

JOINT TASK FORCE ON STATEWIDE EDUCATOR SALARIES

Oregon State Legislature
900 Court Street NE
Salem, OR 97301

<https://www.oregonlegislature.gov>



RECOMMENDATION PROPOSAL

For questions or assistance filling out this form, please reach out to task force staff:

lisa.gezelter@oregonlegislature.gov or maia.powloski@oregonlegislature.gov.

Please submit one form per policy recommendation. There is no limit on the number of forms you may submit for discussion.

Task force members are encouraged to collaborate. If you collaborate, please submit one form per recommendation and list all group members' names.

Name(s) of submitter(s):
Lisa Ledson, Sarah Wofford, Iris Hodge
What problem are you trying to solve?
Addressing the ongoing challenges in recruiting, retaining, and supporting special education assistant positions in Oregon. Specifically, ensure manageable workloads by capping caseloads for educational assistants in order to meet the needs of students in self-contained classrooms.
Title of proposal (25 words or less):
Manageable workloads for educational assistants to ensure disabled students have their support needs met.
Value/Finding/Goal Number:



Finding 9: Despite efforts in all parts of the state, Oregon does not sufficiently recruit, retain, support, or compensate special education and other hard-to-hire educator positions. Recent workforce and labor economics studies indicate that unfilled vacancies in special education and other hard-to-hire areas continue to be a problem. Unfilled positions result in inadequate services for vulnerable student populations, particularly in special education.

Goal 9: Improvements to Oregon's compensation and working conditions will help districts recruit, retain, and support special education professionals and other educators in hard-to-hire positions. Schools will be able to fill hard-to-hire vacancies and better serve Oregon special education students and other vulnerable populations.

Detailed description of proposal (50 words or more):

1. Ensure dedicated 1:1 support for students: Students who have been assessed as needing 1:1 support should always have an educational assistant dedicated exclusively to them. Educational assistants should not be assigned to support more than one student simultaneously.
2. Provide stipends for additional responsibilities: In classrooms with students who have moderate to severe Intellectual and Developmental Disabilities (ID/DD), if an educational assistant is required to support more than their designated 1:1 student for over one hour of instructional or personal care time per day, then they should receive a stipend of \$100 per additional student, per day.

Enforcement:

How will the legislature make sure the policy is followed?

Caseload management: implement and uphold limits on caseloads, and make sure schools regularly report on how they manage workloads. This will ensure students with disabilities, those on IEPs/504s, and other specialized education plans receive balanced and effective support. (ODE)

Reporting mechanisms:



What information will be collected so the legislature knows if the policy is working?

Workload metrics: Collect and analyze detailed reports on caseload sizes, overall staff workload, and the extent to which administrative helpers are utilized to support staff responsibilities.

State agency responsible for implementation:

ODE, BOLI