

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nathan     | Rochester | Parent/guardian                                | Yes                                                 | <p>I attended the LRFP committee discussions throughout last fall and winter, and found parts of it extremely troubling.</p> <p>First, any observer at those committee meetings could have easily pointed to the most influential person in the room. It was the woman representing BRIC, the architectural firm contracted by BSD. Despite her firm's direct financial interest in pursuing larger, more prestigious projects, everyone clearly deferred to her at every step. This blatant conflict of interest was frankly disturbing.</p> <p>Second, the proposed threshold of 350 students seemed to crop up out of the shadows with no consideration for student success factors. As the parent of a neurodivergent child, I've seen the benefits of a small community based school for meeting my kid's educational needs. The staff at Raleigh Park Elementary know him and he knows them, and I am deeply concerned that will be sacrificed in order to fill classrooms in the facility recently built for Raleigh Hills Elementary.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rebe       | Colasurdo | Parent/guardian                                | Yes                                                 | <p>As the district re-engages in long-range planning, I urge the Board to begin with a revision of the elem Ed Spec before making decisions about school size, consolidation, or facility use. The Ed Spec should reflect the educational experience we want for students today—not simply the facilities or enrollment assumptions of the past. If the district is considering consolidation or changes to school size, the community deserves a clear, current standard for what makes an elementary school an effective learning environment.</p> <p>I also hope the district will look beyond closures and boundary changes and consider programming as part of the long-range planning solution. Southeast Beaverton has limited access to language and option programs. The Raleigh Hills school building could provide an opportunity to expand those offerings while making meaningful use of an existing district facility. A language program at Raleigh Hills could address a lot of needs for the district and our students.</p> |
| Vicki      | Finn      | Other Community Member                         | Yes                                                 | <p>The Long-Range Facility Planning process has been a disappointment in terms of opportunities for constituent engagement. I believe that's because the process is out of sync with too many planning layers. The focus should be on student needs first, then what facilities best deliver for these student needs. Lowering student/teacher ratios should be a priority. District leadership and elected officials should step up and lead the decision-making process (no more consultants please). Size matters. There is such a thing as too big when it comes to elementary schools. Community schools offer learning opportunities that are unique, such as language programming and option schools which are limited especially in SE Beaverton. Please listen and engage community school stakeholders in the decision-making process. Make student first decisions and then let the facility closure decisions follow. Beaverton can continue to be a model with leadership/recalibration of these planning processes. TY</p>     |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jennifer   | HOFFMAN   | Staff Member                                   | Yes                                                 | <p>Hello,</p> <p>I'm wondering if the board would consider requiring school PTO's to contribute to a general PTO fund, after achieving a certain threshold of money from fundraisers. The school I work at doesn't have a community where families can contribute time, energy, or resources fundraising for the school. However, other school communities have huge resources. In fact, this year, the PTO at my school is giving 0 dollars to teachers for classroom incidentals, where at least 3 schools I know, the PTO is giving \$600 to each teacher. Is this something that the district could make more equitable. What happens is teachers like me end up spending a tremendous amount of personal money. Furthermore, the students that go to an affluent school, don't necessarily need the incidentals that students who go to a low income school do. I spend my own money on hygiene products, class incentives like stickers, water bottles, school supplies, you name it to make my classroom welcoming and engaging</p> |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thomas     | S.        | Parent/guardian                                | Yes                                                 | <p>I wish my son had less exposure to screen time at his school. He is too young to be on an iPad, watching TV, virtual bowling, brain breaks on YouTube, and having stories read to him on YouTube. I would like to see the district proactivley law down some guardrails and guidelines so it's not the wild west with teachers and schools using technology.</p> <p>Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available.</p> <p>We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a clos</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Libby      | Sanford   | Parent/guardian                                | Yes                                                 | <p>I appreciate the principals and teachers who are already taking steps to make technology use more intentional, and I appreciate the district for creating the Purposeful K-5 Technology Use Advisory Committee. However, I am hesitant to feel confident that my now-first grader will benefit from meaningful change by January—or that the committee’s work will necessarily result in a policy.</p> <p>There are small, practical changes the district can make now to provide teachers with direction and support. Teachers want guidance. They need feedback, professional development, and clear expectations around intentional technology use and safe, responsible AI. Without district direction, teachers are being asked to become IT specialists and police student screen use rather than focus on teaching and learning.</p> <p>I'm asking the IT department, Teaching &amp; Learning team, &amp; School Board to work together on interim guidelines that can support students &amp; teachers now. Research and data will not change by January!</p> |
| Alex       | P.        | Parent/guardian                                | Yes                                                 | <p>My high school has accessed numerous AI chatbots and porn this year at school, in the two weeks school has been in session. The IT team thinks they have a handle on this, but they have no idea what the kids are able to access. As a school district, you need to put some policy in place regarding AI before the already-in-debt district gets sued. What was the district doing all summer to get ahead of the challenges with AI? Is Big Tech in your pocket? If so, at least ask them to help with public education in Oregon. What if we tried taking these devices away and seeing if our reading and math scores improved? I do not have time or patience to meet on a committee. We will be unenrolling by January if changes are not made with AI! PROTECT OUR KIDS, INVEST IN TEACHERS.</p>                                                                                                                                                                                                                                                            |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Megan      | Monty     | Parent/guardian                                | Yes                                                 | I am encouraged to see that decreasing screen time and proactively setting strict boundaries around use of AI is being talked about. I am hopeful that the leadership will choose to follow through with action to protect the young minds we are so fortunate to help mold. It is important to be mindful of the ongoing research in this area and mitigate the harms as soon as possible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Emma       | Harrie    | Parent/guardian                                | Yes                                                 | Our youngest students deserve a different technology experience. In K-2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available.<br>We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K-2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti- technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning. |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sean       | Harrie    | Parent/guardian                                | Yes                                                 | <p>For older students given a 1:1 device, we need a thoughtful technology framework that goes beyond simply providing devices. Students need opportunities to learn with technology--but also to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning.</p> <p>Portland Public Schools, Tigard-Tualatin and Bend-La Pine are developing more specific technology and AI guidance. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first--not the technology.</p> |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Winter     | Frizzell  | Parent/guardian                                | Yes                                                 | <p>Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available.</p> <p>We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti-technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Halah      | I         | Parent/guardian                                | Yes                                                 | <p>Thank you so much for considering a reduction in the use of technology for BSD kids. As seen by the Tualatin Tigard School District, New York City, etc., it is clear that other leaders and parents are pushing back on uncontrolled use of technology. Unrestricted access to iPads and Chromebooks for elementary and middle school aged kids is scary for multiple reasons: 1. Access to inappropriate aged materials and people 2. Lack of focus in the classroom and at home 3. Work arounds that kids figure out super fast to get around limits/controls 4. Kids unable to read well and write by hand (look at so many published studies), 5. increases in ADD and ADHD disorders, and 6. access issues for kids with differences.</p> <p>What can we thoughtfully implement in the next year as a school district so that kids are primarily learning how to read, write, and do math without a screen? What limits can we implement so that kids actually learn how to CRITICALLY THINK and RESEARCH without using AI?</p> |
| Michael    | Byers     | Parent/guardian                                | Yes                                                 | No AI - No computers - stick with books and paper! Conestoga has made an effort to go back to paper this year and our student loves it. Much preferred over the chromebook garbage. No more chromebooks. Paper only!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Alison     | Tierney   | Parent/guardian                                | Yes                                                 | <p>I am submitting another public comment in regards to long range planning for BSD. As a parent of two students at Raleigh Park, I am concerned by the pending school closures. The construction of Raleigh Hills seemed to be a short-sighted endeavor. Yes, a new school was needed, but was a 750 student K-5 school needed? My recommendation in order to right-size this immediate community would be to close Montclair and add those students to Raleigh Hills. Then, seek funding for a new school to be built on Raleigh Park property that can accommodate both Raleigh Park and Ridgewood students (and some overflow from William Walker). The existing Raleigh Park would be closed, as would Ridgewood, and we can join together under a new school name. Raleigh Park is a pillar of community, with large parklands for all to enjoy. Let's build a new 500 student school on that property, to satisfy long-term needs.</p>                                                                                            |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mieka      | Nichols   | Parent/guardian                                | Yes                                                 | <p>BSD has improved their technology safety standards little by little, but unfortunately, it's not enough to protect our students. Thousands of new generative AI sites are created each day. Generative AI, meaning, a student can input any characteristics and an image is created. Big boob, blue hair, octopus arms. Ding! Image comes up. Lightspeed has a new system where inappropriate images are blurred, but due to the volume of new sites and creativity, it MAY be better than last year (when many pornographic images and stories were created), but what is the guarantee? Until there is an exact plan in place, I believe generative AI should be suspended unless a teacher has vetted a site and is actually actively looking at what's being generated. It's been slipping through the cracks for years.</p> <p>I'm also disappointed that when I flagged a site with pornography, BSD responded that teachers MIGHT use that site, so it was not blocked.</p> <p>Students should NOT have access to porn on school computers.</p> |
| Jocelyn    | Pascall   | Parent/guardian                                | Yes                                                 | <p>Looking at all of you, I'm impressed, &amp; I mean that sincerely. Includ. Dr. Smith, 5 of you have you doctorates (and even an MD with Dr. Carpenter). You're highly educated &amp; actively engaged citizens. I see immigrants, parents, educators, activists. I see a group of folks, from all walks of life, who've made an impact, in multiple areas. I can genuinely say that we're lucky to have all of you. I've no doubt that you worked very hard to get to where you are today. You struggled, I'm sure. You persevered, no doubt. You failed at times, of course. You have grit - if you didn't, you wouldn't be here. Now - I ask you to look back at your path, that got you where you are today, and ask yourself: would I have had the same success if I were educated under current conditions? Learning math on poorly produced apps? Having generative AI help you write papers? Messing around on websites during class? Would you have the same grit? Same stamina for learning? Same drive to do better? Or not...?</p>          |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reggie     | Frumkin   | Other Community Member                         | Yes                                                 | The School District must create a plan to keep existing school properties publicly-owned and buildings standing, such as through a public land trust, in the event that schools close. The school district selling off school properties to developers and private equity is wicked and permanently damages our community. We must be planning for generations ahead - the grounds on which schools exist are invaluable public assets. The school district already sold off the farmland and trees behind Westview High School to a private developer for more luxury housing, when that could've at least been preserved or turned into public lower-income housing, which is desperately needed for families in that area. BSD should absolutely not sell off McKay or other neighborhood schools. A darkening cloud looms over Beaverton as long as BSD plows ahead with consolidation plans and selling off school land. Don't play into the rightwing anti-education agenda by allowing school land to become privatized         |
| Allison    | B         | Parent/guardian                                | Yes                                                 | I am incredibly concerned about BSD's "Generative AI Responsible Use Guidelines". There is well-demonstrated research into cognitive atrophy in adults as a consequence of using nearly all forms of generative AI. There has not yet been enough time for extensive longitudinal research on the impact of generative AI on kids, but all indications so far are that it's severely detrimental. An August 2026 article in Psychology Today summarized the concern "Adults who offload thinking to AI lose capacity they built. Children may never build it at all." We must focus on teaching our children to think critically, to strengthen creativity, and to be able to identify reliable primary resources before we introduce them to using generative AI at all. We are setting out kids up for failure if they do not build critical-thinking skills and information literacy above everything else. Our children's brains are developing rapidly and BSD has an obligation to ensure we are not stunting their development. |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thomas     | Sanford   | Parent/guardian                                | Yes                                                 | <p>Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement, and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available.</p> <p>We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led, and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti-technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.</p>                                                |
| Diana      | Feldstein | Parent/guardian                                | Yes                                                 | <p>I am the proud mom of a fifth grader and sixth grader in BSD. I am hopeful to see safeguards in place to protect them with their use of technology. I understand the value of opportunities to learn with technology. They also need to foster the skills to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning. Other public schools in Oregon are already creating safeguards for their kids. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first—not the technology.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sheryl     | Connell   | Other Community Member                         | No                                                  | I'm a grandparent of a Beaverton student who started first grade this year. It is a huge relief to know that Beaverton schools are being so proactive in seriously questioning current research on the effects of intense technology use on the brains of children.; and making plans to remedy harmful effects by transitioning to more historically proven teaching methods. Bravo, Beaverton Schools!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Amber      | A         | Parent/guardian                                | Yes                                                 | Hello. I have two children who attend BSD elementary. I believe there is too much tech in our classrooms, and it's being introduced too early with students being given tablets as early as kindergarten for school work. I believe any screen time given would be better used practicing hand writing, reading a book, face to face communication, arts, outside play and physical activities. Can you explain how screen time so early is beneficial to children's learning, especially in early development? Research backs up many reasons to restrict screen time and schools should be following these recommendations. I also have concerns about tablets and phones on the school buses. Kids have access to their devices, no supervision, anyone can be recorded and posted online without their knowing/consent, or browsing the internet unsupervised. How is this good for younger children especially? What is being done to protect kid's online safety, privacy and parents' preferences on the school buses? Thank you. |
| Elizabeth  | Crawford  | Other Community Member                         | Yes                                                 | Parent of kinder incoming next school year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curtis     | Crawford  | Other Community Member                         | Yes                                                 | <p>The district must develop clear directives for allowable screen time per grade, with strict limits for elementary and middle school. Secondly, the district must pause all generative AI access. Finally, the district must transition to a district-approved technology whitelist/only-allow list.</p> <p>These actions cannot wait for years of study. Our children deserve our care and attention to this matter now. We have seen what unrestricted technology has done to learning over the last 10 years. The best and only time to turn this around is now. As parents of a kinder entering next year, we will not be comfortable sending our student without these strict technology limits in place.</p>                                                                                                                                                                                                                                                                                                                                    |
| Bryan      | Robb      | Parent/guardian                                | Yes                                                 | <p>As BSD develops the 2027 Long-Range Facilities Plan, I hope it looks beyond current enrollment and utilization. My experience on the LRFP Committee, particularly in Zone 5, reinforced that long-term decisions should account for higher-density housing growth, planned housing capacity, transportation investments, Safe Routes to School, walkability, and the strategic value of existing school sites.</p> <p>Existing schools should be treated as long-term public assets. Before adding capacity or replacing older buildings, BSD should seriously evaluate renovation, adaptive reuse, partial preservation, phased or temporary solutions, boundary or program changes, and districtwide capacity. Communities accommodating future housing growth should not lose neighborhood access based primarily on a short-term enrollment snapshot. Lifecycle costs should also be weighed before demolition or major replacement.</p> <p>These decisions will shape communities for decades. The methodology should reflect that horizon.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amy        | Brownell  | Parent/guardian                                | Yes                                                 | <p>I am writing today to address three very serious issues that have severe impacts on our students.</p> <p>Firstly, given the environmental and ethical implications of AI, BSD should ban all use of AI, especially for students, but also for staff, admin and district use. Schools are in the business of organic education for young human minds.</p> <p>Secondly, given the increase of unlawful and nefarious surveillance by use of cameras such as Flock, BSD should ban all surveillance cameras in schools and adjust school bus routes to avoid being surveilled by Flock cameras especially at bus stops. This puts vulnerable students and families at risk.</p> <p>Thirdly, BSD needs to remove police officers from school buildings. The School District's own study a few years ago revealed that the work of these officers could be accomplished by social workers and other trained, unarmed staff. Studies have shown the disproportionate impact on racialized and disabled students in the school to prison pipeline.</p> <p>Thank you</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Susan      | Tindall   | Parent/guardian                                | Yes                                                 | <p>For older students given a 1:1 device, we need a thoughtful technology framework that goes beyond simply providing devices. Students need opportunities to learn with technology—but also to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning.</p> <p>Portland Public Schools, Tigard-Tualatin and Bend-La Pine are developing more specific technology and AI guidance. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first—not the technology.</p> |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lindsey    | L         | Parent/guardian                                | Yes                                                 | <p>Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available.</p> <p>We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti-technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.</p> |

## PUBLIC COMMENTS

| First Name | Last Name     | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------|---------------|------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A.         | Middlestetter | Parent/guardian                                | Yes                                                 | <p>I'm writing the Beaverton School Board to insist on clear, developmentally appropriate technology and screen-time expectations for all grades, K-12.</p> <p>For students with a 1:1 device, as my two BSD kids are, there must be a thoughtful technology framework that goes beyond providing devices. Students need opportunities to learn with technology, but also to read, think critically, write independently, create, collaborate and learn without a screen. As AI use proliferates, these guardrails are even more important: students NEED explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use.</p> <p>Portland Public Schools, Tigard-Tualatin and Bend-La Pine districts are developing more specific technology and AI guidance. Beaverton should not wait to catch up. I ask the Board to establish CLEAR grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Thank you!</p> |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kyle       | Foster    | Parent/guardian                                | Yes                                                 | <p>I really think we need to take a hard look at how much screen time and AI we are putting in front of our kids at school. I'm not against technology, but I don't think more technology automatically means better education.</p> <p>Studies have linked excessive screen time in kids and teens to worse sleep, reduced attention, depression symptoms, and poorer academic outcomes. One review looked at 58 studies involving more than 480,000 young people.</p> <p>I'm also concerned about AI. OECD/PISA data from more than 760,000 students in 91 countries found that students who frequently used AI for schoolwork didn't necessarily perform better and, in some cases, performed worse.</p> <p>Kids need to learn how to read, write, think critically, solve problems, and figure things out on their own. AI can be a tool, but it shouldn't become a replacement for learning.</p> <p>As a parent, I'd rather see our schools focus on developing capable, independent thinkers than making sure every child has the latest technology.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Judith     | Arayaes   | Parent/guardian                                | Yes                                                 | <p>For older students given a 1:1 device, we need a thoughtful technology framework that goes beyond simply providing devices. Students need opportunities to learn with technology—but also to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning.</p> <p>Portland Public Schools, Tigard-Tualatin and Bend-La Pine are developing more specific technology and AI guidance. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first—not the technology. 2.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stephanie  | S         | Parent/guardian                                | Yes                                                 | <p>As BSD resumes facilities planning under new leadership, I urge the district to update the 2014 Ed Spec as the first step in moving forward. We should first define what a high-quality BSD school should look like today.</p> <p>Last year's process exposed important gaps. The LRFP committee lacked Teaching &amp; Learning representation. Months of public comments were not shared with the committee until after voting concluded. And while BRIC hosted six community forums, no district staff attended to hear community concerns. The McKay transition showed us that a community-led discussion (rather than a broad committee) leads to the strongest outcomes in change.</p> <p>I hope new leadership sees an opportunity for a thoughtful reset: start with the Ed Spec and center Teaching &amp; Learning. The Board and Superintendent should lead and own consequential decision-making and communication, while district leadership engages directly with communities to develop strong plans that address our district's challenges.</p> |
| Stefanie   | Kautz     | Parent/guardian                                | Yes                                                 | <p>As parents, we have seen firsthand how difficult it is to manage technology use on school-issued devices. Children already rely on AI for some schoolwork, and they also use their Chromebooks to watch YouTube and other content when they should be working. Lightspeed parental controls allow us to restrict sites such as YouTube, but students quickly find workarounds—for example, accessing videos embedded within Google Docs. This illustrates why this cannot be addressed through parental controls alone and BSD needs to follow other districts and develop and implement stronger, school-level restrictions. We should also be asking a broader question: how much technology do students actually need during the school day? At times, students need read, write, solve problems, discuss ideas, and work through difficult questions without immediate access to a device, the internet, or AI. This will allow them to develop into critical thinkers, a skill that is essential to be responsible citizens.</p>                         |

PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Julie      | S         | Parent/guardian                                | Yes                                                 | <p>Our youngest students deserve a childhood centered on human development, not screens.</p> <p>In kindergarten through second grade, children are building the foundational skills that shape their future academic success, physical health, and emotional well-being. These early years are critical for developing attention span, self-regulation, communication, creativity, problem-solving, fine motor skills, handwriting, reading, physical movement, and healthy social relationships. These skills are best learned through hands-on experiences, face-to-face interaction, active play, and direct engagement with teachers and peers.</p> <p>Increasing research and parent concern point to the potential long-term consequences of excessive screen exposure in early childhood, including impacts on attention, focus, social development, physical activity, and overall mental well-being. While technology has a place in education, young children do not need constant access to screens to learn.</p> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cody       | Moses     | Parent/guardian                                | Yes                                                 | <p>Put Our Kids First—not the Technology</p> <p>Technology can be a powerful learning tool—but more technology does not automatically mean better learning. As Beaverton students increasingly learn through screens and gain access to AI, the district needs a thoughtful, evidence-based framework that puts student learning and development ahead of technology adoption. For students with 1:1 devices, we need clear, grade-level expectations for when and how technology should—and should not—be used. Students need opportunities to learn with technology, but they also need meaningful opportunities to **read deeply, write independently, think critically, collaborate, create and learn without a screen**.</p> <p>AI makes these guardrails even more important. We ask the School Board to:</p> <ul style="list-style-type: none"> <li>* Establish clear grade-level expectations for technology and screen use.</li> <li>* Evaluate the effectiveness and impact of current technology use on student learning.</li> <li>* Develop a responsible framework for AI, including clear standards</li> </ul> |

## PUBLIC COMMENTS

| First Name | Last Name  | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|------------|------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kathy      | Masarie MD | Other Community Member                         | Yes                                                 | <p>Oregon students are struggling academically, with many graduating unable to read a book, write independently, or think critically. Excessive screen use, social media, gaming, and internet exposure contribute to declining cognitive, academic, physical, mental, and social well-being. Digital products displace face-to-face relationships, hands-on learning, and attention while exposing children to addictive design, inappropriate content, predators, and privacy risks.</p> <p>Educators should apply the precautionary principle: if a product may harm children and its benefits are unproven, it should not be widely used until independently proven safe and effective.</p> <p>OR Unplugged Coalition, a partner of SBS BSD, supports:</p> <ul style="list-style-type: none"> <li>• Parental consent for internet/apps</li> <li>• No routine screen-based teaching K–5; parent opt-out</li> <li>• Teacher-led, analog learning and funding</li> <li>• ≤2 hours total school-day screen time</li> <li>• No 1:1 devices K–8; intentional shared-device use</li> <li>• No addictive design, advertising, or unnecessary data</li> </ul> |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chad       | Koenig    | Parent/guardian                                | Yes                                                 | <p>I have concerns about the increased use and reliance on chrome books and electronics in education and the classroom. Not only is this not an engaging manner in which to interact with the students, the safeguards are weak and the social interactions are decreased. We have created a student base that is dopamine addicted to screens and doesn't know how to properly engage and collaborate with others. The civil discourse is missing from schools and I believe it starts with screens and lack of accountability. These 2 things have deteriorated the Oregon education system to being one of the worst in the country. We need to do better by our students and our communities and it starts with engagement. Screens can't do that, teachers can.</p> <p>Please also work on stronger oversight of the students and stiffer penalties. The behavior of students is very poor and it impacts those around them. When kids don't want to go to school or are afraid to use the restroom, it also ruins their education.</p> |
| Sandra     | S         | Parent/guardian                                | Yes                                                 | <p>I am concerned that having too much screen time in school may and will create disabling affects to our children's dexterity and an inability to focus on the group discussion. I have experienced this with my own child as the kid's in class are emailing and chatting online instead of paying attention to their lecture or school work. The families of Beaverton school district deserve a BETTER education. Per statistics and studies excessive screen time in schools can lead to various negative effects on children's brains, including impaired cognitive development, reduced attention spans, and increased emotional dysregulation. These impacts can hinder academic performance and overall well-being. Not to mention we are social beings and need social interaction and overreliance on screens can hinder the development of interpersonal skills, as face-to-face interactions decrease. I care about my community and our children in it, please consider supporting our children in healthier education.</p>    |

## PUBLIC COMMENTS

| First Name | Last Name | Association with the Beaverton School District | Are you a resident of the Beaverton School District | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|-----------|------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Diana      | Buswell   | Parent/guardian                                | Yes                                                 | As the Board & District continue the LRFP process, I urge you to please proceed with transparency and a sincere willingness to engage with the community throughout the district and not just focus on pockets within the district. Before making decisions about school consolidations, please update and review the Ed Specs that were last updated more than a decade ago when the environment was vastly different. As you do this, please come up with a specific "right" size of elementary school that is supported by research as having the best outcomes for students. I don't often admire PPS does, but I appreciate that they have been clear with their constituents what size elementary schools they are aiming for as they broach the difficult school closure discussions. The District has broken my trust as I've followed the LRFP process over the last couple of years. Please rebuild that trust by being transparent, open to ideas and feedback, and by making decisions that are truly best for students. |
| Megan      | McMillan  | Parent/guardian                                | Yes                                                 | I am not feeling confident that this comment will make an impact given that months worth of public comments were withheld from the Long Range Planning Committee. Unfortunately I cannot attend evening meetings in person so this is all I've got. I'm disappointed that BSD continues to lag vs lead. We should be the ones coming out first with an AI ban (like NYC). We should be engaging with the actual impacted communities for school closures and being transparent (like PPS). Instead we experience lack of action and lack of accountability. Do better.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |