

Senator Frederick, Senator Weber, and Members of the Senate Education Committee:
Please find my testimony in the comments for each section of this omnibus bill:

SB 322 OMNIBUS –JOINT TASK FORCE ON SUBSTITUTE TEACHERS

Sections 1 and 2- **PROFESSIONAL DEVELOPMENT FOR SUBSTITUTE TEACHERS**
SB 320—ODE 3rd party to develop and offer online Professional Development Levels

Comment: Virtually all teachers and administrators support professional development for substitute teachers, who carry forward the school’s educational goals in the absence of regular teachers. The main determiners of success will be the initial cost to teachers, length of time to reimbursement, and whether the hundreds of outsourced substitute teachers will be reached.

Section 3: PATHWAY TO SUBSTITUTE TEACHING LICENSE

SB 321 TSPC creates by rule a pathway from a Restricted Substitute to a Substitute Teaching License
Comment: There has already been established in Administrative Rule for decades both a Substitute Teaching License and a Restricted Substitute Teaching License. Therefore, only part (B) needs to be addressed. The bill asks TSPC to create a pathway for working substitute teachers who may excel in subject matter to gain teaching skills through a combination of online mentoring and classwork. This would increase the pool of teachers qualified to fill long- term assignments.

Section 5-8: BENEFITS FOR SUBSTITUTE TEACHERS

SB 318 OEGB Health Benefit Plan for certain substitutes who work half time. Substitute Teacher pays 10% of premiums. Substitute Teacher Insurance Fund is created.
Comment: This new health plan for substitute teachers is based on a similar plan with OEGB Health Care for Community College adjunct faculty. Unfortunately, it will not be available to half the substitute teachers in the state because it will not cover outsourced teachers. It may also be impossible for most substitutes to meet the half-time requirement. However, it should be offered and every effort made to inform the substitute teachers.

Section 11- OFFICE OF SUBSTITUTE TEACHERS

SB 319- Establishes Office of Substitute Teachers in ODE to develop best practices for substitute teacher recruitment, retention, professional development, and licensure.
Comment: The statewide salary for substitute teachers is calculated by ODE in ORS 342.610 which also details other requirements of substitute teacher employment for substitute teachers who do not bargain collectively. (Only Eugene, Portland, and Beaverton bargain collectively.) Many teachers holding regular teaching licenses work as career substitutes. The Office of Substitute Teachers can help districts find those professional substitute teachers and call them to work first, rather than using Restricted or District Substitute Teachers who do not have teacher training. This will hopefully create better learning and discipline in the schools. The Office of Substitute Teachers can give guidance to substitutes and school districts about laws and opportunities relating to substitute teachers, who have become an increasingly important part of the education workforce and need to be kept aware of ODE best practices on teaching methods, classroom management, learning types, and Special Ed.

SECTION 13: PROVIDING SUBSTITUTE TEACHERS WITH TOOLS FOR SUCCESS (Due Process)

Requires school district to have a Substitute Teacher Handbook and system of notifying substitute teacher of a violation. Allows remediation or dismissal after response by the substitute teacher.

Comment: The daily uncertainties of substitute teaching, including working in an At Will state, leave the professional substitute wondering what they can count on. I believe teachers will respect and appreciate knowing specifically what is expected of them. The Substitute Teacher Handbook (which most schools already have) will be a tool for administrators, making their work easier, with hopefully few substitutes needing to be reprimanded. It will be most appreciated by the growing numbers of substitute teachers who have not attended teachers' college. The policy gives the teacher an opportunity to remediate so that problems are not carried to another school. And further, if problems are serious, unprofessional, or even criminal they are handled quickly and properly so that children are kept safe.

SB 323 EXPECTATIONS OF SCHOOL DISTRICTS WHEN CONTRACTING

SB 323 - Requires cost analysis and notice of opportunity to testify at School Board meeting before District enters or renews contract for procurement of substitute teacher services. Cost analysis to be posted on school district website.

Comment: The Joint Task Force on Substitute Teachers was asked to study the viability of outsourcing substitute teachers. Disappointingly, this could not be determined because the school districts did not bring data to the Legislature to prove their compliance. Independent study showed outsourcing to be more costly, and testimony by the substitute teacher representative showed widespread dissatisfaction of teachers with lack of promised communication with school districts, no training for specialized equipment, loss of PERS by the faithful 10% (the long-term and career substitute teachers)-- and other factors. The Administrators' representative has called outsourcing a "convenience," relieving the school district of hiring teachers suitable for that district's classrooms and supervising their teaching, which is the main responsibility of a school district. The Task Force Chair concluded that this bill is necessary to preserve local control and supervision of substitute teachers; it applies to no other employee group.

IN CONCLUSION: Thanking Task Force Chair Sen. Dembrow, Sen. Weber, Rep. Hoa Nguyen, Rep. Cramer

I appreciate that the Oregon Substitute Teachers Association had a strong voice in the Task Force, OSTA GAC Chair Debbie Fery, and will have a part in evaluating these programs. I hope they will be able to work closely with the Office of Substitute Teachers to promote these programs to the extent that they can. Since 1997 OSTA has been able to contact substitute teachers through an exception to privacy laws, ORS 192.355 c (3), because substitute teachers do not have workplaces addresses. Unfortunately, they have lost contact with the substitute teachers who are outsourced, even though they still work in the public schools. So those teachers may not learn about these proposed programs or the Association's annual Conference with educational speakers, mentoring help available after school on Zoom, and the Oregon Substitute Teacher of the Year program that recognizes outstanding substitute teachers throughout the state.

Thank you for your consideration of SB 322 and SB 323 in the 50th year of OSTA and the conclusion of this historic Task Force on Substitute Teachers!

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