75% of a work year equals 56% of hours working. Ridiculous! The district is inept.

Some of these ideas do sound like good efficient business decisions for optimization. Others sound like bad ideas and cutting of good services.

I'm sure the district has some truly needless positions to cut. The safety person comes to mind. Adults with common sense shouldn't need an additional person for these types of decisions.

These proposed measure descriptions don't make sense. It is impossible to decide if they should be kept or cut.

- Middle School and Option School Scheduling
- Centralized Substance Use Support
- Proportional Staffing: Elementary Classroom Teachers

Please keep fighting for more budget so that we don't have to cut so much.

Will there be any realistic early retirement incentives? This process is very difficult and challenging for the district, our community and BSD members. I hope it can be clear and equitable, without mixed messages.

What role does the outgoing Superintendent play in all this?

Why does the district make forecasts and plan for the future and still seems unprepared for stuff generally?

I work as an instructional coach and am a parent. I have been saying for years that my position in a large school feels much different than someone working in a small school. The workload and needs are different. It makes sense to staff larger schools differently than smaller schools. However, it would be ideal have more FTE to the large schools and not cut a 1.0 from the smaller schools. It's looking like that probably isn't possible. My recommendations are to reduce non student facing positions. Please don't make big changes at the elementary level - these years set up the foundation of a student's future academic success. Could you move to doing split lives classes, if needed?

We love BSD schools.

The scheduling description seemed unclear...? Thus was really hard to rank all of these. They are so important.

I think it's adding money on dual language and culture. Also, it is adding more school time for kids.

The schools are too HOT in the Winter!!!

82 degrees!! Come on people!!

Waste of tax payers money.

Please turn down the heat. Kiddos cannot learn. We are all needlessly melting while the district money literally goes out the doors and windows. 72 in the Summer. 68 in the winter.

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Find a way to cooperate with federal government. Dont mix politics and budget.

This is slightly confusing—is our #1 choice the cut that we most agree with or the cut that we least agree with?

I am sorry you all are having to do this; I wish more resources were given to schools, at the federal and state level. I appreciate all you're doing!

I'd like to know more about why there is an "increase of operational cost".

Please pay attention to who has the most face-to-face interactions with the most students and cut them last. Get another govt entity to pay for social workers.

Base your cuts on number of students impacted. Most students don't use substances, so cutting substance abuse specialists won't even affect most students in the district. ALL students access specialist teachers when they're in elementary school, so that affects everyone. While you're at it, bring back ART as a specialist class, like they have in states that actually have good public schools.

I cannot even imagine how our elementary school would function if we lost staff (counselors, responders/paras, teachers, behavioral specialists) for the amount of behaviorally impacted students our school currently has. It feels like a safety issue if the staff were reduced.

Thank you for the work you do. There are no easy solutions to this.

Let's focus on cutting most-spending items to save the budget for other best options for student benefits.

Thank you!

Does the district have a control/efficiency auditing team? The information, as it is presented to the parents, seems illogical. As if changes are made without a well vetted plan, then abandoned for a new one. Any efficiency in the process is not being shown.

Sell the old district office.

Take some items away from the school meals like vegetables fruits and grains children don't eat those, most schools has really significant waste of food

Reduce the food take out vegetables and fruits. Every school has a significant wasteof food

By "cut" you mean how would we rank these different choices in order of 1. for sure do this to 13, only do this if you have to?

Or do you mean by "cut" not include this method into the budgeting and look for other ways to save money?

I feel like it could be read either way and I am not sure what you mean.

If we're making difficult cuts, why are after school sports teams not on this list? All cuts are hard, but I don't even see an entry for cutting athletic programs. Kids can play pick-up sports on their own better than they can learn music or math or reading on their own. I would vote to cut the athletic programs first.

Get rid of WIN in middle school and the intervention teacher model. It is a colossal waste of resources and time. It is embarrassing trying to explain it to parents. It is not what the kids need. What a joke.

Where does the pay for substitutes come into play?

I understand the process you are following, but by waiting until June to provide any answers for employees is putting an insurmountable amount of stress on them, which comes across as not caring for individuals. If there is a way to speed up your process, it would show more care and empathy of the very real people working for you. This leaves people getting cut in June with very little time to search for alternative positions.

I don't understand why all of these efficiencies weren't implemented years ago. If you believe the news, Oregon ranks 49th in 4th and 8th grade math scores yet spends more per student than most states, including neighbors California and Washington. Surely they face the same challenges Oregon does, but

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somehow have more success at lower cost. Private industry has to constantly work to be competitive. The list above looks like a great start. Let's do all of it and go find more.

Any role that has direct student engagement should be the last to be cut. When you ask students what made their experiences meaningful, they talk about the adults they interacted with...not the folks who managed the people or the paperwork.

This is a terrible shift in values. Our teachers and support staff are already overworked, underpaid and stretched thin. Larger class numbers, counsellors and social workers who have limited presence over multiple schools and less support for specialised educational needs is just one more brick kicked out from the foundation of our community.

In the video presentation you have correctly attributed the reason for the shortfall to lower birth rates. What you need to ask is why is birth rate falling. If that is not addressed then every year the situation will just keep getting worse and the shortfalls will be even greater. One reason for the falling birth rate is uncertainty about the future among the younger generation. We have seen large lay-offs in our community by the large employers - Intel, Nike, Providence, OHSU etc. This is a big cause for stress among the younger generation and generates an inability to commit to a future like getting married and starting a family. We, as a society are moving in a direction that looks like this issue will get even bigger. While market forces determine what the employment landscape will look like, the local government (city and state) need to continuously create opportunities so that future oriented private enterprises create jobs in our community and keep the pipeline of good paying jobs filled. I want to emphasize the good paying jobs part, and not the low paying jobs, because it's the good paying jobs that generate good tax collection and keep our education programs well funded. The low paying jobs will end up depending on welfare making the situation worse.

In this message you have asked us to rank what should be cut because you are now reacting to your failed policies of the past, without addressing what needs to be done so that the shortfall does not happen in the future. Are you planning on just keep cutting? Or just keep increasing taxes? My request to you is to start looking in to the future and start addressing root causes (why birth rate is dropping). With a heavy heart I have rank ordered all the important services that are to be cut, but my request to you is to please dig deeper and find solutions at the root cause level instead of treating the symptoms.

If you cut teachers we will pull our kids and their funding. There would be no point sending them. Why is it everyone's to cut their budgets sceptor the homeless program budgets. This is out of control and is on a doom spiral trajectory.

Why was there no teacher voice when making these decisions, but only teachers/ members are on the chopping block? There are MANY other cuts that could come first. We could come up with a plan to save close to or all of the budget shortfall without losing jobs by getting rid of outdated curriculum and initiatives that we don't use. (Example: We spent \$7 MILLION dollars on a health curriculum that only 3 teachers use.) The language in which this proposal is written is extremely vague and seems to intentionally leave out how challenging this will be for employees in specific roles who's jobs will now change, potentially dramatically, from year to year, being bounced around the district as the "need" pops up in different places and shifts within school years and from year to year. The District has always maintained that relationships and "what is best for students" is first and foremost but that is not reflected in the way these staffing shifts are being considered. I recognize the need for reductions, and know there are many ways in which to go about it.

I feel that doesn't mater what I say, nothing is going to change what is coming.

I really appreciate the transparency and clarity about the budget, as well as the thoughtful solutions and opportunity to provide feedback. The comparisons with other local schools is fascinating and insightful. Thank you for putting this together.

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I think the district should take a close look at the dual language schools that have started rolling out by grade. The classes have big behavior problems. They also have native Spanish speakers going into those classes who are not learning very much English, and are getting further behind. I also don't know if there are enough quality Spanish speaking teachers to keep up with the plan to keep adding classes.

Paying teachers well is the most important thing for me. Making sure the students get what the need is next. Having diverse subjects is 3rd. After that I'm good with whatever

The rainy day fund is precisely for situations like this. Please don't be afraid to spend it. Avoid the "We can't spend it now otherwise we might have to spend it later!" fallacy. Which is not to say that you need to spend it all. Remember that community is the driver behind successful schools and it cannot be transferred or replaced. As you make cuts, try to leave as many long-term relationships intact as you can.

Reductions to classified staff at the school level should be approached with caution. Paraprofessionals, office support staff, and custodial teams are already operating with limited staffing.

While student enrollment numbers may have decreased, student needs have continued to evolve and, in many cases, increased over the years. Maintaining adequate classified support is essential to meeting those needs and ensuring schools can operate safely and effectively.

Listen to our teachers!

I want mac and cheese day more please 🍷

more mac and cheese lunches they are scrumpin'

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It would be helpful to share not only the benefits, but the drawbacks of each as well. This is not just a numbers game, and the public should be informed of potential negative outcomes.

I understand cuts are necessary and this decision is hard. Reading your descriptions above, though, makes it seem like you're doing us a favor by making these cuts. That is NOT correct. You might be trying your best to cause the least harm but every one of these cuts makes someone's job harder and some students' education harder. None of them make anything better or more efficient. Please remember that.

The district and school board's lack of initiative in helping protect students from ICE is disgusting and you should be ashamed. Protecting the kids should be priority number one, and you repeatedly ignore commentary from parents and community members asking you to take a stand.

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TBD is unacceptable.
Cuts need to be made first to ANYTHING or ANYONE who doesn't directly impact student learning.
These proposals add up to roughly \$11.4 million. With the goal to reduce by \$10 million we basically need to implement all of these (especially the larger ones), regardless of priority order. Are there any other cuts under consideration? Are there other revenue options the District is pursuing?
Schools need to support non-English speaking students, protect the arts, and fail students if they don't meet the academic requirements for the grade. Oregon education system is in the bottom 10 nationally - that's unacceptable.
How about giving all the teachers another raise.. that should work. SMH
I would like to know how much BSD is spending/has spent on new curriculum adoptions, including the cost of the curriculum, plus the cost of having teachers out of the classroom. This has noticeably increased in the last two years, and cannot be beneficial for students to have their teachers out of the classroom so frequently. You are proposing cuts to the teams who support students with behavioral challenges, which become more pronounced when there are substitutes covering entire grade levels. Essentially, the district is creating a problem and then is proposing removing the staff who are the ones mitigating the problem.
All of this is completely disingenuous if the school board aren't taking a pay cut to help fund what's being taken away from children and staff.
I think the funding being allocated to a Christian organization to illegally rehouse minors should be looked into as well. Especially being that this Christian organization is doing it to more students in Beaverton school district because Beaverton school District is paying them more to do so.
There are places you can cut that are not on this list. This is like giving a kid a choice between an apple, banana, or orange, while ignoring the pear, grapes, and strawberries. So my question back to you is, how did you select these items and not others.
This all feels terrible! But thank you for asking for our input. I hope that reducing some of these services does not take too many staff members out of buildings. I do agree with staffing based on workload / student numbers, rather than minimums in building.
Yes. Why don't we make School day shorter by eliminating WIN in Middle School and Advisory in High School? Salary can be adjusted to teachers and money can be save!
It isn't helpful to have TBD on some of these.
Contractors doing work on schools shouldn't be friends or neighbors with higher ups, ie, roofing. Maintenance higher ups blowing money on equipment that doesn't get used.
Please make a list of all the teachers who have quit in the middle of this year. Classroom: Specialists: Others:
*Ask the reason and you will find 'behavior in the classroom' as the number 1 reason. What is your solution?
You can eliminate transportation for short routes
I am concerned about how these were worded. Some of these seem leading and intentionally vague.
I would be in favor of a model similar to PPS where PTAs are allowed to allocate money to support funding staff members at their schools.
Cancel free meals for all.

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Continued transparency, thank you!

The most important thing is to prioritize student learning and classroom time.

Small elementary schools already have less resources and people, so the impact is great when you reduce staffing.

Stop with the "TBD" answers regarding savings as a method to guide voters towards choosing reductions in other areas that provided the NECESSARY data first, in hopes to not have to make district office cuts rather than cuts that directly impact our students. The student impact matters more than the office employees.

When considering Option schools please recognized that as a teacher who has taught at both; the number of preps teachers have in option schools is several times more than those in main stream schools and that while that mean smaller class sizes at times the 3 times the number of preps I have as a middle school teacher in an option school this year needs to be considered

Also perhaps the district option should use the same cheaper quality of toilet paper and other staff and sell the massage chairs in the district office.

88 minute classes in middle school are too long. WIN should be back to 1X/week with Study Hall time.

ELL teachers need individualized instruction classes; ELL 1s should not be in core classes without support. It's a lose/lose situation.

Why does every elementary school have 3 certified teachers, getting stipend pay to be TOSAs? There are way too many certified teachers in schools and the district office that are in meetings all day and gathering data and never work or interact with students. Why do we have two big district buildings? Getting rid of one of them would save millions and millions of dollars.

I think summer school at the elementary and middle school level and looking at grad mentors at the high school level should be considered.

This is a hard place. The options make bigger class sizes and take supports away for all kids. Ranking these feels really sad and awful. At the district level and with the tosas, yes they are good and important, but teachers facing students, supports for their health and families, something other than just core subjects, drug rehabilitation, and so on are for the kids.

The district may need some things but flex, recovery, drug supports, class teachers, building support? Taking those will have a huge impact on kids and families we serve directly.

More information on how these the areas that were identified for cuts as opposed to other areas would be helpful.

Good luck! Please prioritize the youngest, neediest kids. Thanks!

Thanks for asking our opinion.

BSD should spend less money on rolling out new educational programs and look at states / districts with better outcomes and model after those approaches. Less money should spent on technology in the classroom and schools should move away from 1:1 devices and reduce screen time for students. More money should be spent district-wide on para educators in the classrooms.

Keep our paraeducators paid and employed

Most of all, please support for the cultural festivals so that the schools can open cultural music festivals for the community. The school district is responsible for paying the musicians that is crucial to open quality cultural festivals. You need to pay the musicians when you invite them to do performances.

I strongly suggest that schools open the doors to nonprofit cultural schools who have no building to teach. Oregon Korean school is a great school teaching Korean to the community students, and the students here are attending many different school districts. Please kindly support them by opening the school

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doors.

Thank you!

Hey maybe instead of hiring the cheapest contractors you hire the best? That way HVAC systems won't break down after the first year? Windows won't break after the first year? Just a thought.

Stop hiring outside agencies to do stuff we can do in-house. We don't need outside specialists, like ever, to tell us how to run a school district. If you guys haven't figured out how to keep a district functioning without outside "consultants" that's a huge problem. Look inward.

An ounce of prevention is worth a pound of cure.

As a Beaverton resident, a BSD parent, and a social service professional within this district, I am writing to express my profound concern regarding the current budget proposal process. The discrepancy between the "rebranding" of these cuts and the data presented to the Board suggests a lack of transparency that undermines community trust.

From a clinical and systemic perspective, I find the following points particularly critical:

Misalignment of Resources: The current proposal shifts the burden of systemic underfunding onto families and frontline educators rather than addressing fiscal stewardship at the district level or engaging in robust legislative advocacy to reform state funding formulas.

Divisive Methodology: Requiring the community to "rank" essential helping professions is a reductive exercise that creates a toxic environment. It pits departments against one another rather than fostering a collaborative approach to student wellness and speaks to a lack of understanding that these positions and how support a school community as a whole.

Absence of Clinical Expertise: The "who is missing from the table" inquiry feels disingenuous. It is evident that mental health professionals—Social Workers, School Counselors, SPED teachers and Substance Use Professionals—were not consulted. If they had been, the district would prioritize strengthening these roles to combat our current crises in student attendance, substance use, and community trauma.

We should not be debating which essential service is "expendable." Instead, we should be leveraging our collective voice to demand the state fulfill its obligation to our students. I urge the Board to reconsider these cuts and instead invest in the professionals who hold the safety net for our most vulnerable learners.

A model focused on quality of education should be the main focus. The school system is not an outreach program. Additionally, School staff should not be off every holiday. The school system would function better if teachers were off during a more standard 7-9 holidays per year. Unrecognized holidays could be used for in-services, grading and trainings. Currently, it is rare to have a full school week. This creates significant stress on families and single parents. Such stress is likely leading to situations creating the need for regional social workers.

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This is incredibly poorly worded. I assume the "cuts" aren't actually what is being cut? We're ranking mitigations to cuts? Thus if one of the cuts is "centralized substance use support", that's not being cut. The non-centralized version is being cut? And so it's a proposal to cut distributed substance abuse support and replace it with centralized?

I think you're going to get very wrong or backwards survey data unless you make this much clearer.

Firstly know this comes from a teacher that fully supports standards based, proficiency grading. But use of a less common option is always more expensive. What does using and maintaining standards based proficiency grading cost the district? Would significant savings occur long term if we went to a traditional grading system? How much extra are we paying for synergy and Canvas to have standards based options? To create and maintain standards and rubrics across the district? To monitor compliance? To meet the IT needs for this more complicated system? For communication of the more unusual grading system to families and outside organizations? If there is no cost difference then wonderful. But if there is a significant saving to be had, well, I would rank the need for social workers, councilors, and elementary specialists far above the need for a particular type of grading system.

There has been so much wasted money on superfluous projects, such as building William Walker twice and rebranding. Student wellness should not be sacrificed because of poor financial planning in the past.

End the "identity politics" and DEI "CRT indoctrination" in the schools. End the "gender affirming" child grooming in the schools. End anti-American rhetoric, end Marxism anti-Judao-christian ideology. Bring back the national anthem. Teach actual history, not the made up white man is evil, black and brown oppressed anti racism (CTR) indoctrination grooming of children. Fire any teacher or administrator that supports and pushes this hateful rhetoric. Lastly, to bring class sizes and budgets in check, stop giving free education, supplies and resources to illegals in the school system. Stop pushing anti-ICE rhetoric in the schools. This is only educating in ignorance of constitutional laws and promoting violence. This results in harm of the children and is not education. It's propaganda indoctrination.

WIN classes should be cut and restructured to shorter advisory periods set at a minimum to meet the requirements. This would help with class sizes and increase academic time in both core and elective classes. WIN classes are not seen as valuable academic time by most students, teachers, and in the calculation of their academic weight.

I am wondering why preschool isn't on this list. I would put that at the top to cut first.

Maybe consider asking all of the wealthy people who live in Beaverton/Portland, like Phil Knight, Blazers Players, local business owners, etc who are looking for tax write offs, who can help to fund and or pay off part of the deficit. Hiring 1 person part time who is a go-getter to make calls to businesses and organizations and get them in touch with the school district, could net millions of dollars in donations and help to support teachers on the ground level with services they actually need, vs stripping them away due to federal budget constraints. Lean on the community, collaborate with other school districts, find a way to receive additional funding instead of just rolling over.

It's pretty clear the issues. We as a community need to stop prioritizing the lowest common denominator.

We continue to plummet in testing scores nationally! We are at or very near the bottom in nearly every category.

Yet we still continue to expect less from our students and staff, spend frivolously on programs that are clearly being under used or not used at all, and cater to

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a population that doesn't actually want what we are offering. (What is the highest and best use of the dollars we have?)

All the while, parents who are active and engaged in the betterment of their children's lives are told "your kid isn't of the right socioeconomic class" or your kid isn't doing bad enough to warrant the help. We'll reevaluate when a bigger issue arises.

We are failing our children because we fail to lift up our best and brightest by allowing those children to fall to mediocrity. We fail to hold the hands of those who are on the cusp. And we sit there and shove kids along that could care less only because it makes our social justice hearts flutter.

This has to stop! You wonder why we keep losing enrollment? Because those with means are pulling their kids for private school education who must produce a verifiable product or they cease to exist. Hard stop. Because we are not preparing our kids for adulthood. We are pushing along kids who have no business in their current grade because we don't want to hurt their feelings by holding them back or holding them to a set standard.

Social justice has no business in schools that care about preparing kids for real life. The world isn't going to hold their hand. You can have no tolerance rules with strict enforcement without placating a population whose kids are already going to have a harder time in life due to how they were born. How are you doing them any favors? They get out of BSD just to get run over by a proverbial bus called life.

Please actually think about this. Take politics and feelings out of it. Make legit business decisions based on the children's future. - a parent's whose voice will be ignored

All of these proposals seem reasonable. I don't know why budget/staffing for all positions weren't needs based to begin with? Is that like a union negotiation compromise or something?

I'd like you to stop paying for consulting firms to do the work of things like curriculum adoption, etc. that our very own educators are the experts on.

Without knowing what exactly some of these programs do, who they help (equity lens), how effective they are (data says?), and what the ROI is, then we don't know how to prioritize. And I'm within the system. Without this data, it just feels like a rubber stamp to say you got feedback, but DAO are making these choices based on what you know in terms of the data that survey takers didn't have.

A lot of these proposed budget cuts will directly affect Elementary schools. It seems imbalanced that elementary should take the brunt of these budget cuts as they are the foundation for which are students are given. I would encourage the district to consider if there are other areas for middle and high school that could be reviewed as well.

All of these seem important.

I prioritized these budget reductions by focusing on areas where restructuring or proportional staffing could achieve necessary savings while protecting core classroom instruction as much as possible. Although each program provides important support, our fiscal reality requires difficult decisions that balance financial responsibility with maintaining direct student learning.

At the same time, I am increasingly concerned about the disconnect between declining student performance in math, science, and language arts and the

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continued rise in graduation rates. These trends do not align, and they cannot both reflect true academic readiness. As we make budget decisions, we must also address this growing inconsistency to ensure that our system remains focused on genuine student learning rather than symbolic indicators of success.

When making reductions, I hope the district prioritizes options that produce meaningful savings without disrupting classroom stability or creating staffing displacement across schools. Changes that centralize services or adjust district-level structures can achieve larger savings while minimizing ripple effects on students' daily learning experiences.

MORE TIME IN SCHOOL. Focus on education and not pandering to the lowest common denominator. Challenge the students!!! No more days off, things are embarrassingly out of control with children not in classrooms.

It's hard to know the effects of some of these recommendations, so hard to rank them without more context.

Why is it so difficult for BSD to budget? More accountability for contractors and staying within budget, actually vetting and selecting the right outside contractors for the job. Month to month budgeting needs to take place with every dept. and stop wasting funds on changing systems that aren't 110% necessary.

Teacher support teacher support, less meetings more district involvement "within" schools, why is it so difficult for the top admins to go to a school and witness the issues and make changes that benefit individual schools, tailor the needs instead of blanket what's good for one is good for all

I appreciate the district's effort to approach budget challenges thoughtfully and transparently. One concern I continue to wrestle with is the disconnect between outcomes and spending. While graduation rates have steadily increased; our overall academic performance particularly standardized assessment results when compared to state and national benchmarks remains lower than most peer districts and states.

Given the level of investment we have made over time, it is difficult to reconcile how these outcomes coincide with the current financial shortfall. I believe this moment calls for careful reflection not only on where reductions occur, but also on how past resources were allocated and whether they meaningfully improved student learning. Greater clarity around this disconnect would help build confidence that future decisions will better align spending with measurable academic results.

As a front office staff member who works directly with substitutes, there have been many that have communicated the frustrations of not finding work due to there being more certified substitutes than jobs available. On a daily basis, we have had a deployable at our school and other days, we get sent 2. Maybe revising the amount of substitutes in the district would cut cost and give the deployables classroom jobs.

Anyone who is not working directly with students on a daily basis should be cut first!

I don't know what Paraprofessionals would qualify under but they are absolutely essential and I don't want any funding to be reduced or eliminated for those positions and services

These choices are lame. You need 10x these cuts. Reduce pay/benefits/retirement. Pay for performance/results, not seniority.

How dystopian is it to make teachers rank other teachers and support staff and who they would cut first.

If cuts happen, which it looks like they will, then those that don't impact the mainstream classroom as much as possible. More services for the younger kids, the better - and that's coming from a high school teacher at a neighboring school district. Learning differences, speech therapy, issues at home need to be identified as early as possible, because it becomes significantly more difficult to catch up.

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In building staff reductions should be last priority. These are the people that interact with kids on a daily basis and is what's best for kids. Please do what you can to make sure the priority is keeping staff that work with kids on a daily basis in person are top priority.

I think we should re-evaluate how we do school. Get rid of all the chromebooks and go back to computer labs. How many positions could be saved if kids don't have devices? Its not like they are learning work skills on them. High schoolers send emails with the entire contents in the subject line. They don't know how to use spreadsheets. It also takes care of hte AI issue.

Make sure the teachers who are teaching having endorsements in the subject rather than just seniority. Library media assistants currently have no knowledge of books or culture are in library position. Candidates background in CS and LMA position create more hassle and work for teachers. Such positions should be looked at who has more experience or knowledge of library. Many Spanish subs are teaching Spanish without knowing the language.

The description of the middle/option school scheduling is unclear and potentially deceptive. It is difficult to make judgments about many of these things without knowing how they will affect workload for staff members.

Start focusing on the reasons why we are losing enrollment numbers.
More discipline, less screens, less politics

Review programs, supports, and schools that have allocation of big amount of money that are not been efficient and that have a big precess of staff vs students.

Take away personal chromebooks, and bring back a few labs. It will help with the AI issue, reduce distractions, and give an opportunity to give students much needed screen breaks.

Additionally, not showing how many people would be affected on the above exercise is misleading. For example- centralizing the SUS team (of which has a 8.0 FTE approx) and taking away 6.5 FTE (which isn't even written above) means you're taking an 8 person team (which is already stretched incredibly thin) to one person for the entire district.

I work with K-6 students in the area afterschool. I also plan to have my own children attend BSD schools once I start a family (which should be very soon).

I recommend exploring changing the middle school schedule. My thinking is if we reduce WIN to once a week and stop requiring PE teachers to teach the class would save in the number of PE teachers needed at each site.

Thank you for being proactive in this process.

Credit recovery saving is less than giving the 7 Board Members a stipend for the position they applied for knowing it was an unpaid position. Who will cover the teachers plan time if you get rid of the TIA's? Staff proportionately for all levels and programs.

Keep funding for the arts

Thank you.

We spent a lot of money in the Math adoption. We could have had less people pilot the adoptions.

Please use good judgement and look at the big picture when choosing to cut positions. There is a trickle down effect with every decision made. The hierarchy is very top heavy at BSD in some departments. I do think looking at proportional staffing can be effective in some areas but not all.

I think that teacher and support staff jobs should be prioritized. Taking away support staff and teacher positions should be the last thing that happens to cut costs.

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The proposed budget cuts disproportionately affect elementary schools. If you gut elementary schools of the proposed teams and professionals, by the time they get to middle and high school, their developmental needs will not have been met, which will impact their ability to succeed throughout their educational career.

Proportional staffing on the elementary level would be catastrophic.

I'd like you to know that the phrasing of this question doesn't open the door to asking the community/staff how THEY might have creative insight into saving money.

The BSD could offer health insurance "opt out" incentives to its employees. A portion of the cost of health insurance could be paid to members that are currently double covered to incentivize them to not receive health insurance through the BSD. There are line items on here with monetary savings at \$41,000. I feel confident that numbers like that could be easily matched with people opting out of their insurance.

The district needs to let employees know ASAP as to if they have a job for the 2026-2027 school year.

Seems like the proposed cuts disproportionately impact elementary schools and students.

We all know and feel the impact of our budget being impacted. Please take into consideration the opposite scenario: If we had an abundant amount of money, which one would we add back first? Thank you for thinking through this difficult decision and using an equity lens that can help us best serve our community.

The directions to the activity were a bit confusing and hope I ranked things appropriately based upon my opinions and not the reverse order.

My children love the Option Schools at the district, please keep them the way they are: (BASE, ISB, and Flex Online).

Please reevaluate this career and college prep courses, community service hours, and career development class required for graduation as they take up an entire class period with no gain in value for the student and should be elective choices. This time would be best spent studying, completing homework. Thank you

I don't see anything here about cutting subscription costs for Ed Tech services or standardized testing. I suspect the district spends a lot of money on things like Character Strong, Canva, STAR testing and other things we could be creating in-house instead of paying corporations from outside the district. How about Raptor? It's useless outside of the building, anyway. We should be focusing first on things that directly impact our students in classrooms, which means keeping our small neighborhood schools OPEN and keeping classes SMALL. If we care about our children, we can't do anything less.

Schools exist to teach. Learn from the small private school model.

- 1) Eliminate 90% of all positions that are not directly teaching students.
- 2) Eliminate 90% of classes that do not directly prepare a student for college or skilled trades.
- 3) Back-fill as needed with vetted volunteers.
- 4) Review "standards" from a budgetary perspective, eliminate the five (5) most expensive standards.

Show significant progress on these and my family will vote 'yes' on the next budget.

Staff that work directly with students should be the last to cut.

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Student facing positions, especially at the middle level should not be cut further. We are already too stretched as it is and our students are struggling too much with too little support.

I would like to explore the costs with various consultant contracts.

Stop changing the curriculum so often, it's. A big disruption and a huge cost.

Tough choices. Thanks for opportunity to weigh in. [REDACTED]

Based on the continued structural budget deficit, I think we should be evaluating options with more significant savings than what is presented here.

Tier one staff should be offered incentives to retire; specifically offering paid insurance benefits until the age of 65.

I don't see the waste spent on curriculum adoptions here. I am stunned by the amount of money spent on the new language arts curricular materials. The consumable books are so wasteful. 3.3 million dollars for this adoption.

Although free-lunch is great, I'd be supported of charging again and free for only low-income families.

don't appreciate the sugar coated and not super clear descriptions here. centralizing everything just means overloaded staff and less access to services for those that need them, just call it what it is.

Hoping for a miracle so the budget stays as it is, untouched.

The impact that these budget reductions would be devastating for small schools. Stripping away support staff is only going to significantly increase the burden and stress on teachers.

Curious where ELD staffing fits into this picture.

Please consider the impact of good elementary schools. Their money needs to go to where the learning is happening. Strong elementary leads to strong middle and high schools. Impacting elementary schools affects everyone's future.

Cut anything and everything related to DEI that costs money. Simply treat and instruct all students as equals. This is the path to sustainable, efficient, fair school instruction. Trying to right perceived wrongs by putting kids in groups based on what you think their experienced injustices are is impossible and, in a budget conversation, costly and extremely inefficient. Thank you.

*The ranking list above is not in any order--I was forced to move the items in order to submit the form. Please disregard ranking list. Thank you.

All of these parts are too important to cut. I don't know how to order them and have it make sense. All of them are a benefit to some and a burden to others. None of these changes/cuts are sustainable over time. Students have higher needs today than ever before-cutting the very people/teams/services that provide support to them is impossible to do without leaving students behind. None of these things, when cut, would be in the best interest of students. Everything about a school district should be in place with that one thought in mind-and if it is funded in the school district, and NOT in students' best interest, then it should be removed. Then, and only then, should it be on the chopping block. Again, it is for this reason, that the ranked list above is in no particular order. I had to move them to a side in order to submit the form.

You need to offer an early retirement package.

Since our ADPE teachers are only on council to our students, I feel this not needed anymore.

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less new construction and more maintainance work.

with less students can we lease our properties to off set building costs.

I would enact all of those cuts. This doesn't look like a list of things that could be cut to save money, it looks like a list of wasted money that has been identified.

I'd like to see additional option here to reduce funds to illegal immigrants and their children.

If maybe we were in a better stance I'd be all for helping others, but clearly this has gotten out of control and we can't even meet the needs of our own USC. What are we now \$40 trillion in debt. We have to be realistic on where we spend our tax payer money and clearly some are not.

I am appalled there has been no teacher voice at any point in this process. People in the building actually doing the work with kids should have the most important voice. Additionally, there are many more stones to left unturned. For example, just in the health department, we spent 7 million dollars on a curriculum used by 3 teachers for a few months. Imagine what else is out there in other departments? Also, I think there needs to be a deep investigation into what we spend on the AVID program!!!!

My ranking is not important.

I am being taxed to death.... NO more measures or additional taxes. If you can not budget a school district with the available funds, where is the money going? We are an ordinary family and can not afford to live in Beaverton any longer

Cut all the subscription based tech: lexia, canva, etc. waste of money and waste of time.

I understand that budgeting in a school district is complex and often impacted by factors outside of local control. That said, the recurring use of crisis-style messaging around budget shortfalls can be difficult for staff and families and can erode trust over time.

I would appreciate a clearer, more transparent approach that includes multi-year projections, early communication, and a breakdown of options and trade-offs—rather than worst-case scenarios that create unnecessary anxiety. Thoughtful, long-term planning and consistent messaging would go a long way in helping the community understand both the challenges and the decisions being made.

Small schools can not function when they lose key staff member support. Even if a school is smaller, they still need full time support for students in need.

Our most vulnerable students need be prioritized and supported.

Whatever you decide, please let us know as soon as possible. We just want transparency

Our overall labor costs are too high and will go much higher as PERS rates continue to grow to the highest employer rates in the nation. At some point (soon) - all will have to make concessions - we already have one of the shortest school years in the US.

ELD

I would cut things for HS first. Those kids are already lost.

Please do your best to reduce the impact on number of staff in schools. The student needs are so great right now that every adult in the building is absolutely essential to providing student support and working towards success.

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Teachers and principals should be the first positions to review for maximizing reductions. They're the ones that take most of the the budget and their Unions too.

Should the State be focused on just providing relevant education to our children, we should not be voting for this.

I will not participate in the ranking for 2 reasons:

1. The ranking comes off as an unethical exercise in in having workers and community members fight each other to preserve their own interests. I will not be pitted against my fellow workers and community members. The district proposes cuts to Elementary school classroom and specials teachers, Middle, Option, and Online school resources, technology expert staff, school social workers, counselors, behavior support staff, and substance abuse specialists. I cannot possibly value one of these resources over any of the others.

2. The proposed cuts do not even add up to \$15 million. The proposal is quite short of the \$25 million in cuts we have to make. Should we expect that because of this disparity, all of these resources will be cut, regardless of any opinions or data collected by this survey? It would also be helpful to know what cuts the district proposes to make in the District Office section. That would provide the most transparency and allow people to make a better informed decision when ranking these cuts.

I have 2 other opinions to share:

1. Completely divest from Apple, Google, Amazon, and other classroom technologies. Forgo chromebooks, lpads, Apple TVs, and other Smart technologies. We ban cellphones from school and put the same addictive technology in their hands on the district's dime. I value the livelihoods of and support that more humans can bring to schools over any potential benefits or conveniences that advanced classroom technology may have for our schools.

2. Positions and resources that are directly student facing with regular student contact must be preserved and increased. All other positions and are superfluous.

School hot lunches suck, first were not given enough food. Second the food that we are given isn't even decent quality, it's just mush. Third a bunch of it is just thrown away because kids barely eat it because its so bad, fourth the pizza is the worst, the crust looks and taste like cardboard and the cheese looks like oiled plastic and tastes like its expired. fifth the un-crustables are gross, their soggy and wet and the jam just seeps through the bread making it taste terrible. I think the best you could do with the current standings of the hot lunch is to remove the pizza and swap it with nachos everyday. The nachos is the best part of the hot lunch, it actually tastes decent and kids actually like it and eat it. Also you should definitely replace your hot lunch trays, thoughts things have gone through so many germs and crap that they are definitely NOT sanitary. Also if you don't then at least actually wash them, I've seen my lunch lady's just take them to the sink and spray them with water briefly before putting them on a drying rack. I was honestly very disappointed when I saw that there wasn't an option for the lunch budgets, because you guys definitely need to put more of a budget into that if you guys do actually care about our health which you claim to. also school starts WAY too late in the day. I liked it when elementary started earlier, now that I don't start school till 9:40 as and eighth grader I'm very excited to start earlier again because getting out at 4:15 is stupid. There's nothing left of the day and if anything I'm just staying up later in the night instead of getting more sleep.

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I know there are pockets of money that can only be spent on certain things, but I think the district has spent thousands/millions over the years on the University of Washington's 5D model for evaluating teachers. I do not know the exact cost of this program, but I know it is expensive and could easily be replaced by other cheaper evaluation systems such as Charlotte Danielson's evaluation rubrics. I would like to know our reason for keeping the 5Ds for so long. Has teacher effectiveness improved? How do we know that the 5D system is working? Where is the data? (Do we not want to make one more change for teachers/administrators to navigate? That is not a reason but I see why that could be a factor).

I have seen a lot of money being spent on donuts, chips, candy, snack bars, juice drinks and incentives for students to complete assignments or come to HW clubs. Most of these items reduce the brain's capacity for learning, and so it seems counter intuitive to continue to spend money on items that are not equitable (because students who do their work on time are not offered the same,) and limits student learning output.

the cheese is coming

The students behavior and their severe deficits in education are my main concern.

You should ask teachers to ask kids to do this survey because you might have more responses

thank you for your time and consideration

I understand you have to make cuts. And many of them make sense. But the descriptions you provided above are offensive - nothing is good or positive about taking services of any kind away from students and schools. Every single cut will negatively impact someone.

I want to be sure that reshuffling of staff won't put an unfair workload on or unfairly reduce pay of any of the staff members and won't severely restrict essential access to staff by students. The proper infrastructure needs to be put in place that it remains easy to contact staff even if they are moved to a centralized location.

Please give early retirement options if you want to get rid of many high salary jobs!

It is not clear what the current spendings are on the services above. Doesn't give a full picture of what part of the budget goes to these services in the current moment

PLEASE PUT SOME OF THE BUGET TO BATHROOMS AND SCHOOL BUSES PLEASE THANK YOU!

If possible, can you add more support to electives such as band and choir?

Please donate money to option schools such as ISB. With this money, we can pay our poor teachers a better salary and help polish up ISB because our school is very old.

It's really unfair to ask people to vote for what will be cut because I don't know how these cuts will impact schools, students, staff, and the community. It would be easy for me to rank things but foolish to do so. Even if the district makes all of the cuts listed above it still doesn't total \$25 million.

Have we looked into installing solar panels to create revenue?

Thank you for taking the time to let us do this! May you be blessed with wisdom as you look over and consider all the survey results. Take care!

I really appreciate you letting us rank these, however it would help to understand the catogaries with some explanations with what each role means.

Thank you!

Please continue the math adoption!

Too much professional development on intangible, subjective ideas -- most teachers do not actually know HOW to teach reading. It's sad.

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Is Pre-K a consideration for cuts? It feels like a luxury we can't afford.

Maybe we shouldn't be wasting hundreds of thousands of dollars on chainlink fences that only provide the illusion of security. I know..."different pots of money." Then change the "rules."

if yall cut the main teachers i hope they revolt and then yall have to worry about finding replacements

don't get rid of free school lunches pls

Remove state testing. Remove option schools. Remove dual language programs and the transportation provided to attend the school.

We should be taking a harder look at costs incurred from taxi services as well as district vehicles that we can share and or have employees use their own vehicles and submit for mileage.

Our building is new and in the over four years we have been here grounds maintenance has been almost non-existent to the extent that we form work parties to clean up the landscaping before graduation so we don't look so shabby. Where has the budget money for grounds services gone?

Thank you

The district is always so concerned with optics. It doesn't look good for one of the only two options where savings are TBD is the very option that will ultimately make the recommendation to the board. Figure out an accurate number and publish it before asking for our opinion. Some of the most expensive options here will cause much more cost in the future if cut.

TBD doesn't give us much insight into how much costs would be reduced by...perhaps it is giving the district some flexibility on how much money would actually be saved.

I see the State of Oregon and its rankings in our country and wonder why we are doing so so poorly. Every teacher/staff member/adult in our schools is trying their absolute hardest to create hardworking, knowledgeable and good citizens. I literally do not know a bad teacher. More cuts equal even more mediocrity. More cuts equal even more on the back of every teacher and staff member to provide for our students. More cuts equal more teachers being barely full time, being split between schools or having more preps than they are certified to teach.

Rather than cut services to students or teachers, I would rather find redundancies in programs where the data does not support its continued use...AVID is one that comes to mind. AVID has a lot of good ideas, but we don't need complete electives based around it nor do we need to pay for the privilege of being an AVID school.

We need to support programs that help our students and communities become more well rounded, ethical and good citizens. Music, Arts, Athletics, Drama, Technology, etc...are the reason many of our students come to school. They are the reason many of our parents come into the building each year. Without those programs, we would not see as much parent involvement. Please continue to support the arts. There is so much data to support how the arts improve student outcomes and community involvement.

Thank you for giving us the opportunity to send in input.

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The district needs to focus on what brings kids to school. As a teacher, I am seeing more programs coming from the district that expect us to park the kids on a Chromebook or iPad and make them extract information from software. The kids are not learning from this format. They are just learning how to get through the text quickly and end the assignment. We need to focus on classes that teach life skills like cooking, automotive mechanics, and finance, and not just in the high schools, but in the elementary and middle schools. By middle school, the kids have already decided what their future will be. They need to learn all the options sooner rather than dropping out of school.

Ban ICE

Something I didn't see listed on here was individual devices assigned to students. How much money does the district lose by checking out chromebooks to each student and the amount of chromebooks that get lost or need repairs each year is astronomical. Give each classroom a chromebook cart with a class set that students can access when they need them. They are not ready for the responsibility of personal devices and do not use them for what is intended, and they create a bigger problem than a solution.

From a teacher's perspective, there seems to be an excessive amount of curriculum cycling - new curriculum adoption, ordering new curriculum to test out, etc.. Not only does this result in a waste of physical materials and workbooks that pile up in classrooms unused and unrequested, it pulls from teachers' (already insufficient) planning time to constantly be adapting new, clunky, canned curriculum to real-life students rather than the imagined, halcyon, 25-student classrooms in the minds of curriculum developers.

I hope that the district is identifying which schools are not only identified by enrollment numbers but also the needs of each school by demographics and behavior needs.

There seems to be so much here that is NOT listed. Is this all that is being proposed to cut?

Look into getting a fundraiser for money. You spend money on the bathrooms just because of small graffiti. And you also spend more money on sports. You need to fund more of the other stuff for the school.

Please do what is best for all of our students.

I would like there to be an easier process for temporary staff to be able to be rehired. I am not sure how this would affect the budget, but having some way to be counted as internal if working x number of years with the district or having more support with getting rehired would be really helpful. I have over 5 years of experience as a temp, half of which was working in BSD, and I would love to actually have a consistent job and be able to do more for the students and community I serve.

I know these decisions are difficult because every role big and small no matter cost is important. We trust you to make the right decisions and to do it in the right way.

I know that with budget cuts, usually elective classes and elective teachers are on the chopping block, so please think about the larger impact of cutting any elective teachers or electives because that would fundamentally change how the school experience is for students, and it would be problematic because they would not be setting students up in later grades for success.

It's important that the district make careful, informed decisions. We want to continue to offer a high level of education, and you can't do that without the teachers and staff who work with students every day.

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I have been in the district for over 20 years and these cycles of change is not new. Please do not reduce the programs or staff that directly work with students (actual student contacts). The support staff for teachers are nice to have but not necessary. Please look at the staff/coaches/support staff and the number of students that they directly have contact with each day and use that to help you make your staffing decisions on the impact on student learning.

Try to keep as many student facing positions as possible.

Don't cut the teacher positions at all!!

Fund remodels for outdated schooling facilities that are in need of an upgrade.

I feel that positions who are in the schools daily supporting students and families directly should be the last positions to be cut.

Staffing should be the last thing that is cut.

You shouldn't cut any of these. Just do more fund raisers or something

It sounds like many of the budget cuts will lead to many staff having to potentially travel between campuses to fill needs. Is the offset of the BSD budget worth the extra travel costs, time crunches, and stress passed on to the staff?

Please put more money into school buildings themselves

Protect CTSO and CTE classes!

Retain as many positions as possible that have direct contact with students.

Westview got a new football field in 2024, but ISB has multiple rooms still in need of repair. Personally, I think if funds were better distributed across the district, then money could go towards areas that actually need it, rather than unnecessary expenses.

I think that student safety should be a priority above anything else. Most students, including me (an 8th grader at Tumwater Middle School), do not feel safe at their own schools.

For the bathrooms at the International School of Beaverton, in all the men's bathrooms, I wish for dividers for privacy and for meals, more vegetarian options without eggs. Thank you

Don't do it

I cant watch the video you sent because YouTube is blocked

KEEP SMALL SCHOOLS OPEN

I think you guys should sell snacks at the student store

Maybe making high school hours in school an hour shorter but keep same classroom hours just fewer classes or something can save money since less classes a day??

We need to support our choir and and theater programs more

Cut Base funding

I go to International School of Beaverton and although its an amazing school, the building is super old and is almost falling apart beneath our feet, I would love to have at least some modifications to our building if not a new building.

A lot of these ideas seem like variations of pulling resources from smaller neighborhoods to larger schools which strikes me as utterly unfair unless combined with flexibility in school assignments. Currently to shift to a different district school requires both principals approval, can be revoked by either any year and

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the loss of transportation options. If you want to yank resources from the Terra Linda's of the world to further boost Bonny Slope or Jacob Wismer that has to be paired with some school choice. Otherwise this will devolve into a resource fight with the wealthy and connected having insurmountable advantages.

I don't really know what half of these do but the last two I understood and put them in the place I wanted them to go

More budget into better lunches

You can make it more clear what you're cutting. The whole thing or just a part of it

I think that the language used to describe the budget reductions is really difficult to understand, and to know the actual impact it will have on us as students, I am an 11th grader so if I am having a hard time understanding it the feedback you get from students may not be very meaningful because the language used is so complicated it is hard to know what each item really means. The language on the website makes it seem very positive when in reality, things are being cut/taken away.

The concern regarding the budget allocation to "confidential managers." While it may be an insignificant portion of the overall budget, the fact that the nature of this funding is not made public to staff as well as student's families is deeply concerning. Perhaps it isn't a big deal, and I am sure they are an integral part of school districts operation, transparency on who these individuals are and what they are being paid for should be something the district takes seriously.

I think the funding for the students should be more proportional because there are kids who seem to take up a lot of the budget for the school. I think the funds should be evened out to other people in the school rather than just 5 kids who have unique needs because those 5 kids don't define the school. This doesn't mean pull all their funding it just means decrease some of them and even them out to the other students

better food

Keep kindergarten the way it is

We need to keep k-2 the way it is

I would like you to really consider the schools and their individual needs / numbers as you consider where to make cuts. Some schools have higher needs.

I wonder how we are considering the question of who do these decisions harm and who do they help. I am curious about the costs of running options schools that create special and "opt out" experiences for specific students, rather than boosting and supporting our comprehensive and neighborhood schools, and the representation of historically marginalized groups in those programs. I would be curious to know the cost per student at ISB, ACMA, BASE, Rachel Carson, etc., and what ways we are considering equity and the impact these costs have on our goals and efforts towards attendance and improving graduation rates for our historically marginalized students.

Thank you! I know these are always extremely challenging decisions to make.

Will you be publishing the results of the survey so that we see how line items were ranked?

I want to make sure that our students are at the center of any of these decisions.

I appreciate the focus on proportional staffing for many of these reductions as it maintains services and supports for students while taking into account the small size of some schools and student needs.

Thank you for your dedication and diligence; I am happy to send my child to BSD.

Please preserve funding for our DLI programs. We must make sure we prioritize what we say. We must continue to keep students at the forefront.

DON'T CUT BACK ON MUSIC

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I have always thought the free lunch program is an area that needs to be revised. As a taxpayer, it angers me that my tax \$\$ are paying for lunches for kids whose parents make good money. Back in the day, I had to pay for my own lunch even though my parents were barely middle class. Feeding ones child/children is a fundamental responsibility of being a parent. I'm empathetic to those parents who struggle financially and have no issue with a lunch assistance program, but the idea of free lunches for all students makes no sense to me. Plus, the quality of the food is horrible and the food overall is unhealthy.

I would like to see the district prioritize people on the front lines.

Thank you for the explanatory video and easy to use survey.

Thanks for putting in the time & effort on this subject.

I am a certified substitute teacher with BSD, formerly a certified teacher in the district. Thank you for including all the different groups of people who are part of BSD, such as students, families, staff, etc. I am thinking substitute teachers were included with staff but I did want to clarify. Thank you.

Incentivize early retirement

If we are going to continue to pay superintendents \$300,000 there needs to be more transparency and accountability about what it is they ACTUALLY do. As far as I can tell, the last one just delegated all of his responsibilities to other people. He never attended committee meeting or school board meetings and rarely set foot in school buildings. He certainly didn't meet with Tina Kotek to advocate for better funding so we wouldn't be in this position.

I hope that some of these changes helps with equity between schools. As a teacher and parent in the district, I hope we are prioritizing students over maintaining old buildings as well. These are tough decisions, but I trust our district to make sound financial decisions. Thank you all!

Please consider proportional staffing for ELD teachers. When a classroom teacher has an ESL endorsement, there is no need for an additional ELD teacher to provide in-class support. Unfortunately, I have observed that this support is often ineffective and primarily focused on ELPA testing and data collection rather than instructional support.

ELD teachers are essential for newcomers and for ELPA testing; however, beyond those roles, particularly in upper elementary classrooms, ESL teachers support is not necessary.

It's hard to assess the options presented because we don't know the downside of each, such as number of positions to be eliminated.

Very disappointed in [REDACTED]. I worked with him [REDACTED] not truly invested in the places he works so briefly. At such a high salary, he did not make impacts that I am proud of in our district.

Picking between these is really an impossible choice because of how crucial they are for our students and staff teams.

The way these are described they all seem like they make sense, are worth doing and have no downsides. I'm assuming there is a catch for some of these? If not, why not just do them all immediately?

As an employee and a tax payer, I feel like this is similar to the bond money for Raleigh Hills School where taxpayers thought that they were helping to replace an outdated building and add space for more kids but it was actually intended to replace neighborhood schools.

This "voting" without more information about real impacts, pros and cons feels like it could be deceptive. Obviously, you are not choosing what to cut based upon the outcome, but this still feels somewhat like a setup and it's uncomfortable.

1. ****Insurance rates****: Group plans are typically cheaper than individual plans, so if BSD is paying \$4200/month for two people, that does seem high. Individual gold plans on the Oregon marketplace typically run \$600-800/person/month. This could be worth investigating.

2. ****Property taxes with declining enrollment****: Property taxes go into the district's general fund. Even with declining enrollment, the district still has fixed costs (buildings, administration, debt

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service). However, per-pupil funding from the state decreases with enrollment.

3. **Lottery funds**: Oregon lottery funds DO go to education, but it's only about 3-4% of the state education budget - much less than people think. Most goes to economic development, parks, and problem gambling treatment.
4. **Marijuana tax**: About 40% of Oregon's marijuana tax goes to the State School Fund, but it's a relatively small amount compared to the overall budget (around \$150-200 million statewide).
5. **Maintenance costs**: Valid concern about false economy - cheap contractors often cost more long-term.

Rewritten for Budget Committee Submission:

Budget Committee Feedback - [Your Name]

Stoller Middle School Educator

1. Employee Health Insurance Costs

I request clarification on the district's group health insurance rates. Currently, BSD pays approximately \$4,200 per month to cover my spouse and me. Comparable gold-tier plans on the Oregon Health Insurance Marketplace cost significantly less (approximately \$1,200-1,600/month for two adults). If our group rate is 2-3 times higher than individual market rates, this represents a substantial budget inefficiency. Could the committee provide:

- A comparison of our group rates versus market rates
- An explanation for any cost differential
- Whether alternative insurance providers have been considered

2. Property Tax Revenue vs. Enrollment Trends

With continued residential development in Beaverton and rising property values, property tax revenue should be increasing even as enrollment declines. I request transparency regarding:

- Total property tax revenue trends over the past 5 years
- How these funds are allocated when per-pupil state funding decreases
- Whether declining enrollment creates opportunities for strategic facility consolidation or other cost savings

3. Oregon Lottery Fund Distribution

Given recent record lottery jackpots, could the committee clarify:

- The actual dollar amount BSD receives annually from Oregon Lottery funds
- How this has changed over the past 5 years
- Whether this revenue stream is being maximized

4. Marijuana Tax Revenue for Education

Oregon allocates approximately 40% of marijuana tax revenue to the State School Fund. Could the committee provide:

- The amount BSD receives from this revenue source
- Whether this funding is restricted or discretionary
- Trends in this funding over recent years

5. Maintenance Contracting and Long-term Cost Effectiveness

I've observed recurring maintenance issues suggesting that lowest-bid contracting may be creating false economy. Poor-quality repairs require repeated fixes, ultimately costing more than hiring quality contractors initially. I recommend:

- Reviewing contractor performance metrics beyond initial bid price
- Implementing quality-based selection criteria

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- Conducting a cost-benefit analysis of maintenance spending over 3-5 year periods

Thank you for your consideration of these budget concerns.

Career and Technical Education (CTE) provides students with direct pathways to living-wage employment immediately after high school while building skills essential for success whether they enter the workforce or continue to higher education. CTE programs prepare students to become productive, self-sufficient members of society by teaching both technical competencies and professional workplace skills. Even college-bound students benefit significantly from CTE training—most will need employment during their college years, and CTE credentials and experience open doors to higher-wage positions that can help offset tuition costs and reduce student debt. By investing in CTE, we're not just teaching content; we're ensuring students have practical, marketable skills that translate to immediate economic opportunity and long-term career success.

Thank you for taking into account the voices of various stakeholders. This is a difficult decision but I know the students' wellbeing is at the core of your actions.

Maintaining funding (even increasing funding) for the performing arts in our schools is my highest priority as a parent and community member. The performing arts deserves the same support as any academic or athletic pursuit.

Consider reducing option programs and pre-K.

Stop funding any lingering diversity, equity, and inclusion initiatives.

Cuts like these are how you destroy a society. But we seem headed in that direction anyway...

I think getting rid of the pre-school programs should also be a part of the district cuts and would save a lot of money.

Im just a child, but fire [REDACTED] 6TH GRADE SCIENCE TEACHER AT [REDACTED] BEAVERTON OREGON. SHE IS TOO OLD AND A

PLEASE FIRE [REDACTED], 6TH GRADE SCIENCE TEACHER AT [REDACTED]

Is there a way to explore using some underutilized state funding for things like universal pre-k so the district is not funding those programs?

stop spending money on woke, "equity" stuff and spend money on teachers that will push all children to actually learn. children need to be challenged instead of coddled.

Middle school students does not need one-to-one technology. A classroom set is sufficient but allow the opportunity for students to check out if needed.

Cut furniture budget. We don't need flexible seating furniture. Cut new curriculum. It can wait a year or two. There's no reason to have new curriculum so often-spread out the timeline.

It is not a good idea to make cuts that will put students in a bad position. We are the ones who make the Beaverton School District an amazing place to learn. Please prioritize us, our experience, and our future.

I hope I did it right the instructions were not clear as you talked about cutting reductions. The items on the top of my list are items to not cut.

to unblock YOUTUBE plsssssssssss

The video explained that we have lower kindergarten enrollment and big classes of seniors graduating. I'm trying to understand why we don't cut where there are less students. Surely, if we have less kindergarteners, then we would need less kindergarten teachers. If everything else were equal, shouldn't the staffing stay proportional to the number of students we have? If that requires that new kindergarteners are in a different boundary, or go to a different school than their older siblings, in order to make staffing allocation work, shouldn't that be the first option?

I wish there was a basic description of all of these for me to review as I selected the order.

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Clearer descriptions of programs would be helpful, as some were confusing. This would also allow the public to understand the impact of each program, rather than the cost estimated to be reduced.

Do we pay for SROs? should we?

We should not be giving students individually assigned devices and/or computers. We should go back to textbooks and handwritten assignments. There should be computer labs on campus for research and typing papers. This cost savings on technology and maintenance for tech would be incredibly impactful on the budget.

Proportional staffing is an important change to make since the extra staffing given to small schools is not equitable and not fair. But, the bigger problem is having schools so small in the first place. BSD needs to make the hard choices and close some small schools. In the meantime, give small schools the right amount of staff for the students they enroll. That's what's fair for all of our kids.

The survey is misleading when the number of positions being cut are not in put in context of the total number of positions in the program and how the program is impacted as a whole. "Centralizing" is unclear. Are entire programs being dismantled (like SUS program - eliminating all but one position, does not leave a program - centralized - it leaves no program)?

The above survey is completed but only because I can not send comments unless I complete it. The survey is not accurate as the information is incomplete. How can we in good faith evaluate factors when estimated savings are listed as TBD? In addition, this activity is working with a list that has been curated by someone else and it is unclear what options were not included.

Finally, I would recommend that assistant principals be rigorously evaluated for their cost benefit. If we are paying an AP \$156,000(?) per year, why can't we use a teacher in that position much like a Physicians Assistant (PA) that works on the Physician's license? Teachers are the true instructional leaders in buildings and know staff and students. We need more creative ways to approach this budget crisis as there will be more to come and we keep falling back on the same lists, the same choices. Let's think creatively and critically and develop a system where the benefits are greater than the costs.

Get rid of AVID and all the text books we don't use

I have been told we could save a lot of money if the district did away with outdated text books and AVID. Is this true? Why aren't these on the table? What do the teachers vote to get rid of first?

Cut more. And get kids back in school more, all of these teacher work days or grading days don't help students.

Please keep the free lunches and breakfasts. These have significantly helped reduce some stress when it comes to grocery shopping

How much would the district save if they cut AVID?

In the slide presentation, it was said that 2.2M represented 1 school day or 14 teaching positions. When you divide 2.2M by 14, the number is \$157,142.86. It does not seem reasonable that 2.2M represents 14 teachers, as our pay schedule does not reach that high. To attempt to justify that number, I considered the insurance and benefits of a teacher, but then that would require my benefits and insurance to cost more than my teaching partner who has maxed out the schedule. This feels like propaganda for the public, rather than facts that allow the stakeholders to justify their priorities.

How much is BSD paying for testing? ACT/OSAS/STAR, etc etc. How much do we pay for AVID, IB, AP, any kind of credentials with letters attached? How much do we pay for all of our instructional tools? Do we need subscriptions to everything under the sun? How about SROs? If BPD really thinks they are necessary, why aren't they assigning officers to our schools, instead of making BSD pay for them? Why are they not even on the list of budget-reduction options?

What is BSD doing at the state level to lobby for increased funding through tax reform? This affects every single student in the state of Oregon, not just in

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Beaverton.

How does our current SAM affect our numbers? I teach at Sunset, where classes are routinely over 40 students. What about at other schools, where more of the students are in poverty? Shouldn't we focus our attention on those students in the very early grades with one-on-one support, so that they are able to succeed in high school?

Is Oregon looking to the southern states where students have been seeing remarkable gains in reading and math? Have we considered holding students back at the elementary level so they don't need as many interventions later on? If they don't have the basic skills, why send them to later grades? Social promotion leads to reduced outcomes.

Are our option schools worth it? If they are, why aren't their programs scaled up to the comprehensive schools? How much money do we spend busing kids between CTE programs? If students are enrolled in Health Careers, for instance, why don't they transfer to BHS permanently? Same with Automotive Tech at Aloha, etc. They don't need dual enrollment to benefit from these programs.

Why do we need so much busing in general? If we make sure our boundaries are such that most students at any given school are in the walking zone (and we have neighborhood elementary schools!) then older students should be able to use TriMet like in larger cities and European countries. No need to own and operate such a fleet of buses. We might also be able to adjust our school start times as well!

PTO dollars should be pooled across the district - it's not fair for some schools to be well-funded privately while other struggle.

Can we also consider reducing our SAAS spend? I don't know the costs here, but I used to work in this space before becoming a teacher, and I know we're paying for a LOT of software that seems almost universally disliked and that doesn't add value (for example, Pivot, but also Synergy's grading tool and there are a ton of others).

Can we consider a thorough review of our software licenses, usage, and the value each piece of software adds?

Cutting transportation would be a huge cost saver and it is never brought up as a possibility. There are many states that only offer transportation to special education students and I think you should consider this when we are facing such a huge deficit. Other states have often seen an improvement in attendance when you require parents to bring their students to school as it puts more responsibility and ownus on the parents to be invested in their child's education.

When you have cut everything (except teachers) down to 90% of it's 2024 spend, that's when I'll vote for the next school budget. Back to Basics and adjust from there.

This should go without saying, but the education and well-being of the students needs to come first when considering where to cut budget. The budget video seemed very misleading. For example, the video stated that \$2.2 million is equal to 14 teacher salaries. According to the BSD website, in the 2023-2024 school year, the highest teacher salary was \$105,470. This would mean that \$2.2 million would be equal to 20.8 teacher salaries. This type of discrepancy makes it difficult to believe and understand the full video.

Need sustainable changes that provide services for students, but move away from "1 for all" model. Separate the FLEX high school counselor position from the elementary proportional. Are there any other tabs, along with any other position that does not have a consistent implementation model across schools.

Please consider being more cost efficient across the board and reducing waste or unnecessary spending across the board before significant cuts that impact students and classroom safety and students' ability to truly thrive through belonging believing and achieving. For example a lot of money seems to be spent on outside contracts with education organizations and experts that could be done in house with great BSD educators and staff. Additionally, I would prefer we put

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money and resources towards students and educators than feeding educators at PDs, many full day PDs and events are catered which is a nice gesture that is appreciated but I'd rather prioritize student learning and wellbeing.

While some of the biggest savings come from staff reduction, reducing the number of staff members in buildings, both teachers and support personnel, most directly affects student well being and our ability to foster a sense of belonging and that students matter.

This is not an honest way to collect feedback: based on the size of cuts you need to make and the options you're considering, you realistically need to make all of the cuts (especially the large ones) regardless of the feedback. There are obviously going to be tradeoffs, but what are those? For example, if there is strong pushback on the regional social worker model, how would you find \$2.7m to cut elsewhere? Would it be larger classroom sizes? Closing schools? Changes to food service? Changes to transportation? Field trips? You're not giving parents a real way to vet the decisions you're making as compared to any other options.

Additionally, what is the potential to raise revenue to fill gaps?

Enrollment is declining in other school district's too, is Beaverton's decline faster, and why? What can be done to boost enrollment?

:{

This survey should have been sent out earlier in the week so all stakeholders had plenty of time to adequately research and have the opportunity to reach out to the powers that be with questions. We should have been given more time to submit the survey, the deadline should NOT have been on a weekend day. By only giving a 24 hour turnaround time it appears disingenuous, and that the district doesn't really want stakeholder feedback.

Spend less on EdTech

I go to International School of Beaverton and our building is super old, there's always leaks happening, birds in the cafeteria, lockers keep getting jammed or broken, my locker and some of my friend's lockers have really rusty locks that rarely work properly and there are occasionally ceiling tiles that may fall. Some of my classes have mold and pieces of rotting moldy gum on the bottom of the desks that've been there for years and can't be removed. It's a really old building and can sometimes be hard to learn in because of everything falling apart.

I have some concerns about the middle school scheduling option: if those teachers are on campus all day that should be paid a full day of work. Most teachers are doing school-related work even when not actively teaching when they are at school.

I appreciate the thoughtfulness that BSD is bringing to this situation. These are difficult choices.

We've had a great academic experience with BSD, however there continues to be new things that have us considering pulling our kids. We know hundreds of families in the area and most of them that have left or are considering leaving public schools mention these specific things as well. These are the top agendas that continue to push families away.

BSD is pushing ideas that are far left- white privilege, stolen land, pronouns, non- binary(impossible), anti-christian/pro anything else, anti-law enforcement, trans lies(a boy can't become a girl).

Trans flags are flying in the schools. Unreal

BSD puts tampons in boys bathrooms and allows boys to use girls spaces. Unreal. .

Teachers are pushing pronouns which is a trans agenda. Unreal.

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Elementary and middle school libraries have content that is too sexual in nature. No need for this. OBOB books were full of trans and gender questioning theories. Unacceptable for elementary and middle school kids. Our kids have shared videos with us from class about how cops are bad, some people hate the 4th of July, white boys are privileged, we're on stolen land, etc.

If this madness continues we'll pull our children from BSD as well. This is a common thought amongst most people we talk to. It needs to change or enrollment will continue to drop.

Sorry if this sounds harsh, but I'm trying to let you know how urgent this is. You'll continue to lose families if this doesn't change soon. We have friends considering leaving next year.

First off thank you, and I really hope you actually read this but my hopes aren't high. Hi, I'm [REDACTED] a sophomore at [REDACTED] high school and an advocate for Men's Volleyball, I do understand the budget problem with a new sport for THIS YEAR, but for next year and the 2026-2027 school year I don't see any excuses for not having a sanctioned OSAA Men's Volleyball League. This sport has been emerging for three years now and next year will be the fourth. As well as BSD already saying next year will be sanctioned. I started this sport as a freshmen and quickly fell in love like so many other student's. You might not see it but the only other way to play competitively is club. Club is great but very expensive where some clubs are 5,000-10,000\$ which can be very expensive for some families. Volleyball has been a way for so many students to build friendships, have fun, and have a sports outlet that most people at are age need. So if you have read this for thank you so much that means a lot; As somebody who has been on this roller coaster from the start from the promise of a sanctioned season to the cancellation to my school heavily discouraging and literally stacking everything against us. I've been through it all and I am not gonna take a "No" for an answer you've known about it now for awhile. now you gotta do something.

Thank You

Morris, Matthew
m.morris.3142@gmail.com

Please think of the pressures of centralized efforts. Unless space and actual planning is involved in changes it won't be successful.

I am sorry that has to happen. Decisions like these are hard to make.

This survey was hard to answer to if you wanted to re adjust. I think it is because I have taken this on my mobile phone.

Why are we cutting school funding your shaping this countries future focus on that. If you have to cut something cut district staff salaries.

Idea. Would you be able to capitalize on certain company programs where donations go to the school for employee volunteering? If you actively recruit employee volunteers for specific roles or programs (could be individual within each school), you allow the employee volunteers a sense of belonging and commitment to the schools. By volunteers coming into schools regularly, you can generate a steady revenue stream.

Idea. I noticed that families leave the BSD system due to the perception that the academic rigor is not comparable to private schools. If you can address or support families who are concerned, you might be able to retain enrollment or instill more confidence in academics in BSD. You can extend this to families who

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are also concerned about bullying in public versus private schools for better enrollment retention. In general, make the constituents happy, by helping them see they chose to be part of an amazing school district versus being stuck b/c they can't afford private school.

Focus on EDUCATION!!! Our high school students literally cannot read or do basic math. Let's focus on getting our kids educated and holding our teachers accountable for doing their jobs.

These items don't match \$25M needed to address shortfall. I'm unclear why prioritize this list when it appears we need to do all of this as and more.

What impact has DL had on the budget?

Can we do fundraising to keep the important staff and learning model ? We don't want Beaverton kids to underperform than the other state. And I got this survey just now, I didn't see one before and I am sure other parents didn't realize the importance of this email.

plz unblock yt

Spend money on challenging kids to rise to the occasion. Stop coddling bullies. A district an order of magnitude less diverse than your average Texan district has no business preaching equity or pretending it is good at it through virtue signalling.

This poll's wording is extremely poor. "The reduction that you'd cut first" is a double negative... does cutting the reduction first mean we don't reduce it, thereby it is the most important to continue to fund, or that we do make that cut first, making it the least important to continue to fund? I answered with #1 as what I find least important to continue to fund/the most desirable cut to make to achieve cost reduction. I would like to see the Raptor System completely cut as an additional funding decrease option since it has been functioning so poorly/unreliably and it is easy for anyone who is actually trying to be malicious to bypass it by putting in false information. I like the idea behind it, but it is not serving the district well in my experience, and has been a huge time sink for both our volunteers and administration. I would also like to see the cost breakdown if we were to decrease janitorial services slightly and increase the distance slightly between bus stops. I would love to see less screen time use as well, perhaps going back to fewer than 1:1 devices per student. Please clarify the wording of this poll and re-send the link again.

I do not believe anything should be cut. Many of us are leaving or contemplating leaving the school district because of things like this. Every year it is another cut, another issue, bigger schools, bigger classrooms. As a daughter of a teacher and someone that works with budgets, I understand the budgets, constraints, and facts. However, as a parent it is unacceptable that this keeps happening. No one will want to go to these schools the more stuff like this occurs. Continued cuts like this is not sustainable. Quality and employee satisfaction is going down, which impacts everyone.

It seems that \$2.2M for 14 teaching positions is incredibly high. Maybe the district should look into universal paycuts as another potential way for saving money on the budget.

The priority needs to be maintaining quality education that will not only retain but entice new students/families to move into the district while simultaneously reducing costs. This will be critical for BSB's future success.

Teachers should get fair pay! More than what they have!!

I hate WIN SO much it's so pointless and it's not what we need at all.

Schools in affluent neighborhoods should be allowed the fundraiser to fill-in budgetary gaps at said schools. Thank you!

I would like to see the full itemized budget to identify what else could have been cut that is not on this list.

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Please take a look at Employee Benefits. It is my understanding that school district benefits are very generous. Few people in the private sector receive anything comparable. Cut back on these benefits. Do not pay 100% of an employees insurance costs as well as their family. Cover the employee only or the employee at 100% and the family at 50%. Reduce the benefits packages and you will save millions.

Your budget model is a bandaid; non-reps need a pay cut and you need to cut TS1 out and have TIAs do minor tech support, while schools share “as-needed” on-site support

Local schools seem to put a large focus on Spanish language-only events, celebrations, monthly “Latino Leadership” nights, etc. This is completely unfair to local, American, English-speaking students. Beaverton schools should be for ALL kids. Enough with the special treatment and extra resources for Latino immigrants.

nope :) have a great day

Needs to be tutor fund created to help students or hours tutors available for all schools, any grants available for all students...

Cut SROs to save a cool million how about

Enrollment will continue to decline as parents see less value in the public school system. Make cuts now as the taxpayers cannot constantly be asked to pay more for a bloated system that cannot seem to manage the basics of education.

Public Elementary school is the foundation of the entire schooling system. They cannot handle any more cuts and by creating a lacking early learning system, you are setting up for higher failure rates, higher unenrollment rates etc

How about PERS..considering this POS already ate 600 Million in 'emergency education funding im 2025..I would say the SEIU and the thieves behind it..need a paycut

There's got to be a better way of managing the budget. We cannot keep cutting instruction in our schools. We already have many issues with students in schools and if we say that we believe in education for all, the implication is to figure out how to make education accessible for all on all the levels. You cannot keep cutting when so many children are impacted. I'm especially angry that lack of classroom safety and staff/teacher safety is not being addressed in a timely and effective manner. None of the children are getting their education when it's completely disrupted by kids who need more support and teachers being bullied and subservient to specific instigators and not able to meet the needs of the majority of the class. This does not serve the district's strategic intent or uphold the hand book.

Don't cut staff related to maintaining the District's sound financial stewardship. It is a strength that the district will need in order to navigate the changes ahead.

Please don't remove more electives from middle schools.

Bro we need YouTube unblocked (for educational purposes). I have videos I need to look for for stuff like National History Day and Science Fair. Also like please don't cancel zero period choir.

Additional clarity in what comprised the yellow slice of the pie chart of personnel expenditure would have been helpful.

Putting the district cut options at the end without a dollar figure may bias the survey.

I'm less concerned with equity than I am with student outcomes and excellence.

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Our young people clearly have an increasing need for psychological supports. We should be hesitant to reduce services here, but maintaining service levels at a decreased cost is always desirable.

Everything is fine, but it might be related to this: the school district blocked access to many sites that students use — for example, YouTube, Spotify, ChatGPT, etc. I wanted to tell you that most BSD students want these unblocked, just like I do. One person, [REDACTED], even made a petition where people can sign, and it has reached the goal with 1,659 signatures. That's everything, and I don't like how things are going.

I think you should cut down on the the social events that we have in school and give more more salary to the staff workers because they get payed so little compared to the amount of work they do for all us students

BSD should defund the christian organization that " gets paid more money by bsd than other districts" to illegally rehouse minors. Ecuminical ministries stated that " the need for these placements are not higher in beaverton school district, beaverton school district just pays for more of it to be done"

Nope. Would appreciate being kept on the loop on decisions afterwards.

Keep our Chromebooks please!

Reduce pension plan. We would like to choose school for our child, not just based on location.

Don't Take Away Art

Kids need art

And substance help.

give me food

Elementary students need art.

Have you surveyed staff for options that aren't one of the choices above? Giving the staff who are in contact with students on a daily basis input on what options are presented would be good.

Please don't cut funding! Our kids need everything they can get to help them succeed in life!

There are plenty of better things to cut than education.

It was very hard for me to rank #8-13. I do not want any of these things cut.

A lot of the small things for a student's stability sometimes seem more important than the big fancy stuff.

If it would save money, I would happily stop providing students with 1-to-1 Chromebooks, perhaps moving to classroom sets/carts that could be shared between two classrooms, checked out from the library, etc.

Way too much money is spent on 9th grade teams across the district and at individual schools.

I'd love to see Beaverton school district move to a participatory budget model to better involve communities affected.

I also didn't see anything about PERS or the PERS rate in the video and I think that would also be helpful to know.

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I stand with the educators and school staff and believe their opinions should be held in higher regard than that of the parents who do not understand what it takes to teach our children.

You'll all need to find the money to keep these services.

Teachers and staff work so hard for our students as it is. Maybe don't build brand new schools that you can't fill.

There are any one of a number of programs which can be cut entirely which do not actually educate students. Look at removing some of the non-necessary spending rather than cutting into class time/schedules where the students are meant to be in class learning the basics..

How about you stop wasting money on chromebooks and get back to paper and pencil model. Actually have teachers teaching the kids vs wasting funds on electronics that rot the brains of the children in the state of Oregon. You know you're causing th kids harm, yet you throw money away on electronics. Please get it together.

I need the support I am a student and they help me.

budgeting is complicated but we need to remember students need teachers, teachers need to have students in class who do not have extreme behaviors that detract from class. And that notebook paper costs a lot less than ipads.

What about the context of the cuts? When you say centralize what does that mean? How many positions total versus cut in specific programs?

Budget cuts are never ideal. These seem like fair and well thought out plans. Not eliminating but centralizing services to better help the whole. Transparency is important and is appreciated. Thank you!

I feel this survey is a bit misleading not providing information as to what each one does for the district, and what it exactly is. As a parent, student and community member there are things that they don't know anything about so how can one appropriately vote for what to cut?

I feel a little blurb would have been helpful (something to think about for future surveys)

NO CUTS

I would like to BEA to have have meaningful input in these conversations.

charge higher high school parking permit cost

Your math curriculum is not good and the system change from AGS to single math levels will not "make a bridge for learning" but only push kids behind then they should be just so that the BSD curriculum would be "in line" with other districts.

Stop considering teacher and students for budget cuts until district leaders take a cut as well.

Pre-K programs are outside our district's educational mission. Why not eliminate those programs? And, why is the district expanding dual language programs if there really is a structural deficit? That seems short sighted and counter intuitive.

WEX is invaluable, as are our counselors. Please, please, please do not cut these supports for our most marginalized students.

I think cutting school days would be another good way to reduce the budget.

Cut Teacher/Staff Development Day & Grading Day to reduce duration of academy year. Observing the school parking lot, most teachers aren't there anyway. Postpone new Beaverton High School construction and BSD sport facility upgrade (like artificial turf).

Are furlough days or reduced days in the yearly schedule?

Have furlough days been considered? If one day equals 2.2 million, could we shave off a few days and retain some of these much needed services for students (and families)?

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Since you listed a cost per day which seems really high, could the number of days either school or the buildings operate be reduced for savings?

If each school day is \$2.2 million, cutting the school year by 5 days would cover the annual \$10 million

As a staff member, I would be willing to cut both non-student contact and student contact days to save positions in the district.

Our behavior health and wellness team members assist our staff, students and parents in so many ways that we cannot see how buildings could run as smoothly as they do without them.

If every building were to turn their heat down a few degrees and their air conditioning up a few degrees, how much money the district could save?

How much money would be saved if we cut options schools and the dual language programs? They are great for the students who are admitted to them but are not equitable nor necessary in times of such large financial cuts.

As a staff member I would be willing to cut both non student contact days and student contact days to lessen the number of staff members that are cut. Our BHW team consisting of our Social Worker, Counselor and Student Behavior Specialist, offer so much to support to our school, that I would prefer to take a pay cut and lessen the number of school days and keep our support team. I would recommend keeping our comprehensive schools open with the number of support staff we currently have, and cut back and close our option schools.....our dual language schools.....if the Beaverton School District has to cut back, let's cut back on the extra and keep our comprehensive schools with the support they need to be successful.

Can we consider decreasing contract days to save 2.2 million over the course of a couple of days, in favor of maintaining appropriate staffing and support in buildings?

Could we start after Labor Day? Would that cut costs? It really stinks that our summer ends so early.

I would much rather look at reducing the number of teacher workdays in our calendar. Remove/dramatically reduce the number of staff development days that occur throughout the year, so that we start seeing students after labor day, reducing the number of teacher workdays which would then reduce our salary by 4-5 days. I would much rather reduce licensed teaching salaries and remove staff development days and begin 1 week later than what we currently do. The staff development days, the way they have been structured, for the most part are a waste of time.

CUT A SCHOOL DAY!!! I am a middle school teacher in BSD. I have worked in high income schools, and the Title schools in BSD. I have seen it all. No matter what school you are at, kids skip the day before Winter Break EVERY SINGLE YEAR. It is literally a waste of time. No instruction is possible because there are SO many absences. No new content can be taught, because we'd waste the first day back catching everyone up.

ONE school day could save A LOT of positions. Video states that FOURTEEN positions will be saved, and it's not even an option to rank on this list? Why is this is never considered? It is literally the best option. Shortening the school year to add a day to a break will have very little impact to families. As a teacher, there's already a million PD days that parents have to figure out care for their kids, one more day tacked on to a break that every family is ALREADY prepared for is absolutely the best option. Please consider the value of cutting a day to keep teachers.

Additionally, CUT WIN. EVERY middle school teacher would tell you that they would rather teach another core class than WIN. WIN is a waste of time, kids hate it, teachers hate it, and I would rather teach an additional ELA class. Why are we trying to force this to work when we know it's a waste? Imagine how much money would be saved if every teacher was only teaching essential classes?

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Character strong - CUT THAT CONTRACT. It's not used, stop wasting money on it.

1 to 1 chrome books at the middle school level, ALSO a huge waste of money. I know it's probably a very small amount of money in the context of our budget, but please consider it. Bring back computer carts that are shared in teams. Kids are addicts to games to their chromebooks. Locking them up would be beneficial to every kid. No one gives middle schoolers homework so why do they need to take a chromebook home? Lightspeed is clunky and we end up having to confiscate laptops more than anything. It takes so much time and effort out of our day. Please consider changing the 1 to 1 model.

Ideas:

- Cut a few days of school
- Review contracts with Seesaw and Dreambox to examine value

1. Since one day equals 2.2 million (or whatever the savings was) in saving , move to a 4 day work week.

2. Close small schools

3. Get rid of the 2 teachers per grade rule in elementary if numbers aren't there

Think of cutting days.....professional development days, spring conferences, four day work week. 2.2 million saved per day.

Consider less PD days or eliminate conferences, especially spring conferences.

Please cut days out of the school year. Each day costs \$2.2 million according to the video, so if the district cut at least two days it would alleviate making some of the above costs and be more equitable across the district.

When thinking about proportional staffing, consideration should be made for the case load and the number of BHW support calls. Would the district save money by lengthening the school day and then taking away a day? How much would the district save if we held off on the math adoption for elementary schools? Would the district save money by offering an early retirement package?

Please consider cutting school days. I would like to see the whole District affected and not just certain segments of our population. Plus, cutting days would allow more and more people to stay employed and help the students who come to school. Over the years, we have learned that adding days back is much easier then adding staff back.

I'm curious if there is any consideration about having a few furlough days during the year to reduce cost, meaning not as many positions would be cut. I feel staff and the community would be supportive of this.

Please consider cutting days so we can all share the load. If it costs 2.2 million per day, we could easily keep our LITT allocations with just one day cut!!

I believe our principals in the elementary schools spend a lot of time in meetings. I also do not understand all the teacher work days and then they bring in subs so they can go to other trainings during the actual student education time.

My education was in large classrooms, with consequences for poor behavior. Thanks for listening.

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If it costs \$2.2 to operate each day, I would be open to having 2-3 days less in our school calendar to help lessen the impacts of the budget cuts. Though the description of the cuts/realignment of funds is described above in neutral or positive terms, the reality of the cuts would be lower quality education for students and staff members stretched incredibly thin.

Cutting a few days off the calendar is a good way to keep key services and keep budget in check. That way everyone takes a small pay cut instead of needed services being restructured.

PD days should be reduced. There are far too many scheduled days and they are often a stretch to just fill time. Additionally, wasted curriculum supplies should be reduced (i.e., receiving health packets for all students that aren't part of our standards, or HMH books every year for every student). I know this doesn't have to do with staffing, but it is a ridiculous waste of money imo.

It's difficult to complete this survey with missing information. All of the options should have dollar amounts attached. In general, I believe that cuts that directly impact staff at the school based level should be the last cuts made. These are the cuts that have the biggest impact on students' day to day education.

Cutting a school day or two would go a long way towards keeping the service levels for students intact.

There is money to be trimmed before you start cutting people's jobs. How about furlough days? We have the more seat time than any other district, so why not cut those days that we are above every other district before we start taking core things away? How about the district superintendents 10% COLA? How about trimming money from those at the top instead of us that make very little? Taking those of us that are student facing jobs and requiring us to have to make cuts while those who aren't student facing (superintendent, TOSAs, district office people, etc.) aren't cut is ridiculous.

-Chromebook's for middle school should be checked in and out instead of having 24/7 and taken home. Could provide savings d/t unnecessary Chromebook damage that are constantly being covered by the district.

-Less PD days for certified staff or change the requirement for unnecessary/classified staff to be there

-reduce salaries of higher up district employees

I wouldn't totally cut any of the above items. I would CUT DAYS. A great plan would be to cut all of our staff development days and make them regular school days, but make them half days so we still have time for staff development and time for teacher work time.

If running the district costs \$2.2/day, I hope we consider cutting 2 days (one in April, one in May) to save almost 1/2 of what we need to cut next year.

Many schools across the United States are considering shifting to a four-day school week. This model is being explored particularly in situations where wage reductions might be necessary to retain staff or to ensure adequate support for students by maintaining proportional staffing levels in each building (with some additional support as needed).

The goal is to ensure there are enough educators and support staff to meet the needs of students and families. If moving to a shorter school week allows teachers more dedicated preparation time or enables schools to provide stronger staffing and support during those four days, then it becomes a strategy worth evaluating.

You need to be looking into a slightly shorter school year as well. BSD could shave a couple of days off of the beginning and end of the school year. This is less impactful than eliminating staff who help make the rest of the school days run more smoothly. I understand that the number of school days is set at the state level however, if budget shortfalls are a statewide issue, then either temporary or permanent adjustments need to be prioritized over staff reduction.

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Reduce school year by a few days

As budget reductions are considered, options like early release or reduced school days should be explored before cutting essential supports. Classroom teachers, behavioral teams, social workers, and counselors are critical to student learning, safety, and well-being. Protecting these roles is essential to maintaining a healthy school environment.

Thoughts on reducing the number of school days.

Curious if there's been any conversation about reducing the number of school days since each school day we are open is very expensive.

Has the district ever thought about going to 4 days a week and saving with building overhead costs. 4 days a week with a longer day. Teachers could work from home or attend PD's via zoom.

Can we please talk about possible furlough days to save money? I know a lot of people would take a small pay cut if it meant more people didn't get paid off.

I think some ideas would be:

cutting school days, 4 day school week, no conferences or only fall conferences instead of spring.

Eliminate conference days and have them be student contact days.

Switch to a 4 day per week model with either more hours at school per day or a shorter summer break.

Please, do not cut elementary specialists and teachers.

Can we go to four day weeks that are a bit longer?

Have we considered a furlough day or two? That would be a significant savings and help minimize the staffing reductions for this year and future years

I'd be all for two furlough days to save 28 positions

A 4-day week could be implemented to save money. The district seems to be wasting a lot of money on promotional videos and swag such as BSD Achievers and marketing materials (post-its, calendars, etc) with new slogans. Nobody cares about this promotional stuff. Please stop. It's insulting to get superfluous post-it notes and other things in your mailboxes, that you didn't ask for, and months later be asked to cut the positions of our colleagues.

Why doesn't BSD do something creative or outside the box? Give a 4 day school week. Offer year round schooling with different tracks. Try something that isn't based on the Industrial Revolution.

I haven't heard "furlough" days spoken out loud yet in BSD, but I hope it's being considered before cutting any school teachers and specialists.

I apologize in advance for the length of this. There are several suggestions at the end which could help, but would take a LOT to implement. Most of it comes from many years of working for BSD. I'm concerned about the budget because I grew up in a town that ALWAYS had trouble passing budgets. Too many "the 'three Rs' and nothing else!" voters, when school money was all property tax driven, no general fund. That property basis made for some very strange district boundary lines. Kids living behind a school getting bussed to a different school because of boundaries.

Subconsciously, I never thought I would EVER vote against a school budget. Then I moved to Beaverton area, after already working here for 11 or 12 years. I have (ONCE!) voted against a levy. Watching inservice and no-student days go from 7-15 has really grated. The worst was the year teachers got SIX extra no-contact days with a reduction in school year to 174, from 179, days. Most classified took a 3-4% PAYCUT so the teachers could have those days. No students, no

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work!

Anyway, for what they are worth:

1) Reorganize the district calendar. Get an MOU with teachers union to cut staff development days: one or 2 of preservice and one or 2 during school year. Currently there are FIFTEEN: 5 pre, 4 grading, 1 statewide inservice (2nd Fri. Oct.) and 5 others. Do they truly NEED that many? Why 5 for preservice? Are ALL 6 being used for “Staff Development” or just as a nice excuse for a 3 or 4 day weekend?

2) Add 5’ of INSTRUCTION time to every school day and cut student days to 172. This 14 hour, 20’ extra is enough to make up 2 days of instruction. Food service hours shouldn’t increase. Buses would be on road for same amount of time, but midday break would be 5’ longer. No idea how other departments would be affected.

Side benefits of this would be about a 1% reduction in commuting costs for all 180/182 classified staff. It is also effectively a 1% “raise” for those whose working hours were not extended.

Example: employee has contract for 180 days, total \$36,000. (chosen numbers are just to make it simple) daily rate is \$200. Keep the \$36,000, but work 178 days, daily rate is \$202.25. It is a ‘wash’ for those whose day is 5’ longer.

3) PLEASE do NOT start school year TWO weeks before Labor Day. (Coming back to work in mid-August kinda stinks.) I still can’t believe staff voted for that calendar. Did they pay attention? [I remember the year BSD left off the October statewide inservice. A lot of people were unhappy when they realized it. No break until November grading day!] One week “early” is bad enough. All 4 student days that early week in August 2026 could be done in June and still not run into Juneteenth and the havoc the first one caused. Or use suggestions 1 and/or 2 to make up replace August days and still end mid-June.

4) I know transportation costs are reimbursed 70%, but this is a VERY easy way to still cut driver wages & fuel consumption - plus lessen pollution! Move as many no-BSD student days as possible/feasible to Fridays, not Monday or Tuesday. On Friday, only around 5-8 SpEd routes have to be covered, mostly the regional psychiatric programs and possibly OSSD. On a Monday there are as many as 16-20+ non-BSD routes to cover. That is AFTER the routing staff have combined runs as much as possible. The big increase is because Early Intervention goes M-Th. Its buses are in and out all day, not just AM & PM runs. All pay that these drivers earn (5-8 hours) is extra, NOT within the 182 day contract.

5-8 E.I drivers,** average 7-8 hours each. For each non-Friday, no-student day that’s 35-64 hours that BSD didn’t have to spend. 8 days a year (3 grading, 5 general) means 280-512 hours at what wage? \$25-30+? Total \$8-16,000? Not a lot in the overall budget but every little bit helps.

**I retired, so work as an on-call spare now. A lot of these numbers are based on MANY years driving E.I., working almost every non-school day from 1993-2024 and LOTS of observations. We used to have 8 or more dedicated, all-day E.I. drivers, with up to 20+ others to do the overlapping class times that couldn’t

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be fit onto the E.I.-only routes. Since CoVid, NWRESD has changed a lot of their EI/ECSE services. Not sure how many E.I. routes there are this year. (One year we had FOURTEEN! 7 at 5th St. 7 at TSC. So some year after TSC was opened.)

[A long time ago I told Maureen Wheeler about Friday vs Monday savings. She must have had some influence. For several years after that many no-student days were on Fridays.]

One last comment: have you ever noticed how a Tu-F work week can feel just as long as a regular week by Thursday? However, having Friday off just makes the week feel like it flies by. By Wednesday, it's "oh, tomorrow's 'Friday', YAY!" Of course, that doesn't help those of you who are 260 and 210/212 employees who only have short weeks if there's a holiday.

Good luck with the budget.
Emily G.

I recommend shortening the school year slightly as a cost saving measure.

Please reduce school days to save money.

Please continue to have at least one PE and one Music teacher at each elementary. Please continue to have PE, Band, Choir, and Art teachers at middle schools. Please continue to provide the same at high schools based on population and Class requests. These programs are important for physical and mental health, allow students to explore their personal interests, and allow them to develop connections with peers. They are just as important avenues as sports are for developing teamwork, practice, and developing grit and bravery during performances.

Please consider reducing school days as an option in the budget.

With that being said, as a parent I would be fine with losing instructional days if I also would stop hearing in days leading up to grading or leading up to school breaks that all my student did in a class was watch a movie or other use of free time because the teacher was grading in class time or other students were not done with assignments. It feels like there has to be a solution to the time management aspect of the day. Im not sure what the answer is here to find time for other students to catch up or for teachers to grade, but I do not send my children to school to watch movies.

Let's retain the teaching jobs and reduce the days and really pack in all that we can in a day and not waste the time we have.

In this survey it's my understanding that elementary schools would retain one PE and one Music specialist, just not guaranteed to have two? Please at least guarantee that each elementary school and middle school has one PE and one Music teacher (also Art teacher in middle schools). Please also keep these teachers in high schools based on population and/or projected class selection. My children have enjoyed their experiences in Band, Marching Band, Choir, and Art throughout 9 years of being in this district. Choir and Band/Marching band have given my children a creative outlet, a healthy hobby, and even therapy on very challenging days. They have found a sense of belonging in these groups and a high level of teamwork. They commit and practice, learn and grow, have opportunities for bravery and accomplishment, get to know their peers, and develop a lifelong community through music and art.

I live near four schools (two elementary, one middle and a high school that has had significant socioeconomic changes since BSD changed the boundaries. These children and adolescents need a lot of the support systems that are on the "chopping block".

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I would have one start time for elementary (8:25) and consolidate bus service if possible.

Four day school weeks

Is going to a 4 day a week school schedule worth the cons of it?

BSD Preschool programs are currently not at capacity and only provide school to students 4 days a week. Since preschool is not mandated by the state, I would like to see this option explored further. Disadvantaged families have options such as Head Start that can offer families all day schooling five days a week, which would benefit working families who need a full week option.

Yes, please consider removing teacher work days, and/or shortening the school year. I would much rather have reasonable class sizes with adequate supports and a shorter year with less pay. I understand that this would probably need to be negotiated with the union, but it seems like an MOU could be reached around this.

Also, please analyze the amount of people and technology programs that BSD contracts with and consider cancelling the more expensive among them. (Think Bright Morning, Jose Medina, Epic, Seesaw, Scratch, etc.)

Please consider a few other budget reductions:

-Please consider shortening the school year. There are a lot of non-student days teacher work days. In a budget crisis situation, I would rather have smaller class sizes with supports for a shorter school year.

-Also, please consider ending OSAS testing as I understand that it is very expensive.

-Spend less on tech and more on people. If we are entering serious budget cut times, I would prefer that my kids have good teachers and smaller class sizes than access to chromebooks, ipads, and a mileau of online programs.

Since each school day costs \$2.2 million, and we need to reduce our costs by \$10 million per year for the next three years, then we must cut 5 school days per year, for the next 3 years.

If the State of Oregon chooses to underfund education, then this is what we get.

Are furlough days or 4 day school weeks a consideration?

PD days could be cut to reduce salary costs

Some electives could be reduce to refocus staffing on Core classes

Are AVID and IB and ACT good uses of a dwindling budget?

-Please cut DEI training and curriculums. They cost money and do not serve all students.

-Serious admin cuts need to be made.

-Reduce staff development days and grading days. Oregon ranks at the bottom in the nation for education and number of days of school (by two weeks in some cases).

-Look at Mississippi and see what they've done for low income students.

-Do what's right for students not just unions.

Calendar days need to be part of the equation through an MOU. Cutting even a couple days of the school year has a significant cost saving. Staff would prefer to take a small cut in pay versus a huge cut in support staff or larger class sizes. While the communities do not want to get rid of all small schools because of

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the great value they hold, if we consolidate even a few small schools, there would be significant savings. With a new school being built over the last 2 years, boundaries should have been adjusted to close a 1-3 small schools and better fit the capacity of the large, new school. This was a great failing on the districts part. There are schools that are maxed to capacity that would benefit from shifting some of their population to smaller schools who have the capacity for them. Allocating counselor, behavioral, academic coaching and specialists supports based off of just raw numbers is not best practice for a district of our size. There are small schools that have students with the greatest needs that can not manage without these supports in place. We are continuing to task classroom teachers with far too much. Value needs to be placed on classroom teachers and the tremendous needs they face with a growing population with needs unlike any we have seen before. There are multiple TOSAs for EL and even ELA TOSAs. EL staff and Instructional Coaches within our schools know the pulse of our schools and needs of teachers and students. We would be better served to have these key staff supporting our district with new curriculum and training for teachers. The district undervalues the wealth of knowledge that coaches and LAS specialists contribute to our district. The lack of movement on assessment practices this year is one area that the district has fallen short on but Instructional Coaches have worked at school sites to reconcile with teachers so they know their students.

Maintaining 2 district office locations must come at a great cost. The oldest district office space was supposed to be sold when the new one was purchased yet we continue to put more and more money into it. TOSAs and other district staff could be housed in actual schools where they would be able to see the ins and outs of the daily flow of curriculum and instruction.

Do we have a contract with Dreambox? The impact of screen time on students, especially our youngest should be a factor in all future considerations around curriculum supports for students. We want children to be interfacing with teachers and each other not screens. With a new math adoption, we should be considering cutting costs of things that put children on screens.

Please pursue reasonable efficiencies. However I'd also consider fewer school days an option. Start school after Labor Day.

as a district you should focus on eliminating wasteful spending. Removing some of the staff developmental days. during the year.

Teacher PD days - reduce.

Conference days to be reduced? Do all parents attend?

Stop free school meals. Still have food available for people who need them. A lot of food is wasted, it is awful.

I think that the district should look at alternative ways to make budget cuts. Eliminating one school day would be much less impacting than cutting essential positions that are greatly needed to continue to support students and staff. Also, I feel that the information that was presented above does not do a good enough job of explaining what these areas are and what impact on students and schools it would have by cutting these positions. I appreciate that the district is asking for input but I feel that not providing the appropriate information for an educated evaluation will result in an invalid look at what the community really feels would be most appropriate.

I appreciate that the district is working to do some consolidation of services and eliminating overlap. I also understand the need to have proportional staff to the student communities. I do wonder if there should have been a more rapid move toward fewer small schools. I worry about the cost per student at the small schools versus those at medium and larger schools.

I think we should consider cutting PD days from the school year.

We also need to consolidate small elementary schools and redo boundaries.

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Is there consideration in the near future of closing smaller elementary schools? How is AVID funded? How much does AVID cost the district each year? Is there an option to offer a similar class without the price tag?

When proposing a reduction in social workers can they be clustered? That way it is not ONE social worker covering a bank of schools, but a few of them and allows for better coverage at schools. For example- if a high school and it's feeder schools is a total of 10 schools. Instead of 10 social workers at each school, maybe there is five. This allows for them to work with families across levels and be present in schools.

Folding in McKay Elementary or Raleigh Park into the new Raleigh Hills Elementary would help reduce costs.

The new Raleigh Hills building is set to open in the fall. It might make sense to have another neighborhood school join, such as McKay, to consolidate services for students.

Why are we not considering closing small Elementary schools?

Why did the Superintendent get a 10% annual salary increase knowing we were in a budget deficit?

Where are the numbers for consolidating smaller elementary schools into Raleigh Hills and how much money this would save the district? This should be number 1 in reducing the deficit since money would be saved in several of the categories listed, and some of those not listed (administrators, office, custodial and IT support, and building maintenance to name a few). Also, cutting the LITTs out of the buildings they support is definitely the wrong move to make right now in the middle of Generative AI impacting our students and teachers, not to mention the ongoing challenges of using instructional technology and individual student devices.

We need to ensure that the district will be REZONED so that the schools are equitable in all areas of population. Right now there are the HAVE schools (all the money and all the parents and all the students with finances) and the HAVE NOT schools (very little money and most of the parents and students struggle to pay fees and become involved.). Balance the the Budget, but Balance the schools, and things will be better for us all.

Is there consideration for consolidating smaller schools? And is there consideration for creating a retirement package that incentivizes older (often more expensive) employees to retire?

If budget reductions are actually necessary at the elementary school level, rather than take away services from buildings just consolidate small schools and keep programs intact.

I think with declining enrollment we need to look hard at smaller older elementary schools and close them. Cedar Mill Elementary can be absorbed into West TV and the land for both of those schools sits in a very desirable location for a lucrative re-development. Terra Nova is another location that should be closed and absorbed at a different location. That land is very valuable. Other schools have plenty of land for gardens. Rock Creek ES, Whitford, Cedar Park etc. I know the district does not like to close schools, but we are at the point that we need to do this. This is just like downsizing a house. Nothing to be ashamed of. Declining enrollment means downsizing.

Could you update the public/staff about proposed school closures (small elementary schools) and potential savings by taking those measures? Does the state/district have information on the number of students that live in the district and choose to attend other charters/private/online schools not affiliated with the district? Would it be in the district's interest to appeal to those students' families to attend their local public school or FLEX Online instead of another option?

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Please close the really small elementary schools; and use that money to finance others. It is not financially responsible to fix , heat, staff, such small schools. You can rezone elementary schools easily. Kids are able to change.

Have you thought about closing some of the smaller schools?

Offer an incentive for early retirement?

Close some schools and put them into the new Raleigh Hills, such as McKay and Raleigh Park

We should combine the Raleigh Hills and McKay into one school so that we can preserve the counselors, specials behavior specialists. Use the rainy day fund! Please! Kids are struggling in every school in every area and need more support not less. As a classroom teacher I implore you to find the money to fund the programs we need keep kids at the center of our district's mission.

To save money, close the smaller schools.

REDO THE BOUNDARY LINES so that all schools can grow!

1) Please consider consolidating schools near the new Raleigh Hills building. Surely, we could find considerable savings by doing this sooner rather than later. It will not be easy, but it is the right thing to do if we are to be good stewards of our resources. This should be a top priority.

2) Please stop hiring outside companies like BRIC, etc. We need to prioritize the student experience and keep cuts from impacting classrooms as much as possible.

3) Stop having mandatory trainings that require substitutes. Keep the trainings to days that are already on the calendar for staff development. This would save money and keep classroom instruction more consistent for students.

4) An early retirement incentive, like paying for health insurance for people who are just a year or two from being medicare eligible, would help get some of our top earning teachers off the payroll.

We have so many partially filled buildings and buildings falling about. I think we should re-boundary the district and fill the safe schools we have.

Please redraw boundaries, close the smallest elementary/middle schools(this is so hard, but necessary), possibly moving DL programs to a closed school, have families bring copy paper as a school supply, plan protests in Salem, demanding more funding, offer early retirement to teachers within 5 years of retirement age? Add an hour to each school day and eliminate overall days, longer days M-Th, no school Fridays. Start calling Phil and Bill for some \$. Lower costs overall with eco-friendly light bulbs, sealing doors and windows for drafts(I have a huge draft). Put off buying anymore curriculums right now. Charge for breakfasts in non-title 1 schools but still offer to kids in need.

The school boundaries that are currently drawn leave certain schools so much larger while other schools struggle to keep up enrollment. Redrawing the boundaries would better balance the size of the schools which could in turn help solve some of the problems related to imbalances in staffing numbers at the schools.

4 day school week considered?

Maybe start cutting days- add days off to create more 3 day weekends.

Get rid of PD days.

Eliminate spring conferences district wide.

Close small schools.

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With declining enrollment and the number of schools that are very small and very large as outliers, there is an opportunity to consider boundary adjustments with the Equity Lens as a high priority. In addition to considering number of students enrolled at a school, there is also an opportunity to balance out mobility (rental housing/temporary housing), poverty, and language learning needs. There is also opportunity to consider our specialized programs, their intensity of service and safety needs, and which schools they are located in. Not doing so continues to widen access and opportunity gaps for students. Knowing this is a consideration, I would emphasize the urgency of impact on student access and opportunity is now. Understanding that a comprehensive process with community voice represented is also necessary—it is important to remember and pay attention to whose voice is not heard during the process.

I am an Instructional Coach at Greenway. I am aware there is a conversation about consolidation with McKay on the table. We are nearing the end of hosting Raleigh Hills in our building, and it worked out well. We can bring in a community and prioritize the student experience. I appreciate the opportunity to think outside the box to make this budget shortfall work while prioritizing our students.

I personally think BSD needs to reconsider the whole concept of the option schools. Instead of creating whole schools specialized to a specific academic area, why can't those funds for those schools be used to improve neighborhood schools? Not to mention the massive amount of money to bus children from all over Beaverton to a specific location. It would free up far more money than cutting services (social workers, counselors, etc.) to all schools in general.

Cut Dual Language and close small schools. Boundaries need to be adjusted. No schools under 400 students. Not fair when some schools are bursting at the seams and have to deal with behavior day in and out, while other schools have very few students and less behavior problems. Prioritize highly impacted schools when cutting!

Please, please, please consider opening the new RH building with at least two schools (RH + ?) . Having small schools have several partial positions for counselors, SBS and academic coaches be less than 1.0 would be very challenging. I think it would be important for whoever makes up the new RH community start together. If the current RH staff open alone from the 2026-27 school year, not only is it not ideal financially, but building community and an identity as a new school would not take place. The group that eventually joins the next year could be perceived as outsiders. I also think it is important that the new spaces at RH are utilized (ie preK). Preserving the team that has participated in the coaching alignment (coaches and SBS) ought to be a priority. The work they do cannot always be measured by students numbers - there are some portions of those jobs that need to be done regardless of how large the school is. Whether a school is 300 or 500 students, data analysis, testing coordination, and coaching need to happen. Small schools also have a small (1 person) admin team. These other support staff fill in many of the roles that a VP or other administrator might complete. The counselor position needs to be preserved at every school at 1.0. Counselors are often the people who hold the school - home connection and support students in ways that other staff cannot. It is impossible to overstate their value.

The first thing I would suggest would be to proceed with closing one or two of the elementary schools (McKay and Montclair I assume) and follow the contract requirements regarding staffing. Open Raleigh Hills at capacity rather than with 300 students. I believe this would make strides in addressing the budget issues and the buildings could possibly be a source of revenue for the district or sell the properties. Perhaps Hope Chinese Charter school would be interested in Montclair.

It would be detrimental to students and their families to not have social workers in the buildings. Reorganizing in this manner reduces the position to case managers and removes the ability to meet the social emotional needs of the students. Social workers are trained mental health providers. They are the most

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qualified people, outside of school psychs, to provide individual and small group social emotional support and to support staff in addressing the social emotional needs of their students.

If some of the smaller schools combined, that would also save on maintenance/operating costs.

At-risk students need the extra support, so even though I had to rank the positions some of thos, like social workers, counselors and other support staff should not be cut at all.

Consolidating schools like McKay, Terra Linda, Montclair, and Raleigh Park should ABSOLUTELY be considered before changes are made to staffing models for elementary classroom teachers, school counselors, school social workers, and behavior specialists.

BSD needs to shut down buildings. From the little I know, I would estimate that 3 elementary schools need to be shutdown. It will cause an entire district school boundary change. I would look at the buildings that have the highest operating costs per capacity student and the long-term viability of the building. This will give more students the opportunity to ride the bus, hopefully reducing congestion in the school parking lots. I would also like to see BASE and ISB consolidated into comprehensive high schools so that those properties can be released/sold. This needs to be framed in such a way that the classroom student teacher ratio can be improved.

What will happen with the new elementary building? Can it be used to combine elementaries? Please review programs and school that are using excessive amounts of money low radius teacher (adults) vs student.

Can there be the possibility of cutting hours? Or giving the chance to employees if they want to work less hours?

Perhaps looking at collapsing some of the smaller schools and move them into the new Raleigh Hills building. I think this decision needs to be made soon to let the community know because you have a brand-new school that serves 700 students.

DO NOT CLOSE THE SMALLER NEIGHBORHOOD SCHOOLS LIKE RIDGEWOOD ELEMENTARY!

CLOSING THESE SCHOOLS IN FAVOR OF AN OVERSIZE SUPERSCHOOL WOULD UNDERMINE NEIGHBORHOOD COMMUNITIES AND ECONOMIC HOME VALUES.

Need to look at the inequities of small schools.

Larger schools should not be subsidizing smaller schools. Giving more teachers and resources to small schools than they should have based on the number of students is not fair or equitable for students, staff, or the taxpayers who are paying for this unfair system.

There are various schools in the district like McKay, Montclair and Raleigh Park, that should have been closed to conserve funds instead of keeping them open. This decision should have already been made instead of entertaining the idea of Hope Chinese School moving into the district. I don't believe our priorities were correct on that. These schools could be closed and move them into the new Raleigh Hills School for the upcoming year instead of operating schools at a very small capacity. The overhead is large and this would have made better sense.

Will closing schools be a consideration for saving money? If so, would that happen for the next school year? I would like there to be more transparency around how much the dual language programs are costing the district. It seems to me that programs that benefit a few amount of students should be open for discussion on if they should be cut to save money for the whole district.

Perhaps combining some of the lower enrollment schools would save money? Also be mindful when purchasing new curriculum/replenishing curriculum. Some teachers do not use the My Books so some funds could be saved on materials not used.

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It is time to close all the small schools within BSD and merge their populations with larger schools. With a structural deficit, there is no other responsible option. This alone should provide the district with significant savings.

Looking at zoning again as some schools are bulging and some school are dwindling.

There is not enough information on where the district funds go or where reductions would be. It makes this budget survey appear shady. I think the district should be clearer on where Central office money goes.

I feel that we need to take a closer look at our option/charter /dual language schools and go back to students feeding into the schools within their boundary. Are we spending extra money to provide these options to the deficit of other students?

It is time to make the difficult decision to close schools. Opening Raleigh Hills with such a small student population sends the wrong message, particularly when budget cuts are necessary. If schools are closed now, those communities can be meaningfully included in decision-making around the opening of Raleigh Hills, ensuring a more thoughtful and student-centered transition. This collaborative approach is better for both students and families as they prepare to enter a new school community.

Delaying closures until the following year would require staff and programs to be reallocated yet again. Moving specialists two years in a row would be disruptive, undermine program stability, and further erode staff morale. Additionally, students who are brought into a new school in its second year may feel as though they do not fully belong. Making a decisive plan now provides greater continuity, strengthens community belonging, and ultimately better serves students, families, and staff.

Why don't we close down smaller schools? Also, No reason to have 2 district offices

Rather than cutting positions, I would actually prefer to consolidate some smaller schools, reducing the operating overhead and be able to INCREASE positions per student at a (slightly) larger school. My student is at one of the smaller schools. I would be interested in the impact of consolidating with another small school, would the reduction in facility expense be enough to keep ALL positions? Perhaps even improve the ratios at the larger schools. Is that being looked at? All of these options are reductions in staffing, the staff are the heart and soul of student learning.

Please consolidate small schools and look at boundaries.

We need to consolidate schools!

As a teacher at McKay Elementary I am writing in support of consolidating McKay at the end of this school year with students transitioning to Raleigh Hills or Greenway, depending on where they live. This recommendation was developed in partnership with our school's leadership team and community and reflects the best path forward for students and staff in light of projected enrollment and district budget realities. I love our families, students and community and want what is best for everyone. While I would love for our community to stay intact I also know that under reduced enrollment we will have fewer resources, less staffing and diminished support for our students. These conditions would compromise our students' educational experience.

This recommendation is painful. McKay has been a vital community for our staff and families. Consolidating now, while difficult, is the better path forward. As a teacher at McKay I believe consolidating now will minimize disruption in the long run. This will allow educators to plan ahead and support students through the transition. With appropriate notice we can prepare families and students for a thoughtful move into well resourced- stable school communities. This will also give the opportunity for some of our staff to move with our students, so that students can start at a new school with people they know and trust.

Thank you for your leadership during this difficult process. I urge you to honor the voice of McKay's educators and move forward with a June 2026 consolidation.

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[REDACTED]

I think it should be deeply considered to consolidate McKay into Greenway and Raleigh Hills. With such declining enrollment and a building that needs so much care and attention much money could be saved, and with bolstered numbers at the other schools more services could be retained for students.

I also think a reduction in teacher days would help. I would rather lose a few days pay and retain my colleagues and all the important work they do for students than loose FTE for people with direct student contact and services. I believe we could turn some of our many PD days into unpaid days so that student contact days aren't upset, but staffing could be saved.

Please consider consolidating McKay Elementary after the conclusion of the 2025-2026 school year. Based on the proposed reductions, students may not receive the level of support they deserve. We are aware that the school will eventually be closed and would prefer for the consolidation to occur concurrently with the return of students to Raleigh Hills, ensuring a smooth transition for all involved.

This seems like a challenge to rank these, especially when there is a very short description for these cuts. For example, Centralized Instructional Technology Support - that description should have the job title that is being cut. Community members might not know what that means, but secondary teachers will know!

Also, this might be a separate issue, but the closure of two elementary schools has been delayed. If that difficult decision to close those schools had been made, would it have bought some more time? Maybe one more year before these cuts had to be made?

Could we look at consolidating some smaller schools? How about stopping the expansion of the dual language programs at schools, which could look like we are having to cut some teachers, yet hire for the DL programs?

I am curious why the closing of some of our lowest enrolled elementary schools is not up for consideration? That would save a lot of money. I also want to underscore the importance of keeping classroom sizes low. Those teachers and positions that have 100% student contact should be our highest priority to keep. And every building must have a pe and a music and a librarian. It's essential to a strong school community.

Since the enrollment continues to decline, I think it is time that the district makes the brave decision to consolidate and close schools. I'm surprised that this is not one of the items identified. We just spend millions of tax payers dollars to build a new elementary that probably accommodate three small schools; yet, it seems that a school with 790 student capacity will open with a little over 200 students. This is both waste of voters dollars and imposes unnecessary burden on the operation budget to keep two small old schools operational.

I support consolidating elementary schools when enrollment gets extremely low. I know people are attached to their specific neighborhood school, but I am attached to the idea of public schools being able to provide a reasonable quality of education and services because they serve enough students in one building that they can afford enough teachers and staff. I would much rather consolidate schools than cut music or technology classes, or have kids get hurt by their disruptive and violent classmates in the absence of trained adults who know how to keep everyone safe.

In general I created my ranking by thinking about which cuts would save the most money per amount of impact on student instruction. I put the credit recovery item first because, even though it is a small amount of money relative to the others, it sounds like it will have no impact on students.

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While I am wary of ballooning administrative costs and would generally be in favor of cuts at the district office over cuts at our schools, there have been many times that my family has tried to get an answer on a simple question from someone working in the district office and it's taken weeks or even months -- I'm hesitant to endorse anything that reduces the capacity of that staff even further, because we need them to actually support our students and our schools.

Why are we not combining small elementary schools? Why is RLHL opening with only 275 students? Why in the last 3 years did we not change boundaries to find more efficiencies?? Why do we drag our feet on this?

This seems very targeted at Elementary school cuts. While I am in favor of consolidating some of the smaller schools, I believe a rebounding needs to happen, and having watched that process of the past 22 years, the district needs to put their "big girl pants" on and fill classrooms at the under-enrolled schools. That said, cuts should also be proposed to middle and high schools- Cut Summa, as it is ineffective, has become a program where the families with money pay a Cogat tutor and make the cut. Also, the pie chart showing the number of FTE by level is misleading. Share the pie chart that shows how much MONEY the 27 district admins and 29 confidential whatever's make so we can decide if that is money well spent

I think before any direct services to students and families are considered to be cut from the budget, services provided by other departments in the district should be examined and proposed to be cut first or minimally at the same time. Clear examples include more transparency regarding hiring and other expenses for departments like Public Safety. I'm also concerned that departments have been allowed to spend money on staff, cars, conferences, food, digital platforms and other initiatives that haven't been vetted, we aren't using or we aren't able to use because it wasn't a good choice to purchase the thing in the first place. It seems that some departments are allowed to spend money freely and others are not. In any case, all of this kind of spending could and should be curtailed first before cuts to staff who provide direct services every day to students in buildings are even considered to be cut. I also think combining small schools while hard on communities, should also be a money saving consideration. It ought to be an option too. I also wonder about pay increases for our executives at high rates, like a 10% raise for the superintendent when everyone knew these cuts were coming. It definitely makes me wonder what we are teaching our students about how to run a school district and what we actually value? The budget will tell you what we value, and I think these options are a sad and glaring example of what the powers that be think is not valuable in our system with absolutely no data to back them up.

I would be willing to give up a lot to keep our small school open. They provide a valuable resource to the community.

The district should move forward with the plans it previously proposed for strategically shutting down specific elementary schools (such as McKay) as the new Raleigh Hills building opens.

Merge McKay and Raleigh Park into Raleigh Hills. That saves the most money and solves many problems.

The truth is people are having fewer children, but more and more children are going to school with major developmental or behavioral issues. From my own son's experience and talking with other parents at a few BSD schools during soccer and dance class, there are 3-4 (or more), students in most classrooms with major behavior or learning difficulties that can derail the learning environment for the whole class. I see more and more children in my clinical practice with ASD, ADD/ADHD, and symptoms of PTSD or other physical/emotional traumas and it seems like this is only going to get worse. Children are already addicted to screens and cannot read or write well, let alone hold attention. The most logical thing would be to close a couple of the smaller schools and consolidate, so that counselors, LCSW's, and para's can fully support these vulnerable students and classroom teachers can teach effectively. At this point, I think it is less prudent to have more IT work or virtual classroom options. Thank you.

Close or consolidate the small schools. Cut non-classroom teacher positions in schools. Blend grades in elementary classrooms if class sizes are too small.

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I don't think there should be any discussion or pursuit of closure of schools, without first attempt to redraw district lines to evenly distribute student population across schools. And schools that are predominantly low-income should be the last to be considered closed because those schools are often central resources to those communities. Data also supports that poverty is one of the biggest factors impacting success, school in predominantly wealthy or higher-income areas have the resources to support adjustment, and loss of a school, they have other means of support, and can still provide opportunities to their kids. Low income population schools do not!

I am writing this comment with a heavy heart, as a parent of two first graders at McKay Elementary, in light of the budget realities facing our school, and in support of the proposed consolidation of McKay with Raleigh Hills and Greenway Elementary schools for the 26-27 school year.

For the past two years, I have advocated fiercely to keep our school open in the face of mounting pressure against us. It is heartbreaking to be writing now to support our closure, but I want to share with you what did and did not bring me to this decision.

I want to be explicit in stating that I am only in support of this plan to consolidate next year because McKay educators and staff have made the difficult, courageous decision to do what the district could not: center our students' needs and best interests. They know our children better than anyone and see them as more than numbers on a spreadsheet at the end of a budget document. They have spoken to us honestly and with conviction: because the district is moving to a proportional allocation model, even one year with severely reduced staff and support services would devastate our title I school. We believe consolidating at the end of this current school year is the best path forward for our students, and the best way to join and support the communities at Raleigh Hills and Greenway, who may themselves be facing a severe reduction in staffing.

What did not bring me to this decision was any of the district processes of the last two years. I have been profoundly disappointed in the district's handling of the school consolidation question. There are numerous reasons for this, including:

- the lack of transparency around what we were voting for in the 2022 bond, namely that a yes vote would result in rebuilding Raleigh Hills to a massive size and would necessitate closing surrounding neighborhood schools,
- the sudden announcement in 2024 that consolidation was being considered without giving our school community clear information nor resources to understand our future,
- the failure of district staff and board members to engage the community in any consistent or accessible manner on any front regarding consolidation or closure,
- the waste of hiring outside consultants to gesture at community engagement without providing families genuine access to decision makers,
- the insistence on building a mega-sized elementary school in a budget environment of depleting enrollment,
- the failure to identify budget cuts at the district level through staffing reductions or facility sales,

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-the failure to communicate submitted public comments to the Long Range Facilities Planning committee,

-the district's unwillingness to collaborate with parents and families on creative solutions to enrollment decline in a timely manner.

This is by no means an exhaustive list, but each of these failures has done severe damage to our community and to our ability to trust that the district will center our students' needs in any kind of decision-making moving forward. The district has much work to do to improve its standing in our community's eyes, and we plan on continuing to fight for our elected representatives - namely you and your fellow board members - to do more to hold the district accountable to the communities they serve.

Given that we are making a sacrifice in service of the district's financial health and in service of all BSD students, we have a list of reasonable asks:

-We ask that our school be consolidated only with Greenway and Raleigh Hills, so that our students remain somewhat within their current cohorts. And we ask that families who were unaware of this possibility during the short open-enrollment window be given special dispensation to apply for open enrollment elsewhere.

-We ask that our teachers and support staff transition with our children to these two schools, as much as possible, so that our students might see familiar faces in the halls even as they navigate entirely new environments next year

-We ask that the district approve this plan without delay, so that we may begin the painful process of telling our children, and plan the healthiest transition for them.

-We ask that the district be thoughtful and caring in their support of our grieving community as we say goodbye to the school that has meant so much to us. Please do not let this be an afterthought.

-We ask that the district materially change the way that they show up to these difficult conversations with other neighborhood schools in the district. You do not have to repeat this harm. Listen to us, engage your communities meaningfully, center the needs of the most vulnerable.

Sincerely,

Isaac Lamb

McKay Parent and PTC Communications Co-Chair

Please consider the consolidation/dismantling of McKay elementary for THIS COMING year.

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Our projected low student numbers along with the cuts/allocated staffing does not seem wise when thinking of budget and spending.

Families deserve a fully staffed school with a stable future. McKay staying open for only one more year does not make sense at this time of budget considerations.

Having started at McKay in 1999 it pains me to take this position, but students know of McKay's ultimate future(closure and deserve a safe and bright future in a welcoming school 'home'.

Social workers are the ones who are making your attendance rates high and getting kids who are on the fringe to graduation. The tone deaf budget video and pitting staff against each other is the farthest thing from an equity lens I have seen. Why are we having a hiring fair when you are cutting staff. Can we look at consolidating schools, cutting the preschool program, and reducing district office staff admin with overlapping job descriptions before cutting staff, especially student support staff, from our youngest kids?

Please re-draw the school boundary lines.

Can we please close elementary schools and change boundaries already? :) I know its not that easy, but we need long term solutions. Thank you for keeping programs in tack and looking at making things more streamlined.

Consolidate schools.

These are heartbreakingly difficult decisions when viewed through a student-first lens. All of the systems currently in place exist to benefit our students, and the loss of several of these will undoubtedly have a negative impact on BSD students. I recognize that BSD is in an impossible position given the current budget outlook, and these decisions cannot be easy.

When considering additional options to reduce expenditures, it is reasonable to resume consideration of closing McKay, particularly given the long-term sustainability challenges the school faces. Transitioning students to New Raleigh Hills and Greenway Elementary would promote greater equity and continuity. Greenway has the capacity to serve additional students, and a significant portion of the McKay boundary is geographically closer to Greenway than to McKay, helping to reduce transportation burdens and ensure more consistent access to resources.

This approach would also eliminate a split feeder pattern for current McKay students, providing clearer and more predictable pathways. Under this model, Greenway students would feed into Conestoga and Raleigh Hills students into Whitford, supporting stronger school communities, better alignment across grade levels, and a more stable educational experience for students and families.

Another potential cost-saving option I would like to offer for consideration is the reduction of one professional development day for certified staff. With over 2,000 certified staff members, there may be opportunities to reallocate professional learning time or deliver it more flexibly in ways that preserve its value while eliminating the cost of a full paid day.

I would love some further information into school consolidation, with so many small schools and a brand new big school being finished. If small schools are going to be negatively impacted by these cuts, we need to take another look at merging them to be more well rounded for full time employees staying in one

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location.

Also, we have more PD days than other districts. TTSD works a whole week less than us. We could save 2.2 million if we just take one day off the calendar. I would sign that MOU if it means we don't make a teacher responsible for all that comes with teaching a grade level at a school do it all by themselves. That's horrible.

Last, I would like a lot of transparency on how you weight proportional staffing, because we know numbers at schools with higher poverty are not the same as school with high SES. Even some middle SES schools have access to funds to support their school through PTO funds that lower title schools do not. There are many pieces to the puzzle to fully support school needs that needs to be looked at when making that calculation.

I am located at Greenway and understand there is a conversation happening about consolidating McKay into Greenway and Raleigh Hills for next year. I would like to voice my support for this conversation to move forward. Our community would like to support McKay in this effort and we would welcome them into our community should this idea become a reality. We have 2 years of experience blending another school community with ours and I am proud of the intentional and collaborative way that Greenway has worked with Raleigh Hills during our time hosting them in our building; and I have no doubt it would be the same should we have the opportunity to welcome McKay students and staff. Lastly, I would like to stress the importance of maintaining current staffing levels of the BH&W teams and specialists. Title schools like Greenway depend on these teams to support students with varying needs and provide the student experience that all children in Beaverton deserve. Thank you.

It seems that maximizing the potential of the new Raleigh Hills would save more money than all of this together.

should proportional staffing reallocation models move forward at Elementary level, it seems like this will potentially reduce staffing at some ES's. this makes more schools even less efficient than they are right now and not considering school closures/consolidation seems like a big missed opportunity for significant cost savings

We should be looking at condensing schools or closing and/or re-drawing boundaries BEFORE making these cuts. There are a lot of resources (electricity, office staff, transportation, ground maintenance) being wasted on schools that are tiny and other schools that are crowded. If this was addressed first, many of these cuts would not need to be made or could save even more.

Where is the District in the process of consolidating the declining enrollment in smaller schools to save money, specifically McKay, West TV, Montclair, Errol Hassell, and Cedar Mill? We have schools with empty halls and classrooms while other schools are bursting at the seams. Bonny Slope has room. Hazeldale has room. Raleigh Hills and Raleigh Park have space. In times of budget crisis, it seems logical (though unpopular) to consolidate.

What is being done to help with the behavior problems in schools, specifically in grades K-1? These are formative years and teachers are being hit, slapped, kicked, and punched on a daily basis. The impact on the other students in the class is noticeable. Teachers need support.

The District's DL programs are displacing teachers who have been in the district for many years. Where are our veteran, experienced teachers supposed to go? DL teachers with little to no experience are being hired.

What is being done to help with our attendance problems, specifically in our Title schools? It's difficult to increase scores when students aren't in school.

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Has consideration been given to increasing the pre-k programs? This type of early intervention model greatly increases success in the primary grades.

Look at consolidating small elementary schools. Not sure what kind savings this would be but would be interesting to know. I know it isn't as easy as saying close them as there are many pieces to this puzzle.

As a teacher at McKay Elementary I am writing in support of consolidating McKay at the end of this school year with students transitioning to Raleigh Hills or Greenway, depending on where they live. This recommendation was developed in partnership with our school's leadership team and community and reflects the best path forward for students and staff in light of projected enrollment and district budget realities.

I have been a member of the McKay community for 14 years. I love our families, students and community and want what is best for everyone. While I would love for our community to stay intact I also know that under reduced enrollment we will have fewer resources, less staffing and diminished support for our students. These conditions would compromise our students' educational experience.

This recommendation is painful. McKay has been a vital community for our staff and families. Consolidating now, while difficult, is the better path forward. As a teacher at McKay I believe consolidating now will minimize disruption in the long run. This will allow educators to plan ahead and support students through the transition. With appropriate notice we can prepare families and students for a thoughtful move into well resourced- stable school communities. This will also give the opportunity for some of our staff to move with our students, so that students can start at a new school with people they know and trust.

Thank you for your leadership during this difficult process. I urge you to honor the voice of McKay's educators and move forward with a June 2026 consolidation.

Sincerely,

Claire Douglass

First Grade

McKay Elementary

I think it's incredibly important to recognize that some of the current budget issues are due to the district's inability to close small schools. The families attending smaller schools have the knowledge, experience, and most importantly, time, to join committees and influence our school board members, budget priorities, and hiring decisions further codifying the advantages of these communities and thereby further disadvantaging students in larger schools. These families also use fear of larger more diverse schools to further their opinions and create a dynamic that has done long-term damage to partnerships and community across the district.

The district needs to resolve to take a stand against these divisions and demonization of larger schools. The district budget is a good place to show that the district prioritizes equity. The reality is that our largest title one schools should not be lose funding or staff at the expense of other schools throughout the district. In fact, the Title 1 funds that come from these large schools should proportionally go to those them, instead of going to the district to dole out how the district sees fit which further disadvantages schools that bring in the most Title 1 funding.

Further, the district needs to stop the practice of using larger schools to subsidize smaller schools. These larger schools need the resources! It's no wonder that some smaller schools have higher academic outcomes when their poverty rates are under 50% and they receive \$1000s more in per student funding. If that funding went directly to our larger schools those schools would provide more opportunities to more of our students in the district and increase academic

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achievement everywhere

A second thing the district budgets should account for is the use of PTC funding differences throughout the district. The current school boundaries have created disproportional opportunities for students based on where they live. For instance, a school on one side of Hwy 26 raises enough funds to independently add on to their school, while schools on the other side of Hwy 26 are working to fund a food pantry for kids in their schools. PTC's should be able to raise funds for the school, but the budget committee should look at capping those funds at a certain point and moving the remaining money to an organization like BEF that can spend the money on grant funded programs that benefit more students. This would help create opportunity throughout the district instead of isolating it in pockets of the district.

This ranking is very difficult to do when two potentially large budget items are TBD.

Do instructional coaches include LAS?

Can we consider closing small schools now- we know it's going to happen in the future anyway. Is there a way we can thoughtfully and carefully move forward this year?

Can we move social workers to a regional model with the exception of title 1 schools? I have worked in many title 1 schools and the social worker is a vital part of the school. The amount of support and resources they provide to students and families built on connections made in the building is invaluable. They need to be in the building all day every day to continue the incredible support they provide- especially in the current political climate.

I know there is a lot of pushback on closing smaller schools, but that seems to be the most efficient way to easily recoup money. I do not like the elementary schools with more than 500 students (though my children attend one rather than our small neighborhood school) because studies have shown that it should be less than that, but there are so many small schools in our district and we are just hemorrhaging money into them. We need to keep our caring and supportive staff members, we need to keep paying them appropriate wages. That is more important than the building.

My principal and vice principal and counselor all know my kid, and that my kid belongs to me. I do not come to school every week. We have run into a couple of teachers in the wild and they have all been able to say my kid's name. He's in first grade at a school with 540 students. Small school culture has to do with the staff, not the size of the building. Many vocal people in our area do not understand this and they're going to be mad as schools close but they will figure out that it's OK and that their children and their neighborhoods will be OK.

It is challenging to be continuing to add dual language when we are in budget cuts. We also need to consolidate small schools to allow students access to resources they would be reduced if they stay in a small school with larger cuts. Also if we consolidate, we do not need to continue to spend money on upgrades to smaller schools.

Behavior Support Specialists are crucial to the success of elementary students. Students are not able to learn if they are not regulated.

We need to take a really close look at Beaver Acres and how it is in need of a boundary change. That school has kids who don't want to go to Barns Ele. because of the bilingual program plus Pre K. plus 3 sped classes not to mention all the building in the area with new apartments and homes. We have schools who have hardly any students that remain open and are milking the school districts money. Also who ever comes up with stuff like needing new furniture so kids can get better grades\test scorescome on man . Spend that money on staffing instead. It's like the district office people have never stepped foot in a title one school. We need to be smarter about what we spend money on. I see it everyday money wasted. DONT CUT STAFF IN THE BUILDINGS

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Thank you for collecting Beaverton voices. As a Greenway staff member, I urge you to consider closing McKay Elementary and consolidating its community into Greenway Elementary and Raleigh Hills Elementary. Greenway and Raleigh Hills are ready to welcome new families and students. We are dedicated to making the process smooth and ensuring students, parents, and staff feel supported every step of the way.

Please also consider the potential negative impact of cutting or reducing counselors, behavior specialists, and social workers within vulnerable communities. These vital MTSS staff members set foundations for systems to support students and families. Schools cannot run safely without these highly trained and dedicated staff to respond to student behavior, to teach skills, to support students in crisis, and to work as a team in the heart of schools.

I have heard from some parents from the McKay school that there may be changes involving school consolidation. While I wish that this did not need to happen, if it must, I am in favor of consolidating McKay's students into nearby Greenway and Raleigh Hills schools in a logical way. As the parent of current Southridge and Conestoga students and an incoming kindergartener at Greenway next year, it is critical to preserve the experience for all future students because all these proposed changes will affect smaller schools disproportionately. Additionally, maintaining our counselors and music specialists within their school communities rather than spreading them thin is critical for not compounding existing problems with a shortage of these critical teachers who help build community and a strong sense of identity and belonging among students. Above all, short term budget struggles are a challenge, but long term impact on students will result. Please treat everything you reduce as what it is to some student or staff in the district: a pillar of their learning or their livelihood.

How much money could be saved by leaving the IB Diploma solely to ISB and allowing Southridge, Mountainside and Sunset to switch over to teaching AP courses. It should open up scheduling so we don't have so much need for tiny one-off classes.

If students are in a specialized CTE program, why don't they attend all classes at the CTE school? This would save on transportation.

I don't see any mention of closing/consolidating elementary schools. If you close smaller neighborhood schools, you will lose support from many vocal community members. It will affect property values and school rankings. Instead of closing smaller schools, why not adjust boundaries so that kids who are already riding buses get bused to those small schools with declining enrollments? For example: I assume many students at overcrowded Sato are riding the bus. Why not bus them down to Terra Linda? That would relieve crowding at Sato and help full Terra Linda. This seems like a no-brainer. For students who *can* walk to school, they should. But for students who aren't close enough to *any* school to walk, they might as well be bused an extra mile to a school with space.

Have we considered community partnerships for things like WEX? Are there local businesses that could sponsor aspects of the program in exchange for training future employees?

Is BSD cooperating with the Beaverton Chamber of Commerce? City Council? Washington County? TriMet? How can we leverage our assets to create a stronger, better-funded district so that our graduates won't want to move away? We are all in this together - a strong, educated student population grows into a strong, educated populace. What needs does our city have that can be addressed through BSD initiatives? What can be funded privately instead of relying on the shaky Oregon tax code?

Just because our state was founded by pioneers doesn't mean we need to always be reinventing the (wagon) wheel. Look to other states for success plans!

does there need to be a consideration of closing some schools or combining some?

To help smaller school populations have they considered adjusting boundaries and/or adjusting school years? Example: more 6th grade to elementary, create K-3 and 4-6 (intermediate) schools with neighborhood schools that are close together, blended classrooms, etc. in the case of ITS - does this only involve Certified or Classified as well?

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Greenway Elementary is an amazing school and I would hate to see cuts there. I know McKay is offering to close there school. Greenway would love to have them come to greenway

While closing small neighborhood elementary schools is painful at first, especially in those communities, it can be necessary for the greater good.

I am a parent and on the PTO board at Greenway Elementary, if Mckay Elementary closes, I know the Greenway community will be welcoming and accommodating to new students and staffing if they close and we gain students from re working the boundaries. Greenway Elementary is a very welcoming community where we have hosted Raleigh Hills for the last two years during their school rebuild so we definitely have the room to accommodate for more students.

I'm a Terra Linda parent and VERY invested that our school will NOT close

I am hopeful that the plan to consolidate McKay elementary will be implemented thoughtfully and smoothly, and reduce the impact of these budget constraints on 3 school communitites.

Please consider school consolidation. Greenway Elementary and Raleigh Hills Elementary have spent the last two school years sharing a building with great success. We would be happy to welcome another school to Greenway. We could have two larger elementary schools if McKay Elementary was willing to consolidate into Greenway and Raleigh Hills. Perhaps this would help the schools avoid some of the cuts facing smaller schools in the district.

Older buildings that require too many repairs and do not have sufficient students should be considered for consolidation. This would result in immediate cost savings I think.

Move to a proportional staffing model in all cases. Close small schools.

You didn't ask about school consolidation, which should be at the top. The district should close small schools and fix the staffing formula to provide a fair amount of staffing until you do. Our student enrollment is going down and we can't keep subsidizing smaller schools at the expense of students and staff at larger schools.

Consolidate small schools.

I would most like the district to accept McKay Elementary's offer, to consolidate themselves into Greenway and Raleigh Hills. If we can avoid critical staff cuts this way, that is my vote. I see each of the proposed cuts above as incredibly vital. I much prefer the consolidation option, and I am a parent of Greenway students. We are a very welcoming school community, and are used to adapting to changes, after having hosted Raleigh Hills the past two years. This is the best option for students. Please do not cut critical mental health, classroom and support staff.

I think there needs to be talk about boundary changes when talking about closing elementary schools. If elementary schools are closed where are these students going to be attending school? Are we going to be bussing them far away from their neighborhood schools?

I support the consolidation with Mckay, Greenway and Raleigh Hills. This will lessen the impact of budget cuts and improve the student experience at the smaller schools.

I support the school consolidation with McKay, Greenway and Raleigh Hills.

BSD should prioritize stability by maintaining the teacher-to-student ratio and not aggressively changing attendance boundaries. PPS did neither and put themselves in a death spiral of lost enrollment.

Please move ahead with the consolidation of McKay Elementary with Greenway & Raleigh Hills schools. Everyone benefits. No one loses. Sell the McKay building/property to get rid of the drain of maintenance. Use the money to fund the district. It's a sweet school, with a great history, but as an old antiquated

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building, it should be retired. With the declining enrollment, it would be a shame to keep it open and reduce the educational opportunities that students should receive, but won't get because of budget priorities.

BSD Leadership needs to reflect on why we got to this place without also considering closing small, expensive to operate schools. While it is an unpopular option, it is a necessary option to consider. Our community deserves strong, courageous leadership who is willing to say the quiet parts out loud and, when necessary, to speak up and over the complaints of the privileged when the historically marginalized groups and communities are being overlooked yet again. McKay, Montclair, and Terry Linda should be considered for closure and consolidation with nearby schools.

As birth rates continue to decline, we may need to consider consolidating schools. As always, my first concern is the reason for having those schools in the first place - to teach our children to become well-adjusted and knowledgeable adults. This is why I suggest cutting from the top down - the ONLY people who should make more money than the teachers are the Principals and Superintendents. They should not be earning more than twice what our teachers make. After that basic rule, cut extracurriculars first - we should not be putting money into sports and fields/courts before our schools are updated to keep kids safe, fed, and comfortable while learning. After that, THEN consider cutting options for kids. Prioritize spending to ensure all children have equal access to the learning environment; offer more learning options; and help children become the best they can be, whatever that may look like for them.

I believe consolidating small schools is the right choice rather than cutting all of their supports in half.

Where are discussions at for consolidating schools? Are there any ways to raise additional revenues (grants, leases, interest, investments, banner advertisements)?

Class sizes are absolutely ridiculous right now, especially at Sunset/Westview/Mountainside. Bragging about how well we are doing with our reserve fund while not adequately funding our current schools seems pretty out of touch. Do not cut staff; if anything, you should start closing option schools (which should not exist; the district shouldn't have them if they actually believe in equity) and combining small elementary schools. Also, why are there two district office sites? Wasn't the whole point of building the new one was so we could sell the old one?

Greenway Elementary has a supportive, inclusive community with amazing staff and support. They've done an incredible job welcoming Raleigh Hills without skipping a beat, and would be a fantastic place to welcome in the McKay students, staff, and community should McKay join Greenway. They would be welcomed and supported, and I don't think there is a better landing spot for them given Greenway's unique experience having just welcomed in another school these past two years. I think maintaining good class sizes and not blending grades should be the top priority in any budget cuts, followed by keeping counselor support, and then specialists and social workers. Thank you!

Thank you for leading us in the right direction. The above are a great start. Closing small schools is another great way to keep money where it can benefit the most students and should have been started by now. Some other options could be all the TOSA's (put them in classrooms), do you need an art lit coordinator (old idea), community liaisons in schools along with all the other duplication of counseling and support services. Do we need a full on clothes closet when schools are creating their own to support their families directly. Selling clothes people donate? How many videos do we need?

I think there needs to be some talk of redistricting the elementary schools if there is talk of school closures since these students will need to be attending school. My worry is that if elementary schools are closed that students will have to be bussed to other schools that may or may not have room. What will happen to closed schools such as McKay? Can the district reach out to THPRD to see if they are interested in using this as a Recreational Center such as the Cedar Hills Rec Center? This would give some added revenue.

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I worry about the large elementary schools having the capacity to meet the needs of all students. Additionally, when there are 4 and 5 classes of each grade level, it is much harder to build a community feeling which we know is so important.

Closing the very small elementary schools isn't even on the list. Those schools with less than 300 students need to close.

Please look at enrollment vs permanent capacity of schools at a level (elementary, middle and high school) and see how many do we need to keep operational to meet our educational goals.

The video mentioned 91% of labor dollars are directly benefiting the students in the classroom. As a parent, community member, volunteer, and tax payer, I would like to see real numbers and job descriptions for the 91% as well as the 9%. It would be instructive to see how labor dollars are actually being spent and to whom to dollars are allocated.

I was surprised during the video to learn that it takes a task force (or more) to determine the numbers provided in graphical form. This seems like another plausible opportunity to save money in the budget.

I was also surprised that there was no mention of the impact of the lower enrollment on the potential budget shortfall. If there are fewer students, there will be fewer expenses. I understand this idea is indirectly addressed in the line item that no longer guarantees a minimum of two classrooms per grade at the elementary level. But this lower census should have a trickle-down effect - reducing the need for services, materials, etc. possibly even reducing the need for an entire school? 5000 is a large decrease in enrollment.

I am happy to see the level of reserves BSD has. I would be happier to see adjustments made in spending that prevent the projected shortfall.

Thanks for gathering feedback.

Consider additional school closures. Some option programs may need to be reduced or terminated. Terra Nova should be terminated. Farm work is not a CTE program that should be pursued. Terra Nova serves a very small part of the district and should be prioritized for termination. I would select it as #1 if possible.

SAVE OUR SMALL SCHOOLS. These kids need the community. Small schools build and insure bonds are formed and kids don't fall between the cracks.

Centralized Instructional Technology- should be made more clear is the LITT position. The Middle school and Option School scheduling will continue to promote unfair workloads that already exist at option schools. Those teachers already teach and prepare for 6 class in addition to an advisory and AT. Reducing FTE in this manner will only create even more preps and unbalanced class sizes at a savings reduction that doesn't support the impact.

I work at an IB school. I personally believe the LITT position is essential for our program to run. A central district LITT would not have the expertise to support our students with IB requirements such as the extended essay, along with other major components needed. If the LITT position is cut, it would need to be replaced by adding a research & extended essay coordinator position that is at least half time FTE at all IB schools.

I work at an IB school. The LITT position is essential for our program to run. A centralized district LITT would not have the expertise needed to support our students with the extended essay and other components of the IB program. If the LITT position is cut, we must add a research and extended essay coordinator position that is at least half time FTE at all IB schools.

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Also, please reduce spending on district facilities such as murals, furniture, and office space for district staff.

I can't believe the district is cutting the LITT at every middle and high school. Who is going to help the teachers learn how to use Canvas, AI, and the tech tools we use in class? Most of my teachers have too many students and too much work to do already - and now you are going to remove the one halftime teacher who helps them in the classroom and in the library. This makes me very angry and our students deserve better.

Please keep out LITT. Here at Southridge, his role is essential for our staff and students.

There is a clear lack of transparency in this survey, starting with the fact that District Office reductions does not have a specific dollar amount, but is listed as TBD. Also many of the descriptions are misleading, for example the "Centralized Instructional Technology" has no mention of the elimination of site based LITTs, which is exactly what this cut is.

Please don't take away our LITT. He is essential to the operations of Southridge.

The LITT positions are essential!

The language in this survey does not specifically name the Library and Instructional Technology Teacher position, which seems a little deceptive to the teachers, administrators, students, and parents who have come to rely upon these LITT teachers and their support. The statement that "The move reflects a shift toward embedding instructional strategies within general education classrooms rather than relying on specific specialists at every school" reveals an ignorance of how effective change actually happens in the gen ed classroom, especially in the always-changing realm of instructional technology: classroom teachers need the immediate and one-on-one support that an in-building ally can offer, and a single individual in a central office position simply cannot provide that for the 19 schools currently served by the LITTs. The LITT position has been cut in two previous rounds of budget reductions -- further cuts to the position funding should not be considered now, especially as our teachers and students try to navigate the complex issues surrounding AI and its implications for education. Thank you.

The description of Centralized Instructional Technology Support is very misleading - the proposed cuts eliminate all of the .5 FTE Library and Instructional Technology Teacher (LITT) positions (who are certified teachers) at secondary schools - & keeps one position at the central office. How can one person support the needs of 19 secondary schools? The district has spent millions on technology upgrades but is not choosing to fund the personnel to help educators "embed instructional strategies within general education classrooms". In the age of AI, how can teachers keep up? This is so short-sighted.

I need my tech support here at school. There will be so many delays to instruction and student success if my IT support was not here just a phone call away and she will be here, or I can send a kid over with an issue. This cannot be high on the list as this will cause a major impact to student learning as well as teacher/staff/school support.

Staff members that have direct, daily interactions with students are vital for the Beaverton School District. Every effort should be made to preserve staffing positions that directly impact the number of students on a teacher's caseload. Without 1:1 feedback and support the Beaverton School District cannot expect to meet grade level benchmarks for learning and maintain (or raise) high school graduation rates. Students need small classes and connections to staff for learning support. If IT staff is to be centralized, then middle school students should not have Chromebooks checked out for the school year. Middle School students need constant Chromebook replacement and support of the TSS staff.

The explanation for Centralized Instructional Technology Support seems vague. Is this staff or materials? It seems like at a time that AI use is on the rise that instructional technology support is important. I am unsure if this connects to staffing though. Can you update that section with more clarity?

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Our work at SRHS is not possible without our LITT specialist. Wayne Grimm helps me alone probably 3x a week. Most departments have transitioned to online curriculum and we are more and more tech reliant. I am not alone in needing his support. Having him in the building is critical for time sensitive needs and support for both students and staff with projects that incorporate evolving AI and new platforms of technology. This would be a devastating loss for our students and success or our staff.

The burden added on classroom teachers in the impact on students by removing technology support in the building and centralizing at the district office is not accurately represented by this description. Teachers are overloaded as it is and removing that support as we continue to push technology initiatives in the curriculum is misaligned with clearly stated goals. We are behind the curve on GenAI planning, adoption and progressive implementation. This would be another step backwards.

I think it should be mentioned to the public that cuts to "Centralized Instructional Technology Support" is taking experienced staff members from the library. Limiting staff in the library is directly proportional to student access to library services. And in this political climate, we should be funding and supporting our libraries, given the current administration's attacks on libraries and access to learning.

The district has invested a lot into students having 1:1 chromebooks. Having building level support for this is important versus a centralized support person.

I can't imagine not having the support of a LITT in my building.

Having Middle School Litts and High school LITTS is important as we continue to deal with rapid changes in technology.

The centralized instructional technology is very unnecessary and interrupts our class.

Do NOT cut school based LITTs. We need them now more than ever!

As a student, cutting the literacy instructional technology teachers, would be an absolute detriment to education. With AI becoming more prevalent, these LITTs are the only teachers who can effectively prepare teachers at a district-wide level. Without them the district's AI integration efforts would be in vain.

Our high school LITT offers ongoing support in researching, selecting, preparing and introducing applications and platforms for classroom use as well as ongoing troubleshooting for challenges encountered by instructors and students throughout the implementation process. In short, he is the key to "embedding instructional strategies within general education classrooms," giving me the support and knowledge to confidently embed the latest approved tech applications in my classes on a regular basis.

Why is there a dedicated resource in K-5 for technology? These kids have plenty of access to technology, and one lesson on internet safety can be taught in the classroom. A designated special on technology over ART is absurd. My kindergartner plays games on an ipad every fifth day in tech. Eliminate this offering. More recess and free play.

Please keep the tech specialist in the schools. Having middle school students with school assigned Chromebooks and not in building tech support sounds like a nightmare. And it would be much harder to make sure students have their Chromebooks for class. Then we would have to either not use the Chromebooks as much or be running 2 assignments (with and without computers).

Also social workers in schools gives a much easier access for students that I feel would be much more difficult and more intimidating for students. As it is now they get to build relationships with the social worker in the hall and at lunch, and can easily check in during the day. Having more of an appointment style would greatly change the dynamic and connection between students and the social workers.

All of these proposed cuts are hard when we think about the things students need in order to be successful. Its really difficult to try to rank what will be the least impactful on students and staff. Each of the specialist roles seem vital to a holistic support for our students [and the staff who work with them]. Splitting

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staff across buildings is really difficult and leads to people stretched very thin- this ultimately is not good for students.

The district spends millions on technology, yet the proposed budget eliminates the staff essential to its use. Moving to one person at the central office to support every secondary teacher & student feels like a step backwards. While "embedding technology into instructional strategies within the classroom" sounds good on paper that is not the current reality in classrooms. Teachers need support with this asking them to do more at this point is unreasonable. Instructional technology support/LITTs are certified educators who are spearheading GenAI integration, training 50+ staff on AI ethics and efficiency. Who continues this vital work if these roles are gutted?

Eliminating site-based support is short-sighted, especially during today's AI revolution. We cannot expect teachers—already burdened by large classes—to take on more.

I urge the Board to prioritize people over peripherals. Please question the decision to eliminate the LITT position at secondary schools

There's a fine line between technology as instructional boost and distraction, particularly for individual screen time. Teachers need support to ensure they're focused on student outcomes rather than technical details. Technology support should not be cut.

BSD provides devices to all students K-12 and the need for Technology Support is very high and this should be the last thing cut from the budget. In fact, it should not be cut at all in my opinion. If it is cut, the district should discontinue purchasing devices for students.

We need our building IT Supports! They are an integral, important support role for staff and teachers alike. Additionally, our IT support people have multiple roles in our building that would be affected if they were reduced and "centralized". Having to submit a Help Desk Ticket to IT and not have an IT person in our building is detrimental to our jobs as teachers, especially given how much we rely on tech. Our IT person immediately and efficiently responds to individual and building issues on foot, in person.

Having an in-house Instructional Technology person is CRUCIAL for us to function. Kids need to be able to go the library when they have Chromebook issues to get fixed immediately. The other thing that makes our school function is credit recovery. We, and our students, cannot afford for this position to be cut. Our graduation rates would drop significantly.

Some of these items are not clearly explained as to the impact in a school. For example, what is Centralized instructional technology support? Is that currently a classroom type of job? Or is this the person who helps figure out tech problems?

This list is very vague. If community members knew what a LITT does for their child's school for instance, they might rank it differently.

SPECIAL EDUCATION

The growth in students with special needs makes any cuts to social work and counseling seem shortsighted. The special education budget needs to grow.

It doesn't make sense to me that the district will persist with boutique programs such as a dual language Chinese program but cut counselors and social workers and behavior specialists at a time when challenging behaviors and big emotions are at their peak? More special ed placement options are needed.

Thank you for not proposing cuts to the SPED specialized program classrooms.

Please consider that special education and specialized programs require immense amount of additional support, including WEX support and teachers. I think it is unfair to put WEX in this list, as it does not effect a significant portion of people filling out this survey.

Specialized classroom quotas are much too high. There needs to be either 1) more support in the general education classrooms to better match students' needs as opposed to sending them to a specialized program when exhibiting any sort of disruptive behavior or 2) additional specialized classrooms with ample

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support. A "smaller class size" is no longer a way to market these programs, because they have a comparable amount of students with the only benefit being more adults in the room. Thus, students learn to behave the same way as their peers, so when they're in the same classroom together, they struggle to know which kind of behavior is appropriate even when it is not.

IEP students and staff need more support

There already isn't enough specialized staff to support students. That should be the last thing cut.

The fact that the SPED work experience model is on the list once again shows how the district feels about Special Education. Special Education should be a district priority, not a scapegoat. Most of the community doesn't even know what this is, unless they have a high schooler in a specialized program!

PARAEDUCATOR 2 AND 3s who work in SPED should be paid a higher salary to keep good employees. That is very challenging work and the students need the consistency of their care giving adults.

Give employees the option to stretch their paycheck into July and August instead of making it mandatory. Many PARAs can't stay at BSD since their paychecks are lower due to the stretch. It is hard to make ends meet and many quit for a full time career/job.

Student Work Experience is vital for our most vulnerable students that need this support. My adult child has completed CTP and has gained part time employment from one of the work sites; he feels like a productive member of society, which gives him pride and joy.

Ensuring there is minimal impact to SPED would be most beneficial as burnout and staff turnover in this area is high.

Not enough money is invested in special education. They need more training and education covered. They also need more money in that field for special needs students academics and options.

SPED staff are busting out butts!

As special educators/slps/school psychs we are daily creating lesson plans, teaching kids, assessing kids, interpreting data, writing reports, doing legally binding sped paperwork, communicating with staff, consulting with community providers and running meetings!! You would be hard pressed to find workhorses with these skill sets in any other department and yet we keep getting asked to do more.

Honor our work and keep sped whole.

Students with autism, adhd, anxiety, depression are not receiving the attention needed with the current staff allocation. I think that is an area that should not be reduced. Even with diagnostic, communication between home and school, I feel like my children still do not get all the support they need from their schools.

I do not want to think how this will affect them if the district cut special education staff.

The WEX teacher at the high school level is essential to ensuring that specialized program teachers have protected plan time, which allows them to do their jobs to the best of their ability. This projected model means that specialized programs teachers will only have guaranteed plan time on days when the WEX teacher is in their building. Even if students are assigned to a gen ed elective on the days that the WEX teacher is not available, we have many students in our specialized programs who are not able to attend a full 90-minute elective, which means their case manager does not get a full prep period and loses out on plan time due to student needs. This is the gap that the WEX teacher fills in every high school.

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Today I met with a kinder teacher from Greenway Elementary. Her arms were covered with bruises and scabs, injuries from her general education kindergarten classroom. I worry about the safety of our staff and students in Beaverton classrooms. We need more specialized classrooms for students not yet ready for general education classrooms.

Please do not make big cuts to SPED we are overworked and underpaid as is. My building has three special programs with over 12 students and only one paraeducator in the classroom. It is insane how little you think of SPED support

I want to to emphasize the importance of the Work Experience (WEX) model in preparing students—especially those receiving special education services—for the transition from high school to adult life. Because students in special education may continue receiving educational supports until their 21st birthday, this transition period is a critical time to build the practical skills needed for independence. Structured work experiences provide opportunities for students to apply classroom learning in real-world environments, develop confidence, and better understand workplace expectations while still receiving guidance and support.

Research consistently identifies participation in work-based learning during high school as one of the strongest predictors of successful postsecondary employment for students with disabilities. Through internships, job training, and community-based placements, students build communication, time management, and self-advocacy skills that cannot be fully replicated in a classroom. These experiences help students explore career interests, make informed decisions about their futures, and leave school better prepared to navigate employment, vocational programs, and adult services. Strengthening the WEX model is an evidence-based way to support meaningful, successful transitions into adulthood.

Special education and all related services should be the last thing district cuts. These support our most vulnerable students and should stay a high priority. Consistency of staffing and resources are key for this population.

Special Education and related services should be last to cut. These support our most vulnerable students.

Special Education services and support staff should be the last cuts to be made. These students are our most vulnerable and require services from many different departments.

I feel the student WEX model needs to continue as it currently stands. The WEX class in my building does more than provide work experience. They also do a multitude of assessments for our transition aged students. They also help with outside resources like Washington County DD Services, Vocational Rehabilitation and a variety of agencies that work with our most impacted populations. Please inquire what they do, because they provide so much more the vocational skills! The students served in WEX our the school districts most impacted and marginalized students. Is this how we want to serve our special education students- with less opportunity?

Special Education classrooms are exceptionally high for student numbers and have a very high number of total people in the classrooms which is contributing to decreased safety for students and staff. I feel this area needs to be protected and if additional money is available, specialized classrooms should be protected to help increase student and staff safety.

Special Ed teachers are incredibly important; especially at school with higher needs kids, so I would hate to see any reduction in those types of positions. what about reducing the school year by a week? how much would that save? it seems like the classes pretty much do nothing the last week of the school year anyway, so wondering if cutting off a week at the beginning of the year would help? Maybe starting after labor day?

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With all of the talk of consolidation there has been no word on how to help special education students with this transition. What will happen to the specialized programs? What will happen to the teachers that these students trust and are comfortable with?

By cutting work experiences for students, I believe that would be awful for our students that rely on expectations. They look forward to actual real-life work experiences and would be less likely to want to come to school if they weren't available daily. Many of the students that utilize work experience move on to get jobs and thrive in their environments. Its important these days to continue to support our students.

Student Work Experience (WEX) Model Is what make me want to go to school each day and provide unique and useful skill that I am applying to my out school environment. Those programs are 1/2 reasons I have not switched out of in person and public school.

Reducing the staff-student to ratio for disabled students from 3:1 to 1:5 would save a lot of money. Put money towards students with a future.

This is what I would add to your list. I would hire special education secretaries for high schools (perhaps there would be savings in FTE). We had these in the 90's and it was cost effective and efficient. Too many teachers spend too much time with paperwork compliance. Teachers could do progress notes and goals and teach. Secretaries could schedule appointments, invite the correct people, send out meeting notice, zoom links, and so much more. Right now we are paying teachers, teacher salaries to do. This would allow Sped staff to focus on the increasing number of special education students and allow for our increasingly complex student.

SPED department administration should be restructured to better fit the realistic needs of current SPED programs. Qualified administrators should have teaching experience in the classrooms and genuine interest in the wellbeing of educators, paraeducators and students. SPED department administrators' high salaries should also be investigated as they don't appear to match their poor performance.

Westview HS relies heavily on our WEX program -- for example, without them we would be engaged in 0 recycling programs. It's quite honestly shocking that you would propose this cut when it is already severely underfunded and provides one of the greatest supports for our SPED identified students.

Positions that support our most vulnerable students; those with developmental disabilities, neuro atypical learning, post graduation skills support (WEX), and students who need mental health and other supports to be whole should not ever be up for consideration for cuts. Also, as building populations continue to increase when schools are closed the student to counselor ratio must be evaluated for quality support from a right sized case load and also to prevent burnout. At our school we experience at least one counselor leaving a year, which moves the students to new counselors and then relationships and trust must be rebuilt with those new case managers. Reductions in administrators, contracts for software not vetted by classroom educators and independent contractors should be reviewed for redundancy and be evaluated using qualitative and quantitative metrics.

I have children in WEX [REDACTED] and CTP.

The WEX program [REDACTED] as well as the ISC teacher [REDACTED] are both exceptional. [REDACTED] is new to [REDACTED] this year after two years of the ISC classroom having rotating substitutes. It was hell getting my child up and out the door for school the past two years as there was no consistency, routines or learning happening. Now that [REDACTED] has been in the classroom full time this year, this classroom is thriving, the kids are happy and joyful. they have routines, structure and learning it happening again after two years of no learning. The WEX program at [REDACTED] is also amazing. [REDACTED] is a solid reliable teacher who teaches the students who are excited to attend her classroom.

The CTP program is also very beneficial for the students. I spend a lot of time with students and their sports and hearing stories daily about what activities the kids have experienced at CTP that week, what they are learning and how their confidence and knowledge has grown from participating in the CTP program. I

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beg you to please not make cuts to CTP or [REDACTED] ISC teacher [REDACTED] or WEX teacher [REDACTED] Our kids deserve consistency, structure and a positive learning environment which they now have at [REDACTED] Thank you!

My daughter a junior in high school has been in BSD special education classes and the sped classes are always underfunded with not always the greatest teachers. Her current teacher is great, but new to the position, special education should be the last class touched for any cost savings.

Please take into consideration the demographic that is most growing; SPED students. BSD provides the best option for these children to grow. in fact most other education options won't even accept many of these students and when they do so many provide subpar education that often becomes evident when these student transfer into the district.

Please fund SPED and have more Para IIs in the buildings to support students awaiting placements. The use of a Kindergarten Para I is unacceptable and a liability to everyone involved. It is a Para II job and you all know it. Kindergarten does need a Para I to assist with main stream students but when there are students with extreme behaviors that take 3 months to be place in a SPED class, you must provide a Para II for that student's safety during that period as well as the safety of the rest of the class & staff.

WEX will be unfairly biased as the percentage of people who are familiar with the program is so much smaller than, for example, the percentage of elementary school students.

Our ISC class finally has a qualified teacher this year [REDACTED] The difference from past years is night and day. Para staff has leadership and experience. Priority should be given to retaining effective teachers and staff. [REDACTED] our WEX is instrumental in helping our high schoolers prepare for transition. When you take away these instrumental resources we fall back into constant disarray, loss of teachers and staff, and no progression in the classrooms.

WEX has been cut before and it was not successful. It needs to be kept

Ensure that students in specialized programs are not severely affected

I know we're only talking about cuts here, but making sure there are para professionals in elementary specialized classrooms from bell to bell to assist with getting students on the bus in the afternoon needs to be adjusted if new students are added to a classroom. I've substituted for a certified teaching position that didn't have enough paid para support to get students to the bus at the end of the day, including one student in a wheelchair that needed to be put on a bus lift. Staff reported they are "donating" their time everyday because their shifts end before the last bell of the day.

any kind of coaching position needs to be at least 1.0. it is very hard to coach a staff if you are not there on a daily basis. as we continue our new model. we need coaches to be present.

Teachers have plenty on their plates. They do not need instructional technology added to it. there is not enough time in the day.

Specialists get better results with kids than anyone else. Keep them at all costs.

SAVE OUR MUSIC PROGRAMS! Music is the only place I feel safe.

Save BSD's elementary specialists! Our youngest and most vulnerable population needs the support!

Kindly think about the smaller / medium sized elementary schools where there is only one IC who is also the interventionist as well as a situation where there is a LAS who is also the ELD teacher for the school . Even though there may be some para support to help with intervention or with ESL support, there is also a constant training and prepping of the classified staff to be ready to take on roles that they may not be ready for.

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One important consideration when discussing the staffing of Instructional Coaches is that, in some schools, these individuals also provide direct reading intervention services. In smaller, non–Title I schools without a dedicated reading intervention teacher, the Instructional Coach often fills that role. Reducing or reallocating this position therefore removes not only coaching support, but also a critical intervention resource.

This raises equity concerns, as smaller schools still serve students with significant Tier 3 literacy needs and require access to specialized intervention support in order to meet those students' needs effectively.

Preserve & prioritize our full-time Music, and Elementary Specialist teaching positions as budget decisions are finalized.

These roles are not “extras” or enrichment luxuries—they are foundational to a well-rounded, equitable education and to the overall health, engagement, and success of our students. Music, PE, and specialist classes support cognitive development, physical and mental health, social-emotional learning, and student belonging. They also play a critical role in meeting the diverse needs of elementary learners, many of whom rely on these classes as essential outlets for expression, movement, and connection. Full-time specialists are deeply integrated into school communities. They collaborate with classroom teachers, support behavior and engagement, and contribute to a positive and inclusive school culture. Once these positions are cut, rebuilding programs, trust, and expertise is difficult and costly.

If BSD's mission is to support the whole child and provide equitable, high-quality education for all students, then protecting full-time Music, and Elementary Specialist positions must be a clear priority in this budget.

I respectfully ask the Budget Team to make decisions that reflect the long-term needs of students, families, and staff—not just short-term financial pressures. Our students deserve access to a complete education, and our schools are stronger because of our elementary specialists."

Making teachers move between building to be full time is horrible (i.e. PE & Music teachers). Just make them full time within their buildings. Some buildings should just round up to make 2 full time...etc. Maybe increase the amount of time kids get in music & PE to help justify the full time status, even if it means the 5th graders get more than the others.

Focus on trimming the non-teaching teachers vs the extras like coaches, social worker, counselors, etc. Even though they have an important role, these positions are luxury items. We need to spend the money on the personnel that are in front of the classes vs the support.

With schools who have 1.0 PE and Music FTE, those teachers are doing a huge chunk of duties when they are not teaching so if you cut .5 music and .5 PE you are going to then need to hire more paraeducators to then cover those duties that are not covered anymore. Also cutting specialist at those schools down to .5 FTE will make it even harder for those schools to meet the mandated PE minutes and will make it so those specialists see students less frequently.

As a staff member- I do not see the need for an Instructional Coach.

I think the Equity department could take big cuts- they are some of the highest paid in the district.

I would like to see any changes that put money into more classroom teachers and lower class sizes. I believe these 2 items have the greatest impact for the most students.

I don't know of other districts who normalize having 35-40 students per class- it's terrible for kids. I understand why people are leaving.

Thank you for allowing input!

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You must include specialized programs when calculating proportional staffing. The teachers and students that work in those programs benefit from specialists of all types in a building, including the instructional coach, music, PE, counseling, behavior specialist, and social worker.

I do not believe we should be holding on to positions who do not work directly with students such as the academic coaches.

Also, the video says that one school day costs 2.2 million. If we started school after Labor day like we used to, would we save 8.8 million? Why could that not be an option?

Dual Language and Academic Coaches should be cut or significantly reduced. Certified staff need to be work on line with the students on a daily basis. Small schools need to be closed .

If "Centralized Instructional Technology" means getting rid of STEAM at the elementary level, then how are teachers going to get their plan time? You can't just reduce time for specials, right?

ELD specialists are not on this list. Does this mean that they will continue to serve students at the current level they have been?

"BSD budget team-- Preserve & prioritize our full-time Music, and Elementary Specialist teaching positions as budget decisions are finalized.

These roles are not “extras” or enrichment luxuries—they are foundational to a well-rounded, equitable education and to the overall health, engagement, and success of our students. Music, PE, and specialist classes support cognitive development, physical and mental health, social-emotional learning, and student belonging. They also play a critical role in meeting the diverse needs of elementary learners, many of whom rely on these classes as essential outlets for expression, movement, and connection. Full-time specialists are deeply integrated into school communities. They collaborate with classroom teachers, support behavior and engagement, and contribute to a positive and inclusive school culture. Once these positions are cut, rebuilding programs, trust, and expertise is difficult and costly.

If BSD’s mission is to support the whole child and provide equitable, high-quality education for all students, then protecting full-time Music, and Elementary Specialist positions must be a clear priority in this budget.

I respectfully ask the Budget Team to make decisions that reflect the long-term needs of students, families, and staff—not just short-term financial pressures. Our students deserve access to a complete education, and our schools are stronger because of our elementary specialists."

I also have questions they are not overtly discussed or listed:

Will elementary specialists potentially be assigned to teach courses in middle or high schools as part of a full-time job? What are the scheduling implications here?

Are all elementary schools being looked at for FTE reductions to match weighted student population or only schools that currently have 1.0 FTE music?

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Will all elementary students have an average of 90 min per 6 school days of Music and PE taught by a certified teacher during the school day without the specialists needing to supersize classes?

I am not sure what category the Student Success Coaches fall under but I have yet to understand what they do or see them help in any way, I think putting them back in the classrooms would help a lot more than doing whatever it is they are doing. Also, if the PE teachers are expected to teach the specialized programs why do we have APE specialists, they show up once or twice a month and do not do anything nor do they attend IEP meetings so why so we need the positions? This would also apply to our contract with Occupational Therapists, why are we paying so many of them to show up maybe once a week, not serve any students directly because they have put almost all students on a "consult" model and then when we ask for help or materials they tell us they don't have a budget for items.

I don't think there needs to be a TOSA for every content area. The academic coaches at the school level can coordinate departments.

Please consider reducing making cuts to the LAS position and the coaching model over the above mentioned ideas. Also, please reduce the number of 'outside consultants' that BSD pays to work with (for example, Jose Medina, Elena Aguilar). In a time of budget crisis I would rather maintain the positions that directly impact students and hope that in the future we could get back to a place where we have more PD and coaching from outside professionals.

Title schools should have a weighted equation for staffing. It is no secret, title 1 schools require more support in every way.

The district has put an incredible amount of resources this year towards the coaching model. The district needs time to see the benefits on classroom instruction. Cutting the is role to less than 1 per building would weaken a model we have just started.

Is there a reason the LAS position isn't part of the choices? I have found this position (at least at the elementary level) to have limited impact on students and teachers. Because they are not allowed to teach students, lead PD, etc. it really isn't a needed position. I would rather the LAS see students again, this directly impacts them for more success in gaining English skills. The loss of one of our ELD teachers to the LAS position has negatively impacted our school and most importantly our students.

Cutting teachers, specialists, and support staff is not going to help our schools or the students. These individuals give so much to the students and help to make education safe, robust, and engaging. Without these members the students will suffer. Please think about the affects of these budget cuts on the students and staff members.

It does not seem feasible not to have PE/Music/Technology teachers at the schools. The teacher's plan times are geared around the specialists and are a crucial role to each building. I fear scheduling during the day would become a nightmare if there was only a half-time specialist assigned to a building. The trickle-down seems daunting and real.

Please look into the cost of food being served at the district office and school board meetings. In a time when budget cuts are happening, it seems irresponsible to provide food as regularly as we do.

Please also look into the office staffing model at schools. While the front office often sets the tone for interactions with parents and community members, I believe that the staffing may not be appropriate. Schools use the staff in different ways so some schools have office staff supporting things that others don't. If this was standardized, it seems that the staffing could be re-evaluated.

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The PE schedule at the elementary schools is not consistent - some schools have PE once every three days while other are every other day. Additionally, some have an extra rotation of PE in order to meet the state required minutes. In order for the elementary specialist change to work, a more standard schedule needs to be considered.

I see elementary schools have classroom teachers, and elementary specialists on the list what about middle and high schools?
Also if the administration wasn't really going listen or look at BRIC's findings why did you spend the money? Why did you create the LFRP committee and waste there time?

Positions in small schools still carry the weight of the position, and placing a 1.0 position into .5 in two schools feels devaluing and ineffective. I worry we will lose the preventative elements of support positions (i.e. SEL teaching, coaching) and be forced into damage control mode all the time.

We have to be careful when making cuts to PE specialists in particular - students are required to receive 150 minutes of physical education per week. This requirement cannot be met by recess or even brainboosts.

I'm a BSD elementary music teacher and would appreciate some clarification on the Proportional Staffing: Elementary Specialists bullet point. Would this mean that the district would move away from staffing Music / P.E. in .5 increments. Like, maybe someone at a smaller school would be 80% there and 20% somewhere else? Or an itinerant specialist could be 60% at one school and 40% at another. Because of this, would Music and P.E. (but Music especially) risk going down to once per week?

Small class sizes (for all schools) should be the main priority. The district has put a lot of funding into academic coaching positions at elementary schools - instructional coaches, student success coach and language acquisition specialists. These three roles are at all elementary schools and the amount of time they spend in meetings (school and district) and trainings is unacceptable when class sizes are so large. I wonder if people are aware of how much time these THREE school staff members are in meetings/trainings. Coaches can be a great asset but when class sizes are too big, teachers cannot be in a space to take on coaching. Please stop creating coaching positions and put certified staff back into the classroom to lower class sizes. That would be the greatest gift as a parent and a teacher

I am writing to strongly urge the district to prioritize and preserve full-time Music, Physical Education, and Elementary Specialist teaching positions as budget decisions are finalized.

These roles are not "extras" or enrichment luxuries—they are foundational to a well-rounded, equitable education and to the overall health, engagement, and success of our students. Music, PE, and specialist classes support cognitive development, physical and mental health, social-emotional learning, and student belonging. They also play a critical role in meeting the diverse needs of elementary learners, many of whom rely on these classes as essential outlets for expression, movement, and connection. Full-time specialists are deeply integrated into school communities. They collaborate with classroom teachers, support behavior and engagement, and contribute to a positive and inclusive school culture. Once these positions are cut, rebuilding programs, trust, and expertise is difficult and costly.

If BSD's mission is to support the whole child and provide equitable, high-quality education for all students, then protecting full-time Music, PE, and Elementary Specialist positions must be a clear priority in this budget.

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I respectfully ask the Budget Team to make decisions that reflect the long-term needs of students, families, and staff—not just short-term financial pressures. Our students deserve access to a complete education, and our schools are stronger because of these educators.

We do not need licensed teachers in the building who are not working with students. ALL instructional coaches and our ELD LAS positions should be totally eliminated as they are not working with students in my building. This is 3 adults who could be working directly with students, but they are not. They are also hardly supporting teachers equitably in my school. Please eliminate these positions.

Also district office needs to eliminate as many positions as possible. If people working at the DO have time mid day to do a yoga class, take a walk, go out to grab lunch etc. then we can eliminate a vast majority of the employees there.

Schools are struggling with behaviors and with meeting the academic requirements. Classroom teachers, counselors, and social workers should not be reduced at all. Keep those who impact the community we serve the most. Keep those who are working tirelessly for our communities to stay afloat. We cannot afford any more cuts to positions that work directly within the schools with our students.

Put teachers back in the classroom. Coaches are unnecessary in today's budget crisis.

So, as an Elem. PE Specialist your "proposal" of reducing the number of PE and Music teachers to less than 2 per school has already been going on for years.

I am left wondering what else is misrepresented in this survey?

Your "ranking" survey is very clunky.

In my experience over the past five years at two different schools, I've observed a similar pattern regarding instructional support roles. In both settings, reading coach positions have shifted away from direct instructional support. These staff members have had limited involvement with students and have often been reassigned to administrative or operational support tasks. Many are in these roles and are not familiar or have used HMH.

Similarly, in our ELD program, we have highly qualified teachers whose roles currently emphasize advising rather than direct work with ELD students. While consultation is valuable, increased direct instructional involvement could strengthen support for multilingual learners.

I recommend that the district review how instructional support positions are structured and used within schools. Evaluating whether these roles are aligned with student needs—and whether adjustments such as redefining responsibilities, increasing classroom-based support, or considering part-time structures—could help ensure that staffing resources are used in ways that most directly benefit students.

*What exactly do you mean by "BSD would restructure instructional technology support by moving to centralized coordination and district-level support. The move reflects a shift toward embedding instructional strategies within general education classrooms rather than relying on specific specialists at every school." Does this mean that students would no longer have a special class centered around technology?

*Also, when you say, "Staffing for music and PE specialists at elementaries would be adjusted to be more proportionate to the number of students at each school rather than staffing a minimum of two full-time specialists at each site. This shift ensures a fair distribution of music and PE specialists across the district

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so all students have access to a well-rounded education regardless of school size.", how is this equitable? Doesn't this mean that schools that lose two full time positions would lose student time with Music and/or P.E. teachers that other students would have?

*How is the District TBD when you give such specific numbers for everyone else?

I am writing to respectfully ask the Budget Team to preserve our full-time Music and Elementary Specialist positions.

These roles are foundational to a well-rounded education. They are not optional enrichment; they are critical tools for cognitive development, mental health, and social-emotional learning. In an era where we are focused on "equitable education," cutting access to the arts and physical education contradicts our goals.

Full-time specialists are deeply integrated into our school communities. They provide stability, support behavioral health, and offer outlets for expression that many students rely on. Cutting these positions to solve a short-term financial pressure creates a long-term deficit in the quality of education BSD offers.

I ask that you protect these positions. Our schools are stronger because of our specialists, and our budget should reflect that reality.

Tumwater needs their IT specialist. Each school needs something different. I think you should ask the students in person which programs are most important to them. As a class, you could talk about why those programs are there and what it would be like without them, and how it would affect our community.

Get rid of the Student Success Coach position in elementary school. This position is entirely ineffective.

Do not cut elementary specialist and teachers!

Please don't cut Music Specialists! Music is very important for the brain, and also keeps kids in school!

If teacher positions are cut, that leads to larger class sizes. This directly effects students and their ability to receive quality education. Class sizes need to stay smaller for the success of students and teachers. Enrollment will continue to suffer if class sizes go up.

The instructional coach position has the best of intent, but does not directly benefit the student and has created an additional work load for teachers. These adults could be used in classrooms to help assist in keeping the class sizes smaller.

The new L.A.S. position has not been beneficial to the ELD teachers in our school.

I am putting proportional staffing for elementary specialists last to be cut because every school should have at least one full time PE and Music. They are the heart of the school and need consistent presence.

I wonder how much money we pay for Character Strong, AVID, Screeners, and the other silver bullets this district has invested in. If we need to make cuts, we should cut the fringe programs and subscriptions that come from other states, not bread-and-butter items like teachers, counselors, and instructional coaches. These items as well as the branding campaigns for the website and dependent audit are things that could be done with the staff we already have. Why are we so quick to pay outsiders to rent the things that we should own?

In Lake Oswego they do not have technology as a specials class anymore. Instead, students have STEM which is way more educational.

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There is not such high of a demand for instructional coaches, elementary specialists, and counselors. They do nothing throughout the school day, and as a student I constantly observe them sitting around at the school. I understand the crucial part someone in their position possibly could play, but I have yet to see a specialist really work as hard. Teachers need more support, but these people aren't the one's giving it to them. Teachers need more time, and rather than put money towards "support" that is not working, it is best to put the money toward paying teachers for longer hours and the time they overwork.

Our elementary Music and PE Specialists must continue to be staffed as is AND taught by Licensed Certified music and PE teachers. They are essential to SEL for our students. They bring so much to each school community. Reducing allocation is a slippery slope BSD tried in 2012 and it did not go well. After two school years, BSD course corrected. Do not make the same mistake again. The cost savings is minimal. The negative impact at effected schools would be too great.

Please try to retain a full time music and PE teacher at every elementary where possible. In addition to their classes these teachers also add great value to the school community by offering after school clubs, performances, and serving on school committees which will be impacted if they have to travel between buildings. Also, some of our middle schools already struggle to offer a full menu of arts electives taught by a teacher with expertise in the subject. Cutting middle school staffing would compound the issues as the arts tend to one of the first things on the chopping block when staffing is cut.

Please do not take the joy in learning away from school!
Kids need specials!

* Consider cutting the Pre-K program

* Consider increasing the classroom cap by one student

* Cut one day from the calendar

* If cuts need to be made with social workers, instead of a regional model, could they be at one school each day between 4 schools?

* If cuts need to be made to elementary specialists, due to PE minutes needed, could we do full time PE and half time music.

(1) The priority for the school system is to provide great schools having solid academic programs. The top asset of a school system are qualified teachers helping students to learn and grow at school. Cut administrative positions before cutting any teaching positions. Our greatest generations were taught in one-room schoolhouses. The teachers and those who interact all day with kids are the most essential to the system.

(2) Use money allotted to the technology budget before you cut things like arts, counselors, library, PE or music --especially for elementary school students. Specialist teachers are essential to a well-rounded academic program. We are not worried about our children learning tech; they will learn tech. We want our children to have attention from qualified adults. We want them to grow dynamic skills sets, to exercise their imagination, creativity, physical health and interactive skills, and to be healthy mind and body.

(3) Similarly, sports in Beaverton are available to students in other ways than at school. Expensive sports programs are not essential to students when schools are facing dire budget situations. Families/the community will have to raise money for expensive sports programs in hard times.

(4) Go to bat for Beaverton beyond our city. Find rainy-day funds. Find stability funds. Find the local corporate tax increases that would be significant to our schools but a drop in the bucket for multi-billion dollar corporations. Go to Salem, meet with representatives, and talk to wider circles about this crisis in education funding. Network to USE ALL available tax and finance mechanisms to gather funding from local and regional resources.

(5) Never forget to follow American best practices research about teacher-to-student ratios. These are cardinal rules in student success. This research remains current. When ratios are off everything suffers. (Note: having an aide in a room for ten minutes in the morning does not count as adhering to the ratio.)

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Prioritize classrooms held at optimal sizes.

(6) If declining enrollment is causing BSD to lose funds then make broader, clear, known efforts to increase enrollment.

I do not want vital teachers and staff cut from our children's schools. BSD seems to be making decisions based on factors other than centering our children's education, and as a tax paying parent I'm getting pretty tired of it. Our kids need good teachers, small class sizes, experienced, professional, and ample support staff. Music, PE, and tech are vital to a well rounded education for young children. Put the money into our schools where it matters the most.

Please do not increase class sizes or cut specials like music education and PE for our elementary students!

If BSD's mission is to support the whole child and provide equitable, high-quality education for all students, then protecting full-time Music, and Elementary Specialist positions must be a clear priority in this budget!

--It is so import to maintain student access to 90 minutes of music every 6 days taught by a certified teacher at every school.

--Music specials schedules are complex. Please, consult our TOSA so that any new music splits can be made thoughtfully and without the need for supersizing classrooms.

--Will all elementary students have an average of 90 min per 6 school days of Music and PE taught by a certified teacher during the school day without the specialists needing to supersize classes?

--Are all elementary schools being looked at for FTE reductions to match weighted student population?

--Will elementary specialists potentially be assigned to teach courses in middle or high schools as part of a full-time job? What are the scheduling implications here?

Specials at the elementary school level are vital to the students and should not be cut. Band, choir, and drama are vital at the middle and high school levels, and should also not be cut. Students need a safe space to express themselves artistically and socially during the school day.

Keep any specialists who are helping the most at risk

Cut instructional coaches. Every certified teacher in the building should be directly meeting with students. Cut travel and PD expenses. Limit PD to days off of school to eliminate need for substitutes. Cut required meetings for certified staff.

Hello! I'm a high schooler at Sunset High School. I have had the pleasure of partaking in so many amazing programs, and being taught by some incredible teachers. I have been a choir student since freshman year, and been in every single theater production that my school has put on. While the budget cuts are going to affect the elementary schools the most, those primary years are so important for fostering a love for the arts in the next generations. I know from the personal experience of my classmates that my choir class was the only reason that they were able to make to school or get out of bed at all. If programs, classes and teachers are taken away for elementary schoolers, I doubt that this will be the case when they get to middle and high school. Registration for arts programs have already had a significant drop since the pandemic, and right now the world needs art and community more than ever.

My mom is a music teacher at a small elementary school. Every day I see how she affects her small community in the stories that she brings home. She knows every single kid and is a part of their lives for six years. She is able to give students a safe place to be themselves and have fun, to grow and be cherished. This is the same for the PE teacher at her school. If you take away full time music and PE teachers at schools, they will not be able to provide this consistency for their students. Both her and her PE teaching partner give everything they can and more to their students. Taking this away will create a domino effect for our community and will take away programs that keep kids alive. They are so much more than the money you will think you will save.

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I feel that any cuts at this point would be harmful to the students. The classrooms are already larger than they should be for most grades so teachers cannot help all the students. Special Education teachers are stretched to the limit and have a hard time giving students who need more help individual attention. For the students who struggle in the classroom they might find strength and confidence in the electives that are offered like music and physical education. We are getting to the point where there is nothing left to cut. What happens next time? This is a hard choice, but we are consistently told to keep cutting things that affect our children and make their education worse.

Academic coaches are ridiculous- this model is so out of touch. The whole district thrives on leadership that doesn't need to take any accountability. Academic coaches actually reduce the amount of adults working directly with students. Enough with all these support positions- you cannot coach teachers into meeting the extreme needs of too many students. Move more TOSAs and coaches back to the classroom-especially elementary school

I think we should eliminate instructional coaches before we eliminate ANY educators that work directly with students.

Thank you for leading us through hard decisions. I appreciate the proportional nature of the proposed cuts, and the effort to reduce redundancy as a cost-saving measure. It makes sense to "right-size" before we find ourselves in a worse budgetary situation.

The plan for elementary music & PE specialists states that it will preserve a fair distribution of music & PE specialists, but does not necessarily say it will retain the current minutes per week, which is 15min music and 15min PE per student per day (a.k.a. 90min per 6 school days at many sites). This pattern has been in place since the 2014-15 school year, and has been highly effective for student learning, staff retention, and school community stability. Please clarify if this district will maintain student access to the same music & PE minutes per week in next year's plan. While some sites may reduce their staffing allocation for music & PE due to proportional reduction in classroom teachers, it is important that we do not dip below the minimum minutes per week.

It is also helpful if music & PE teachers are assigned to schools with increments of 0.5 FTE rather than shaving our assignments into smaller fractions. It makes scheduling and sharing staff between two schools more straightforward for administrators and staff. A full time teacher split between two schools 0.8 & 0.2 would only visit the 0.2 site one day per week or one hour per day. Carving positions this finely could lead to a lot of churn in staffing, possible retention issues, yearly transfers, and lack of stability for staff and students at our elementary schools, each of which depend on these teachers to know students and be effective in a variety of settings to maintain safety, motivation, and decorum in the student body throughout the school day. Savings can still be realized if we maintain the practice of assigning elementary specialists in 0.5 FTE increments.

Please take note that reducing 3.5 music teachers and 3.5 PE teachers in one year could easily lead to 2 or 3x that number of transfers after Reduction In Force, and we could end up with some music and PE teachers assigned away from their speciality. Please consult with our Visual and Performing Arts TOSA to help make the most sensible staffing assignments, emphasizing areas where teachers have maximum expertise. It may be possible to assign elementary teachers to neighboring middle school choir or band positions where smaller amounts of FTE need to be covered.

Please also consider delaying the cuts to our small schools below 2.0 full time specialists until after school consolidation has taken place in order to avoid transferring elementary teachers multiple times in consecutive years.

Thank you!

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I would like to start by saying thank you for allowing us ALL to have a voice in this budget survey. I also fully understand and realize the budget is the budget and things do need to be downsized and re-evaluated but I have many concerns and questions about the proposed reduction options.

Question/Concern 1: The reduction in Centralized Instructional Technology Support, does that mean the Elementary Tech Teachers as well? I am unsure how we reduce these elementary positions as they are part of the specials rotation and would not allow for classroom teachers to get their proper plan time if those positions are reduced and can't service elementary students in a regular specials rotation. It would create an increase in workload to the classroom teachers to not have adequate plan time during their week.

Question/Concern 2: When we talk about District Office Reductions, I'm curious why there isn't a dollar amount for that portion? It feels as though that is not being very transparent on what the high amount of money that could be saved from that option.

Question/Concern 3: I'm wondering how we are going to reduce Music and PE specialists to less than 1.0 FTE at small schools. There is a PE Law that requires 150 minutes of physical activity for students on average per week with the majority of it being met by a qualified Physical Education teacher. While yes, we do need to supplement with classroom brain boosts currently due to lack of staffing and facilities to provide these minutes, reducing PE teachers would make it impossible to provide the services to students that are required and necessary. If there is a 12 class/section school (a small school), the lowest PE FTE that it could be reduced to is .8. BUT where then would that Physical Educator teach for their remaining .2? Would one school then receive a number of PE teachers of .2 to fill that .8 position at another small school? How would that be equitable/fair to those students at the school with multiple PE teachers to receive any sort of progression. They would not receive a similar physical education experience as other schools with 1 consistent PE teacher. Also, if there is a reduction in music and PE teachers at the elementary level, these staff members would not be able to provide any other duties/building support that is needed DAILY as we currently have it. The trickle effect of this reduction is numerous... it would also then require library and technology specialists to have to teach more, which wouldn't then allow library specialists to receive their 50% teaching and 50% library duties requirements AND it would mean library and technology specialists would be seeing students at a higher percentage than certified music and PE teachers- which is also not allowed.

Question/Concern 4: While I would hate to see a school close, I do believe that considering the option of school consolidation with the McKay community is a viable option to help with some of the budget concerns. I realize this would benefit students as it would help them continue to their same feeder schools and help provide more adequate services to those students by being split to go to Greenway or Raleigh Hills. I wonder about the other smaller schools in the north end of the district who do not have this option and what the experience will look like for students in PE and music. I do feel school consolidation should be taken into consideration.

Question/Concern 5: The reduction of School Counselors is truly the most concerning cut of all. If we need MORE of anything it is counselors to support the high needs of our students! Students have so much need for counselors and many of our teachers already have to take on more of this role when counselors are spread thin and needed in multiple places at once. IF restructuring the amount of counselors is necessary, there should be some sort of weighted scale for this, taking into consideration Title I schools, number of students on 504's, number of houseless students and other mental health and trauma factors. If the district truly supports that "We Matter," then reducing counselors demonstrates the complete opposite of that initiative and belief.

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While I wish we didn't have to think through these budget concerns, I realize this is a necessary, difficult conversation and decision to make. I truly hope that teachers' voices are heard. It often feels as though the teacher's voice/concerns are not taken seriously and only the parent voices or outside hired companies/entities are listened to. It is discouraging to not feel like teachers have the voice to actually be listened to. Changes aren't always made around teachers' professional opinions when we are the ones who live in the schools daily and see what actually is happening.

Thank you for reading this entire comment and I truly hope we don't have to make as many reductions as is stated in this survey.

As an elementary specialist, the reason I came to BSD was that Hillsboro School District had been shuffling specialists around every year, preventing us from building a cohesive program. This language around "proportionate allocations" for elementary PE and Music suggests that perhaps Beaverton is considering using smaller increments than 1.0 and 0.5? If that's the case, such a change would cause chaos and disrupt the learning in schools that are on the edge between allocations and have to regularly switch specialists around to fit the puzzle pieces together. It was such a disruption to learning in Hillsboro that the district began to forcibly transfer dearly loved 0.8 positions, that had been held for many years by the same person, to four different 0.2 positions of people who primarily worked at other schools for the purpose of making the system seem fair. The act of moving around from school to school, meeting new communities, learning new systems, finding out a baseline for where these students are, choosing the best curriculum to meet them where they're at, adapting teaching to a new set of materials, etc.. greatly impedes the quality of instruction that is possible under those circumstances. Additionally, the more specialists that can be stationed at only one school, the bigger their capacity to teach well and plan extracurriculars. We all know that part time at two different schools adds up to much bigger than a 1.0 position because we can barely fill all the 0.5 positions we have for that reason. Please keep the PE and Music positions at 1.0 and 0.5 at both the elementary and secondary levels.

I also want to add a note of how important the technology specialist and social worker are at our school, how well they are loved by our community, and that their site-based work is invaluable.

Please ensure no elementary school in the district is below the average 90minutes of music instruction per 6 days, and is taught by a certified specialist. Thank you.

Elementary School teachers and specialists are really important to have stable foundations for education and enrichment. Maintaining continuity of teachers and specialists at one school is incredibly helpful for students to bond with and learn from one teacher rather than having several rotating specialists. Having elementary school kids with good foundations can help keep students engaged and successful for their middle and high school years.

Specialists are part of the school community and serve as key integral parts- not just when they have classes and should remained assigned to their school community so they can be present at all times.

I think it's important to keep in mind school communities both staff and student.

Why are coaches being reduced but not eliminated? Is there a requirement to have coaches? I think the goal should be to first cut positions that do not directly work with students in a classroom for most of the school day.