

Dear Chair Neron, Vice Chairs Dobson and McIntire, and Members of the Committee,

My name is **Ramey Adams**, and I am a **chemistry teacher** at **Grant High School**, a **very overpopulated school in PPS**. I am submitting this testimony in strong support of HB 3652, which would make class size and caseloads a mandatory subject of collective bargaining in all Oregon schools.

I currently have 197 students on my roster, 4 of which are new this semester. Chemistry is not an easy subject let alone trying to find ways and time to catch up students who come in half way through. My classes are 30-34 students of ranging abilities. I do my best to check in with each student, which satisfies many of the IEP and 504 requirements of 'frequent check-ins' but it feels near impossible to spend the needed time that many require to either help with their learning or give them the pep talk to get started on their learning. Then there are labs. When you have 30 backs to you and cannot see what students are doing, this is a safety concern. Everyone says they love chemistry lab and remember using the Bunsen burners. This is the first year where because I have such large classes, I am hesitant to do labs. I have safety concerns but it is also time consuming to set up labs and take them down with this many students. Then I have to take the time to read their labs, give meaningful feedback and opportunities for them to revise their understanding. If I have 197 students, it takes more than 1 minute to grade. I have now spent more than 2 of my paid 90 minute planning periods just on grading. I still need to record grades, follow up with students who were absent, lesson plan for the next class, connect with families, and all of the other expectations placed on teachers.

The way young people operate in their daily lives has drastically changed with social media, parenting styles and a pandemic. Students are not required to be proficient in basic math, reading and writing skills and get passes on to the next grade with learning deficits. The trust is broken for these kids and now they are in a huge high school where teachers are overworked and burning out and expected to be there for them. I constantly feel like a failure because I cannot give the amount of time I need to support all of my 197 students. I am not provided with resources for those who need more support nor the high flyers who are capable of going beyond the content. This leads to behaviour issues because they are now bored.

The hardest part is when I get so emotionally tired, I have nothing left to give those kids who need more support and care, let alone my family, personal life and myself. It is exhausting to have to constantly give so many individuals your full attention and heart. I am feeling the burnout and I do not know how much more I can handle. It is not ok to ask teachers to do all of the things for so many students. The brain and heart cannot sustain that much giving without having more time to recharge. I have come to terms that I am not going to 'save' every student, but I am feeling like I have to let more of them go for self preservation. This is not sustainable for the system or our collective future. Please allow class sizes to be negotiated. It is not ok to keep putting the burden

of educating so many individuals on one person. I love being a teacher, I love science and I want to keep doing my job, but I know I cannot take another school year with close to 200 students and feel like I am doing my job well.

Please support us and more importantly our kids and students by providing the best situation for learning. This starts with class size. VOTE YES on HB 3652—because every student deserves the attention and support they need to succeed!

Thank you for your time and consideration.

Sincerely,
Ramey Adams, Chemistry Teacher Grant High School PPS