



Testimony for Hearing Wednesday, March 4, 2015

House Education Committee

HB 2939 – relating to the salary of substitute teachers in districts having a four-day week instructional schedule.

**ORS 342.610**

**(4) “Notwithstanding subsections (1) and (3) of this section, if a school district has a class schedule based on a four-day week:**

**(a) The daily minimum salary computed under subsection (1) or (3) must be multiplied by 1.125; and**

**(b) Calculations described in subsection (3) of this section must be made after a teacher has been employed as a substitute teacher for more than eight consecutive days in any one assignment for the same teacher.**

HB 2939 speaks to an inequity in the four-day schools in which regular teachers are paid more for their longer days, but substitute teachers are not. It is a fairness issue. In five- day schools substitute teachers have the same planning times as the teachers they are replacing. This should also happen in the four-day schools. Attached to our testimony is a comparison of duties of substitute teachers and regular teachers.

Our research of the 68 schools that have a four-day schedule shows that in the four-day schools the instructional time has not been reduced, and regular teacher salaries have not been reduced. But in most cases, substitute teachers have the same schedule as the students, and there is no planning time. Substitute teachers are hired to carry on the school's instructional program; they are trained and licensed teachers. They need the planning time to absorb and prepared the lessons that the regular teacher has written out for them and to deliver these lessons in an effective manner. They also need the time at the end of the day for correcting the day's classwork and writing a report to the regular teacher. In the current law the salary is expressed as a daily minimum. In the four-day schools, this daily minimum should be increased by 1.125 to reflect the longer day and provide for the same planning time as the regular teachers. In talking with the various four-day districts, we came to realize that the regular teachers have a nine-hour day (not ten hours as we had originally thought). Therefore, we have asked for an amendment which reduces the multiplier to 1.125.

In setting a budget for substitute teachers, schools must consider the number of days allotted to regular teachers for sick leave or other leaves. Schools can adjust the number of substitute teacher days by controlling the days that teachers are taken out of their classroom for training. The budget for substitute teachers is about 1% of a total district budget.

Our research shows that in a year approximately 7,651.5 substitute teaching days were taught in the four-day schools for a cost increase of \$164,048 incurred by HB 2939. The average per school district would be 112.52 substitute days at an increase of \$2412.47..

Long term substitute teachers in the four-day schools who have an assignment of longer than eight days for the same teacher would go to their higher salary described in subsection 3 after eight days (rather than after ten days for the five-day schools).

The substitute teachers in the four-day schools are not represented in collective bargaining.

Those who are represented (Beaverton, Portland and Eugene) are excluded from the law in subsection 5.

Thank you for your consideration of HB 2939.

Oregon Substitute Teachers Association

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