

My name is Cheryl Burnor. I am a teacher in the Hillsboro School District working at the Hillsboro Online Academy, in Hillsboro, Oregon.

I am the Special Education Coordinator, Case Manager and Teacher for 9-12<sup>th</sup> grade special education students at Hillsboro Online Academy. My job entails : initial special education eligibilities including assessments using formal protocols, assessing and completing eligibility reviews, annual IEP meetings, updating goals as needed, behavior plans as needed, teaching students modified curriculum for math (2 courses), supporting students in general education curriculum (all subjects), proctoring general education math assessments for students with separate settings noted in their IEP, individual and small group support, ensuring IEP accommodations are followed, and implementing instruction to address all IEP goals. While I am only part-time (.67) in this position, I have a caseload of a full-time employee. The additional work-load includes electives for both high school and middle school students. Until mid-January this was done without the support of an educational assistant.

Additionally I am included (voluntold) in the attendance, student study team and leadership committee as well as academic seminars, personal learning committees, school collaboration meeting and kid-talk.

At the beginning of teach school year, the district evaluates incoming caseloads – despite having meetings in summer to note that the Online Academy grows exponentially between August 18 (when district looks at numbers) and November. My caseload went for 16 to 30. I was unable to meet support needs as I was spending a huge amount of time in special paperwork as students continue to enroll. I also had 11 preps as I was teaching 11 courses.

Caseload size, numbers of course/number of students dramatically impacts my ability to provide services to the students most desperate to succeed. It also impacts my emotional state – I am a teacher by choice and yet was so overloaded the stress increased to a point I was required to take a month stress leave. Ironically, coming back the stress was still there. When I did (finally) get an educational assistant the students are now able to access more support and receive more contact.

HB 3652 could ensure class size and caseload limits that allow teacher to support students, allowing for meaningful support of student learning as well as educator well-being.