



1201 Court Street NE, Suite 400, Salem, OR 97301
503-588-2800 | 800-578-6722 | Fax 503-588-2813 | www.osba.org

OFFICERS

President
Scott Rogers
Athena-Weston SD

President-elect
Sonja McKenzie
Parkrose SD

Vice President
Erika Lopez
Hillsboro SD

Secretary-Treasurer
Patti Norris
Crook County SD

Past President
Maureen Wolf
Northwest Regional ESD

DIRECTORS
Sami Al-Abdrabbuh
*Oregon School Board
Members of Color Caucus*

Chris Cronin
Grant ESD

Jackie Crook
South Coast ESD

Jeff Davis
Aalsea SD

Katrina Doughty
Multnomah ESD

Libra Forde
North Clackamas SD

Susan Greenberg
Beaverton SD

Linda Hamilton
Lane ESD

Liz Hartman
Lake Oswego SD

Kris Howatt
Gresham-Barlow SD

Greg Kintz
Vernonia SD

Anthony Medina
Woodburn SD

Brandy Penner
Newberg SD

Emily Smith
Helix SD

Lori Theros
Klamath Falls City Schools

Dawn Watson
Phoenix-Talent SD

EX-OFFICIO DIRECTORS

COSA/OASE
Craig Hawkins

OAESD
Linda Brown

OCCA
Annette Mattson

State Board of Education
Kimberly Howard

EXECUTIVE DIRECTOR

Jim Green

DEPUTY EXECUTIVE DIRECTOR

Mary Paulson

To: House Committee on Education
From: Richard Donovan, Legislative Services Specialist
Re: House Bill 4030-2
Date: February 8, 2022

Chair Alonso Leon, Vice-Chairs Neron and Weber, members of the committee:

On behalf of OSBA membership, including 197 school districts and 19 Education Service Districts, thank you for the opportunity to submit testimony on the -2 amendments to House Bill 4030. OSBA supports most portions of the bill, but is concerned that one section, specifically sec. 21, which regards teacher prep time.

OSBA supports the vast majority of the policy choices in the bill. The bill comes is the result of feedback from an informal stakeholder workgroup convened to address the very real challenges facing public school staff. The ingoing impacts of the COVID-19 pandemic have pushed public schools close to a breaking point. Staffing challenges were predicted before the pandemic based upon a variety of factors, including but not limited to: an aging licensed and classified workforce; severe shortages in certain school staff positions; and a documented difficulty in realizing Oregon’s Educators Equity Act of 2015 diversity goals.

The COVID-19 pandemic exacerbated the existing systemic challenges dramatically. Staff turnover spiked. As the workforce tightened, schools lost employees to other industries. And the challenges families and students faced at home were mirrored in schools. School board members reported anecdotal evidence of the worst kinds of challenges: students coming to school obviously in need of clean clothing or food; students obviously dealing with the effects of drug and alcohol abuse disorder at home; students dealing with the trauma of COVID-related harm and death suffered by families. The list goes on and on.

To get through these challenges, school districts leaned on staff. And by and large, school staff shined. Teachers learned how to teach remotely, or in person with a mask on. Or both at the same time. Bus drivers delivered meals, cooked

by food service staff, to students and families who might not otherwise have food. And then these bus drivers sometimes parked busses with mobile hotspots installed to give students in an area internet access that they might otherwise not have. And, although we should all admire educators and school staff who, collectively, went forward in support of students, it is also time to acknowledge that the current structure likely asks too much of

These staff need support, and most of what HB 4030-2 contains represents a first step towards supporting staff members and recruiting new staff. Grant programs for recruitment, licensure changes, cessation of certain reporting requirements, and many other portions of this bill represent the intent of the stakeholder work group, which was to immediately deliver short-term solutions to workforce challenges.

Unfortunately, sec. 21 of the -2 amendments, regarding prep time for teachers, represents a significant challenge to school districts. Specifically sec. 21(3)(b), which would permit teachers to decline to supervise students during a prep time. This could fundamentally hamper schools' ability to function.

In addition to all duties of instruction and education, schools have a fundamental responsibility of student safety. Adults need to supervise students. This is a basic staff need. And districts have been assigning any and all staff to cover student supervision. Administrators in large districts are being sent out to schools; accountants are covering lunches; and, very often, teachers are working through their prep times. However, as far as OSBA is aware, teachers are compensated for this work, usually at better rates than required by the bill.

Currently, many districts address prep times through bargaining. Prep times are established in a district contracts as a certain number of minutes over a certain period of time, such as a minimum number of minutes per week. In every district that OSBA is aware of, whenever a district does not meet those minimum times, then teachers either receive extra pay at their current rate or comp time. This

allows for appropriate student coverage, all-staff meetings, and maintenance of a master schedule that functions well.

If a district is unable to require teachers to work through prep periods for student supervision purposes, these supervision needs will not suddenly disappear. Other school staff will have to cover these needs.

Notably, it is unlikely that this prep time change would have any effect this year or next. Contracts have been bargained. This bill is aimed at immediate fixes. It is a short-term policy discussion.

Finally on this topic, and perhaps most surprising, the genesis of this specific portion of the bill is unclear. This specific right of a teacher to not work through prep periods was not raised in the work groups and does not appear in the final report. The need to support teachers and support them in taking a real, established prep period was voiced repeatedly. OSBA was among the stakeholders who recognize this need. If this policy proposal had been raised in the workgroup process, then OSBA would have given voice to these concerns then. It represents a basic challenge to school ability to functionally staff schools.

In closing, OSBA generally supports most of HB 4030-2. However, we would ask that the provisions of sec. 21 be amended out.