

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, November 24, 2023, through 12 p.m. on Tuesday, November 28, 2023. 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.
- 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:
Mati	Abraham	Student	I do Soccer Club at Highland Park Middle School and I am very sure we should start this club again. Last year this club brought everyone together and we felt like a family, the bus rides were so fun, so were the games, and even practices! It was very fun playing scrimages with different grades because we were the lowest grade and we had the chance to play against the 7th and 8th graders which was a great experience. All my friends signed up and even more of my friends will sign up this year so we can all be together even after school. Our first game we did kind of bad, but we worked our way up and started winning games. Playing Soccer for my team was the most fun thing I have experienced in the 6th grade. Maybe I can have that experience to go to soccer club every Thursday like we used too, we might have some people that wont be joining, but there will be more people that can join, our coach [NAME] was a great coach, she gave us cleats even when we did not have some.
Monther	Abusultan	Parent/Guardian	Dear members of School Board, As a concern parent who believes in the need for adequate speech and language support for our children at BSD schools. One of my children started their school journey during covid which forced them to attend an virtual based first school year. In addition, social activities were very limited and while parents had to work during the day, our kids had little opportunity to socialize and develop their speech and language skills. This mandates more focus on helping our children make up those lost opportunities to polish their speech and language skills. I hope you consider approving the required budgets to fund these program and provide enough resources (including SLPs) to help our kids overcome all the challenges that was thrown at them during covid.

Belong. Believe. Achieve.

			Sincerely, Monther
Bhupesh	Agrawal	Parent/Guardian	We must have more SPLs so that kids can grow and be an asset for this society. If some kids have special needs then it is our job to support them
Ezekiel	Aiston	Parent/Guardian	My son has a high functioning degree of Autism and the support staff have been tremendous as achieving fantastic results with him and his progress through the school years. It is always a pleasant experience knowing that my son has the resources and assistance he needs to progress through his education to the highest level of functioning because of the assistance he has had. It would be very sad to think that his and other children could potentially miss out on such a nurturing education if some of the assistive services provided to him was reduced. I feel Beaverton school district is such a great system and it's because you have all gone the extra mile in helping assure our children are supported. I would ask that this continues to be the mindset of this educational program and that our children's long term interest be a priority over potential cut backs to staff and care.
Melissa	Anderson	Parent	I believe the class sizes in Beaverton are too large to effectively educate our children. My younger daughter's class at Fir Grove has over 30 students (and has continued to add kids well after the first day of school creating a larger classroom than originally planned). We need to support our teachers and kids to provide the best atmosphere for learning. Still feeling the after effects of COVID (more intense behavioral issues) combined with larger class sizes makes for a challenging educational experience for the entire community which can be partially mitigated with smaller class sizes. Thank you for your consideration!
Lexie	B	Staff Member	As a staff member for BSD, I am very concerned about consent agenda item VII, regarding communication between staff and board members. The intent of this item has not been made clear, but the impact is that staff voices are once again being minimized and controlled. The School Board has a responsibility to make policies and provide an educational program for our students. How can that be done when they are not able to honestly interact with the persons most connected to students and those in the classroom day in and day out? In the past, we have greatly appreciated our school board representative and their presence in our building. They spent time in classrooms, attended community events, and would listen to both the cheers and concerns from staff members. This agenda item feels like an attempt to once again control the narrative and minimize transparency to the School Board; at a time when teacher perspective and experience should be amplified as we advocate for our students' needs.

Melissa	Burgett	Parent/Guardian	I am writing to advocate not only for the children but the providers as well. Having no case cap not only affects the teachers but the children as well. My son has not had a consistent SLP ever in his 4 years. Provider are over worked and underpaid. we are losing so many important people in these kids lifes due to burn out and higher paying jobs. Not having a consistent SLP has kept my son from the growth I know he is capable of. Seeing his providers work surper hard and burn out is very sad. Things need to change for the benefit of our kids. Kids are not getting Services due to lack of providers. This needs to change!
Leigh	Castro	Staff Member	Our community benefits greatly when staff & the school board work together to prioritize students. The high rate of speech-language pathologists (SLPs) leaving BSD (25% or greater) each year over the past few years combined with neighboring districts offering more competitive workload & compensation packages, mean students receiving speech & language services in BSD will not have the same opportunities for growth. Improving speech sounds impacts a child's ability to read & write at a comparable rate with their peers. Students who lack receptive & expressive language skills do not have the foundations upon which to take in their learning and express their knowledge. Self concept and identity are critical for students who stutter as well as strategies to use when they stutter. Teaching pragmatic skills such as perspective taking to students with Autism increases positive social interactions for all. Caseload caps & decreased workload for SLPs are crucial. Thank you for your partnership!
Patricia	Corrigan	Parent/Guardian	Our son is in Fir Grove Elementary's Fourth Grade classroom. Fir Grove is a Title I school. He has a wonderful teacher and loves his friends. But he is also diagnosed with dyslexia and related learning disabilities. His class size this school year is consistently 29, 30, or 31 children. He struggles to focus, listen, and understand lessons with so many classmates and only one teacher. His teacher's attention is understandably pulled toward classroom management. His learning is definitely impacted by his classroom's size. The express purpose of Title I is to provide financial and other support to schools serving children with educational risk factors. There is no reason or sufficient excuse to warrant elementary class sizes as high as 31 in a Title I school, or any school in BSD. Beaverton SD Board must examine every nook and cranny of the budget and consider all avenues of funding to decrease class size.
Kristen	Croft	Staff Member	Tonight I am writing on behalf of my students. I teach a specialized program called the Emotional Learning Center (ELC.) Every day I work with children in grades 2-5 (currently...but can have K-5) who require significant support in the areas of social skills, emotional regulation, behavior, as well as providing instruction in ALL academic areas. Despite their many challenges and past traumas, my students are amazing. They show resilience, perseverance, and strength every single day. They are learning how to be successful students and their very best selves. And they deserve so much more. Our current staffing is insufficient to allow for all members of our team to get all breaks each day, and for me to get my contractually guaranteed plan time. We have students who need more support for safety, and some who need more support to access their mainstream classes. I am urging the school board to consider the needs of all students, but especially students receiving special education services.

Cathy	Cyphers	Staff Member	I teach in an understaffed specialized program. Closing the SLC last year has impacted my classroom negatively this year. I cannot provide adequate support staff to each student. Student learning is disrupted routinely and predictably every day for the sake of safety of staff and students. If I had the opportunity to have the appropriate ratio of staff to students, all of my students could have access to their education including inclusion predictably, rather than disruption predictably. Providing trained staff at the appropriate ratio so that all students can access their educational opportunities is my hope for this school year.
Emily	Davis	Parent/Guardian	I am a parent of a 2nd grader at Fir Grove Elementary. My son has multiple special needs. My kiddo loves school and I truly appreciate all of his teachers and staff at Fir Grove, but the classes are so large and there are so many children in these classes that need additional help. My son's class has nearly 30 students and no aid to help the teacher. It's a large class with several children that require special help and/or have behavioral challenges. I had the opportunity to volunteer a couple weeks ago and I was shocked at what the teachers have to deal with. 80% of the students in the class are ready to engage and learn, but you have 20% that need additional direction. These 20% of students distract the teacher from being able to teach to the other 80%. The 80% are not getting the level of instruction they need and the 20% are getting further and further behind. Teachers need aids or smaller class sizes to be able to support all levels of students. Thank you!!
Jaskirat	Dhesi	Student	Soccer club is a one of reasons I come to school and I am healthy and helps me have good grades so I can play. Please let us have our club please. Thanks
Kim	Douglas	Staff Member	I am extremely disappointed in the way the district came to the decision to bring the Dual Language program to McKinley. The district survey sent to families regarding DL program expansion and had just 75 families from McKinley respond. Of those, 86% said they were interested in the DL program (approx. 64 families). We have approximately 700 students. This hardly feels like a statistically significant sample size to determine that this program could have a successful future at our school. McKinley has a mobility rate of 22.5%. We have been in the top 3 for mobility among elementary schools in our district in 5 of the last 6 years. Mobility is at the forefront of our staff concerns about bringing DL to McKinley. We are concerned about how mobility will affect the DL program's success. I understand that the DL decision for McKinley is final. I'd like to ask that moving forward, BSD seek our experienced staff input on how to successfully implement DL in our unique, mobile community.
Amy	Drinnon	Staff Member	I'm concerned about McKinley becoming a dual language school due to our high mobility rate. I'm worried that with so many students coming and going that the English class sizes will increase and that will impact behavior within the classroom and our ability to meet the needs of our students. Our school has so many different languages spoken and I'm worried about the impact dual language will have on the celebration of the many different cultures within our community. This decision was made based off a survey that only

			reached 10% of our families, and did not include staff or admin. It concerns and frustrates me that a huge decision like this is being made without the voice of the community.
Sharon	Duggan	Parent/Guardian	Class size matters! I have a 4th grader at Fir Grove and I volunteer once a week in the classroom. The teachers are EXHAUSTED and burning out trying to manage such large classes and teach young minds grade material alone. Any fun extra projects that we all remember doing as children are nearly impossible to accomplish given the class size and physical space, materials, etc required. These years are the building blocks of our children's educational experience and are so important for their future. They DESERVE that we provide them with a healthy and positive learning environment, which means a class size that allows teachers to give each student the time and attention they need. Please listen to the teachers who have been pleading for this in behalf of our kids. Thank you.
Leann	Edens	Staff Member	I am the current teacher in the ACE SPED classroom in the district. ACE is a classroom for students who cannot be educated within the comprehensive middle and high schools due to increased behaviors that pose a risk to themselves and peers. Despite these behaviors, these students are a part of our district and deserve an education like any other student. During the 3.5 years I have taught the ACE program, I have fought to be fully staffed with the allotted 1/1 adult to student ratio. We struggle to get substitutes, when we do get coverage, staff are not trained in safety care. It is imperative that staff who work in our program are trained to protect our students, themselves, know how to follow safety plans, and ensure students work on their IEP goals. Earlier this month [NAME] sent an email promising to do more for SPED and stated ACE will receive a 2.5 adult to student ratio. We are still understaffed at our 1/1 ratio and I await plans to increase staff, hire and train.
Carolyn	Emerick	Parent/Guardian	I am a family medicine physician and my kindergartner is currently receiving SLP support at Findley Elementary. He has been diagnosed with apraxia of speech and has required intensive intervention in order to achieve a level of fluency to be understood by teachers and classmates. He has been enrolled in speech therapy since he was two, and we have seen the biggest strides when he has consistent speech therapy interventions with an SLP he knows well. In order to continue progressing toward his goals, it is vitally important that he have consistent time dedicated to working on developing the correct oral motor skills for word production and fluency. Beaverton School District claims that it is "committed to eliminating the structures, policies and practices that perpetuate inequalities in our schools and causes these differences to become predictors of future success." Please uphold this value for ALL students, especially those who do need extra support to achieve those goals.

Kate	England	Staff Member	I work in one of the middle schools and historically we have had an after school multicultural soccer club that provided many students with one positive attachment to school. Each year these kids count the days down to when practices begin and look forward to the tournaments with other BSD middle schools. We have supported a competitive team and an inclusive team which many of my special education students participated on. This year there is a hold up because the district is concerned about liability, yet even after a release form was generated, we were put on hold again. There is a multicultural soccer program on the high school level as well, so can we please figure out how to roll this out so we can give these students an activity that will give them a sense of BELONGING. That sense of BELONGING is the first thing they need to feel like they can BELIEVE and ACHIEVE in school. Please launch the middle school after school soccer club.
Erin	Fortman	Parent/Guardian	[NAME] my 4th grade daughter, has found herself in a classroom with 30+ students this year. [NAME] frequently comes home complaining about the other kids in class. They're either being mean and disrespectful to their teachers/other students or just not listening and causing a major disruption. [NAME] often complains that they are late to recess, lunch, & other activities because the children aren't following instructions. She said the kids are so disruptive that she finds it really difficult to concentrate. Having helped out in both my kid's classrooms at Fir Grove for years, I have seen the problems that our kids and our teachers face and these issues are grossly exacerbated when the class sizes are so large. I realize the budget is tight and resources are limited, but our children and our teachers deserve better. Please, find a way to help reduce class sizes to lessen the burden on our teachers and our children.
Ashley	Gannett	Parent/Guardian	We are in need of smaller class sizes. Our teachers aren't able to help support kids at the level our kids need and especially the kids with learning disabilities. My kids are both in this situation and the classes get out of control. I don't know how kids are expected to learn in this environment. I really feel like lowering class sizes and giving our teachers more class support and better learning resources are very important for our children's future. Please make this happen. I am an involved parent and I will continue to fight for our kids because they deserve better than what our education system is giving them.
Andrew	Garland-Forshee, PhD, HS-BCP	Parent/Guardian	As an educator, scholar, and human services professional, I am highly concerned about the current caseloads of district Speech Language Pathologists (SLP) in the Beaverton School District. SLP caseloads are higher than nearby districts and there is presently no caseload cap. This leads to a higher rate of turnover, burnout, compassion fatigue, and professional attrition. Adequate time must be provided to SLPs during work days for all assigned tasks, including planning time (like teachers and other Special Education staff). Caseload caps are not only a best practice, but provide SLPs more time for IEP services, intentional and individualized intervention plans, and maintains a realistic and manageable workload. Our children deserve stability of SLP staffing and better working conditions for these vital professionals in our schools. Thank you for your time and consideration to an equitable working environment for BSD's Speech Language Pathologists.

Chris	Gilbertson	Staff Member	I am saddened that the level of trust and transparency between District Office admin and the staff at schools is the lowest I have seen in 19 years at BSD. It has become a pattern of decision-making in a vacuum without curiosity or input from those whom the decisions will impact the most. These are not day-to-day, but high-level, far-reaching system decisions that, to date, have mostly negatively impacted staff and students. We aren't asking to be the determining factor; we know we don't always have the full picture. But that goes both ways, and it speaks to leadership and communication skills when the teaching staff isn't consulted regarding the ramifications: e.g. the transitions of TOSAs to classrooms (ask the TOSAs directly about how they felt re: the process); the lack of support for TOSAs who haven't taught in the class for years; the ELA/ELD adoption and change in QCC; announcing of DL schools without staff input and minimal family input-stats aren't statistically significant.
Nancy	Gilmour	Staff Member	Thank you for your hard work and dedication to the students of our district. I am a teacher in an elementary Social Communication Center and I write in support of special education. The added paraprofessionals for resource room teachers is appreciated, and I encourage you to also increase staffing ratios for SLP's, school psychologists, specialized program teachers, and the paraprofessionals who support them. Increased staffing will allow for better individualized education and safe learning environments for our most vulnerable populations. Increased staffing helps all students, by providing the resources needed to teach skills that will decrease behaviors. It will also increase staff retention rates by creating sustainable work environments. Please increase the special education staffing ratios now.
Patrick	Hart	Staff Member	District leadership's decision not to involve McKinley staff in the process to select McKinley as a dual language school, has already compromised the chances for the program to be successful. Without our participation in the process, many staff are frustrated and worried that our change to dual language will be done incompetently and at the detriment of our McKinley community and students. One fallout from not involving McKinley staff in the process is that there will be limited staff buy in. Further, we anticipate that many staff members will move on even before the shift to dual language reaches their grade level and, over time, will leave us with an inexperienced teaching force to meet the significant needs of McKinley. In order to best serve McKinley students, it is important that district leadership address this mistake by listening to staff concerns and by making a concerted effort to address them.
Lori	Hesson	Staff Member	Thank you for this opportunity. It is my honor to teach pre-k at McKinley. I wish to be a voice for my young students. In partnership with NWRESD, we have 5 neurodiverse students in each session (a.m. and p.m.). The inclusion model of our pre-k is SO important for these young children! We have non-verbal children, elopers, children in diapers, etc. This year, I have 3 Spanish speaking families. 3! The impact of teaching 90% of our day in Spanish next Fall is worrisome. We want every child to feel welcome and successful. McKinley is so rich in many cultures that blend together to create a unique community. As of Nov. 27, we have had 10 children move in or out of our program in pre-k, as the mobility rate of McKinley is high. Starting DL in pre-k at McKinley is concerning. William Walker started DL in K. Vose is a DL school, but not their pre-k program. Hazeldale will start DL in K next Fall. Let's help our youngest learners feel successful, especially with our partnership with NWRESD.

Jason	Hitzert	Parent/Guardian	<p>What is the legal responsibility you all have to provide Speech-Language Pathologists to students like my son? We're how many days into the year? We haven't met with an SLP and I don't think he has had his IEP yet either which I think should have been done by now. You all have to get some kind of plan because it all seems very cobbled together right now. This is all going to become a thing eventually, your percentage of autistic kids is pretty high as I understand it. Think of the emerging narrative, you've already called the police on one neurodivergent 11 year old girl. At some point these problems and missteps start to look like a pattern and we are already worried enough about our kids' future. If nothing else you need to talk to us about what the issues are, some of us might be able to help you. I will, I'd lobby on your/our behalf if nothing else.</p>
Jen	Hunt	Parent/Guardian	<p>Distinguished Board Members, It is time to form a Class Size Committee within the district ahead of the next bargaining agreement session. 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. See also PPS Contract Article 8. Thank you for your proactive work to help make headway in this bargaining year.</p>
Ginger	Jay	Staff Member	<p>As a kindergarten teacher we are so grateful for the additional support we have been given. However- 10.5 hours shared between 3 teachers and 66 kids is still not enough. This means that more than half of the time I am alone in my room with 23 kids- 4 with IEPs- 2 who are are very disruptive and several who need to be evaluated for various reasons. Every day is a struggle. Every day is hard. Most days I go home crying- wondering how I am going to survive this year. It isn't fair to these kids and families who are counting on us to provide a safe, welcoming entry into school. Please send more help- to all teachers at every grade level- please give our special education teachers and SLPs more support and more paraprofessionals. Please hear us- and know that we are working hard- but working shouldn't be this hard.</p>
Araminta	Johnson	Staff Member	<p>I am a classified substitute for BSD. I became a substitute to support the staff at my own children's elementary school, Fir Grove. Over the years, I have watched the incredible staff members at Fir Grove (and other schools) give absolutely everything they have to the kids in their care. Fir Grove is a title I school and many of our families do not have the resources at home to provide support for their child's learning needs. The teachers and support staff are the only ones working to help these students achieve their potential. For several years, we have been forced to have multiple classrooms with 28-35 students and only one teacher to serve them. Both of my sons have spent multiple years in these large classrooms. It is completely unreasonable to ask a single teacher to try to meet the needs of that many elementary aged</p>

			students. Many of our students are falling farther behind while our teachers are continually discouraged and overworked. We need to do better!
Ani	K	Parent/Guardian	<p>Class sizes at the elementary level need to be capped (and capped under 30). Differentiated instruction via teacher instruction is impossible with the large class sizes and relying on computer programs to provide differentiated instruction (which is what is being done) is ridiculous and irresponsible. My daughter has complained year after year about lack of differentiation and it difficult when her teachers have had over 30 students each year.</p> <p>Capping class sizes should also be applied to SLPs. They need adequate time and small sizes to be able to provide a noticeable change. While my son does benefit from this service, little growth has occurred because of lack of time and one-on-one attention. Please don't just talk the talk but actually walk the walk. Thank you.</p>
Janene	Kajitani	Parent/Guardian	<p>Greetings, Board members. I'm the parent of two BSD students; one is currently at Raleigh Hills, and one attends BASE. I understand that the district is in the process of putting together an application for Early Literacy Success funds and that the board will be responsible for approving the plan next month. This is a great opportunity for BSD to align our curriculum and instructional practices to the current science; thank you for taking this on.</p> <p>I want to urge you, when putting together the district's plan, to prioritize interventions and supports at our Title I schools. Please also consider approving a plan that includes dedicated literacy coaching for educators (separate from literacy specialists) and high-dosage tutoring for students that are struggling. These strategies are making a meaningful difference for kids in Tigard-Tualatin and North Clackamas, and could do the same here in Beaverton; especially when coupled with new curriculum and summer learning.</p>
Gulten	Karaoglan-Bebek	Parent/Guardian	<p>Case managers and SLPs keep changing in our school and it negatively affects success of the development plan school put together for our kids who needs support. Also classrooms are overcrowded and it affects learning outcomes. BSD needs to offer better workplace for teachers and other school staff to keep good teachers and staff in the schools as well as to attract new talented teachers and staff to the district.</p>
Shannon	Kenyon	Parent/Guardian	<p>I am in strong support of speech and language pathologists getting added supports for our students. My son benefits from the wonderful services with that his IEP provides, but I know his teachers would serve this community even better with more time and resources. Please consider the requests they are lobbying for.</p>

Noelle	Lamb	Parent/Guardian	To whom it may concern, I am imploring you to consider caseload caps for special education, specifically SLP services. I am a parent of two neurodivergent students and a Special Educator of 10+ years. I know first hand the need for more time prep to provide effective and efficient services. The amount of administrative tasks and IEP related paper work continues to increase each year. I am well aware of the work our specialist do on the back end to prep for our students to learn effectively. If we continue to place students on our specialist's caseloads we will see detrimental results. The burn out rate for educators is already horrid, and that of special educators is even worse. Please for the education of our children place a case load cap! Stop sacrificing the quality of our most vulnerable students education with continuation of over whelming the special education staff!
Alysha	Ledford	Parent/Guardian	I'm writing to express my concern for large class sizes. Specifically at Fir Grove elementary; Where my son is in the 4th grade, and his class has over 30 students. The other 4th grade class does as well. While I have complete confidence in his teacher, this class size has to be difficult to manage and to provide each student with the individual care they deserve. Especially so when working with children who speak other languages or have a learning difficulty. Large group discussions must be hard to complete too as there is simply not enough time to include the majority of students. With a group size of around 65 children in 4th grade alone, why do we not have 3 teachers with 21 students each? This would allow more intentional teaching and learning, as well as provide students with more access to their teacher for support. It's not a staffing issue; I personally know teachers who would love to teach with BSD, but there simply aren't positions to apply to. How can we make a change?
Marcia	Loggins	Staff Member	As a district Occupational Therapist, I work in many buildings in the district. In each and every building, sped staff are being overworked and stressed each day attempting to teach students with such a large variety of disabilities and issues. From the students in regular classrooms that severely need to be in a smaller self contained program, to students already in a program without enough trained staff to service them, and the staff not receiving any help from in the process of how to get the help the students need, there needs to be more help provided. Support staff can help as much as they can, but our staff is also exhausted attempting to help each day. We have so many families moving into BSD for our services with students with special needs, and it is very hard to not be able to support them in every way. The student that are already part of the district aren't getting the help they need. Please help our district support our kids!
Katie	Lukins	Staff Member	As the BEA Vice President I am urging you to support Beaverton students. We need adjusted staffing ratios for special educators to ensure they are able to serve the students on their caseloads as right now they are far too high. We need clear communications for special education processes and procedures specifically for the pre-referral process. We also demand safe learning conditions for all students and staff including consistent support and accountability for students. As educators we want our students to Believe, Belong, and Achieve but they can't with the lack of supports in our district. Please step up and ensure that our students have what they need to thrive.

Jessi	Lynch	Staff Member	<p>We are so lucky in BSD to have numerous specialized programs for our students that need extra supports. Last year, one of those programs was shut down, the Structured Learning Center (SLC), without any school teams' input. This was a program designed to provide extra social-emotional and behavioral supports to our students who struggled with maintaining regulated states throughout their school day. With the dissolution of that program, those students were placed in other programs without regard to the staffing or physical supports that those students benefitted from in the SLC. This increases the chance of unsafe behaviors and puts staff and students at a greater risk for injuries. Our special education staff need support to work effectively with our students, and students deserve the supports and services that they need in order to be the best students they can be. I urge the board to look closer at the closure of the SLC and consider reopening.</p>
Abby	M	Staff Member	<p>I'm a parent of a special needs student and an Speech-Language Pathologist in the Beaverton School District. As a parent, I've been fortunate to have my son receive appropriate services in a specialized classroom because I'm also an employee and advocate for him constantly. I know that class sizes have grown with less support allotted for the students. We need more special education teachers, SLPs, and paraprofessionals so that the students receive the services they are entitled to. As SLP for the district, I've had to reduce my hours because of increased workload every year. Health problems started due to burnout. I struggled to provide the best services to my students and provide the best care for my son, while taking care of myself. I'm hopeful that I can go back to working 8 hours/5 days a week, but this can only happen if the district hires more staff to support our special education program.</p>
Brian	M	Parent/Guardian	<p>I am requesting that you immediately reject the proposed high school bell schedule as the decision was made based on lies from the Superintendent and not based on facts. He lied by magically creating a 25 hour day to give the students an extra hour of sleep. He also did not consult parents of current 8 graders who will be most affected.</p> <p>The facts are that ending your school day an hour later will force any student with an after school club, sport, job, tutoring, etc to go to bed an hour later. Moving their bedtime an hour later does not create an extra hour of sleep. This delayed bed time will also cause many parents to get an hour less sleep as we will need to stay up later to make sure our students are completing their homework after coming home later, and that they go to bed when done. I personally don't want my kids going to bed at midnight versus 11pm. This proposed new bell schedule is a horrible mistake for the vast majority of parents and their student's bed times.</p>
Emily	Malmstrom	Parent/Guardian	<p>Please increase the budget for SLP's in the Beaverton school district so they have a lower caseload, competitive pay, leading to a much lower turnover rate. Many students receiving SLP services have autism spectrum disorder. Constant turnover of staff is especially disruptive to such students.</p> <p>Regards, Emily</p>

Srinivas	Manideep	Parent/Guardian	I am writing to request that the school board prioritize the well-being of our Speech-Language Pathologists (SLPs) and the educational success of students by implementing a more reasonable caseload and providing the additional resources for the students to succeed. Providing this necessary support and resources for SLPs will ensure that they have enough time to meet with teachers, discuss student needs, and plan their approach. Working with the same SLP/teacher is really important in creating a stable and supportive environment for special needs students, and is crucial for their education and development. I urge you to invest in addressing this vital issue.
Anne	May	Staff Member	As a 21 year School Psych I am writing to share concern for the manner in which strategic priorities of the District are carried out and the resulting impact to students and employees including myself. This fall, without survey of staff or admin, McKinley was informed by District admin that it would become a DL School beginning in the 2024 school year. This top down leadership style has efficiency and structure as a benefit. Unfortunately, this leadership style coming from the MLD department and above absolutely lacked employee involvement. Failure to include employees leads to a lack of motivation and commitment to the very program you are requesting we learn, run, and champion. We are specifically concerned for program effectiveness due to mobility within our population. Over 5,000 apartment units make up the demographic population of McKinley, something that is unique and unparalleled in the district. McKinley ranks top 3 for mobility each year. We want to be set up for success.
Kristin	Melvin	Staff Member	I need to again bring up vital issues that have been previously ignored. Class size should be of major concern to the board. I currently have 28 2nd graders in my class. I have 2 colleagues who are above 30. There needs to be funding and procedures in place if a primary grade gets above 20 or 21 and 23-24 for upper grades. For far too long we have been told that there isn't anything you can do. The money isn't there. Well, the money needs to be found in order to hire more certified teachers. I also think the public should know the truth. The calculations for class size that include all certified staff in the building needs to change. The PE, music, ELL , etc. are not in my classroom all day to help me manage 28 seven year olds. They don't help me with lesson plans, parent emails, conferences, report cards, on and on. What teachers are expected to do with so many students is literally impossible. This needs to be addressed more seriously by the board. I invite you all to my classroom!
Catherine	Morris	Staff Member	I stand in solidarity with my fellow SLPs, and educators, who are able to attend the meeting in person tonight. Please hear our voices and a call to action that is beyond necessary in Beaverton School to support our staff and students in Special Education. Year after year we are under staffed and unable to perform our duties with fidelity and consistency because of it. Our surrounding states and districts regularly include contract language regarding case load limits and additional compensation when those those limits are exceeded. In BSD, we have no contract language that supports protecting our workload so that we are able to meet student services and needs without either missing sessions, constant schedule adjustments, or/and facing complete burnout to where the majority of us consider leaving the district. In supporting our needs you will affect not only us directly, but the teachers, students, families, special educators, specialists, and administrators we work alongside everyday!

Jo	N	Staff Member	<p>Please change the previous field to allow phone or email AND to actually be optional.</p> <p>I am deeply disturbed by the superintendent's move to prohibit direct communication between board members and staff, especially without officially giving any reason for this move. It has been wonderful inviting board members to our schools to see our work and talk about important issues facing our students. How are they to make informed decisions if the information is only coming from one source (at the top), and not allowed from stakeholders like staff? We teach kids to be critical thinkers, so let's consider this move. What are the motives? Who does it benefit? Whose voice is not represented? I think the answers are clear. [NAME], if you can't openly state your reason, then it's obviously improper. Be transparent. Reconsider. This is ludicrous at best, and frightening at worst. Members of the board, please ask more questions!</p>
Briana	Napoli	Staff Member	<p>Special education teams have been struggling and continue to struggle with the level of behavior within our schools and the amount of paperwork and time/effort is necessary in order to provide these students with the level of support that they need. If my elementary school did not have three EGC placements completed last year in addition to many other students that moved into other districts we would be in the same situation as last year. Our staff were constantly pulled away from providing instruction and attacked by students who were dysregulated. Our schools need more support staff available and more SEL and mental health supports in place. Many SLPs and learning specialists also need to have a cap on caseload/students they serve. There should be a certain number (possibly a caseload of 40 students for SLPs) and any student above that cap the specialist should be provided with an additional compensation/extended contract.</p>
Renee	Oakes	Staff Member	<p>Class size makes an enormous impact for kids. I hope this is elevated in importance. I had two back-to-back years with class sizes over 30-3rd grade. During those years, students received fewer opportunities (like hands on science) because managing that many kids was next to impossible. In addition, these classes had big behaviors that disrupted the class daily - flipping desks, yelling, refusals to transition. This took time away from learning. Classmates felt unsafe, and I was on high alert all day long. This year I have a class of 23. We have already experienced more hands on activities than we ever did those two years. I am able to check in with more students because the class size is smaller and the behaviors are smaller in comparison. I have talked with the next grade up to see how my kids are doing that were in those big class sizes. More teachers were added at fourth grade so their experiences are better. Classes are less crowded, which helped decrease behaviors.</p>
Chiemi	Otani	Parent/Guardian	<p>My son has been taking Speech at school for 3 years. He has been improved a lot since then. He got noticed 1 day less per week last year I think. I did not think that's because his school lost their support. Now he got another issue because of his age level such as communication with his schoolmates, or I am concerning his speech level. Because he does not have enough speech skills to explain what happened, he just cried or escape. Even inappropriate words he used at school. I hope he get enough support as much as he needed. I always appreciate SLPs support and their therapists. Thank you.</p>

Adam	Oyster-Sands	Staff Member	It's time for BSD to allocate the necessary resources to fully support our SPED students and staff (resource room teachers, specialized program teachers, SLPs, school psychs and the paraprofessionals who support them). They deserve adjusted staff ratios to ensure our students are getting the services they need to be successful; clear and specific timelines and procedures around the pre-referral process; and safe learning conditions for everyone, students and staff. We can do better and our SPED department deserves it.
Josie	Parker	Parent/Guardian	It is important for the people teaching our future to have competitive compensation for the hard work that they share with our children. Since our society doesn't value this we can listen to them and give them everything else they need to properly do their work with less stress. Lessening case loads and give adequate time for each child is beneficial to the children and our future. Please help them do the best work possible for our children.
Cyndie	Pelto	Staff Member	While there are many concerns regarding the lack of transparency from BSD in this decision, mobility is at the forefront of our staff concerns about bringing DL to McKinley. We are worried about the continuity of language instruction within the DL program with what can often be a revolving door of students. We are worried about class sizes and balancing workload amongst both the Spanish and English tracks at each grade level carefully considering academic skills, social-emotional needs, friendships, IEPs, 504s and more. We are concerned that there is no "class size cap" for the Spanish or English track classes and what this could do to class sizes in a school with mobility such as ours. McKinley has a current mobility rate of 22.5%. We have been in the top 3 for mobility among elementary schools in our district in 5 of the last 6 years where mobility data is available. We implore you to strongly reconsider other top candidate schools with lower mobility rates.
MyRose	Powell	Parent/Guardian	I have multiple children with IEPs for speech and language. These children need more time and services to support their learning. The last few years have been really hard on them with the lack of support they receive. Last year my daughter told me she didn't even have speech anymore. The teachers case load was too big, and she was not able to meet with the children as needed. My son tested out when he should not have and was put back in this year after being retested. There was multiply children in my daughter's class that was in speech and language but was not getting the support they needed either. We need to support our students better than we are.
Kate	Prakash	Parent/Guardian	Our daughter has always been in a class of 30 or more students since she started Kindergarten at Fir Grove Elementary School in the Beaverton School District. Now, a 4th grader her class size is at 32. Her complaints are the volume level of the classroom with this many students is distracting and it's hard to focus. Missing out on lunch time and recess because of the time it takes transitioning so many students. Not enough one on one time with her teacher. Our complaints are that she doesn't come home talking about what she's learned but more about student behaviors and disruptive students in a class this size. She takes on the stress of not being able to succeed practicing fire drills, lock down drills, getting to lunch on time or specials. She is a pebble getting washed ashore over and over instead of a rock making

			her mark with this discrepancy. We worry for the teachers well being, being able to juggle and maintain a functioning classroom that's overflowing. Please correct this problem for us
Puneet	Prakash	Parent/Guardian	Our 2 children have had IEPs for speech since before starting at BSD. We had excellent services prior and were happy to learn that they would continue once enrolled in BSD. We are at a Title I school, Fir Grove. Since we began with BSD we have only been told about cuts to our services. Over the past 5 years we have dealt with so many reductions in our children's IEPs because of increasing case loads (oversized classes) cut hours and SLP sharing between buildings. Also, because of these declining statistics and dwindling services we have experienced a high turn over in SLP staff. Speech is a special place that requires time, consistency, relationship building and practice. Our children are hurting because of how thin our SLPs are spread and their oversized caseloads and the discrepancies in classroom sizes from school building to school building. You have classrooms overflowing, tons of IEPs and kids not receiving services they need and deserve. There is no equity building to building in BSD.
Claire	Reneau	Parent/Guardian	I'm a parent of a child with a 504 and a BSD teacher. Our district desperately needs more SPED support and a clear referral process. Our SPED team and supports are overwhelmed with referrals for students who have no documentation of tiered interventions. Why are we beginning with all of the testing and assessments for IEPs when most students statistically benefit from Tiers 1 and 2 interventions or 504 accommodations? We need to free up our SPED team to allow them to work with the population that desperately needs them. We need more support staff for push-in and pull-out interventions. We need to begin preventive supports instead of reactionary band-aids. As a HS teacher I'm tired of being asked, "What can we do to help students graduate?" when, most of the time, the students who are struggling should have been getting targeted instruction and intervention many years ago. We need an evidence-based referral process and more intervention specialists so SPED can succeed.
Elise	Renning	Staff Member	Our students at all grade levels need to be able to continue with after school clubs. For some of our students, after school voluntary clubs are the only access they have to extracurricular activities. I have coached basketball at Highland Park for 7 years and it has been pivotal in building relationships and helping our students feel part of something. After school clubs (voluntary or paid) should continue to be offered at all schools.
Ashlee	Rice	Staff Member	[FIRST SUBMISSION] Over the last several years, the processes and procedures for students receiving special education services have changed several times. As educators, we understand that with new information and guidance, we as a district need to grow and adapt to reflect changing needs. However, these changes in policy and procedure have been ill-communicated, belatedly communicated or not communicated to the staff and teams responsible for this paperwork. The avenues to inform staff about these changes, like staff development or online trainings, have not been used. This makes the

			<p>process prohibitively confusing for school teams and families. It is imperative that communication be clear, transparent and timely so that educators can best serve and support our most precious students.</p>
Fabiola	Rodriguez	Parent/Guardian	<p>Whom it might concern, My child has special needs including speech disabilities. This disability has make him behind from other students he struggles with reading and writing because of improper sound pronunciation. Waiting list on a regular clinic takes years. And at school they might not have enough time to help them, but the minutes they worked with them, are a small steps to get closer to the goal. I know that the kids with special needs are a minority but they are also individuals who with help they will impact the world. They put more effort than others, and they make changes. Most of the world prestigious names, were people with disabilities. I would appreciate an strategic and complete program, who can help them in every aspect and be effective in a timely manner. Thank you so much for your consideration. Fabiola</p>
Chris	Rossetti	Staff Member	<p>BSD is a unique district in that it has many specialized programs. However, one of our programs, Structured Learning Center, was closed last year without input or collaboration from staff or community. These students who were thriving in a placement that was suited for their needs, their pace, their individualized educational growth plans are now placed in settings that are inappropriate for them. Often times unsafe both for the student and the staff. The programs that absorbed the students from the SLC are not physically equipped; they need a safe room. It would be in the best interest of the district to reopen the SLC program.</p>
Jessica	S	Staff Member	<p>As a staff member of a pretty close knit school, I am concerned with the district and multi-language department choosing to tear apart the McKinley staff in the coming years. We were not asked if we wanted to become a dual-language school. We were not polled to see how many current staff members would be capable of teaching a dual-language Spanish track class. When asked if the district would help us become bilingual if we wanted to try, we were told, well maybe, possibly, we are looking into this option, but don't have the funding for this option, you'd either have to payout of pocket or use tuition reimbursement. There was no clear answer, no clear path, no clear answers to any of our questions. What is the cap for the Spanish strand classes? The answer was, Whatever the cap is for your English strand. There isn't a cap that has been given to us for our English strand classes. How can the district expect staff to feel part of team when we aren't being invited to help make decisions.</p>

Bismah	Sabri	Staff Member	As a staff, we are concerned with moving to Dual Language Immersion at McKinley next year. We do not believe that enough thought or consideration was given as to how this will affect students in our English strand. We are worried that the English strand classes will be overwhelmed in terms of numbers and students with trauma based behaviors, as has happened in other Dual Language immersion schools in our district. When these concerns were brought up with [NAME] her response was simply, "Your teams can figure it out." This was unhelpful and showed very clearly that the district made this decision without understanding what it means to be able to divide students into 4 or 5 classes each year, and what it will mean to only have 2 classes over the next 5 years. This will greatly impact student learning when classrooms will be overpopulated and continuously disrupted with poor behavior. This does not seem fair or equitable for students.
Matthew	Scherer	Parent/Guardian	My daughter is a second grader at Findley and my son will be entering kindergarten there next year. My daughter has never had the level of Speech Language Pathologist support that she needs to correct her speech impediments, which impact both her achievement and her social interactions. Please do whatever you can to ensure that SLPs have manageable caseloads (which they currently lack) and adequate planning time so that they can provide proper support for students like my daughter and son, both of whom have SL difficulties.
Pamela	Scherer	Parent/Guardian	I have two autistic children in the BSD- one is in 2nd grade and the other will be entering kindergarten in the fall of 2024. Both require SLP services as an integral part of their education. The SLPs in the BSD have caseloads that are too high to adequately provide speech services to my children. We have experienced a high rate of SLP turnover and have not been able to get adequate speech services. Speech is an incredibly necessary service for children such as mine who need help both with articulation and with social aspects of communication. It is just as important for them as math, reading, and writing. Please invest in our children and provide more support for SLP services in the BSD. We can not afford to keep losing SLPs, and we are failing our students and families. Thank you for considering my comments.
Sara	Schmitz	Parent/Guardian	Our SLP has been providing our children with invaluable support to improve their speech and articulation. We are grateful for the support and recognize the constraints of our SLP given the need to support so many students. I stand with our SLPs to ensure they have an appropriate caseload to provide our students and community with positive and effective support.
Kelly	Smith	Staff Member	Middle school clubs are still being prevented by the district from running. Staff are not allowed to volunteer to supervise. This would be my 11th year running it at Highland Park where about 40 students participate. The importance of soccer club (previously multicultural soccer club) to many students in the district cannot be understated. Most of these students do not have the opportunity or resources to play for travel teams. Since the first day of school I have been asked "when is soccer club?" Each week, high schoolers and graduates ask me when they can come help. Soccer club gives kids a sense of belonging and motivation - not to mention the health benefits. High schools have multicultural soccer and this can be a link to improve engagement and ultimately, outcomes. Our middle schools are struggling and clubs/sports

			are a way we can support our kids. Please let clubs start- we have already missed almost 2 months of practice!
Aine	Sonnen	Staff Member	<p>Dear BSD School Board and Superintendent Balderas,</p> <p>I am a longtime K/1 teacher in Beaverton who has seen many changes to our students, families, staff and schools. Our staff work hard and have such deep beliefs in what students can do, can learn, can achieve. In the last five or six years, I have noticed a marked change in students. Many arrive at school without their physical, emotional or social needs being met. This means that they are not optimally ready to learn the academics.</p> <p>A SIGNIFICANT increase in aggressive behaviors (throwing chairs, running away, constant screaming) by six year olds indicates a need we must address. It is no longer one child every few years with this kind of behavior, but multiple children in each classroom every year. We need to have a clear plan for processes especially the pre-referral process for students who may access special education. There are more kids with needs; we need aafe learning conditions for all students and staff.</p>
Jessica	Summerfield	Parent/Guardian	<p>My son goes to For Grove Elementary 2nd grade. The class size is 29 students. I volunteer 2 days a week for an hour. There are several students I see that need more time with the teacher and she cannot meet the needs of all the students due to how many there are. They would be so much more successful if the teacher / student ratio would change. This is not fair for all of our students nor the teacher to do her job.</p>
Molly	Taylor	Parent/Guardian	<p>Since accessing speech services at Fir Grove Elementary, my son has had 3 speech pathologists in 2 years. This is post COVID where my son's education was greatly impacted and my child's school is title 1. If the district had more pathologists with lower caseloads - not only would kids be better served, there would also be less turnover of pathologists. My son cannot afford to constantly meet new pathologists.</p>
Aliyah	Taylor-Hershel	Staff Member	<p>Good Evening,</p> <p>As a staff member of 16 years, an active participant in leadership and a parent of THREE students in the district I am deeply concerned about the Boards decision regarding Board Member to Staff and vice versa, contact. As a member of the community a proud voter and a believer in public education it is DEEPLY troubling to me that staff and board members could not have direct contact. For several years I have worked closely with upper leadership to bridge the gap of community voice including staff. Trust is lost when these connections are broken, it's basic. In addition, you all are elected officials, elected by our community. To think we as staff would not be welcomed to communicate with you sends the wrong message. But perhaps most importantly, the connection to our schools and what is ACTUALLY happening daily is vital for your decision making process you are entrusted with. It's alarming... and concerning. Please reconsider. Thank you for your continued dedication.</p>

Megan	Thompson	Parent/Guardian	<p>Hello, my daughter is in the 4th grade. Her class has 31 students. While her teacher is amazing, I cannot imagine managing 31 students and all of their parents questions and needs. I feel my daughter, along with other kids, have the right to have some individual learning 1 on 1 with a teacher. How is that possible? Mathematically, how? In a school day there are about 6 hours of potential learning if you exclude lunch and recess. That's about 19 minutes per child if there were no interruptions and each child took a turn getting 1 to 1 instruction. I'm not saying each child needs 1 to 1 instruction, but a lot of them do. Nineteen minutes in a 6 hour day doesn't seem reasonable. Not for the teacher to be pulled in all of those directions and not for the students. Consider this, if you had an employee who was fully present and productive for only 19 minutes of their 6 to 8 hour day, would you think they were successful as an employee? Would they be thriving in their role? I think not.</p>
Ana	Verri	Parent/Guardian	<p>I am noting that my son are doing progress.</p>
David	Villalobos	Student	<p>Me gustaria que comenzara el soccer club porque desde que llegue aqui hice amigos para entrar al club de futbol y apoyarlo lo unico que me interesa es el soccer y la escuela y aprender nuevas cosas etc... y tambien hacer nuevos amigos este nuevo ano!</p> <p>[I would like the soccer club to begin because since I came here I've made friends to join and support the soccer club. The only things that interest me are soccer and school and learning new things etc.....and also making new friends this year!]</p>
Valerie	Wallace	Parent/Guardian	<p>Please, please follow up with me. Putting a cap on the caseloads of BSD SLPs is a dire necessity. Something I have been trying to advocate for since my son (who is in 3rd grade now) was 6 months old and started early intervention. The caseloads statewide have been ridiculously high, which I witnessed first hand while my son moved from Early Intervention to the pre-K at Vose in the BSD. When the pandemic hit, I actually got to know his SLP (and caseworker!) very well over zoom during the pandemic. I was shocked with the conditions both for the SLP and the students. The resources for SPED students is absolutely shockingly inadequate. My son has been a SPED student in BSD since Pre-K (so the last 5 years), and he's had at least 7 different SLPs. Actually, I just learned who his new SLP/caseworker was, 3 months into the school year. This is the first time that's happened. This is the result of being overworked and overwhelmed. It's chaos. And it's hurting your most vulnerable students.</p>
Tamara	Ward	Parent	<p>Fir Grove Elementary class sizes are too large. Someof the grades are only split into 2 classes, and it puts too much strain on the teachers and limits the ability of all kids in to succeed in this Title 1 school.</p>

Joesph	Wilis	Staff Member	<p>I have 2 students in my class who have difficulty doing any activity without continual individualized attention. Checking in periodically helps little; they simply don't do anything if I am not personally guiding them through it, and it wouldn't be fair to step away from 30 students to attend to 2 for long. I am currently helping one family to get an IEP, but the other student's IEP is not entirely working for them, as they are failing multiple classes for the same reason. I think both students would benefit greatly from an accompanying specialist who guided them through exercises during class.</p> <p>I've been using technology to teach from day one, but I'd often prefer, rather than the district showering teachers with new - often functionally overlapping - apps that take extra time away from class-planning to learn, if we were instead afforded smaller class sizes or more teachers per class for more personal attention per student.</p>
Tyler	Zettler	Parent	<p>My daughter's class size is over 30 students and I feel she is not getting the proper education because the teacher is overwhelmed. Please reduce the class size.</p>
Chengda	Zhang	Parent/Guardian	<p>Dear Beaverton School District Board,</p> <p>I wholeheartedly support the call for adequate speech and language support for students in our district. The current challenges facing our Speech-Language Pathologists (SLPs) are deeply concerning:</p> <ol style="list-style-type: none"> 1. High SLP turnover rates disrupt student continuity. 2. Caseloads in Beaverton exceed neighboring districts with no cap in place. 3. SLPs need sufficient workdays for effective support. <p>As a parent, I've witnessed the positive impact of the SLP program on my child. Let's prioritize our students' well-being and ensure our district remains competitive in retaining talented SLPs. Please consider implementing caseload caps and providing adequate resources for our SLPs.</p> <p>Sincerely, Chengda Zhang, MD MS</p>
Mengyu	Zhou	Parent/Guardian	<p>Dear Beaverton School District Board,</p> <p>I am writing in strong support of the efforts by BSD teachers and speech-language pathologists who are advocating for enhanced support for our students. The current situation is concerning, with no caseload cap for SLPs and insufficient allocated days for them to meet their responsibilities.</p> <p>Specific issues that need urgent attention include:</p> <ul style="list-style-type: none"> -The alarming 25% resignation rate among SLPs, leading to inconsistent support for students. -Higher SLP caseloads compared to neighboring districts without any caseload cap in place. -Inadequate time within SLP workdays, including essential planning time, which is crucial for their effectiveness. <p>As a parent who has witnessed the invaluable support provided by SLPs, I urge you to take action. Please help retain and attract talented professionals, ensuring the best possible education for our children. Please consider implementing caseload caps and addressing these pressing concerns.</p>

			Sincerely, Mengyu Zhou
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