

**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, January 9, 2026 through 12 p.m. on Tuesday, January 13, 2026. The following comments followed all the posted guidelines listed on the form and below.

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

First Name	Last Name	Association with BSD	Comments
John	Vogler	Other Community member	<p>Date: December 17, 2025 Subject: Concern regarding Five Oaks Middle School Student Protests During School Hours Dear Beaverton School District,</p> <p>I am writing to formally express my concern regarding an incident this morning outside Five Oaks Middle School in Beaverton in which grade school students participated in a protest during instructional hours, holding signs with explicit and profane language directed at a government agency. While I respect the importance of civic engagement and the right to free expression, I believe that the use of profanity—particularly by young students during school-supervised activities—raises serious questions about appropriateness, age suitability, and the role of the school in guiding respectful discourse. My specific concerns are as follows:</p> <p>1. Loss of Instructional Time – Protests during school hours take away from valuable classroom learning.</p> <p>2. Age-Appropriate Conduct – The language displayed was not suitable for elementary-age students and may con</p> <p><b>*BSD Note: comments are limited to 1,000 characters*</b></p>

**Belong. Believe. Achieve.**

Adam	Oyster-Sands	Staff Member	<p>I am writing to highlight how increasing caseload complexity in specialized programs is affecting the learning environment at Westview High School.</p> <p>In the Academic Learning Center (ALC), a class setting with additional adult supports for students with developmental needs in the areas of communication, behavior, functional academics, independence and more, teachers manage students with highly complex IEPs that include multiple services, behavioral and safety plans, communication needs, and inclusion supports. Teachers often serve students across multiple programs while managing extensive documentation, frequent parent communication, and a growing number of IEP meetings and re-evaluations.</p> <p>Coverage during paraprofessional breaks, supervision requirements, and compliance demands further limit instructional time. These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>
David	Wilkinson	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, two school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Corinna	Tricario	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crisis situations. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p>

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Eric	Eldien	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Paul	Wu	Staff Member	<p>I am writing as a teacher at Westview High School to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in programs such as Resource, Social Communication Center, Speech, and specialized classrooms have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffin</p> <p><b>*BSD Note: comments are limited to 1,000 characters*</b></p>

Jon	F	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Emotional Growth Classroom (EGC), a specialized district program that provides intensive support for students with significant emotional, behavioral, and social challenges hindering their learning in a regular setting at WHS, are affecting students. EGC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 15 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crises. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p> <p>These challenges are not the result of a lack of effort by staff, but rather of caseloads and staffing levels that no longer align with student needs.</p>
Sonja	Garcia	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Jose	Medina-Hernandez	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills</p>

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Jessica	Loomis	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioural and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support. Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Jake	Doherty	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crisis situations. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>

Steinar	Neidig	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Amanda	Bautista	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Caryn	Lynes	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p>

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Heather	Baldwin	Parent/Guardian	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Jeffrey	Johnston	Staff Member	Paraeducator II employees should be paid a living wage. They deal with extraordinary circumstances far outside the limits of the average classroom teacher. They should be compensated accordingly.
Sherah	Campbell	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p>

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Michelle	W	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Madelyn	Twain	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>

Annarose	Pandey	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Ashlee	Hayden	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Robert	Zenk	Other Community Member	<p>I represent Andégo, a Forest Grove-based educational organization that partners with Oregon schools to facilitate short-term international school visitor programs. These allow carefully screened high school student groups from France, Spain, &amp; others to shadow students for about two weeks, observe classes, practice English, and share culture. I respectfully ask the Board to reconsider its position on prohibiting short-term international visitors during the school year and to engage in further discussion. Districts across Oregon have found these visits to be well-organized, low-impact, and deeply enriching for students and teachers. Educators report increased engagement, authentic cultural exchange, and meaningful global connections. These visitors are not enrolled students, do not earn credit, and are</p>

			fully supervised and insured. As former educators, we have seen how powerful real human connections can be in motivating students and strengthening language and global learning programs.
Thomas	Puterbaugh	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need. I interact with students in this program regularly, and the staff members are stretched to their limits. The paras and teachers need much more support in order to serve our population in a manner that we can be proud of.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>
Bob	Bizjak	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p>
Melanie	Kelsay	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p>

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Lauren	Goemaat	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Andrew	Cronk	Staff Member	<p>As current computer science teacher, former administrator in the Beaverton School District, and a robotics team coach, I'd like to lend my voice in support of FIRST Robotics experiences for students. FIRST Robotics provide students with powerful, hands-on opportunities to apply math, science, and computer science concepts in authentic, real-world contexts. Through teamwork and problem-solving, students develop critical skills such as collaboration, communication, perseverance, and ethical leadership. These programs increase engagement and belonging for a wide range of learners, including students who may not initially see themselves as "technical." FIRST also connects learning to future pathways by exposing students to engineering, computing, and skilled trades careers. Ultimately, participation builds confidence, curiosity, and a lasting interest in STEM learning. Your support in creating policies that empower staff to coach FIRST teams effectively is greatly appreciated! Thank you!</p>
Nippurn	Chhabra	Student	<p>BSD should make it easier for students to access high-quality education, such as FIRST Robotics. FIRST is an amazing program that many students in BSD already participate in. It is always locked behind a high cost of entry, which is not equitable for the rest of our community. The district should help support these programs for students in order for them to learn STEM skills and financial management, which are both key parts of FIRST Robotics. The district should provide the community with an equitable place to meet so that anyone from the district can participate. The students will then manage all the costs involved of a robotics program and educating the team. The district has no real reason not to, as</p>

			these programs exist everywhere. It exists in Camas, Lake Oswego, Tillamook, Hillsboro, and many other places. The lack of equitable access to these programs is holding our district back.
Scott	Hutchinson	Parent/Guardian	<p>My son currently attends Meadow Park Middle School and he is in his 8th grade year. My son and 6 fellow Meadow Park students started a robotics team last year through the First Inspire organization (see <a href="http://www.firstinspires.org">www.firstinspires.org</a>). Their team is called the Over-Caffeinated Engineers. They compete in a robotics competition called First Tech Challenge ("FTC") that starts in September (the season kickoff where the tech challenge is revealed) and goes through March (up to the State tournament). This is the second year they have competed in the FTC. I am one of the co-coaches of their team this year. Through the FTC the students have been learning STEM concepts through designing, building, and programming a functioning robot that competes for points in a challenge against other team's robots. The students also learn team work, collaboration, leadership, and what is called "gracious professionalism." I encourage the BSD to support after-school robotics teams in the schools.</p>
Rob	Bowman	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Clare	Oderman	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p>

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Shelley	Kephart	Other Community Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Prayerna	Babu	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p>

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MacKenzie	Thygersen	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, there are two school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Lillian	Yi	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crisis situations. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>
Kevin	Dai	Student	<p>The district currently does not provide enough support for STEM programs, particularly robotics, which limits student access to hands-on learning opportunities. Robotics programs are one of the most effective ways to engage students in STEM because they combine problem-solving, collaboration, and real-world applications of math and science. However, without sufficient funding, many teachers are</p>

			<p>unable to start or sustain robotics teams. By increasing funding and resources for robotics programs, the district can encourage more teachers to create teams across more schools. This would allow a greater number of students to participate in STEM activities, build technical and teamwork skills, and develop interest in future STEM careers. Expanding support for robotics is a practical and impactful way to strengthen STEM education district-wide.</p>
Katy	Jendrzejewski	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Timothy	Shaw	Staff Member	<p>In my 15 years as a school counselor and 25 years of working with students, we have never been in a time like we are now. With caseloads being astronomical in size and the ask of counselors increasing year by year, this job has become increasingly impossible to do or at the very least do well. I believe the type of work with each student who comes through our offices is beyond our capacity to help or provide the safety that is needed daily. With parents being stolen by ICE agents and the constant fear our students live in, you are asking us to do the impossible with little to no support in our schools. It feels like our district office administrators move on without baring the burden of what is happening and continue to ask us to do more everyday. 280-320 students per counselor and a collage of jobs to complete, this profession has outgrown it's capabilities. Please see that we are screaming for help for our communities and student's and feel like the district is failing them daily.</p>
Chunghao	Chen	Parent/Guardian	<p>I am writing to encourage Beaverton School District to provide stronger support for FIRST Tech Challenge (FTC) robotics teams. I am an FTC coach and a parent of a team member. Our team includes BSD middle school students from schools such as Meadow Park and Stoller, but we currently operate as a community-based team due to limited school-hosted resources.</p>

			<p>FTC is an international program that teaches robotics design, coding, and engineering while emphasizing leadership, teamwork, collaboration, and sportsmanship. Students grow in technical skills, confidence, problem-solving, and communication, benefiting them in school and future careers.</p> <p>School-hosted FTC teams would create continuity and broaden access, but they require dedicated space, equipment, funding, and teacher time. I encourage BSD to support FTC through funding, space, and recognition for teacher coaches to expand equitable STEM and leadership opportunities and inspire a lifelong love of learning and innovation.</p>
Dottie	Passmore	Staff Member	<p>I am a teacher at ACMA and also head coach of our school FTC robotics team. I am grateful for the support from our admin, which has helped the program thrive. However, it is a bit disheartening to see students have difficulty at other schools and this could be addressed with more district support. Unlike sports, music, or theater, robotics is not a school-sponsored extracurricular. This means it falls back as a teacher-sponsored club. However, coaching a team requires significantly more effort than managing a student club. These teams require 10+ hours a week, space for supplies/parts/practice field, and a minimum \$2,000 (after startup). HSD provides support and space for teachers who want to manage these programs. It is listed as an official district-sponsored activity; the schools are used to host events. I urge BSD to follow our neighbor district and offer district support for these programs. No other activity is doing more to prep students for college/career than FIRST Robotics.</p>
Claire	Reneau	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Alison	Pryor	Staff Member	<p>I urge the district to immediately implement a comprehensive student safety plan with five essential measures:</p> <p>Provide Migra Watch training for all BSD staff so every employee understands proper protocols and student rights when immigration enforcement appears.</p>

			<p>Provide extra yellow vests and walkies for staff at all sites to use when ICE is on our school campuses, enabling clear communication and coordinated responses.</p> <p>Use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses, mobilizing our community quickly.</p> <p>Provide Migra Watch training for community members, empowering parents and volunteers to support school safety efforts effectively.</p> <p>Provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>Thank you.</p>
Lisa	Parelette	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Sam	Staat	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p>

			Appropriate staffing levels are critical to ensuring both student safety and academic success.
Christine	Wasenmiller	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Karin	Stark	Parent/Guardian	<p>Dear Board Members,</p> <p>I'm asking the district to leverage our community's strength by using ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses.</p> <p>Our parent community is ready and willing to stand up for our children's safety, but we need an organized system to mobilize quickly when threats arise. ParentSquare is already integrated into our district communication infrastructure, making it the perfect tool for this critical purpose.</p> <p>Furthermore, I urge you to provide Migra Watch training for community members. When parents, guardians, and community volunteers are trained in proper protocols, we create multiple layers of protection for our students. This empowers our community to be active participants in school safety rather than passive bystanders.</p> <p>Our diverse community is one of our greatest strengths. Let's harness that strength to ensure every child can focus on learning, not on fear.</p>
Libby	Sandford	Parent/Guardian	I am following up on my recommendation from November to form a technology working group. As a parent of a kindergartner, I am deeply concerned about the amount of screen exposure occurring throughout the school day.

			<p>While I appreciate the district's strong efforts to support families with technology guidance at home, my child is exposed to dozens of non-essential videos daily—during snack time, transitions, read-alouds, gym, music, brain breaks, and in required technology class. This level of screen use raises important questions about what is developmentally appropriate for young learners.</p> <p>Why does snack time or a brain break require a video rather than conversation or movement? Why is technology class required for kindergartners who already experience extensive screen use? Could some of this time be replaced with free play, hands-on learning, or an additional recess?</p> <p>Families are not anti-technology—we are asking for balance, boundaries, and age-appropriate use!</p>
Tara	Larsen-Comacho	Parent/Guardian	<p>I am asking the district to build a comprehensive protective network for our students by implementing three key measures:</p> <p>First, provide Migra Watch training for community members. Our community wants to help protect our schools, and proper training ensures we can do so effectively and legally.</p> <p>Second, use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses. This creates a rapid response network of trained community members.</p> <p>Third, provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These three measures work together to create layers of protection. Trained community members can respond quickly, trained Legal Observers can document events, and ParentSquare enables swift mobilization. This isn't about politics—it's about ensuring every child can learn in safety and dignity. What happened at Roosevelt can easily happen here</p>
Silvia	Holt	Parent/Guardian	<p>I am asking the district to build a comprehensive protective network for our students by implementing three key measures:</p> <p>First, provide Migra Watch training for community members. Our community wants to help protect our schools, and proper training ensures we can do so effectively and legally.</p> <p>Second, use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses. This creates a rapid response network of trained community members.</p> <p>Third, provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These three measures work together to create layers of protection. Trained community members can respond quickly, trained Legal Observers can document events, and ParentSquare enables swift mobilization. This isn't about politics—it's about ensuring every child can learn in safety and dignity. Our students are watching to see if we'll stand up for them.</p>

Jerilyn	Marler	Other Community Member	<p>Dear School Board Members,</p> <p>I am asking the district to build a comprehensive protective network for our students by implementing three key measures:</p> <p>First, provide Migra Watch training for community members. Our community wants to help protect our schools, and proper training ensures we can do so effectively and legally.</p> <p>Second, use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses. This creates a rapid response network of trained community members.</p> <p>Third, provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These three measures work together to create layers of protection. Trained community members can respond quickly, trained Legal Observers can document events, and ParentSquare enables swift mobilization. This isn't about politics—it's about ensuring every child can learn in safety and dignity. Our students deserve no less.</p>
Joanne	Delmonico	Other Community Member	<p>Dear School Board Members,</p> <p>I urge the district to immediately implement a comprehensive student safety plan with five essential measures:</p> <p>Provide Migra Watch training for all BSD staff so every employee understands proper protocols and student rights when immigration enforcement appears.</p> <p>Provide extra yellow vests and walkies for staff at all sites to use when ICE is on our school campuses, enabling clear communication and coordinated responses.</p> <p>Use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses, mobilizing our community quickly.</p> <p>Provide Migra Watch training for community members, empowering parents and volunteers to support school safety efforts effectively.</p> <p>Provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These measures create a coordinated, multi-layered protection system for all students. Our families need assurance th</p> <p><b>*BSD Note: comments are limited to 1,000 characters*</b></p>

Megan	McMillan	Parent/Guardian	<p>I attended the LRPC last month and I'm confused on what their conclusions mean for families living in limbo over whether our schools will be closed to fill the oversized Raleigh Hills school. The committee discussed scenarios in which schools are severely underutilized and also facing declining enrollment. These scenarios included consolidating grades, closing schools, or adding programming to attract students or better utilize space. For the record I want to be part of a district that is proactive about attracting students through high educational outcomes and quality, diversified program offerings. I also appreciated the voices on the committee who felt it appropriate for the Board to own the weight of decisions like school closures. But I feel as unclear about what is going to happen to BSD neighborhood schools as I did a year ago. Raleigh Park is not underutilized nor facing declining enrollment. Will we still be sacrificed to fill RH or not?</p>
Ashley	L	Parent/Guardian	<p>Dear School Board,</p> <p>I am calling on the district to provide Legal Observer training for at least 2 staff members at each worksite. This training is essential for documenting any interactions with immigration enforcement that occur on or near our school campuses.</p> <p>Legal Observers serve as neutral witnesses who can accurately document events, which protects both our students and our staff while ensuring accountability. Having trained personnel at every site means we're prepared to respond immediately, rather than scrambling when a crisis occurs.</p> <p>This training should be paired with providing Migra Watch training for all BSD staff, so our entire school community understands the protocols and rights involved when federal agents appear at our schools.</p> <p>These measures aren't just about compliance—they're about demonstrating to our students and families that we take their safety seriously.</p>
Samantha	James	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School. Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment. Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>

Junaayd	S	Student	I am an 8th grader at Tumwater Middle School. I would like to talk about the lasting impact STEM programs and education has had on me, and how the BSD should seek to introduce and fund new STEM programs and opportunities for students, especially in middle and elementary schools. Growing up, I've naturally had a passion for mathematics and technology. I've been in the FIRST robotics program for two years, and being in a robotics team where I can make multiple contributions that I see through the performance of our robot had a big impact on me. It taught me collaboration, communication, problem-solving, etc. However, not everyone else has the same opportunities as me or my peers. They don't have the time or the money outside of school to take part in the programs that taught me so much. I persuade you to put a priority for funding to go towards introducing new STEM programs that are accessible for all students to learn and benefit from.
Stephanie	Silver	Parent/Guardian	District staff has stated that the BSD Ed Spec will be reviewed as a matter of course in 2027's Long Range Planning. I've been assured that this is standard procedure as a part of any bond planning, however a public records request could not find any record of this being done in the 2021 Long Range Planning cycle, in advance of the 2022 bond. The Ed Spec has not been updated since 2014. I'm asking the Board to please ensure that review and update of the Ed Spec is part of 2027 Long Range Planning and any future bond planning, to ensure our educational specs are up to date with current district needs.