

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, May 8, 2026 through 12 p.m. on Tuesday, May 12, 2026. The following comments followed all the posted guidelines listed on the form and below.

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

BSD limits comments to 1,000 characters

First Name	Last Name	Association with BSD	Comments
Younoussa	Sylla	Parent/Guardian	I have a child who goes to elementary school in BSD and she is overwhelmed with the amount of technology in the classroom. Her teacher is leaving the profession at the end of this year, in part due to not wanting to be in this environment where young kids are see-sawing, dysregulated, fed screens at home and at school, unable to concentrate and demotivated. Now I am hearing that BSD is considering iReady, a tool which is famous around the country for its poor design, student frustration, poor teacher interface (it doesn't even show students what they did wrong, let alone provide any actionable feedback for teachers). Kids really can't stand this platform. I have friends who have pulled their children from public school due to this tool and the accompanying chaos in the classroom. Please reconsider. I know it seems like an easy solution to the math scores but I promise you it is not. Don't make the same mistake that other districts are now trying to reverse. Thank you.
Margaret	Shupe	Parent/Guardian	With ongoing public concern about extent and benefit of tech usage (especially in lower grades), I would like to express that it's ludicrous BSD is thinking about expanding their relationship with i-Ready. In a year where we've been told that we have a shortfall resulting in staffing changes amongst schools and programs and the closure of a community school, why are we looking to spend MORE on a program and service mired by complaints from parents, staff, and even students? I want my tax dollars going to supporting staffing levels and teacher pay, not more iPad usage in the classroom. I encourage you to read the NBC news article posted today that interviews a variety of i-Ready users and logs complaints about data visibility, inane cartoons, and dubious educational outcomes. Educators don't want this. Parents don't want this. This is FOR PROFIT edtech that does not belong in our community. Please continue to drive learning outcomes with HANDS ON work and collaborative projects.

Thomas	Stafford	Parent/Guardian	<p>Do you understand how bad it looks that you are implementing iReady during this time, with it being all over the news on growing concern? BSD, be a leader in the community, state and nation. Do not pass iReady tonight.</p> <p>This national conversation is no longer hypothetical.</p> <p>NBC is now reporting on growing parent, teacher, and student backlash surrounding i-Ready and the broader overuse of technology in schools — including concerns about excessive screen time, distraction, educational quality, and student data privacy.</p> <p>Parents, educators, pediatricians, and even some districts are beginning to push for limits on unnecessary screen use and a return to more human-centered learning experiences.</p> <p>Meanwhile, districts continue investing millions into additional ed-tech platforms while many families and teachers are asking for more support, smaller class sizes, movement, play, intervention staff, and real-world learning opportunities instead.</p> <p>This conversation is growing nationally, and BSD</p>
Lizz	S	Staff Member	<p>Good evening members of the school board,</p> <p>My name is Lizz Schulz, and I am a student teacher who has spent the past year in a first grade classroom in BSD. I am also graduating this Sunday and earning my teaching license. I am here to advocate for a “no screens for K–3” policy, similar to what districts like LAUSD have recently begun implementing.</p> <p>This year has given me a close view of how young children actually respond to screens in a classroom setting. In first grade, students are still developing foundational self-regulation, attention, and social-emotional skills. Research from the American Academy of Pediatrics has consistently shown that early exposure to screens can negatively impact attention span, sleep, and self-regulation in young children. In practice, what I’ve observed is that when devices are introduced into the classroom, even for educational purposes, they immediately become a source of heightened emotional activation. (Please see email for the entirety. Thank you.)</p>

Libby	Sanford	Parent/Guardian	<p>I am honestly heartbroken that my child is finishing kindergarten and so little has been done to meaningfully reduce the amount of screen exposure happening *inside* the classroom. Every day, my child watches for over an hour of videos between snack time, transitions, hand washing, and brain breaks. That does not include 30 minutes of DreamBox daily or tech class time spent on apps like PBS Kids. Yes, many of the shows and apps are considered “educational” — but at school? For this amount of screen time, we could add another recess, outdoor learning opportunity, art project, reading circle, STEM activity, or free play. I deeply empathize with teachers. They are overwhelmed, under-supported, and stretched thin, and screens have become a classroom management tool in an impossible system. This is not about blaming educators. But it is about asking bigger questions: Why are we normalizing so much screen exposure for our youngest learners? Why are we investing millions into more software??</p>
Erin	Hauck	Parent/Guardian	<p>I completely disagree with BSD adopting a new math curriculum through iReady. Many school districts throughout the country are realizing that this is a terrible product. Both of my children have had great difficulty learning math through the current Chromebook products used by BSD. I have found that they are unable to take the concepts that they learn and apply them to pencil and paper after the fact. I have had Beaverton school teachers point this out to me as well. The District is wasting huge amounts of money purchasing software products when what our students need is math taught by teachers with books, pencils, and paper. There is a great amount of learning and brain development that occurs when you write these things out on paper.</p> <p>The increased reliance on software products for learning is making me consider pulling my two children from this District for the first time ever.</p>
Halah	I	Parent/Guardian	<p>Using iPads and computers for reading and math in schools is disturbing. This leads to less handwriting with pen/paper, less fine motor skill practice, eye strain, and comprehension issues. There are also accessibility issues for students with disabilities. What limits can BSD implement to limit the use of screens for teaching these subjects? Right now, it appears BSD delegates to each school and teacher. However, by implementing a district wide policy, limits on screen time will be better enforced. A discussion would be highly appreciated!</p>

Rayla	Geppert	Parent/Guardian	<p>I am writing to you today to express my concerns over the proposed reallocation of two WTV teachers and the transition to blended classrooms for the 2026-2027 school year. The District's proposal to eliminate WTV teachers while also implementing blended classrooms due to the staffing reductions at WTV and the effect it will have on our students and remaining teachers is concerning. The proposed budget highlighted a district wide class size increase of only one student but we know that at our school it would be much greater specifically in the 2/3 blend. 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, and insight into the alternatives considered to reduce costs across the school district that would not come at the expense of classroom teachers. Thank you.</p>
Adam	Hernandez Mendoza	Parent/Guardian	<p>After 120+ years, you are killing off McKay Elementary. The parents in my network and I understand the need to respond to fluctuating enrollment numbers, but what we're most concerned about is where we go from here. Is closing down 1+ schools per year going to be the new norm? How is BSD going to pull itself out of this hole? To do this the district must not view selling off schools to developers as a quick cash grab for a budget patch. Someone pointed out the property behind Westview that you decided to sell off. That could've been affordable housing for vulnerable students, bridging equity gaps, and you could have done more to protect the natural resources on the property but you totally sold out the community and let it become private luxury housing. Is this what you're going to do with all our closing schools eventually? Figure out a way to never sell off historic long-time school district land. The price of taking away our nbhd public lands exceeds the cost of holding onto them</p>
Tim	Roshak	Parent/Guardian	<p>Shock. Dismay. Powerless. These emotions echo our entire West TV community following the SAM impact announcement. Please consider:</p> <ol style="list-style-type: none"> 1. Disproportionate Impact: West TV's staffing reductions are significantly out of alignment with the district. Framing this as "equity" while lowering the educational bar is a contradiction. 2. Transparency & Mixed-Grades: Two-thirds of West TV students will now be in mixed-grade classrooms for up to four years. Adding five such classrooms here nearly triples the district's existing elementary total. The district has sidestepped questions on implementation, training, and efficacy. Combining hasty implementation with larger classes and limited training is a recipe for failure. 3. Sustainable Solutions: We need more than "concepts of a plan." While the district bemoans enrollment, meaningful changes are deferred. We cannot remain on this hamster wheel of reactive budget cuts.

			I fundamentally reject cutting foundational education for elementary learners.
Jenn	A	Parent/Guardian	<p>If BSD does not return to teacher-led, paper-and-pencil learning — with computer labs used appropriately — I will have no choice but to seek alternative schooling. I am begging you — make BSD great again.</p> <p>I am a proud BSD alumni who received an excellent education here, which is why I am so alarmed by the district's shift to tech-based learning.</p> <p>This is not new information. Research from the CDC and NIMH shows that ADHD affects sustained attention, task organization, and filtering distractions, yet BSD's digital-heavy model intensifies these challenges with nonstop visual stimuli, rapid task-switching, and minimal structure. Mayo Clinic reports that ADHD students already struggle with focus, working memory, and multi-step tasks; screens remove the teacher-led modeling and real-time feedback they rely on. Screen-heavy instruction increases distractibility, weakens comprehension, and leads to poorer outcomes. For neurodivergent students, technology is not support — it is a barrier.</p>
Jocelyn	Pascall	Parent/Guardian	<ul style="list-style-type: none"> - Did you know that my child watched a YouTube video in PE class to learn how to do jumping jacks? - Did you know that some children in our district are watching PBS kids in their Tech specials in lieu of hands-on learning? - Did you know that 41.9% of children in the US are now near-sighted, and that is attributed to increased screen time? - Did you know that kids in older grades can access porn on their Chromebooks while at school? - Did you know EEG brain scans show handwriting activates dramatically larger neural networks than typing — including the hippocampus (memory center). Replacing handwriting with keyboards in early grades interrupts the neurological development that reading and learning depend on. - Did you know that at 45 degrees of forward tilt (the typical Chromebook angle) a child's spine bears 49 lbs of force? Did you know the European Spine Journal (2025) calls this a "silent pandemic"? - Did you know it doesn't have to be this way? - Did you know you can help?

Meaghan	M	Staff Member	<p>I know the district is facing difficult decisions regarding finances and that we are in a better situation than many other districts and I do not envy those who have to make the decisions. Seeing the impact and being impacted by the cuts to student facing positions is heartbreaking. Working with current staffing levels and being constantly overwhelmed by the needs of students now scares me for the future of how schools are going to be able to address student needs. Short answer is they won't be able to. Cutting social workers and counselors in a time with unprecedented mental health challenges for our youth during May's mental health awareness month while still promoting the "believe you matter" initiative is dangerous. I worry about our students' safety. Our students' needs are not just going to magically go away because there are less counselors and less social workers, it just means that our most vulnerable will be ignored and could lead to the most grievous of consequences.</p>
Karen	M	Other Community Member	<p>I am writing as an angry and deeply concerned grandparent. My ADHD grandchild has made ZERO academic progress in the last two years at BSD, and the cause is clear: the district's overwhelming reliance on tech-based learning. iPads, apps, and independent screen time have replaced real teaching, real guidance, and real learning. This model is failing him.</p> <p>My three grown children attended CME and thrived. I have watched BSD decline over the last decade, and the shift toward screen-based instruction has been the most damaging change of all. Digital programs may keep students occupied, but they do not build skills, deepen understanding, or support children who need direct, structured instruction. My grandchild is more distracted, more frustrated, and less confident than ever — and BSD's instructional choices are directly responsible.</p> <p>This is unacceptable. Next year will be his last unless BSD changes its tech-use policy and returns to teacher-led instruction that actually supports student</p>
Ave	R	Parent/Guardian	<p>I'm very concerned with how much time my second graders are spending on iPads during their school day. They are on a screen for more than half the time they are at school. These are lower elementary students whose brains are still developing. I'm worried about both the mental health and critical thinking skills that children are missing out on without person to person teaching. I'm concerned at the security of apps like Canvas and Iready. We as a society have so much studies around screens, learning, and middle and elementary children that have been ignored. I understand that the big shift happened during COVID. I also understand that BSD is committed to the Best Practices of education - why are we failing our children by allowing them to be on devices for more than half the education hours they are getting? From learning basic handwriting skills to being able to manipulate materials to build concrete math skills. We are 48th in the US in education. We HAVE to do better.</p> <p>I'm also worried about the lower elementary children's regulation with all the screen time during their school day. My children are spending multiple hours a day on screens and coming home completely</p>

			<p>overstimulated. I'm hearing this from every other parent that I've talked to - why are we doing this to their brains? Please, I want to understand what the positives are to these children? I've noticed there are barely any effort in going into building healthy habits with screen time.</p>
Jennifer	Metter	Parent/Guardian	<p>If technology-based learning continues to be heavily relied upon in our elementary schools without meaningful changes, I will have no other choice but to withdraw my son from the Beaverton School District and pursue private education.</p> <p>The clear negative impact technology has had on my son's academic progress is enraging. The current model has not supported his growth. His assessment data has remained stagnant, which does not reflect his abilities. It reflects an instructional approach that is not meeting students needs. The district's reliance on iPad-based learning raises several concerns: Inequity for students who require explicit instruction, Increased distractibility by the app, Shallow engagement instead of deep learning and Reduced teacher interaction which ADHD learners benefit most from: direct instruction, modeling and guided practice, Weak working memory support, Inequity for students who require explicit instruction & POOR ACCOUNTABILITY FOR ACTUAL LEARNING!</p>
Susan	O'Neill	Parent/Guardian	<p>I am not anti-technology, but I am deeply concerned by the amount of screen use now happening throughout the elementary school day. As a parent volunteer, I regularly saw videos, apps, and gamified learning used across classrooms, PE, music, and even "brain breaks."</p> <p>I was even discouraged from taking my first grader to the library weekly for reading level appropriate books because she was expected to read on an iPad at home instead.</p> <p>Schools should help protect and foster increased attention spans, reading stamina, creativity, movement, and social development—not add to the problem.</p> <p>I urge the board to reevaluate how much screen time is truly necessary, especially for younger students.</p>
Andy	C	Parent/Guardian	<p>Technology has a place in education, but it should support learning, not replace it. Students only need dedicated instruction in essential digital skills like typing, research, and responsible internet use. In core subjects such as English, math, and history, the research consistently shows that physical books, handwriting, and face-to-face instruction lead to better comprehension, retention, focus, and critical thinking than constant laptop use.</p>

Tosha	Jones	Parent/Guardian	<p>I am writing to express urgent concern regarding the current implementation of 1-to-1 technology, specifically Chromebook usage. While intended as an educational tool, the reality in the classroom has shifted. My daughter, like many of her peers, frequently spends her instructional time using her device to chat with friends rather than engaging with the curriculum.</p> <p>This constant digital immersion is taking a measurable toll. Beyond mental health, the "always-on" nature of these devices creates persistent safety risks and distractions that teachers are spread too thin to monitor effectively.</p> <p>We need a reassessment of our tech-first approach. I urge the district to prioritize:</p> <ul style="list-style-type: none"> * Stricter software limitations on social platforms. * Increased "off-screen" instructional time. * Greater transparency regarding safety. <p>Our children's mental and physical health must come before digital convenience.</p> <p>Sincerely, Tosha Jones</p>
Samantha	Unrau	Parent/Guardian	<p>The data is growing increasingly more clear that the impact of digital devices, social media and technology at large have profound impacts on the development of young brains. Young children are increasingly more susceptible to the mental and physical danger that can present itself when technology presented as curriculum is pushed upon them without the correct monitoring, guardrails and safety measures in place. Online predatory behavior, bullying, the negative effects of echo chambers and the commoditization of personal data puts everyone at risk, but especially young minds who lack media literacy and the ability to recognize how these online platforms target consumers. As society leans harder into tech, I urge the school district to employ common sense policies and pair the use of tech with strong media literacy education. Nothing can replace IRL play, face to face interaction, and pen and paper.</p>
John	Sohl	Parent/Guardian	<p>I'd like to focus specifically on class size increases and the impact on students at West Tualatin View Elementary School.</p> <p>While the district has communicated an average class size increase, the projected increase at our school is significantly higher, meaning some schools are shouldering a disproportionate share of the impact. This is especially concerning at the elementary level, where foundational skills and social-emotional development are critical.</p> <p>These impacts are compounded by the potential introduction of blended or multi-grade classrooms. Blended classrooms can work when thoughtfully planned and well supported.</p> <p>Rapid implementation driven by staffing constraints increases risk for both students and teachers.</p> <p>We respectfully ask the Board to:</p> <ul style="list-style-type: none"> Re-examine class size impacts at West TV Ensure no single school experiences a disproportionate increase Provide clarity on how blended classrooms will be supported if required next year

Mieka	Nichols	Parent/Guardian	<p>Students are still able to access inappropriate and pornographic material on Chromebooks. Just a simple search on a site like Amazon and you'll have your screen filled with "Big Boobs" or whatever you like, especially if you add "manga" to your search. While some of these are not "explicit", they certainly are not appropriate for students and should not be accessible on District provided Chromebooks. Why is the district continuing to allow non educational sites to be accessible on Chromebooks? Why is the district still allowing sites and images that are inappropriate for children?</p> <p>Similarly, I've never heard any parent say, "YouTube shorts are great for my kid". They are a distraction from education and supporting dopamine addiction.</p> <p>The district needs to reevaluate the purpose of the Chromebooks and their role. Does all the non-educational content really benefit the students?</p> <p>Until then, can we find a way to at least prevent students from seeing scantily clad women's images?</p>
John	Preskitt	Parent/Guardian	<p>My name is John Preskitt, and I'm a parent in the Beaverton School District at West TV Elementary. I'm here to share concerns about how recent budget cuts—specifically staff reductions—are increasing student-teacher ratios.</p> <p>While I understand budgets require difficult decisions, the impact is clear. Larger class sizes make it harder for teachers to provide the individual attention students need to succeed. This affects not only academics, but also student engagement, confidence, and overall well-being.</p> <p>So I would respectfully ask the board to clarify:</p> <p>What steps are being taken to mitigate increased class sizes next year?</p> <p>Are there opportunities to revisit budget priorities to better protect staffing?</p> <p>How can parents and the community effectively advocate for solutions?</p> <p>We want to help—but we need guidance on where our voices can make the greatest impact.</p> <p>Our students only get one chance at each school year. Protecting strong teacher support is essential to their success.</p> <p>Thank you.</p>
Justin	Mathes	Parent/Guardian	<p>As a parent of a rising 2nd and 5th grader, I am writing to share my deep concerns regarding the proposed budget. While I understand the reality of fiscal gaps, the Staffing Allocation Methodology (SAM) places an inequitable burden on West TV.</p> <p>From a teaching perspective, we know that literacy and numeracy gaps only widen as students get older. Combining increased class sizes with 'blended' multi-grade classrooms is a radical shift that puts our children's foundational years at risk. This implementation results in a disproportionate loss of resources for our school compared to others in the district.</p> <p>I urge the Board to revise the SAM for better equity, release the data used for these allocations, and prioritize the stability of our neighborhood schools. Every BSD student deserves a quality education that isn't compromised by flawed methodology.</p>

Gwen	Perry	Parent/Guardian	<p>I am shocked and concerned with the current rankings of the OR education system to begin with and now we are combining classes where there will be over 30 kids in a class for 5th grade. This seems like setting my kids up for failure as they prepare for middle school. What is being done to ensure that we are improving rather than sacrificing our kids futures?</p>
Tiffany	Mathes	Parent/Guardian	<p>I am a BSD educator and parent of a rising 2nd and 5th grader. I am deeply troubled by the proposed budget. While fiscal gaps are real, the Staffing Allocation Methodology (SAM) creates an inequitable burden on West TV.</p> <p>Combining increased class sizes with multi-grade "blended" classrooms is a radical shift that compromises instructional integrity. As a teacher, I know that literacy and numeracy gaps widen with age; destabilizing these foundational years is a risk our children cannot afford.</p> <p>The SAM's implementation results in a disproportionate loss of resources for our school compared to others. This isn't just a budget issue; it's an emotional and educational crisis for our community. We urge the Board to:</p> <p>Revise the SAM to ensure proportional changes across all schools.</p> <p>Release the data/spreadsheets used for these allocations.</p> <p>Protect the stability of neighborhood schools.</p> <p>All BSD students deserve equity and quality.</p>
Alice	Huang	Parent/Guardian	<p>I'm a concerned mother of two boys [REDACTED] at West TV. We were given notice late this school year that 3 teachers would be cut. We started at West TV because we lived in-district. When we had to move, we made a big financial/personal decision to stay within West TV because of our good experience with school and wanting to keep continuity for the kids.</p> <p>I'm worried West TV will be on the chopping block for further reductions which would gut instructional capacity both in # of instructors and add the stress of adaptation to current instructors managing year-to-year stability.</p> <p>I would like the board to re-consider their plan in terms of WHAT is cut from West TV and have a plan for some stability in the 5-year plan for West TV students given the budget forecasts. It would be preferable in my mind for schools to share staff (eg, cut FTEs) for non-classroom instructors, like social</p>

			work and counseling staff or even PE, Music, Technology.
Ryan	Bracken	Parent/Guardian	<p>BSD School Board,</p> <p>The district's proposed budget would result in a major reduction in classroom teachers at West TV ES. This would cause the majority of students at West TV, including our children, to be placed in multi-grade classrooms with class sizes far above the BSD average. This is a massive negative change and does not appear to be a change that is common across the district.</p> <p>While we support BSD's equity goals and efforts to reduce large to small school subsidization, these efforts cannot explain the proposed change at West TV. West TV's projected changes are not in line with the projected changes of schools similar to West TV.</p> <p>We urge the School Board to carefully consider the impacts of a movement to multi-grade classrooms at elementary schools in BSD and urge the Board to request at 2 classroom teachers per grade at West TV so multi-grade classrooms can be avoided. West would still have a lower than average cost per student.</p> <p>Regards, Ryan Bracken</p>
Molly	O	Parent/Guardian	<p>I'm writing to express concern with the proposed budget & disproportionate impact it will have on small schools. Please pause.</p> <p>OR is ranked 47th in the nation for education. 47th.</p> <p>We know that smaller schools produce better educational outcomes.</p> <p>We know that smaller schools come at a slightly higher cost.</p> <p>When did the fact that smaller schools are doing comparatively well become a problem? We are ready to allocate funds (as we should) to Title1 schools. We are ready to allocate funds (as we should) to ELL programs. Why are we not ready to allocate funds to keep schools small? Small schools are being punished. The messaging feels like the significant drop in staffing we will see year-over-year is okay because our kids were somehow "over served" in years past & this is just the necessary correction? Neighborhood schools are a pillar of strong communities. If we are worried about declining enrollment, creating big schools with less teachers, and more days off isn't the solution.</p>

Blair	Siegel	Parent/Guardian	<p>I am a parent of a current 2nd and 4th grader at West TV Elementary and am deeply concerned with the proposed changes to our school in light of the districts budget challenges. Of the 33 elementary schools in BSD West TV is proposed to see the largest decrease in budget, the largest decrease in budget allocation per student, and the largest increase in students per licensed staff member (a good proxy for class size). The most glaring result from this in my eyes is how much variation there is across schools in terms of proposed changes from this school year to the upcoming one. One might expect that all schools in the district would be expected to experience a similar and proportional impact with a district wide budget issue. This simply isn't the case, and West TV is the biggest loser of all. While we are sympathetic to the challenges of managing a budget, we cannot accept a disproportionately negative impact on our school.</p>
Martha	Pedden	Parent/Guardian	<p>My son is in 1st grade at West TV Elementary School. Our school is being disproportionately impacted by proposed staffing cuts, and we urge the district to review the outliers in the algorithm. Instead of the reported district-wide 1 additional student per licensed staff, the proposed changes will result in an avg 7 more students per licensed staff. West TV will also house the Flex online school, so office staff and other resources will be more efficient.</p> <p>Despite a modest student decline (4%) that should be covered by incorporating Flex, our school is proposed to cut 26% of teachers, and experience the highest increase in students per licensed staff (31%). To accommodate these drastic cuts, Principal Valentine is forced to blend grades. Not only will our teachers be dealing with the highest increase in student ratios, but they'll be shifting to a new model and teaching multiple grades. I do not believe this outcome was the intent and look forward to seeing the revised plan.</p>