

February 18, 2019

Chair Wagner and Committee Members:

My name is Paul Kylo, I reside at 4054 Ibex St NE, Salem. I am a member of the Salem Keizer School Board and a retired Oregon Education Association UniServ Consultant speaking as an individual in support of SB 763, making class size a mandatory subject of negotiations. I believe that only through a genuine negotiation process can class size issues be sustainably resolved.

Mandatory subjects of negotiations can be defined as those issues that have to do with salary, benefits, and working conditions. One significant issue impacting work and hours of work is class size and related work load. In Salem Keizer, Kindergarten classrooms can average as high as 34 students per classroom. One high school teacher at a recent school board meeting shared that her classes average 42, and she has to count on some students not showing up every day so the rest can have work stations and seats. Increasing student numbers means the discipline problems are increased taxing of counselors, behavior specialists, and administrators. I heard from a twelfth grade English teacher who had a full schedule of classes numbering thirty-five to thirty-seven and spent every weekend and evening grading papers for her students to the detriment of her family life and family. (34 papers times 4 papers per trimester plus at least one rewrite per paper for 5 classes per trimester times 3 trimesters per year.) (Over 4000 papers to grade in the course of a year, 2000 hours spent outside of the school day.) Imagine the Career Technical class that has thirty-eight students, six work stations, eight special needs students for six class periods per day. Class size and work load cannot currently be negotiated or discussed at the bargaining table, yet the impact is clearly far reaching and impactful. Large classes have increased costs.

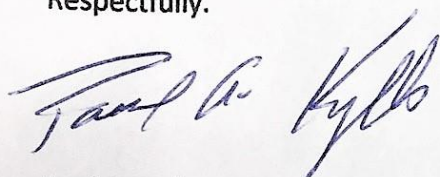
I cannot measure a negative. I cannot measure the lost opportunities a student in an overcrowded classroom endures. I cannot measure lost connections between teachers and students. I cannot measure the lost classroom teaching time. I cannot measure the quality of the lessons that might have been taught. I cannot measure the lost family time due to the correction of assignments. The losses mount up for both students, districts, and educators. Solutions to this problem are complex and all encompassing, involving space, schedules, available staff, calendars, and a willingness to look at the problem head on. If Districts and educators are forced to meet and negotiate then local, workable, and sustainable solutions can be examined and worked.

In thirty years of negotiating school district contracts, I have never been able to negotiate a class size provision in a collective bargaining agreement. The cry always was "it is too expensive, and we don't have to negotiate." Class size issues from the association always had to have a cost element included because that was the only way they could be included in a proposal that would garner any consideration. Placing dollar values on the size of classes and the work involved was the only way to get the issue on the table. The proposals looked expensive, but any proposal involving money looks expensive. Neither side was willing to budge, so no ideas, no potential solutions, no creativity, no risk, and no cooperation in creating reasonable and workable class size limitation protections occurred.

With class size being a mandatory subject of negotiations and the application of creativity, honesty, and a willingness to solve the problem together can lead to class size over crowding solutions that are workable, sustainable, local, and effective. This bill would force the conversations.

Please vote to make class size a mandatory subject of negotiations.

Respectfully.

A handwritten signature in blue ink that reads "Paul A. Kylo". The signature is written in a cursive style with a large initial "P" and "K".

Paul A. Kylo

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