

**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, October 20, 2023, through 12 p.m. on Tuesday, October 24, 2023. The following comments followed all the posted guidelines listed on the form and below.

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

First Name	Last Name	Association with BSD	Comments:
Cassi	M	Staff Member	I have been a special education teacher in the Beaverton School District since 2019. I love my job and what I do. However, I feel like the district is not supporting special education staff and students as well as they could be. My role is a resource room teacher, and my caseload is growing due to evaluations and move in students. I believe there should be a caseload cap for special education teachers. Also, the district should look at service minutes for each student. I have some students that only have 45 minutes of direct instruction per week. I also have some students with over 300 minutes of direct instruction a week. Each student should be looked at individually. I know that by providing additional support, such as a para, I would be able to do my job more effectively. Consider putting BSD staff and students as a priority. BSD prides itself on making sure students succeed. Help teachers make that happen by providing support.
Jen	H	Parent/guardian	Distinguished Board Members, Please take a moment to consider the impact of class size on young students at Fir Grove Elementary. The school has many talented teachers and staff members, but those adults are only able to be in one place each moment. Fir Grove is a highly impacted Title 1 School, and the needs in each classroom are so much greater than what even the most talented human is capable of meeting. School is not as you remember it. The students don't obediently sit still facing the front of the room while a teacher lectures at them. That's not how learning happens. Fir Grove staff are excellent at getting students engaged

**Belong. Believe. Achieve.**

*The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of a perceived or actual association with any other persons within these protected classes.*

			and involved in their own creation of learning, but this is a much more complex process than how school used to be. Please visit a classroom. Please notice all the things each teacher attends to every moment. Our students' needs are being missed because the class sizes are unreasonable. Please hire more adults for the classrooms. Thank you.
Rosanne	Freer	Staff Member	We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs. Our students deserve the best and we must provide the supports for educators to do that. I often see our sped support staff go without lunch, plan time and often spend most of their day helping children in the bathroom. We need a para 2 brought back for our resource room teacher.
Jodie	Kester	Staff Member	We need to have clear and concise communication from BSD about the processes for evaluating students for IEP services and alternative placements. Without clear communication there is a lack of equity of supports students receive. It has been very frustrating in getting information that changes from one week to the next about what assessments are needed. IEPs are created to give the student the most success in their education, but when the information from BSD is conflicting or changes, the student's needs are not being met. Clear and concise communication would lessen this issue.
Tiffany	Schiff	Parent/guardian	I am writing concerning extremely large class sizes at Fir Grove. We adore this little school However, our 2nd grade son is in a class with over 30 students. He is unable to focus and learn in this chaotic environment. Every day he struggles to stay focused and progress like he should. Not only this, he isn't able to bond with his teacher properly. She is wonderful, but stretched WAY too thin. I can't imagine she gets to school with any energy to start the day after in this extremely draining environment. She hasn't been set up to succeed whatsoever. We need more teachers like her in our little title 1 school. It's such a welcoming place to be, and has been for years. -This is my second student who is attending, and I wouldn't send my kid anywhere else. It's just not being nurtured the way it should be. There is so much support and so much value in a diverse school like this. Come and see it for yourself, the problems they face should be solved. Assistants in large class sizes would help
Emily	Wolverton	Parent/guardian	I was in the copy room at Fir Grove the first month of school when a teacher I did not know came in looking already burnt out. This was only days into our school year this year. I asked if they were ok, & they shared they had over 30 kids in their class & could barely physically fit them all in the room let alone give them the attention they need to be successful in their learning. We are a Title 1 school with a diverse range of need at our school. This teacher was visibly distraught & could tell that I cared about how they were feeling. They really needed someone to care and listen, and telling this story to you is my way of helping them. I care about my child, classmates and their learning, but this moment with this teacher made me realize that student learning starts with supported teachers so they can do what they do best. We have a wonderful

			community at Fir Grove & I want our very talented & dedicated teachers to not get burnt out so they can be there for my kids. Thank you.
Shannon	Baggerman	Parent/guardian	I am the mother of a kindergartner and second grader at Fir Grove Elementary. I work full time and volunteer weekly in the classroom for my daughters. I do this because I want Beaverton to have great schools and my child to have a great experience. This year I have witnessed the effect of the large class sizes, 30+ in the classrooms. Fir Grove is a highly impacted Title 1 school, with an incredible diverse group of students. With that comes unique needs of individuals and families. I see these amazing teachers doing their best to educate this young group, and at the same time struggle to manage the needs of individuals and the different levels of knowledge. The classroom is so crammed, that there are times lessons can't even be done in small groups because there isn't enough room for the children to sit in a circle in the classroom. Please take up the issue of class size in Title 1 schools and make sure equity is taken into account when deciding teacher/funding allocation.
Troy	Baggerman	Parent/guardian	I am the parent of a kindergartener and second grader at Fir Grove Elementary. This year I am witnessing the impact of large class sizes in our title one school. I have a kindhearted, quiet child that is needing more support than she is getting in a class size of 30. She is not a child with behavioral needs, she is someone that just needs a little more support to process and apply the learning concepts. In the few months of being at school, I have seen this bright spirited child's confidence drop everyday. She comes home saying, "Everyone can read better than me" or "X said I have the worst work". I have seen how worn out and exhausted this amazing teacher is. Kids are needing more attention and direction than they can get in that class size. I'm asking that the school board take an active look at the class sizes at our school and specifically the Title One Schools. Is there an equity lens that is taken when looking at funding and class sizes for schools?
Adam	Oyster-Sands	Staff Member	We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs. Our students deserve the best and we must provide the supports for educators to do that. Our educators are too overwhelmed with large caseloads to give our students the individualized attention the need and deserve. Students are falling through the cracks and it's creating an unsafe environment in our schools. They, students and staff, deserve better.
Brian	Hunt	Staff Member	Being that it's a bargaining year, it is time to form a Class Size Committee within the district. See wording from Tigard-Tualatin: The District and the Association will create a joint Class Size/Caseload Committee per SB580. The committee will be made up of equal representation from the Association and District. This committee shall be co-facilitated and be comprised equally of representatives from both parties. The committee will meet to review class sizes/caseloads for schools that qualify for assistance under Title I of the federal Elementary and

			Secondary Education Act of 1965. The committee will consider options and formulate recommendations to the Board for consideration following forecasting and before budgetary process is completed. The Class Size/Caseload Committee will strive to set reasonable class sizes/caseloads.
David	Reynolds	Staff Member	My colleagues downstairs are forced to deal with the Para 2 shortage by giving up lunch and plan time to ensure student safety. They are not obligated to do so by anything other than their conscience, but asking these caring professionals to turn their backs and say, "This is the district's problem, not mine" - and then somehow productively use time to plan - is absurd. This is not a way to live.
Tymon	Emch	Staff Member	The newcomer program needs more staffing and funding. Currently, it is full at BHS, and students who recently immigrated to the US are placed into non-newcomer classes where they are left to sink or swim.
Mary	Bengel	Staff Member	In order to support the education and safety of all students, I would hope to see equitable resources and supports given to our special education staff.
Ryan	Buckley	Staff Member	We must immediately increase the number of paraprofessional positions in our district in order to provide students with the supports that they need and deserve as well as keep all safe in our community.
Andrew	Evans	Staff Member	Please respect the plan time and lunch time for our educators who are supervising special education students. They should not have to choose between their care of the students and their own health and well-being.
Terry	Cherney	Staff Member	I have been an employee of BSD since 2008 and I have had the privilege of working with students with special needs all these years. For the last 15 years, BSD has cut specialized programs and reduced special education staffing from the district level to the classified staff. Our students deserve more. We need to immediately increase the number of paraprofessional positions and increase and incentivize their pay in our district in order to provide students with the support that they need and deserve as well as keep all safe in our community.
Ken	C	Parent/guardian	1) Increase the number of paras positions (both para 2 and para 1s to support special education and gen ed students) Example: "We must immediately increase the number of paraprofessional positions in our district in order to provide students with the supports that they need and deserve as well as keep all safe in our community" 2) Adjusted staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech-language pathologists Example: "We must immediately adjust the staffing ratios to provide lower caseloads for special

			<p>educators, school psychologists, counselors, and speech-language pathologists in order for them to better serve our students and meet their needs. Our students deserve the best and we must provide the supports for educators to do that."</p> <p>3) Clear communication from BSD about BSD processes for evaluating students for IEP services Example: "We must have clear communication from BSD about the BSD processes"</p>
Andy	Thompson	Staff Member	<p>I am writing to the board in support of my colleagues in the SPED and counseling department. The current caseloads of special educators, school psychologists, counselors, and speech language pathologists is too high for them to adequately meet student needs. They are feeling overworked and stressed by the number of referrals and meetings they are required to facilitate. More staffing is required to be able to meet the demand and provide enough time to meet student needs. None of them want to tell students they have to wait but there simply isn't enough staff and time. Please consider increasing the staffing levels for special educators, school psychologists, counselors, and speech language pathologists so they can meet the needs of all the students on their caseloads.</p>
Meaghan	Mikulic	Staff Member	<p>Special education is in crisis. Our students and staff deserve better. Our SPED staff is spread so thin that the only option is to be reactive instead of proactive. Our student learning conditions are negatively impacted because staff is so overwhelmed and overworked. One thing the district can do is to hire more paras for support. Another thing they can do is hire more counselors, SLPs, school psychs, and special educators to lower the caseloads of those who are currently working. The district should use data of IEPs and 504s to allocate appropriate staffing. Social workers are also helping provide support to SPED and 504 students on top of their overwhelming caseloads. If we provide the support our students need by supporting our staff, we then are supporting our students in the best ways possible.</p>
Kate	Wilkins	Staff Member	<p>I am a BSD graduate, as is my husband, John Wilkins, who served on your board from 1995-2001. When our four children attended in the district, I volunteered in many capacities. Now substituting here, I see hundreds of classrooms from the inside. I see A LOT.</p> <p>A New York Times story from Oct 10 is "The Nation's Top Performing School System." The US's top schools are run by our military. DOD schools, like BSD, are culturally and economically diverse, but they have smaller racial achievement disparities.</p> <p>The DOD approach differs in that to achieve success for all students, they don't lower standards, they raise them, for academics and personal conduct. I am saddened by Oregon's lowering of graduation standards, as this is turning a diploma into a participation trophy. As for personal conduct, my eyes and ears tell me that discipline and personal accountability are NOT alive and well among our students.</p> <p>Please find that NYT article, and have the courage to ask more of our students.</p>

Michelle	Hart	Staff Member	I started as a teacher in BSD in the Independent Skills Center (ISC) in 1999. Since I was 14, that's all I've ever done and all I ever wanted to do. I did many special activities with my students, had newspaper articles written about my program and won numerous "teacher of the year" type awards. The job became increasingly impossible for one person to do, even working 10-12 hour days and weekends. I could no longer do the job to the level that my students deserved. No one could. Please support ISC and other specialized programs by reducing class sizes. Adding paras only adds more responsibilities to the teacher. I would gladly come back to my program (which has had multiple teachers and a string of subs since I left, because who would want that job?) if caseloads were capped and there was district support commensurate to the profundity of the job. Don't let our students and staff suffer just because they are a small population. Thank you.
Aubrey	C	Staff Member	We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs. Our students deserve the best and we must provide the supports for educators to do that. Also, we must have clear communication from BSD about the BSD processes for evaluating students for IEP services. Without clear communication there is a lack of equity for the supports students receive.
Craig	Weber	Staff Member	"We must immediately increase the number of paraprofessional positions in our district in order to provide students with the supports that they need and deserve as well as keep all safe in our community" This para not only help the students that they work with a daily bases but all students in the regular education setting. "We must have clear communication from BSD about the BSD processes for evaluating students for IEP services. Without clear communication, there is a lack of equity for the supports students receive." As a regular education teacher I do not have a general time line for getting special educational services. It seems to take so much longer than it should to provide these students with the resources they so desperately need.
Kaitlyn	Karie	Staff Member	My name is Katie Karie and until October 20th, I taught special education in an Independent Skills Center classroom in Beaverton School District. If you ask my students' families what type of teacher I am, they'll use words like "amazing" and "lifelong impact." My principal describes me as "irreplaceable." I say this so you can understand your loss. And I won't be the only one. In case you have never spent time in a specialized program, let me educate you. My kids are awesome, we sing, we dance, we learn, we have fun. My kids can also be a danger to themselves and others. Me and my staff regularly have to put ourselves between students to protect them. We're often injured in the process. We're bit, scratched, hit, kicked, headbutted, and body slammed. We're covered in cuts and bruises. We sometimes have to restrain students when they are putting themselves or someone else in imminent danger. My kids are not "bad", they're learning how to regulate their bodies.

Alexandra	Barth	Staff Member	<p>Special education is in crisis, and our students and staff deserve better. BSD needs to make immediate concrete changes to best serve our special education communities. Due to staffing shortages across buildings, many students are not receiving their legally mandated service minutes. Additionally, case loads are so high that staff unable to meet the needs of their students for them to grow. We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs. Our students deserve the best and we must provide the supports for educators to do that. We must be clear in our processes for identifying students struggling in classrooms and we must urgently staff paraprofessional positions. Thank you for supporting our students and their needs.</p>
Brittany	H	Staff Member	<p>I currently am part of a trio of Behavioral Health and Wellness team at my school. I'm new in my role this year, but am learning quickly that the SPED placement process is a nightmare. We have multiple students at my building needing placement and the work load/caseload for the entire BH&amp;W team is outrageous. Many days of misses lunches and my colleagues not being able to carry out their job based on their job description due to behavior and other issues outside of their job. I'm thankful to have the team that I do and am sticking with this job merely because the team of people with whom I work is strong, communicative, and cohesive. SPED placement should happen quicker and the pay for Paras should be increased to help keep these vacancies closed.</p>
Sumit	Mehrotra	Parent/guardian	<p>Respected Board members,  Parents of North Bethany Creek would like to communicate our request &amp; recommendation to add bus service to south of Sato neighborhood within 1 mile of school.  While we do sincerely acknowledge all the responses with respect to Oregon rules and reviews as mentioned in recent posts at "Engage BSD - Connecting with the Superintendent", however parents have following concerns:</p> <ol style="list-style-type: none"> <li>1. Walking route to school from south of Sato is not safe for kids to be left walking alone. There was even a near miss accident witnessed on 10/17 with briefs mentioned in latest post on Engage BSD.</li> <li>2. Many crosswalks &amp; sidewalk along Kaiser Rd makes it unsafe for elementary kids to walk alone. Rain and dark makes it even more unsafe.</li> <li>3. Parents are badly suffering at their work with huge time loss accompanying kids to school.</li> <li>4. Models like walking bus are not practical &amp; un-safer given the large group of elementary kids walking together.</li> </ol> <p>Requesting BSD help to add bus to south of Sato.</p>

Nicole	Conduff	Staff Member	In Beaverton we have so many students in crisis or needing support at a level that requires safety plans, one on one continuous guidance, room clears and more. This is happening all over and there is NO classroom or student that is not feeling the effects of the lack of support. Without additional support AND a clear and efficient process for evaluating students for services or proper placements there is no end in sight. Wit the current lack of adequate staffing and resources other critical building staff are pulled to act as one on one aides or to fill roles they are not trained for. This shuffle means that every other student in the building now has less access to support they need, and the cycle continues. Please support our students and staff by: 1. Adding more para 1 & 2 positions 2. Making SPED case loads smaller 3. Outlining a clear and equitable SPED referral and evaluation process. Taking action to support our most impacted students means that ALL students benefit.
Kristin	Melvin	Staff Member	I teach 29 2nd graders at Fir Grove ES. We all can agree 29 is too many, especially for primary grades, especially for Title schools, and especially with the increasing number of students with highly impacted SEL needs. I'm teaching all of this. I have 9 ELL students and 3, soon to be 4, students with special education needs. [specific staff member comment] I am formally inviting each and every board member to come to my classroom to experience 29 2nd graders in action. Everything is more difficult! Transitions, class meetings, mini lessons, hands on activities, distribution of supplies, small group work, work load (think report cards, conferences, emails, IEP meetings, etc), the list goes on. You make decisions based on what you think is best. This is not what is best for kids, teachers, families, or support staff. You need to experience daily life with 2nd graders to make informed decisions that are best for all.
Monica	C	Staff Member	As a special educator in the Beaverton School District I have seen my caseload grow every year. The amount of students that I serve limits the amount of attention students can receive. Larger groups mean less individual attention. I'm frequently spending more time on paperwork and in meetings and less time thinking about the instruction that I provide to my students. Last year I attended and lead over 135 meetings. We need support to best serve our students with the highest needs. We NEED staffing ratios that provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists.
J	N	Staff Member	We must immediately increase the staff (para 1 and para 2 positions) supporting special educators, and reduce the caseloads of special educators, school psychologists, counselors, and speech pathologists. It is unfair to our students, and legally negligent at best under IDEA, to move forward as things are. Students are not receiving their legally guaranteed services because staff are spread so thin. I wonder whether we will be able to retain aforementioned staff with the overwhelming amount of work and pressure they are currently dealing with. We have highly impacted students with incredible needs, and we are understaffed to serve them at the level they deserve. This impacts those students, their classmates, their teachers, and the wider school community. This is an emergency. Side note: Please fix this form. It says email/phone number is optional, but the form actually requires it (red asterisk). Also, it won't even accept a phone number, only email. Bad practice.



April	Messinetti	Staff Member	<p>Dear School Board,  Special education is in crisis and our staff and students deserve better. These are the changes that need to be made:</p> <p>A) Increase the number of paraprofessionals available to support special education students, to keep ALL students safe and learning.</p> <p>B) Lower caseloads of special education professionals so they can effectively do their jobs. Speech-Language Pathologist caseloads are too high. A caseload of 40 is often recommended in our profession and we have caseloads of 60+ students. In addition to serving IEP minutes, we conduct complex and extensive evaluations, case manage complex cases, complete copious amounts of paperwork, consult teachers and much more. These unrealistic work expectations and lead to burnout and are the reason so many of us have left the field of education. Ultimately this means that students are not getting their needs met as they should.</p> <p>Please do what you can to support special education in BSD.</p> <p>Sincerely,  April Messinetti</p>
Tricia	Howery	Staff Member	<p>I have been a counselor in the district for 27 years and have never seen more concerning student behavior. While student behavior is getting more challenging, the processes for getting our most behaviorally affected students placed into specialized programs have gotten longer and feel prohibitive. Teachers are feeling defeated and burnt out. Students report feeling anxious and unsafe. Some students watch the behavior and copy it in hopes of getting the attention they see these students receive. BH&amp;W staff are overtaxed as they are providing one on one support to these students at the expense of other students who also have needs we aren't able to address. Staff and students are getting hit, kicked, scratched and bit. We need to get these struggling students the help they need and deserve sooner to prevent further learning loss and negative self esteem. The longer we wait to address the serious needs of these students, the more of an impact it will continue to have on our whole system.</p>
Stephanie	Nader	Staff Member	<p>We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs. Caseloads have been too large for too long. Our students needs continue to increase. They deserve the best care and services possible. We must provide the staff support to do that."</p>
Priscilla	Paik	Staff Member	<p>We must have clear communication from BSD about the BSD processes for evaluating students for IEP services. Without clear communication there is a lack of equity for the supports students receive. As an educator in the primary grades, I have seen students receive intervention after intervention without adequate progress for years &amp; then years later be identified for special education. So, much time is wasted! Our kids deserve better. We know they need individualized instruction but the unclear process, huge case</p>

			loads for our special education teachers & lack of para educators is causing our students to fall further & further behind.
Kate	England	Staff Member	I am a speech language pathologist in the district and see first hand how our vulnerable students in special education need more supports. We have two specialized programs in our building and both are understaffed. We are short para professionals and have a person with an emergency certification to teach. Our most vulnerable students do not have the trained staffing they deserve. So what does this look like on a day to day basis? Staff is working well beyond their contract hours to make ends meet. Staff spends hours each night creating structures and supports to get through each day trying to make sure students needs are met, but it is often at the sacrifice of another student's needs. This triage approach must end. We need to fix the staffing issue by paying a living wage for more para professionals. We also need caseload caps for our Learning Specialists and Speech Language Pathologists. I have seen four colleagues leave BSD for districts with these caps. Please helps us!
Emily	L	Staff Member	We must immediately increase the number of paraprofessional positions in our district in order to provide students with the supports that they need and deserve as well as keep all SAFE in our community. We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs- currently, these people in our building are working as 1:1s for students who would benefit from alternate placements instead of being able to do their jobs. Our students deserve the best and we must provide the supports for educators to do that. We must have a better system for placing students in SPED programs that support their needs. We have students who have been "in the process of a placement change" for over a year and it is highly inappropriate for these students, unfair to classmates and staff. Thank you for your time.
Elise	Renning	Staff Member	I am a special educator (current TOSA) and see first hand how our vulnerable students in special education need more support. We have two specialized programs in our building and both are significantly understaffed. We are short paraprofessionals and have a person with an emergency certification to teach. In my role, I spend a great deal of time supporting these programs which does not allow for me to address the needs of my contractual job. Our most vulnerable students do not have the trained staffing they deserve. Staff are working well beyond their contract hours to make ends meet. Staff will spend hours each night creating structures and supports to get through each day trying to make sure students' needs are met, but it is often at the sacrifice of another student's needs. This triage approach must end. We need to fix the staffing issue by paying a living wage for more paraprofessionals. Please help our students!!!!

Amy	W	Staff Member	I'm writing on behalf of students who receive special education services and their families. Specialized programs are staffed dangerously low- student needs are not being met and it's not safe for students and staff. We must immediately increase the number of paraprofessional positions in our district in order to provide students with the supports that they need and deserve as well as keep all safe in our community. Each year we lose valuable staff who are over worked.
Araminta	Johnson	Parent/guardian	I am a parent of a 6th grader at ISB and a 4th grader at Fir Grove Elementary. My comments today are because of concern for the class size in the 2nd and 4th grade at Fir Grove. There are currently 32 children in my son's 4th grade classroom. In addition, the majority of our para-educator staff are allocated primarily to help with the younger grades and a handful of students who require a level of care greater than the general classroom is able to provide. This means that my son's class suffers. Fortunately for us, he is a good student and has support at home to help with any gaps in his learning. However, Fir Grove is a Title I school, and more than half of our families are much less able to provide support for their students. These students are the same ones that are most significantly impacted by pandemic learning gaps. Asking one teacher to try to meet the needs of 32 students by herself is not realistic. We really need to do better for both our students and teachers.
kelly	smith	Staff Member	I am a psychologist in the district and will give one example of the impact of our insufficient special education funding and staffing. I am the sole psychologist for a middle school and an elementary school. My middle school houses one of our most intensive programs, a behavior classroom (emotional growth center). It does not have a teacher; it has an "emergency certified" paraprofessional just a couple years out of college. She is amazing for showing up each day. Only 1 of 2.5 para positions is filled. Here are just a few consequences: I have been doing her paperwork (along with others), scheduling & running her meetings because she does not have access or know how. Staff injuries (see reports) from being attacked, ened classmates strangled by students, EGC student broke a glass and tried stabbing himself repeatedly. Students are not receiving the instruction they need and every other student and staff is affected. Only a matter of time before a child or staff is seriously injured.
Ana	T	Staff Member	We must have clear communication from BSD regarding the processes of evaluating students for IEP services, and specialized placements for students with a high level of special needs. When such cases involve frequent unsafe, aggressive, and disruptive behaviors within the general education classrooms that these students are assigned to, please specify who the responsibility falls on to supervise these children while they are in process of being moved into specialized placements, and who is responsible for consoling the parents of children who are frequent targets of such aggression within the classroom. Children do not feel safe coming to school, and often times, neither do staff members. Without clear communication from the district, and district-level SPED officials, there is a lack of clarity and equity for the supports students and staff members receive.

Margaret	Ragan	Other Community Member	The Advisory Committee of the BSD Options Automotive Technology program met on October 12, 2023, to learn why the entire 2023-24 budget for the program had been eliminated. This program traditionally was given a budget of \$20,000 per year. In the past, the program served 56 BSD students. The last 3 years, enrollment was increased -allowing 80 students into the program without a budget increase. This program is the ONLY high school level automotive program in Oregon certified by the ASE Education Foundation. This program is also supported by many local, regional, and national companies. While members of Administration were asked to attend... 33 representatives from industry attended but NO member of Administration or School Board was present to explain the cut. The following day- October 13th, [specific staff member] was notified the funds had been "secured through another budget string". As of this date October 24, 2023, no funds have been transferred to the program. Can someone explain this please
Katie	Smith	Parent/guardian	Dear School Board Members, As a parent of a child in the district's special education program, I am very concerned for the students and teachers in this program and would like to advocate on their behalf. The special education teachers and paraeducators in the Beaverton School District are seriously lacking in support. Classrooms are understaffed and paraeducators are grossly underpaid. They deserve better! Their job is not easy and they are impacting the lives of these children in a remarkable way. Unfortunately, they and the students they serve are limited by lack of support. Frequently, activities mandated by a student's IEP cannot happen because there simply isn't enough staff. Our district champions equity and inclusion, yet this marginalized population is overlooked due to understaffing and poor pay. I implore you to work for change in this area. Let's take action to support our teachers and students, aligning our actions with our values of inclusivity and fairness. Thank you!
Aditya	Vemuri	Parent/guardian	Respected Board members, As a parent of North Bethany Creek would like to communicate request & recommendation to add bus service to south of Sato neighborhood within 1 mile of school. While we do sincerely acknowledge all the responses with respect to Oregon rules and reviews as mentioned in recent posts at "Engage BSD - Connecting with the Superintendent", however we have following concerns: 1. Walking route to school from south of Sato is not safe for kids to be left walking alone. There was even a near miss accident witnessed on 10/17 with briefs mentioned in latest post on Engage BSD. 2. Many crosswalks & sidewalk along Kaiser Rd makes it unsafe for elementary kids to walk alone. Rain and dark makes it even more unsafe. 3. As a working couple , we are facing huge time loss at work accompanying kids to/from school. 4. Models like walking bus are not practical & un-safer given the large group of elementary kids walking together. Requesting BSD help to add bus to south of Sato.

Julie	Newman	Staff Member	<p>Good evening, I am an ECE IA in an inclusive PRE K at Beaver Acres Elem. I adore my students, colleagues and job. As part of this role, I change diapers of children aged 4-5 years old. Additionally, I work with aggressive behaviors which result in me being bit, hit, and kicked daily. My pay is less than a Para 1. I believe I should be raised to that of a Para 2 as I have bodily fluids transferred multiple times a day if not an hour.</p> <p>Many thanks for your time, Julie Newman Beaver Acres Elementary</p>
Jen	Jensen	Staff Member	<p>Special education is in crisis, and our students and staff deserve better. BSD needs to make immediate concrete changes to best serve our special education communities. Our students are not able to receive the support they need due to critically low classified staffing, as well as large classified caseloads. Since the pandemic, students are coming to school with tremendous social, emotional and behavioral needs. Specialized programs are being shut down and caseloads are rising.</p> <p>We must immediately adjust the staffing ratios to provide lower caseloads for special educators, school psychologists, counselors, and speech language pathologists in order for them to better serve our students and meet their needs. We desperately need to hire more para-professionals to support our students in the general education setting. Special education is in crisis and so are our students. They deserve the best and we must provide the supports for educators to be able to do their jobs effectively.</p>
Kelli	Lisonbee	Staff Member	<p>I am a second year Para 1 in the pre-K program. I can not say enough about how pleased I am to be part of a program offering inclusivity and habits of mind. This is a program that supports young children's developing brains as they become part of our school community. The training and support for this position is intentional and helpful. My job requires safety training to restrain dangerous behaviors, running after children learning their limits, changing diapers, cleaning and disinfecting surfaces for health and safety, as well as supporting the classroom teacher with special education practices and systems. For these reasons I would like the job description and classification re-evaluated for compensation.</p> <p>Thank you for your time- Kelli Lisonbee</p>