



May 14, 2019

To: Joint Committee on Student Success

From: Jared Mason-Gere, Oregon Education Association

Re: Support for HB 2902A

Chair Roblan, Chair Smith Warner, Members of the Joint Committee on Student Success:

By now, you are all well aware of the crisis of disrupted learning in our schools. I know you heard about this grave matter at every stop of your statewide listening sessions, and have continued to hear about it from parents and educators in your districts. Additionally, each of you have received paper and electronic copies of our extensive report, "A Crisis of Disrupted Learning".

As we all know, this is an extremely complicated, intractable problem which requires a multipronged approach. Some of the steps to addressing this problem have been embedded in the Student Success Act.

Other challenges will be addressed by SB 963, which will clarify the statutes governing the use of protective physical intervention.

You have SB 764 in your committee, which could make dramatic improvements in the ways that we manage out of control class sizes and mental and behavioral health and special ed caseloads, which are a massive contributor to the behavioral difficulties experienced in our schools.

HB 2902 is one important piece of this puzzle. It would work to get at some of the root causes of the challenge of classroom evacuations, or room clears, which are being deployed on a weekly, or in some cases near-daily basis, taking away large amounts of instructional time. HB 2902 would require reporting of the number of room clears, when they occur, and how much instructional time is lost, so that we can try to use this data to understand the patterns contributing to this challenge, in addition to fully understanding the scope of the problem. At this time, we have no quantifiable data around room clears. We believe as one of the most devastating occurrences in our schools currently, we owe it to ourselves to understand this issue.

HB 2902 would also take an important step forward to address disrupted learning by helping better gather and disseminate information about what practices schools and districts are using successfully to respond to behavioral challenges and give students the support they need. We know, anecdotally, that there are programs in place in specific schools around the state that are reported to be having significant impacts on student wellbeing and behavior. Yet one of the recurring reports from educators around Oregon, which rose to the top of recommendations from our report, was that there is no

mechanism for capturing and sharing existing best practices among school districts, and educators. HB 2902 would create that mechanism.

The crisis of disrupted learning demands a sweeping, immediate, and comprehensive solution. HB 2902 is an important component of that solution, and we urge you to advance this bill today.