

Submitter: Elise Johnson

On Behalf Of:

Committee: House Committee On Revenue

Measure, Appointment or Topic: HB4125

As a classroom teacher in Oregon, I strongly support HB 4125 and the call to meaningfully increase funding for our public schools.

Every day, educators are asked to do more with less. We are managing larger class sizes, fewer support staff, outdated materials, and growing student needs—academic, behavioral, and emotional—with the resources required to meet them. This is not due to a lack of effort or care from educators; it is the result of chronic underfunding that directly impacts students' learning conditions.

Adequate school funding is not an abstract budget issue—it shows up in whether students receive individualized attention, whether classrooms are safe and functional, and whether schools can retain experienced, qualified educators. When schools are underfunded, students lose access to counselors, specialists, librarians, and enrichment programs, while teachers face burnout and are forced to leave the profession. This instability hurts students most.

HB 4125 represents an important step toward aligning Oregon's values with its investments. Funding schools more robustly allows districts to reduce class sizes, expand mental health and special education services, update curriculum and technology, and fairly compensate educators so they can remain in the profession long-term.

Oregon's students deserve fully funded schools that allow them to thrive—not just survive. As a teacher, I see firsthand what is possible when schools are adequately supported, and I urge legislators to pass HB 4125 and prioritize sustained, equitable investment in public education