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Date: March 5, 2024

To: Joint Committee on Ways and Means Subcommittee on Capital Construction

From: Parasa Chanramy, COSA  
Morgan Allen, COSA

Subject: Senate Bill 1552-3 – Senate Education Omnibus Bill - COSA Testimony In Support

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Good Morning, Co-Chairs Girod and Holvey, and Members of the Subcommittee:

On behalf of the Coalition of Oregon School Administrators, and our nearly 2,900 members, we support Senate Bill 1552, with the -3 amendment.

As part of our testimony, we'd like to highlight a few sections of the bill:

**Sections 1-8: Oregon Youth Advisory Group**

These sections will establish the Oregon Youth Advisory Group to support diverse student leaders in the policymaking process at the state level.

We want to thank Senator Dembrow for helping re-introduce the bill as part of the Senate Education Omnibus this session. We also want to express how grateful we are to the youth leaders and our partners at REAP, the Oregon Association of Student Councils, the Oregon Association of Secondary School Administrators, and the Department of Education (ODE), for their continued support and work in the development of this bill.

This bill is intended to:

- Support our youth leaders as they pursue leadership opportunities in the policy process, especially for youth from historically, and currently, underserved and underrepresented communities – inclusive of: youth of color; those experiencing disability; who are part of the LGBTQ community; who are emerging bilingual; and who are navigating poverty.
- Help the state improve our education system so that we are meeting youth where they are at, recognizing their brilliance, and supporting them in realizing their full potential.
- Build regional youth leadership networks around the state over time so that our youth see themselves reflected and represented, they are connected with more youth leaders, they know where to go for additional help, and they are supported in their efforts to help improve our education system.



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The bill aims to ensure that students are meaningfully involved in the creation and implementation of the policies and practices that impact their lives.

### **Sections 20 - 27: Juvenile Justice Education Fund (JJEF)**

These sections establish a dedicated account to cover students in both Juvenile Detention and Youth Corrections Education Programs. Funding for the JJEF would be drawn from the Statewide Education Initiatives Account. The bill tasks ODE with helping determine the appropriate amount of funding needed in the JJEF each biennium using specific criteria.

In recent years, funding for Juvenile Detention and Youth Corrections Education Programs has fallen short. Here are a few examples:

- JDEP and YCEP are required to provide students with a longer school year – 220 days – compared to the 180 days (on average) that traditional schools provide students. Even with the longer school year, JDEP and YCEP providers are not given additional funding.
- Our students with disabilities receive less funding in JDEP and YCEP than they would in a traditional school setting.
- Funding for JDEP and YCEP has decreased due to lower enrollment, but overhead costs have remained the same. For instance, a teacher costs the same amount, whether you have 5 students in the class or 10 students.

Having a dedicated account for students in JDEP and YCEP programs will help ensure that there is adequate funding to support the staffing and the stability of these programs.

### **Sections 29 and 30: Naloxone in Schools - Technical Fixes to HB 2390 (2023)**

Based on feedback from OSBA and ODE, COSA heard concerns that the bill unintentionally mandated that Naloxone be placed in every school. After consulting with the chief sponsor of the legislation, we understood that the legislative intent was to implement a compromise: removing barriers, while i) *allowing* Naloxone to be available in every school; and ii) *requiring* information about Naloxone to be sent to every parent and family in the district. These amendments clarify the legislative intent and give ODE the authority to create rules to ensure that consistent and accurate information about Naloxone is distributed to every family.

Additionally, it provides very narrow liability protection to school districts related to ambiguous language in HB 2390. In summary, a school district cannot be sued if they do not have Naloxone in every school in their district.

### **Section 31: Educator Advancement Council**

We support the updated definition of “educator” which includes a teacher, administrator, or another school employee who is employed to provide instruction or support to students in



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early childhood education or in kindergarten through grade 12, or entering into or enrolled in an educator preparation program.

**Sections 46 and 47: Clarifying the Definition of Classified School Employee**

During the 2023 Session, Senate Bill 283 included language providing “just cause” protections for all classified employees. Unfortunately, the definition of “classified employee” amended in SB 283 was very broad and covered confidential and management employees

Working in partnership with OSEA, we have proposed language in Sections 46 and 47 to clarify that the definition of “classified employee” only includes positions that are covered by a collective bargaining agreement. This will ensure that management or administrative employees who are not covered by a bargaining agreement are removed from the definition of “classified employee.” It is also important to note that the definition already excludes teachers and administrators who are required to have a license to hold their positions.

These amendments are an important clarification and we appreciate the support of our labor partners at OSEA.

**Sections 48 and 49: Substitute Teacher Pay**

During the 2023 Session, Senate Bill 283 included language that changed the pay rate for substitute teachers, which does not appear to have been an intended outcome of the legislation. This technical fix will clarify that substitute teachers will be paid for a half day of work if they work a half day or less. Substitute teachers will be paid for a full day of work if they work more than a half day.

Thank you for your consideration. Please adopt the -3 amendment and vote YES SB 1552.