



Oregon School Employees Association

www.osea.org

State Office: 4735 Liberty Rd S, Salem, OR 97302-5036

P: 800/252-6732, 503/588-0121 F: 503/588-8307

September 27, 2018

Senator Tim Knopp, Chair
High Quality Classrooms work group
Joint Committee on Student Success
900 Court St. NE
Salem, OR 97301

Re: OSEA Policy Recommendations

Chair Knopp and members of the work group,

I am writing today on behalf of the Oregon School Employees Association (OSEA) representing nearly 22,000 school employees from across the state working in Oregon school districts, community colleges, education service districts, Head Start agencies, libraries and park and recreation districts. This includes educators in early learning, special and general education, public safety, health and nutrition.

We appreciate the time the Joint Committee on Student Success and this work group has put into ensuring students succeed in high quality classrooms. Below are concerns and suggested solutions gathered from OSEA-represented educators working in schools throughout the state.

Problem 1: Schools are not hiring enough nurses to meet recommended nurse-to-student ratios and, as a result, non-medical school support personnel are providing complex medical procedures to their students. Beyond basic first aid treatment, non-medical school support personnel are being directed to provide the following types of medical procedures to their students: catheterizations (two different types), tube feeding, seizure treatments, administration of pharmaceuticals (including medically prescribed narcotics), blood glucose monitoring and insulin injections.

Solution: School districts should be accessing all public and private funds and reimbursements including from Medicaid, available to hire medically trained nursing professionals.

Problem 2: Oregon funds special education (SPED) by doubling the average per-pupil allocation, but caps funding at 11 percent of the student body. In 2017-18, the average school district had a SPED population of 14.4 percent.

Solution: Increase the cap for funding to reflect the SPED population of school districts and the per pupil allocation so districts have the resources they need to adequately support and educate students with special education needs.

Problem 3: Districts who have contracted out services to private contractors have no way to rein in the high costs of services from contractors if expensive assets like school buses have been sold off.

Solution: Assist districts in asset retention or reacquisition when contracts are no longer affordable and the district is not happy with the contractor and would like to consider bringing services back in-house.

Thank you,



Soren Metzger

Government Relations Specialist

soren@osea.org