



Budget Committee Meeting

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, May 5, 2026 5:45 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

- I. Welcome and Opening Remarks
- II. Elect Budget Chair
- III. Elect Budget Vice Chair
- IV. Budget Message 2
- V. Budget Proposal Presentation 6
- VI. Questions from Committee
- VII. Public Comment 55
- VIII. Summary for May 19, 2026 Meeting
- IX. Closing Remarks



Superintendent's 2026-27 Budget Message

May 5, 2026

Dear Beaverton School District Community,

As we look ahead to the 2026-27 school year, there is much to celebrate in our district, alongside some budget challenges now and in the years ahead.

Our [strategic plan](#) articulates Beaverton School District's promise, vision, mission, values, foundational priorities and goals in our efforts to support all of our students to succeed. At its core is a community-endorsed promise to our families: **Belong. Believe. Achieve.** We hold a responsibility to educate every student, cultivate their inclusion and belonging, provide the opportunities and support they need to succeed academically, and achieve their own successful futures. A steadfast commitment to equity, engagement, and excellence for all students is the foundation of our work.

The District is continuing essential work to meet our strategic goals, including:

- *Modernizing our curriculum.* Teachers are implementing new literacy / language arts curriculum based on the science of reading, and a math curriculum adoption is underway for implementation next year.
- *Supporting student needs.* We are developing a districtwide multi-tiered system of supports (MTSS), a systemic approach to identify and address students' academic, behavioral and social-emotional needs.
- *Expanding multilingual learning.* BSD is expanding dual language programming through a multi-year effort with the long-term goal that students across the district can access dual language learning K–12.
- *Developing workforce skills.* We continue to expand and enhance career technical education (CTE) and career-connected learning, including expansion of our new CTE programs in behavioral health and electrical trades.
- *Growing early learning.* BSD is continuing to expand and support early learning. Starting in 2026–27 we will have pre-kindergarten programs serving all of our Title I elementary schools.
- *Supporting student well-being.* The yearlong Believe You Matter initiative raised awareness and promoted student mental health and well-being, including suicide prevention, digital wellness, and sleep health.
- *Focusing time for learning.* BSD schools shone a spotlight on improving student attendance, a goal for every school. Our schools also addressed distracted learning in order to support students' academic focus and well-being, implementing restrictions on using personal devices during the school day.
- *Building the future.* Bond-funded school improvements including the new Raleigh Hills Elementary and Beaverton High School buildings are being completed on-time and on-budget. We have launched work toward updating our Long-Range Facility Plan to guide future facility planning amid declining enrollment.

All of these efforts are aligned with the District's strategic plan and made possible by our dedicated staff and the support of our community. The proposed budget sustains these efforts to support all of our students to succeed.

Budget Development Process for 2026-27 Budget

- *Phase 1:* The School Board received information about the structural deficit in the General Fund in August 2025 and agreed on a process to address the deficit in planning the 2026-27 budget.
- *Phase 2:* A large committee including school and department leaders and union partners met in October through December 2025 to review the District's staffing allocation methodology (SAM) and determine potential reductions. The list of possible budget reductions under consideration was focused by District leadership and reviewed with the School Board in January 2026.
- *Phase 3:* From January through March 2026, the District solicited feedback from students, staff, parents and community members. The District received over 4,000 survey responses, which included nearly 1,500 additional comments. The School Board appointed community members to Budget Committee vacancies.
- *Phase 4:* The final phase begins in May 2026 with the presentation of the Superintendent's Budget Message and 2026-27 proposed budget to the Budget Committee. The Budget Committee will review the proposed budget, receive community testimony, and request any additional information. The Budget Committee will approve the budget and tax levies and send the approved budget to the School Board for adoption in June 2026.

Notable Financial Assumptions

This budget message is designed to summarize important features, financial policies, and planned modifications in the 2026-27 proposed budget. Key financial assumptions include:

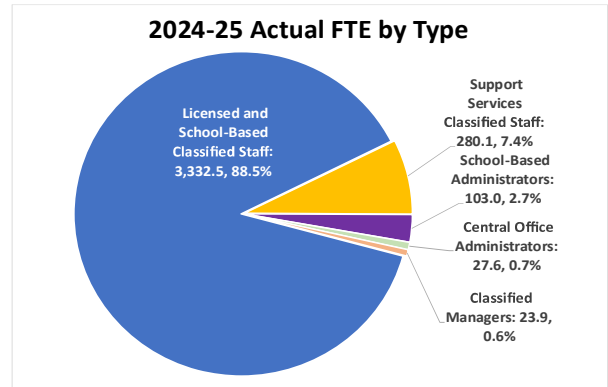
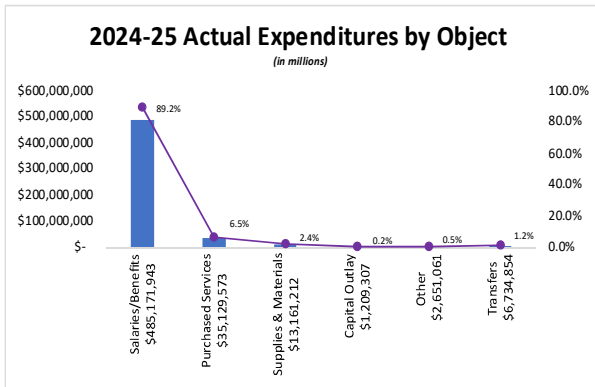
- State School Fund (SSF) of \$11.36 billion statewide
- All funds budget of \$1.4 billion
- General Fund budget of \$780.4 million
- SSF revenue of \$557.4 million
- Local option levy revenue of \$44.5 million, funding 273 classroom teachers (*Progress on Standards*)
- Student Investment Account (SIA) allocation of \$38.7 million (*Safe & Thriving, Progress on Standards*)
- High School Success (HSS) funding of \$11.5 million (*College & Career Ready*)

Planning the 2026-27 Budget

The 2026-27 budget aligns resources to the District's strategic plan and student success plan, with priorities identified through extensive community outreach and input from the District's students, families, staff and community. Careful consideration of the District's equity lens was used to center the conversations.

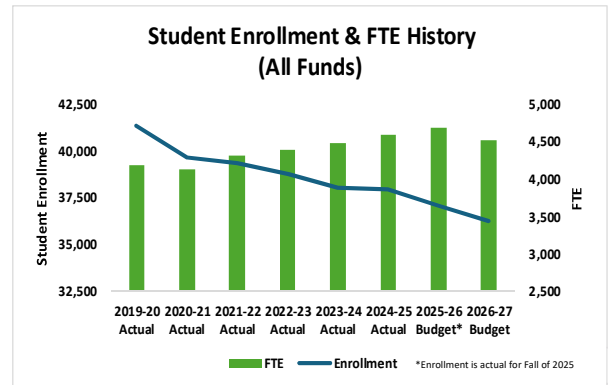
The District uses a staffing allocation methodology (SAM) to allocate most of the staff in our schools. The SAM includes a commitment to a more equitable and responsive allocation of resources to schools based on student needs. Under this model school staffing is based on projected student enrollment, weighted by the number of students experiencing poverty. This equity-based staffing formula provides incrementally greater staffing and smaller class sizes in schools with higher levels of need. The District makes modifications for enrollment and other changes as circumstances warrant and funding allows. The SAM currently uses funds from the general operating budget, as well as several grants including the SIA and HSS.

As a people-intensive organization, the District’s budget is largely driven by staffing costs. Nearly 90% of the District’s General Fund is dedicated to employee salaries and benefits, reflecting the nature of public education. Within those staffing expenditures, more than 90% is accounted for by staff working directly in schools, where resources are focused on classroom instruction and school-based services.



*School-based staff include Licensed and School-Based Classified Staff and School-Based Administrators.

Enrollment projections continue to decline for the fall of 2026, with an estimated student projection of 36,273, representing a decrease of 807 students from the prior year. As shown below, while student enrollment has declined over time, District staffing levels have increased during much of the same period.



Although the District remains in stronger financial condition than many Oregon school districts, the 2026-27 budget addresses significant ongoing challenges, including declining enrollment, revenues that have not kept pace with costs, flat federal funding, a structural General Fund deficit, and the closure of our smallest elementary school.

While over the last several years we have worked to limit the structural deficit, concentrated budget cuts in the central office, and successfully avoided reductions at the school level outside of enrollment declines, it is no longer possible to avoid reductions that will impact our schools. As a result, the 2026-27 budget includes reductions at both the school and district levels, following extensive review of staffing allocations to maximize efficiencies and minimize impacts on direct student services. Overall staffing decreases by 159 full-time equivalent (FTE) in all funding sources.

Major General Fund budget adjustments for 2026-27 include the following:

- Enrollment adjustments (\$8.0 million) – Staffing changes reflecting student enrollment changes
 - Decreases 68.8 FTE due to declining enrollment
 - Increases 42.0 FTE due to increased special education students
- Local option levy revenue shortfall (\$4.9 million) – This reduction will affect average class size by less than 1 student per classroom
 - Decreases 30.0 FTE



- McKay Elementary closure (\$1.7 million)
 - Reduces 15.9 FTE
- Targeted reduction due to deficit (\$11.1 million)
 - District office reductions (\$2.0 million)
 - Decreases 8.5 FTE in central staffing
 - Program support adjustments (\$0.7 million)
 - Decreases 4.3 FTE
 - School staffing allocation methodology (SAM) adjustments (\$8.4 million)
 - Decreases 53.0 FTE across 53 schools
- Budget additions (\$4.9 million) including:
 - Math curriculum adoption
 - General fund support for 3.0 FTE special education teachers due to IDEA grant shortfall
 - General fund support for Outdoor School to mitigate state funding shortfall
 - Transportation for middle school after-school programs
 - Addition of boys volleyball as an OSAA-sanctioned sport

Conclusion

Making budget reductions that impact our students and staff is a difficult and painful process. In closing, I want to thank our community for their support; our BSD employees for their dedicated efforts for our students; the families, staff and community members who provided thoughtful input on priorities; the SAM committee for its work to revise recommended staffing allocations; and the District's budget team for their hard work in preparing the proposed 2026-27 budget. Many thanks to the Budget Committee for their thoughts and attention in reviewing the proposed budget and providing feedback as we plan for the 2026-27 school year.

Guided by the District's strategic plan, equity lens, staffing allocation methodology, and community input, we will continue to make informed decisions while advocating at the state and federal levels not only for our students but for all Oregon students. We will continue to seek opportunities to innovate, improve, and strengthen partnerships to ensure student success.

Thank you for your consideration of the 2026-27 proposed budget to meet the needs of our students.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Michael Schofield', with a stylized flourish at the end.

Michael Schofield
Interim Superintendent
Beaverton School District

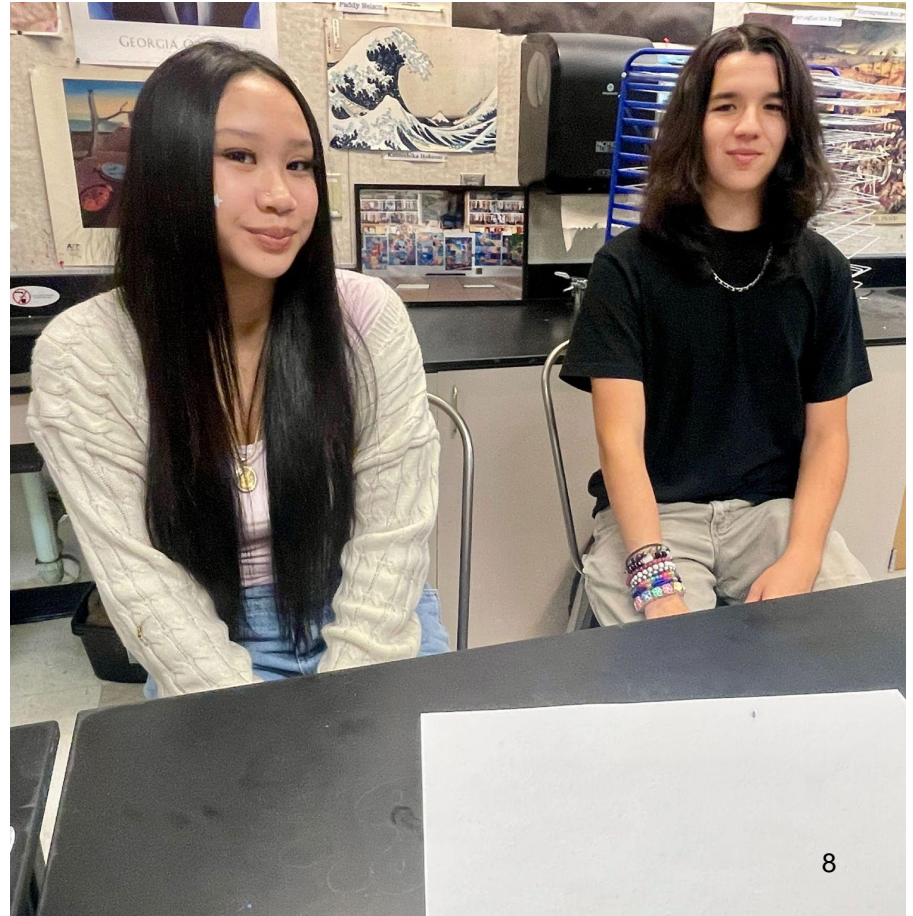
Budget Committee Meeting

May 5, 2026

Welcome & Opening Remarks



Elect Budget Committee Chair and Vice Chair



Roles & Responsibilities



- Administration

- Charged with presenting the proposed budget to the budget committee

Using the District's Equity Lens, our budget supports students and they are at the center of decisions made using our available resources.

- After the budget message, the administration serves in an advisory capacity

Roles & Responsibilities

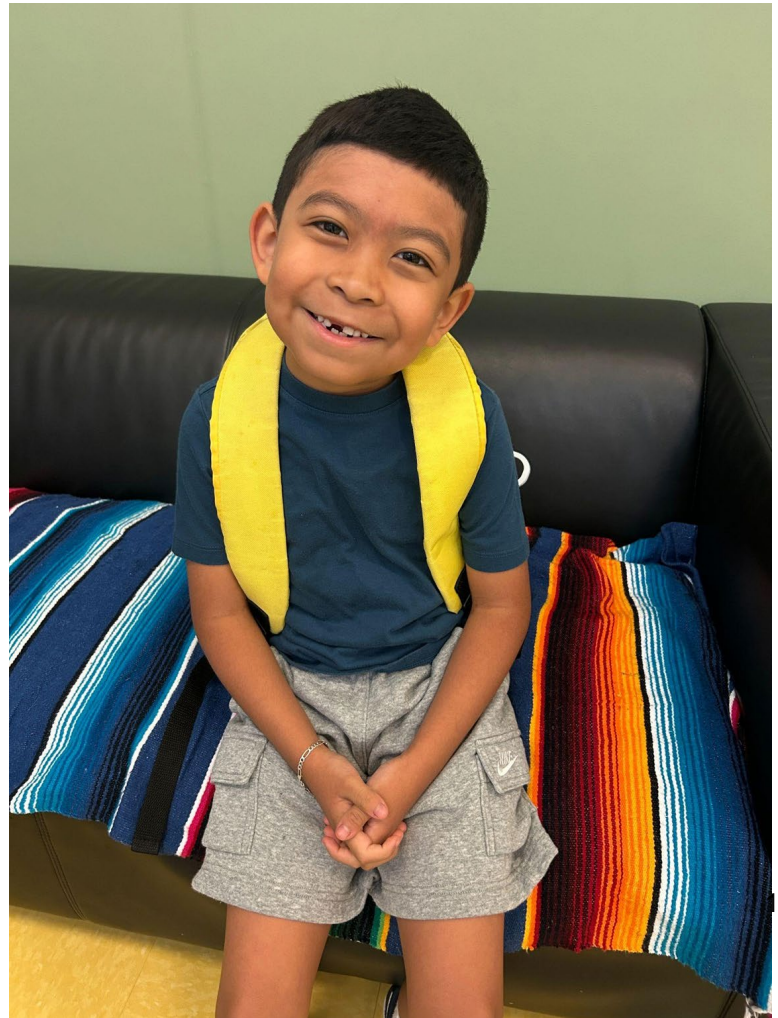
- **Budget Committee**
 - Approves appropriations, tax rates and amounts
 - Appropriation approval is by Fund/Function only
 - Expenditures are accounted for at a very detailed level
 - Subject to public meeting laws, simple majority
 - May discuss, but not determine program ([see policy DBEA](#))

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Roles & Responsibilities

- **Budget Committee Options For Approval**
 - Approve the budget as proposed
 - Increase the appropriation (we think we'll get more \$\$)
 - Decrease the appropriation (we think we'll get less \$\$)

Superintendent's Budget Message



Presentation Agenda

- Components of the Budget
 - Fund Sources and Uses
- General Fund
 - Where the money comes from
 - How we spend it
 - Our approach
- Big Picture/ Budget Process Overview
- Significant Budget Assumptions/Modifications
- The Numbers
- Other Funding Sources
- Budget Resource Information
- Key Takeaways/Outlook
- Budget Document Overview
- Committee Questions/Comments
- Public Comment
- Next Steps
- Summary for Next Meeting
- Superintendent's Closing Remarks
- Adjourn

11 Funds

\$1.4B

All Funds Proposed

\$780.4M

General Fund Proposed

37,080

Current Enrollment

36,273

Projected Enrollment

\$546.8M

Current State School Fund

\$557.4M

Projected State School Fund

Components of the Budget

1XX – General Fund (core operations)

2XX – Special Revenue Funds (grants, nutrition services, SIA, HSS, etc.)

3XX – Debt Service Fund (general obligation bonds, pension bonds, other debt)

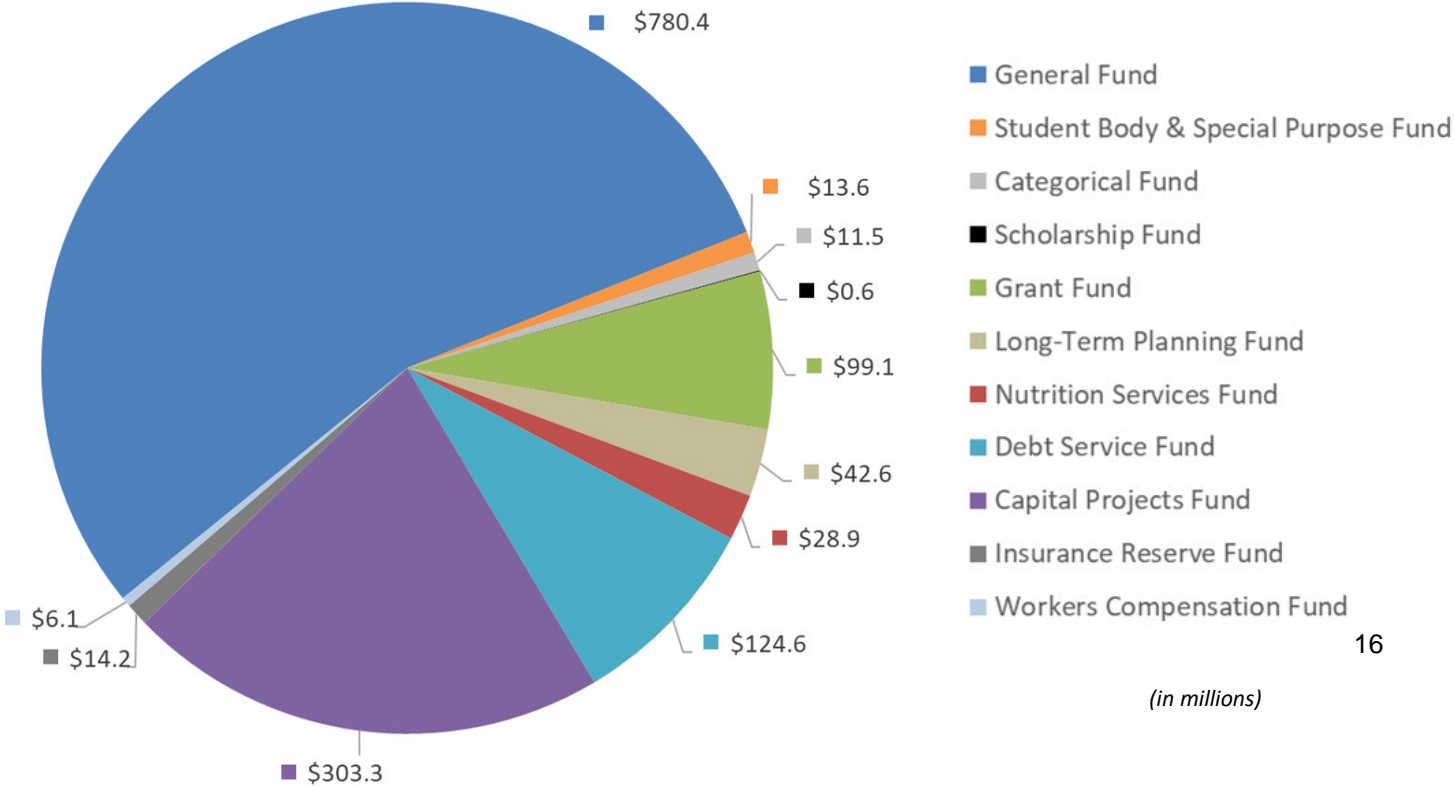
4XX – Capital Projects Fund (facility construction, acquisition, equipment)

5XX – Enterprise Funds (none for us)

6XX – Internal Service Funds (insurance reserve, worker's compensation)

7XX – Fiduciary Funds (none for us)

Components of the Budget – 2026–27 Proposed



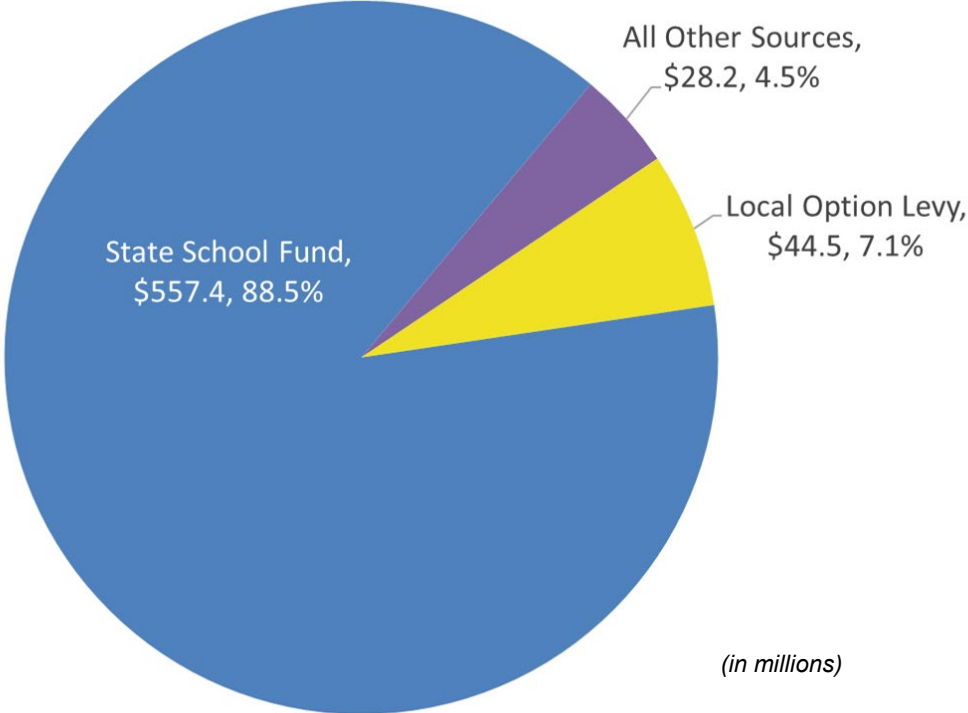
(in millions)

General Fund – Building the Budget (Revenue)

- State School Fund
 - Average number of students enrolled during the school year (higher of current or immediate prior year)
 - Additional “weights” for:
 - Students in ESL
 - Pregnant and Parenting Programs
 - Students on Individualized Education Plans (IEP)
 - District Poverty Data
 - Students in Foster Care
- Local Option Levy
 - Property Tax Based (\$1.25/\$1,000 of Assessed Value)
 - Property by property assessment varies
- Beginning Fund Balance
 - Estimated difference between resources and expenditures in the prior year

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General Fund Revenue – 2026–27 Proposed

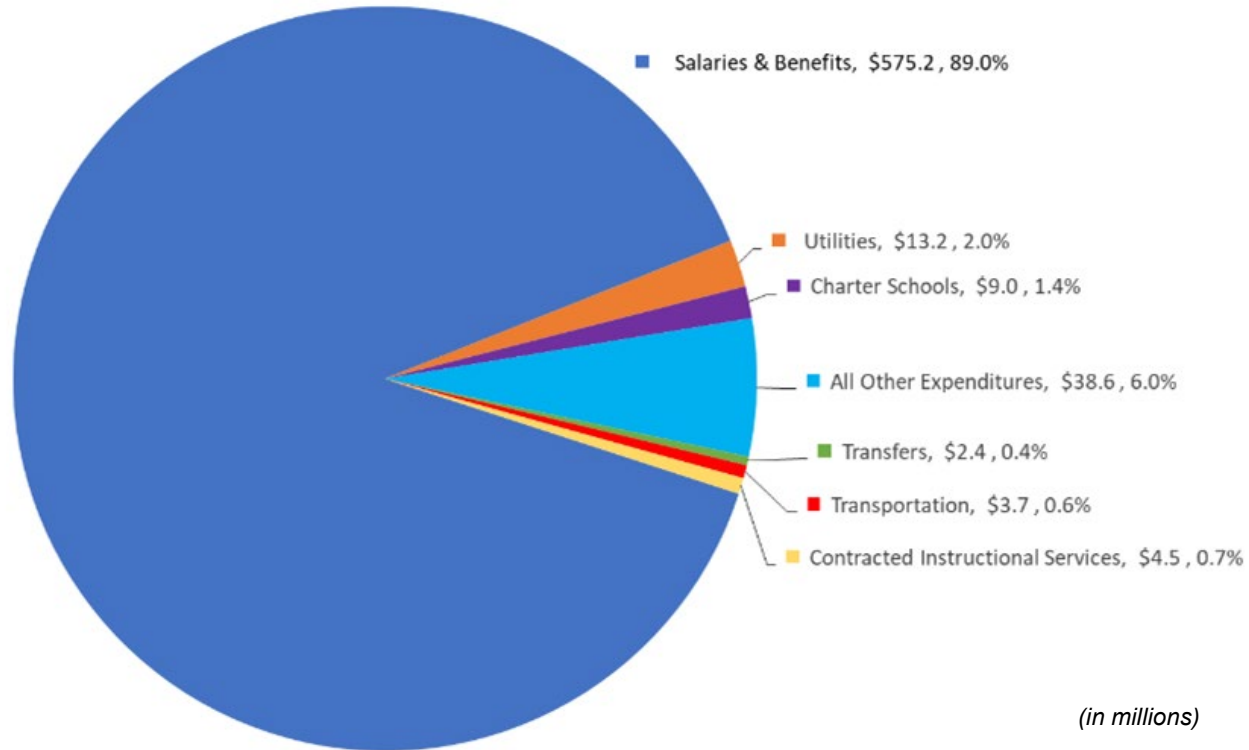


General Fund – Building the Budget (Expenditures)

- Bargaining Items – Licensed and Classified (known)
 - Step
 - Cost of Living Adjustment (COLA)
 - Professional Development
 - Working Conditions (preparation time, etc)
 - Benefits (health and other)
 - Leaves (sick, personal, other)
- Schools
 - Staffing (allocation based on number of students & demographics)
 - Discretionary (allocation based on number of students & demographics)
 - Uses Staffing Allocation Methodology (SAM)
- Central Department Budgets
 - Support based, very defined

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General Fund Expenditures – 2026–27 Proposed



The Big Picture

Four budget challenges we're addressing in the 2026–27 Proposed Budget:

- Reductions due to enrollment decline (using the same staffing allocation as prior years)
- Local Option Levy Shortfall (revenue not keeping up with costs)
- Structural deficit (overall revenue not keeping up with costs – target \$10 million)
- Flat funding in grants (overall revenue not keeping up with costs)

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Budget Process Overview

- Process began in August 2025 with school board
- Large group Staffing Allocation Methodology (SAM) Committee met in fall/winter 2025 to discuss model changes
- Proposed SAM modifications shared with school board in January 2026
- Gathered community feedback February 2026
- \$16.6 million shortfall anticipated for 2026-27 after all budget reductions.
- Structural deficit is an ongoing concern

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Significant Budget Assumptions

- Budget is based on \$11.36 billion State School Fund (SSF)
- Projected enrollment decrease of about 800 students
- Planned \$16.6M deficit spending, uses reserves
- Local option levy funds 273 teachers (\$44.5M)

Budget Modifications

– Enrollment Adjustments

Reductions due to declining enrollment:

- 59.9 Licensed
- 10.8 Classified
- 4.0 Administrators

Additions due to increased special education:

- 3.5 Licensed
- 38.5 Classified

Budget Modifications – Local Option Levy

*Direct impact to class size

Reductions due to levy
revenue shortfall:

- 30.0 Licensed
- Total General Fund Reduction:
\$4.9M

Significant Budget Modifications – Due to McKay Closure

- 7.0 Licensed
- 7.9 Classified
- 1.0 Administrator
- \$22K Discretionary
- Total General Fund Savings = \$1.7M
- Total Other Fund Savings = \$412K

Budget Modifications – Budget Reductions District Office

General Fund: \$2.0M
Other Funds: \$1.2M

All Funds Reductions by Department

- Business Office:
 - Reorganization (net impact)
 - -1.0 Classified
 - -0.5 Confidential Support
 - Net Reduction \$168K

- Human Resources:
 - Reorganization (net impact)
 - -1.0 Licensed
 - -1.0 Confidential Support
 - Non-Salary budget
 - Net Reduction \$285K

Budget Modifications

– Budget Reductions

District Office

Continued

General Fund: \$2.0M

Other Funds: \$1.2M

All Funds Reductions by Department

- Information Technology:
 - Non-Salary budget
 - Net Reduction \$344K
- Operations:
 - -0.5 Confidential Support
 - Net Reduction \$88K
- Facilities Development:
 - -5.0 Classified
 - Net Reduction \$698K

Budget Modifications – Budget Reductions District Office Continued

General Fund: \$2.0M

Other Funds: \$1.2M

All Funds Reductions by Department

- Safety:
 - Non-Salary budget
 - Net Reduction \$41K
- Teaching & Learning:
 - -5.0 Licensed
 - -1.0 Classified
 - Net Reduction \$1.1M
- Superintendent's Office:
 - -2.0 Leadership
 - Net Reduction \$458K

Budget Modifications – Budget Reductions Support/Programs

General Fund: \$693K

Other Funds: \$212K

All Funds Reductions by Department

- Teaching & Learning:
 - -1.0 Classified
 - -2.0 Administrators
 - Net Reduction \$585K

- Custodial:
 - -3.0 Classified
 - Net Reduction \$320K

Budget Modifications

– Budget Adjustments Staffing Allocation Methodology (SAM)

All Funds Reductions

- Proportional Staffing at Elementary (-16.0 FTE)
- Regional Social Worker model (-10.5 FTE)
- Secondary Counselors (flexibility) (-8.0 FTE)
- Credit Recovery (-0.25 FTE)
- Middle School/Option School schedule and allocation alignment (-4.28 FTE)
- Library Instructional Technology Teachers (LITTs) (-8.5 FTE)
- FLEX Online Elementary (-5.0 FTE)
- Title IA Convertible Staffing (-7.5 FTE)
- Graduation Mentors - unused (-1.0 FTE)

Budget Modifications

– Budget Adjustments Staffing Allocation Methodology (SAM)

Totals

- 58.5 Licensed
- 2.6 Classified
- Total General Fund Reduction = \$8.4M
- Total Other Funds Reduction = \$1.4M
- Proportions (outside of enrollment):
 - Elementary 57.8%
 - Secondary 42.2%

Budget Considerations – Reductions Not Implemented

The following SAM consideration areas were not reduced or were reduced less than proposed:

- Elementary Counselors – maintained a minimum of 1.0 per building
- Regional Social Worker Model
 - Proposed 19.5 FTE reduction
 - Actual 10.5 FTE reduction
- WEX Service Model – no reduction
- Centralizing Substance Use Supports – no reduction

Budget Modifications

– Additions

General Fund: \$4.9M

Other Funds: \$678K

Strategic Plan Goals / Foundational Building Blocks:

- *Engaging & Effective Teaching & Learning Systems*
- *Progress on Standards*
- *Safe & Thriving*

General Fund Additions:

- Support for special education teachers due to federal funding shortfalls (3.0 FTE)
- Outdoor school support due to state grant shortfalls
- Adoption of new math curriculum
- Transportation for middle school after-school programs
- Boys volleyball

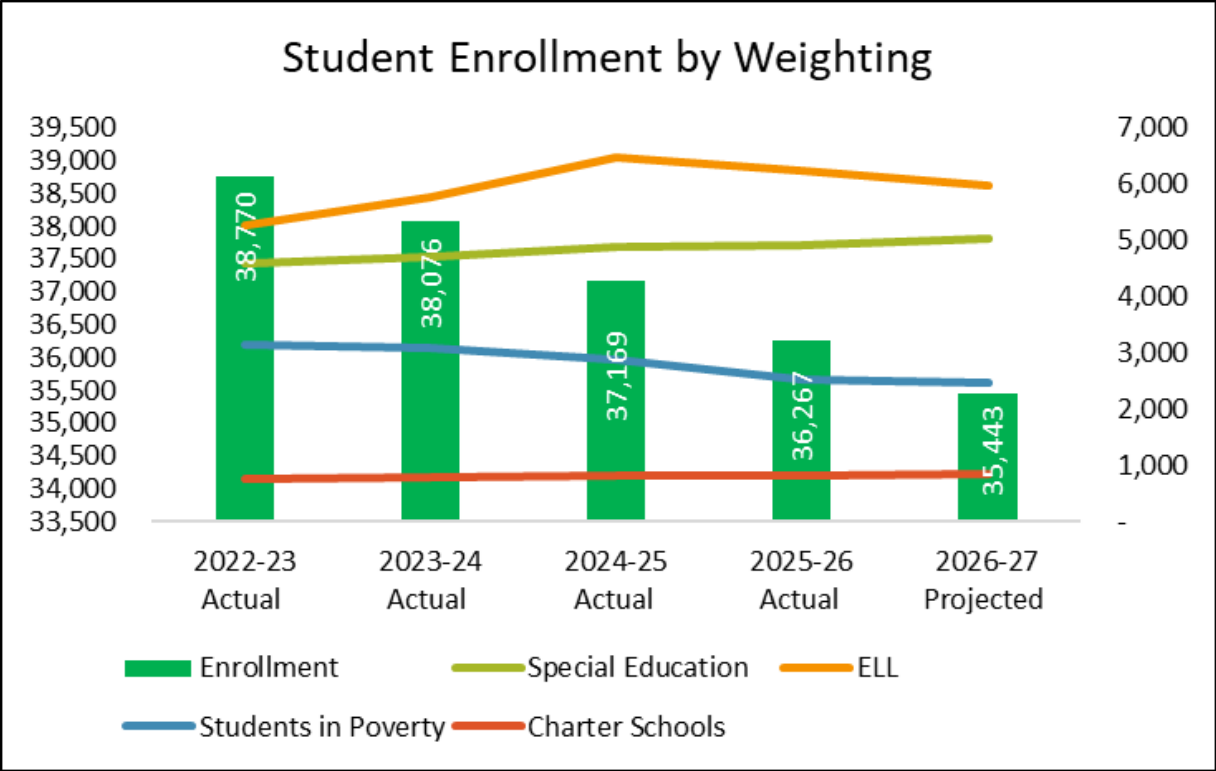
Other Funds Additions:

- Literacy Intervention Teachers at four high schools provided by new Comprehensive Literacy State Development grant (2.0 FTE)
- Additional staffing in Nutrition Services due to increased participation (6.9 FTE)

General Fund Summary

	Total
Reductions due to Enrollment	(\$8.0M)
Local Option Levy	(\$4.9M)
School Closure	(\$1.7M)
Budget Reductions:	
Schools	(\$8.4M)
Program Support	(\$0.7M)
District Office	(\$2.0M)
Budget Additions	\$4.9M
Total	(\$20.8M)

The Numbers: Enrollment



The Numbers

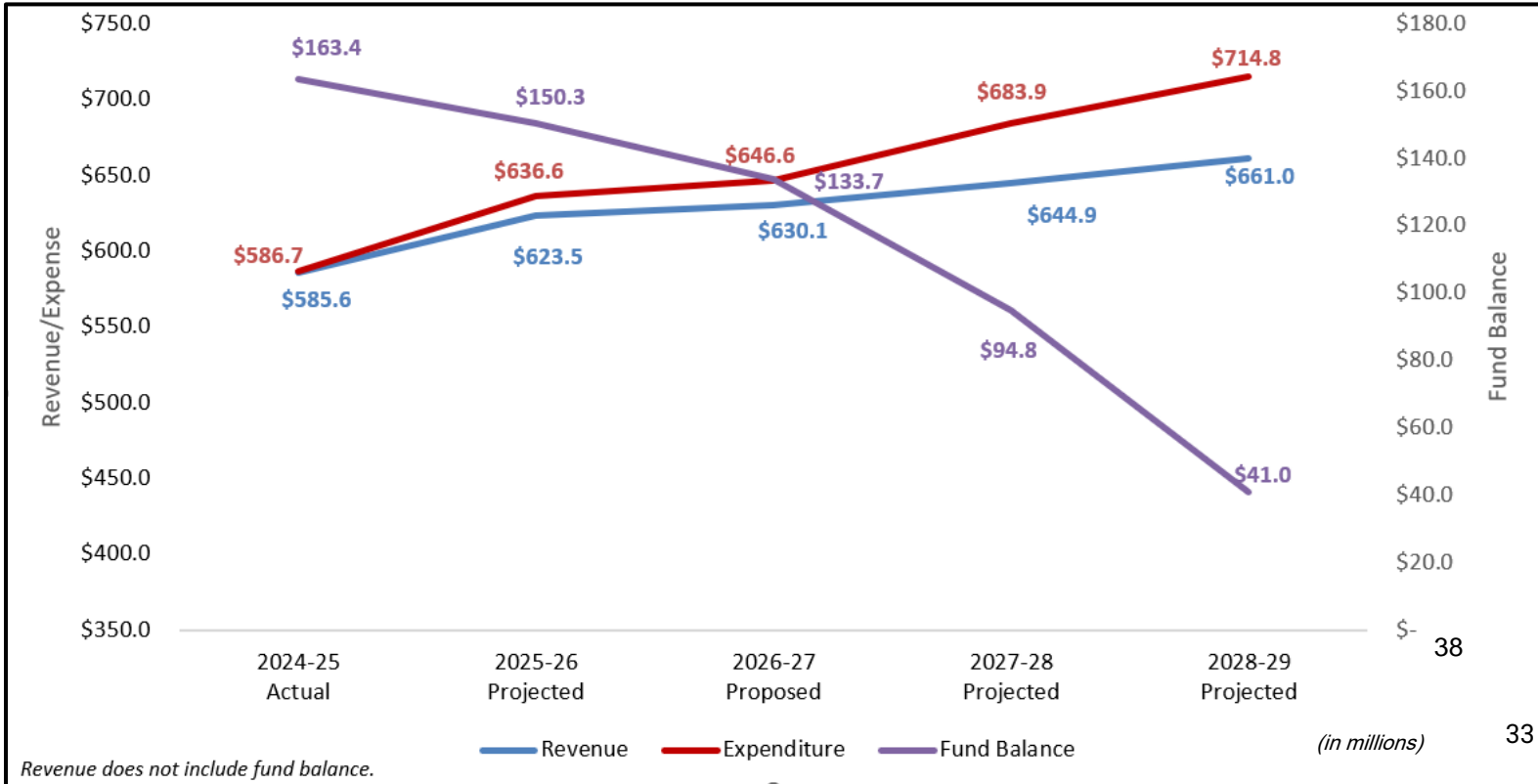
Assumptions:

- Based on most recent ODE State School Fund updates for 2025-26 and 2026-27
- Includes most recent enrollment adjustments for 2025-26 and 2026-27
- State School Fund at \$11.36B for 2025-27, \$12.5B for 2027-29
- Includes PERS advisory rates for 27-29 biennium
- Assumes some PERS rate credit in FY28
- Includes 2026-27 budget reductions/modifications
- Does not include the PERS reserve as of 2026-27
- Does not include SIA or HSS funds
- Based on best information available at this time

As of April 24, 2026

Resources	2024-2025 Actual	2025-2026 Projected	2026-2027 Proposed	2027-2028 Projected	2028-2029 Projected
Beginning Fund Balance	\$ 164,436,027	\$ 163,355,695	\$ 150,278,925	\$ 133,711,061	\$ 94,786,365
State Controlled	512,606,804	546,756,498	557,383,949	570,590,288	584,913,569
Locally Controlled	73,043,087	76,729,382	72,691,711	74,358,879	76,074,630
Total	\$ 750,085,918	\$ 786,841,575	\$ 780,354,585	\$ 778,660,228	\$ 755,774,564
Expenditures	2024-2025 Actual	2025-2026 Projected	2026-2027 Proposed	2027-2028 Projected	2028-2029 Projected
Salaries	\$ 330,419,945	\$ 354,455,275	\$ 360,327,814	\$ 380,388,047	\$ 401,805,500
Benefits	\$ 196,608,594	219,000,000	214,914,683	228,457,570	234,040,829
All Other	\$ 59,701,684	63,107,375	71,401,027	75,028,246	78,928,455
Total	\$ 586,730,223	\$ 636,562,650	\$ 646,643,524	\$ 683,873,863	\$ 714,774,784
Surplus/(Deficit)	(1,080,332)	(13,076,770)	(16,567,864)	(38,924,696)	(53,786,585)
Ending Fund Balance	\$ 163,355,695	\$ 150,278,925	\$ 133,711,061	\$ 94,786,365	\$ 40,999,780
Financial Reserve (PERS)	32,913,084	41,426,104	41,926,104	42,426,104	42,926,104
Total Reserves	\$ 196,268,779	\$ 191,705,029	\$ 175,637,165	\$ 137,212,469	\$ 83,925,884

The Numbers: General Fund Revenue & Expenditure



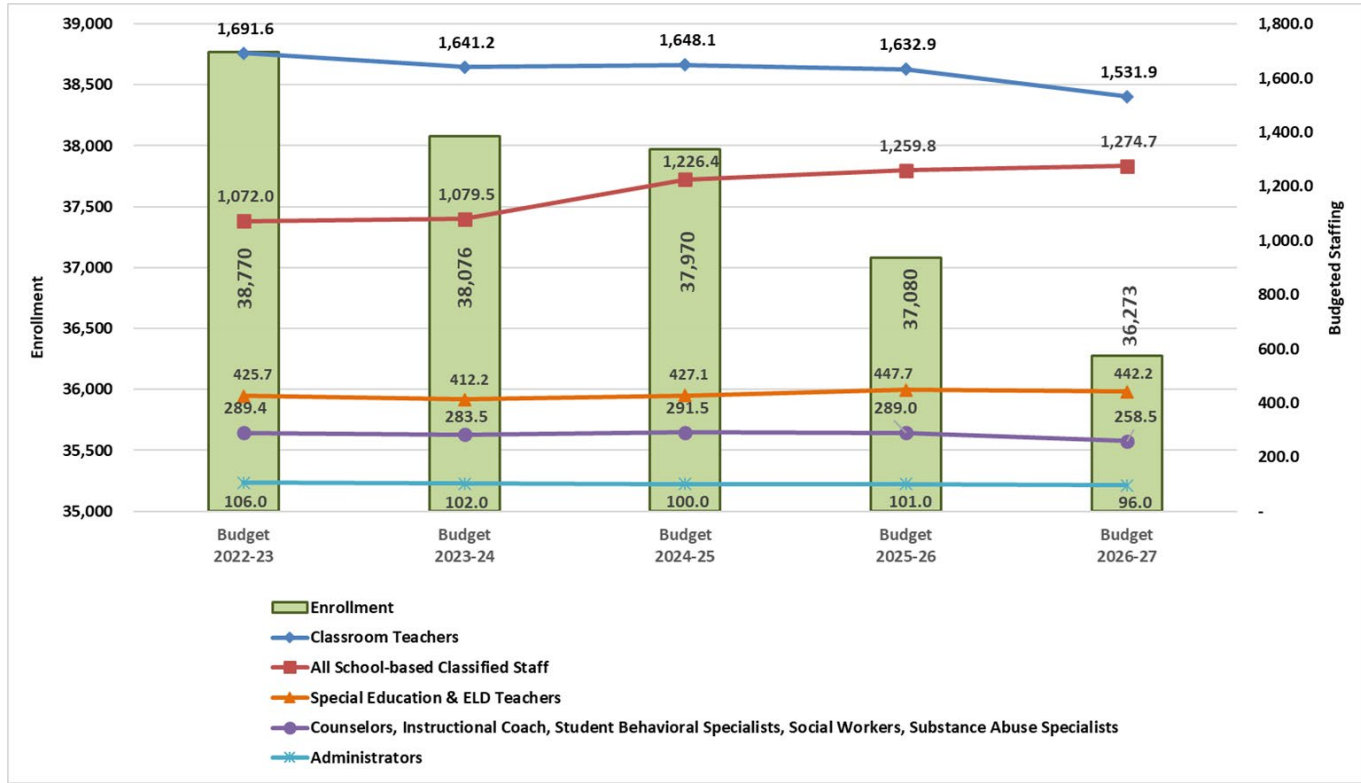
Other Funding Sources – Integrated Programs (SIA/HSS) and Federal Funds

- The Student Investment Account (SIA) and High School Success (HSS) grants provide nearly \$50M additional funding for the District.
- Major Federal Grant Programs including Title IA, IC, IIA, III, IV and the IDEA grant provide over \$15.0M in funding to the District in the 2025–26 school year.
- “Good news” – essentially flat funding for new 2026–27 awards.
- Some reductions as costs are rising faster than awards

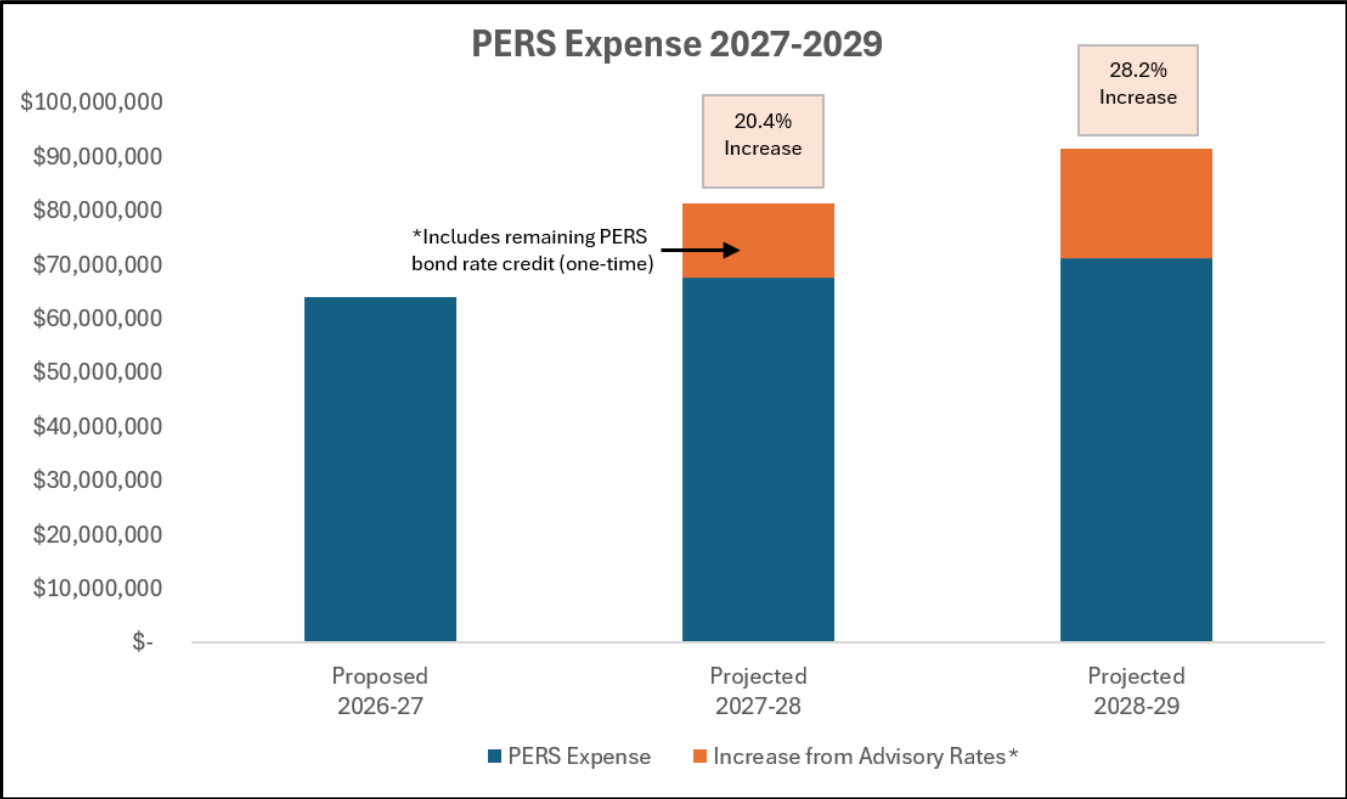
Budget Resource Information

- [District Strategic Plan](#)
- [District Equity Lens](#)
- [Aligning for Student Success: Integrated Guidance Process](#)
- [Budget Listening & Learning Video](#)
 - [Budget Listening & Learning Survey Feedback - Part 1](#)
 - [Budget Listening & Learning Survey Feedback - Part 2](#)
- [Budget 101 Meeting March 10, 2026](#)

Key Takeaways – School Based Staffing



Key Takeaways – PERS Outlook



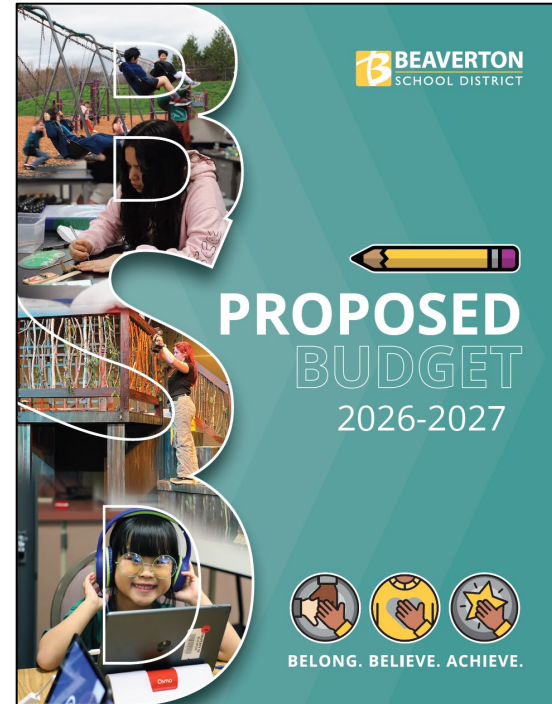
Key Takeaways and Outlook

- Staff Impacts
 - Individual school staffing affected by enrollment changes
 - Less funding available via other funding sources (Grants, Local Option Levy)
 - District Office reductions
 - School staffing adjustments due to Staffing Allocation Methodology (SAM) changes
- Overall budget
 - Budget anticipates deficit spending growing in future years
 - Healthy reserves
 - Based on birth rates, lower enrollment will continue
 - State School Fund not keeping up – Special Education costs continue to rise
 - Bargaining begins next year
 - Watching PERS rates in future

Budget Document Overview

Four Main Sections

- Executive Summary
- Organizational Section
- Financial Section
- Informational Section



Executive Summary

- Lifiable stand-alone document presenting high-level financial and organizational data
 - Superintendent's Budget Message - Page 3
 - Summary by Fund - Page 9
 - Benchmark Data - Page 13
 - Enrollment History & Projections - Page 14

Organizational Section

- District structure, School Board, administrative staff
 - Department pages – page 26
 - Budget process and financial reporting description – page 57
 - Strategic investment summary – page 64

Financial Section

- Summary and detail level financial information for all funds
 - Fund overviews – pages 99, 111, 121, 129, 135, 141, 148, 155, 161, 177, 185
 - Variance analysis – page 88
 - Debt service information – page 153
 - Capital projects information – page 159

Informational Section

- Ratio teacher staffing by school – page 194
- Personnel resource allocations – page 195
- Detailed enrollment history and projections – page 206
- Staffing Allocation Methodology (SAM) – page 208
- School summary pages – page 233
- **Glossary and Acronyms – page 302**

Committee Questions & Comments



Written Public Comment



Live Public Comment



Next Steps

Budget Committee

- Receive and review public input
- What questions must be answered?

Next Meeting: 5/19/2026

Summary for Next Meeting



Superintendent's Closing Comments and Adjournment

Budget documents are available at
<https://www.beaverton.k12.or.us/about-us/annual-budget>



PUBLIC COMMENTS

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

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

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

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

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			<p>from being a 3rd grade teacher to a high school social studies teacher, or adjust from teaching a single grade to multiple grades, simultaneously. We have full faith in our teachers to deliver the best they can, but we feel that if this is a strategy district-wide, it needs to be planned ahead of time. By surprising teachers with just a few months to go, and mandatory non-working hours in the summer, this raises serious questions about both teacher readiness and student outcomes. The District needs to have honest conversations about the additional workload of blended classrooms, and provide a longer on-ramp to this strategy if it is to be successful.</p> <p>More broadly, this situation reflects a pattern of reactive, short-term planning. The district has known for years about expiring COVID-era funding and upcoming facility changes, such as the opening of the new Raleigh Park Elementary building. I cannot comment on whether the plan for the school was a good one, however the fact is - the district built it, and it is opening this fall. It was built to accommodate up to 750 students but will open to about 270 students - about the same as we have at WTV. Despite having years of planning and construction time, BSD has delayed the important and meaningful conversations with the community about enrollment balancing, school consolidation, or boundary adjustments for their area. The result is that a brand-new and safe facility will open significantly under capacity, the district will continue to pay for other facilities that will remain open, all while schools face other cuts and disruptions.</p> <p>At West Tualatin View, families are navigating a difficult reality: an aging, underfunded building with no clear timeline for improvement or consolidation, and now the prospect of reduced staffing and blended classrooms. While we understand the need for fiscal responsibility, the proposed approach places a disproportionate burden on students and teachers in smaller schools.</p> <p>I respectfully ask the Board to:</p> <ul style="list-style-type: none"> • Reconsider or significantly scale back the proportional classroom strategy, in line with survey feedback. • Consider delaying the blended classroom strategy until at least 2027-28 year to better prepare and support teachers, parents and school administrators. • Explicitly state what additional training, planning time, and support will be for affected teachers that are teaching blended classrooms. Publish the cost of this additional teacher training and support required for blended classrooms and compare to the cost of retaining current staffing levels. • Be transparent about the district's point of view on blended classrooms on the BSD website and in budget proposals. • Provide research that includes the impact on student learning when you transition to both larger class sizes and multi-grade instruction at the same time.

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Margaret Hermes	Parent/Guardian	2026/27 Budget and Proportional Staffing Concerns	<p>We are parents of a student at West Tualatin View Elementary (WTV) and are writing to express concerns about the proposed budget and the associated "proportional staffing" approach that will result in large class sizes and blended grade classrooms for the upcoming school year(s). This approach does not adequately support students or teachers and makes us question what exactly is being prioritized. We feel that the public process has not been transparent and possibly even misleading.</p>
Yanmeng Li	Parent/Guardian	Teacher Reduction at West Tualatin View Elementary School	<p>I am borrowing comment from another parent of West TV Elementary because it fully expresses my comment: "First, the public process, survey, and the proposed budget draft language is misleading. By framing the proposal as “proportional staffing” for elementary schools it focused on the methodology to create buy-in, rather than focusing on the actual impact felt at schools. The actual impact is: - The district is eliminating 12 teacher positions through this action to save the \$1.9M. - By moving teachers into vacated positions elsewhere, this will do nothing to address overcrowding elsewhere. - Small schools rarely have the right number of students to combine two small classes into a larger one of the same grade. The result in our smaller schools is not simply larger class sizes, but it is larger class sizes and “blended classrooms” where teachers are required to teach multiple grade levels simultaneously. This is not mentioned in the survey, and it is likely readers did not understand this would be the impact. - In addition to the short survey language, this lack of transparency continues into the Draft 2026-27 budget: the word “blend” or “blended” is not mentioned once in the 310-page document. It is</p>

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

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

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

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			<p>We believe the intent of this budget is to maintain current music and PE minutes while adjusting staffing levels appropriately. But that only works if it's clearly communicated and carried out.</p> <p>The ask is simple: restate *in writing* that all elementary students should receive an average of 90 minutes of music and 90 minutes of PE per six school days, and ensure that Teaching and Learning sends that guidance to principals. This will align staffing with actual student access and help ensure consistency across schools.</p> <p>We are asking for clear communication and follow-through so that this budget truly protects equitable access to music education for all students. Action is needed urgently -- within the next week or so -- as schools are forming schedules for next year right now. Thank you for your efforts to protect music education in our school district and for your time and attention to this important matter.</p>
Casey Albelo	Staff Member	Behavior Health and Wellness reductions	<p>I am hear to ask that you carefully reconsider how the BH&W teams are allocated. Cutting these positions at schools that are below 350 students is random at best and devastating at worst. At our small school, this team is busy all day, every day working with high need students: everything from academic support to working out conflicts and most especially keeping students and staff safe. I cannot begin to imagine how this reduction will affect the morale at our school.</p> <p>Teaching is emotionally and physically exhausting and we are asked to do things that would have been unheard of 20 years ago. And yet we persevere, because we love our students. Almost all of them come to school with some sort of trauma, and our BH&W team respond to their needs and work tirelessly. They are often hit, bit, scratched, yelled at, run away from but they are tenacious in helping our students. At our school, our student success coach has literally worked one on one with students the past few years. She has to do this because we have students who need to be in other programs but their isn't any space for them in the District, they are still being evaluated, or they have come to school without the tools they need.</p> <p>Our staff NEED this team at full capacity. Please consider looking at the needs of each school and not just randomly picking a number. The mental well being of students and staff is at stake.</p> <p>Thank you for the opportunity to be heard.</p>
Sara White	Parent/Guardian	West TV	<p>Hello,</p> <p>I'm writing to express my sincere concern about the proposed changes affecting my children's elementary school.</p> <p>I have a daughter in first grade, who deeply deserves better. She loves school, though academic work does not always come easily to her. I am very concerned that the proposed class sizes and blended grade structure will make it significantly more difficult for students like her to receive the individualized support they need.</p> <p>There are current reports of losing three teachers and blending grades into already oversized65</p>

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			<p>classrooms. This is deeply troubling. West TV is a phenomenal school, with teachers who feel like family, parents who have built a strong and lasting community, and students who feel safe and supported in what is truly their second home. Changes of this magnitude risk undermining that foundation.</p> <p>I am struggling to understand how blended classrooms of 29 students in 2nd/3rd grade and 33 students in 4th/5th grade will effectively meet the diverse academic and developmental needs of students. I would also like clarification on why this is being presented as a two-year solution, and what the long-term plan is beyond that timeframe.</p> <p>I respectfully ask the district to:</p> <p>Provide a clear explanation of the data and reasoning behind these decisions Share what alternatives were considered before arriving at this plan Clarify the long-term strategy beyond the proposed two-year period Consider pausing or revising this plan to better support students and staff I would appreciate a response at your earliest convenience, as this directly impacts my child and many others in our community.</p> <p>Kindly, Sara White</p>
Alison Boekenoogen	Parent/Guardian	Budget cuts and impact on West Tualatin View Elementary	<p>Hello,</p> <p>I'm writing to express my sincere concern about the proposed changes affecting my children's elementary school (West Tualatin View).</p> <p>I have a daughter in fourth grade, who deserves better. She loves school, though academic work does not always come easily to her. I am very concerned that the proposed class sizes and blended grade structure will make it significantly more difficult for students like her to receive the individualized support they need. My daughter's class has a high enrollment rate, and year after year we as parents have to advocate for our students, and appeal to the district to add a third teacher to the grade. The this has negatively impacted our students, the incoming teacher, and our community as a whole. Now, to hear that grade levels will be blended in addition to this is deeply unsettling.</p> <p>There are current reports of losing three teachers and blending grades into already oversized classrooms. This is extremely disappointing. West TV is a phenomenal school, with teachers who feel like family, parents who have built a strong and lasting community, and students who feel safe and supported in what is truly their second home. Changes of this magnitude risk undermining that foundation.</p> <p>I am struggling to understand how blended classrooms of 29 students in 2nd/3rd grade and 33</p>

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Tim Roshak	Parent/Guardian	2026-27 - Proposed Budget and Disproportionate Impact to West TV Elementary	<p>This budget proposal is a reactive stop-gap that fails to address the fundamental challenges of education in our state. Without clear strategic direction, it is a senseless merry-go-round doomed to repeat itself yearly.</p> <p>District leadership is ignoring consistent public feedback regarding elementary staff support. At West Tualatin View Elementary, a projected enrollment decline of only 3.6% is being punished with a staggering 18% reduction in staffing. This is not an exercise in equity; it is a fundamental lowering of the bar.</p> <p>Furthermore, District communications regarding the Strategic Allocation Model (SAM) never included "Blended Classrooms." This lack of transparency has led to a justified outcry, as this model will force two-thirds of West TV into blended environments. This radical shift is being built "on the fly" with limited training and larger class sizes.</p> <p>This is a recipe for failure—a plane crashing while leadership congratulates themselves on a "job well done."</p>

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

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

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

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			<p>Please do the right thing and invest in our children's education. Oregon as a whole continues to fall behind in markers of educational success and days in classroom. Increasing class sizes, blending classes, and reducing support staff and enrichments is not the right decision.</p> <p>Thank you for your consideration.</p>
Yanmeng Li and Ryan Bracken	Parent/Guardian	Proposed 2026-27 Budget and its impact on West TV Elementary	<p>BSD School Board Budget Committee,</p> <p>Thank you all for your service and dedication to our children's education. Our children, [REDACTED] and [REDACTED], have experienced a great educational experience at West TV Elementary. Caring teachers, fabulous extracurricular experiences and open communication have made our children's journey thus far outstanding. We are sending this letter today to express our concerns that with the current budget formula, it will be difficult to sustain that level of education for our West TV Community. Like many other West TV parents, we are concerned that combining grade levels while greatly increasing class sizes next year will negatively impact the education of our children. Furthermore, we are concerned that the students at West TV will be particularly negatively impacted next year in comparison to other elementary students in BSD given that an analysis of the information in the Proposed Budget Document shows the following results for the 33 elementary schools in BSD:</p> <p>As can be seen in the table above, of the 33 elementary schools in the district, West TV is proposed to see 1) the largest reduction in licensed staff (26% proposed reduction for the next school year relative to this school year compared with an average 5% reduction across the 33 elementary schools); 2) the largest reduction in budget allocated per student (15% proposed reduction compared to a district-wide average of 4% increase across the elementary schools); and most importantly for the education of our students at West TV 3) the largest increase in students per licensed staff - or "class size"- at the school (a 31% increase in students per licensed staff compared to a 5% average increase across all BSD elementary schools).</p> <p>That there is so much variation in the proposed change across schools is concerning, and this is especially so for West TV parents as our children would see the most negative impact from the proposed budget. Communication of the proposed changes at West TV next year has been communicated to parents from the district and the Principal as being a "small school" issue. Putting aside the issue that a student can no more change whether their school has a small enrollment or large enrollment any more than they can the socioeconomic status of their parents or other factors beyond their control, the graph below shows this is largely unsupported by the outcomes of the budget process. Variation in school enrollment explains only 3% of the variation in proposed licensed staff across schools for the upcoming school year and only 1% in the variation in the change in the budget allocated per student across schools in the BSD. It also shows West TV is one of 3 outlier schools that would experience much larger increases in "class size" than the other 30 schools in the district, with West TV to experience the single largest increase in class size 71</p>

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

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