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For the record, I am Sonja McKenzie. I serve as Chair of the Parkrose School Board and as Vice-Chair of the OSBA Board of Directors.

I want to start off by thanking you for your time today. I also want to acknowledge the very real concerns that I think have brought us here today: after decades of under-funding Oregon schools, we all share concerns over staff workload and specialized attention for students. However, I want to share with you why I do not think SB 580 helps us address either of those issues in a meaningful way.

In Parkrose, we have a process built into our Collective Bargaining Agreement for addressing workload issues. And I believe that when our staff tells us that workload is a problem, then we have to listen and give support. But requiring districts to bargain over class size is a poor stand-in for workload concerns, particularly given how limited districts are in their ability to make classes smaller.

No one wants classes to be larger than they must be. Rather, current class sizes are a product of the many variables it takes to make our budgets balance. Prior to the pandemic, median sizes across our four elementary schools in Parkrose ranged from 24 to 27. If we were to add one additional class per elementary school, that would be an additional cost of up to \$500,000 just in salary and benefits for the teachers.

Our district's current margins are so thin that adding that staffing increase would require cuts elsewhere in the budget. We would consider offering fewer electives to our middle and high school students or reducing the number of educational assistants and other support staff serving students.

Even if this staffing increase were feasible for our district, we also have the issue of simply not having space for more classes. In order to add classes in our

existing elementary buildings, we would need to bump music teachers and other specialized classes out of their current classrooms, putting them in cafeterias. The only real way to reduce class size is to add more classes, and I've just shared with you why this isn't a viable option in Parkrose. Thus, if SB 580 were to pass, I suspect we would see proposals similar to that of PPS. While this may help staff feel better compensated for the work they do, it does not result in any direct improvement in service to our students. In fact, I would argue it does the opposite.

Overage payments to teachers may be less than the cost of additional staff, but it still needs to come out of the budget somewhere. As I have said, we run on a pretty shoe-string budget in Parkrose. And my biggest concern is which students are most impacted by such a shift in funds. We have the results of three years of overages in PPS. And the results move money to the teachers teaching in the traditionally best-served schools. How can that be in the best interest of Oregon's students, or be in line with Oregon's stated equity goals?

Think about students requiring specialized services. Students with lots of high behavioral needs must be kept in smaller cohorts than classes of students who don't need as many specialized supports. But it is the teacher of those larger classes that would receive overage payments? I see the focus on shifting funds for overpayments as an inequitable use of resources as the funds to cover those overage payments are dollars that are not able to be invested in additional supports for our highest need students.

I will close by acknowledging the frustration and fatigue many educators may feel over their current class sizes. Most districts would also like to have smaller classes. But until we have the funds and space to make those reductions, we need to thoughtfully target our resources to where they are most needed. I see SB 580 as a potential barrier to making such targeted investments and respectfully request you not support this bill.

Thank you for your time. I am happy to answer questions.