



**BUDGET COMMITTEE MEETING - WRITTEN PUBLIC COMMENTS – MAY 14, 2024**

1. I am writing to say that I did in fact send the Next Up Oregon action email regarding the vote to allocate \$750,000 to Youth Service Officers-formerly school resource officers (SROs) in our schools. I am strongly against police in our schools. I have one child in a BSD elementary school and two more who will be there soon. Statistics show that having police in schools do not protect all students and that they are actually harmful for our most marginalized students. If we really want to show our students that we care about their wellbeing, we would spend that money on mental health support & services, not police. Please do not allocate nearly one million dollars towards something that will harm kids.
2. I would love any remaining ESSER funds to be used for clean air in our kids schools. I understand HVAC upgrades have been made with some of the funding previously, but I want our kids and educators to be breathing the cleanest air possible in school, and I want to ensure the indoor air quality is being monitored regularly & sufficiently. High CO2 levels in our schools not only makes for sleepy students but it allows for easier transmission of allergens and airborne viruses. If we ensure the ventilation and filtration systems are well above minimum EPA and ASRAE standards, it will help improve learning (and test scores) as well as improve the health of our students and educators (and thus, attendance rates).
3. I am a resource teacher and have worked for BSD for the last 23 years. I'm concerned with the staffing allocation model (SAM) used for secondary resource staffing. Although it says on page 199 of the proposed budget that the staffing ratio is 32:1, it doesn't sound as if the definition of "caseload" counts students who are in the process of being evaluated. Much of the work done during the eligibility process (completing initial referral paperwork, completing the academic evaluation, typing the meeting minutes, and then processing all paperwork if and when a student is eligible for special ed services) is done by resource staff. All of that is case management work not included in that 32:1 ratio. BSD cut paperwork support (classified records secretaries who used to work at the building level) many years ago and since then resource teachers have taken on that clerical work in addition to teaching, grading, writing IEPs, and evaluating students. Some middle schools are losing half-time resource positions this year, which will have a negative impact on both the class size for learning strategies classes and paperwork load on case managers. The addition of an IA position, while helpful, doesn't decrease this paperwork load because IAs can't do the academic testing, write reports, or do IEP progress notes. I am very concerned about next year. Please consider allocating funding to staff resource positions in a way that acknowledges students in the evaluation process as part of case management workload (because they require meetings, evaluations, and paperwork time) and not base staffing only on students who are eligible at the time of census. There is a teacher shortage in the area of special education. Budget decisions should support and protect those positions, so we can be at our most effective in serving students. Thank you.
4. The school-to-prison pipeline is defined by the ACLU as "A disturbing national trend wherein youth are funneled out of public schools and into the juvenile and criminal legal systems...Many under-resourced schools become pipeline gateways by placing increased reliance on police rather than teachers and administrators to maintain discipline" Given this, why is more money being allocated



towards the district's SRO program? What, if any, commitment does the BSD have in preventing and alleviating this national issue starting with our schools?