

SENATE COMMITTEE ON EDUCATION AND WORKFORCE

January 26, 2005
3:00 P.M.

Hearing Room D
Tapes 9 – 11
(Corrected 4-21-05)

MEMBERS PRESENT: Sen. Vicki Walker, Chair
Sen. Charles Starr, Vice-Chair
Sen. Jeff Kruse
Sen. Bill Morrisette

MEMBER EXCUSED: Sen. Ryan Deckert

STAFF PRESENT: Marjorie Taylor, Committee Administrator
Dawn Tuso, Committee Assistant

MEASURES/ISSUES HEARD:

Introduction of Committee Measures – Work Session
Oregon Small Schools Initiative – Informational Meeting

Youth Suicide Prevention – Informational Meeting

These minutes are in compliance with Senate and House Rules. Only text enclosed in quotation marks reports a speaker's exact words. For complete contents, please refer to the tapes.

TAPE/#	Speaker	Comments
TAPE 9, A		
005	Chair Walker	Calls meeting to order at 3:07 p.m.
010	Chair Walker	Opens a work session on LC 985 and LC 1292.
INTRODUCTION OF MEASURES - WORK SESSION		
015	Chair Walker	Introduces LC 985 (EXHIBIT A) and LC 1292 (EXHIBIT B) as committee bills. Gives overview of the bills. LC 985: <ul style="list-style-type: none">• Directs State Board of Education to enter order to remove large school districts from education service districts. Directs state board to enter order to merge remaining areas of education service districts so that no more than eight education service districts exist. Prohibits education service districts from incurring bonded indebtedness. LC 1292: <ul style="list-style-type: none">• Allows school districts to offer half-day or full-day kindergarten. Provides for apportionment from State School Fund for full-day kindergarten.
035	Chair Walker	Announces that the committee will not be meeting on Wednesday February 9 th . Announces that the committee will be having an out of office meeting at the Douglas ESD Office in Roseburg on February 11 th .
045	Sen. Kruse	Expresses that LC 985 might need a workgroup. States that a lot of players need to be involved in order to move forward with it.
050	Sen. Morrisette	States that he will not support LC 985. Contends that he is opposed to it. States that he would like to have the workgroup before the bill is introduced.
060	Chair Walker	States that she wants to get the LC drafts on the table so that they can start a discussion. States that LC 985 relates to Education Service Districts and that the bill does not have to remain in its present form.
065	Sen. Morrisette	States that, as a courtesy, he will support LC 985 as a committee bill but that he will oppose it all the way.
070	Sen. C. Starr	MOTION: Moves LC's: 985, 1292 BE INTRODUCED as committee bills.
075	Chair Walker	Asks if there is any objection.
080	Sen. Kruse	Comments that the LC drafts are not finished products. Reports a personal interest in a workgroup product for LC 985.
080		VOTE: 4-0-1 EXCUSED: 1 - Sen. Ryan Deckert Hearing no objection, declares the motion CARRIED.
085	Chair Walker Sen. Morrisette	Comments on LC 1292. States that he is interested in a half-day kindergarten.
095	Chair Walker	Responds.
100	Sen. C. Starr	Comments on the issue of kindergarten. States that the children who most need pre-school and kindergarten are the ones who are least likely to voluntarily show up. States that requiring kindergarten for a child who is being properly trained at home is a waste of public funds.
120	Sen. Morrisette	Responds.
125	Sen. Kruse	Comments that moving toward a full-day kindergarten at the same time as proposing cuts to the Head Start program could be problematic.
130	Chair Walker	Opens informational meeting on the Oregon Small Schools Initiative Overview. Introduces Karen Phillips, Director.
OREGON SMALL SCHOOLS INITIATIVE - INFORMATIONAL MEETING		
135	Karen Phillips	Director, Oregon Small Schools Initiative. Introduces herself. Introduces the Oregon Small Schools Initiative program. Submits and gives overview of the initiative (EXHIBIT C). Discusses mission: <ul style="list-style-type: none">• Create high achieving equitable small high schools Discusses goals: <ul style="list-style-type: none">• Close the achievement gap

		<ul style="list-style-type: none"> • Increase graduation rate • Increase number of students ready for postsecondary education
		Discusses schools that work:
		<ul style="list-style-type: none"> • International High School • Urban Academy
215	Sen. Morrisette	Asks where the urban academies are located.
220	Phillips	Replies that they are in New York City.
225	Sen. Morrisette	States interest in the development of the idea of an Urban Academy.
230	Phillips	States that the Urban Academy is a public school, not a charter school.
235	Sen. Kruse	Asks if the Urban Academy is a small school inside a big school.
240	Phillips	Replies, yes.
265	Phillips	Discusses the value of small schools:
		<ul style="list-style-type: none"> • Higher student achievement and test scores • More students graduate; more go to college • Less violence • Conditions better support student learning and teacher development • Parents and community more satisfied • Costs per graduate are less
290	Sen. Morrisette	Comments that it would be interesting to hear about the experiences of Jefferson High School and Marshall High School since they have re-structured this year.
295	Phillips	Encourages the committee to look at any of the three large high schools in Oregon that have re-structured:
		<ul style="list-style-type: none"> • Roosevelt High School • Jefferson High School • Marshall High School
305	Phillips	Discusses poverty and achievement and school size:
		<ul style="list-style-type: none"> • Small schools negate the effects of poverty better than large schools.
		States that small in itself is not enough. States that small creates the conditions for better learning. Explains in detail:
		<ul style="list-style-type: none"> • Small is necessary but not sufficient for educating all students to high standards • Small facilitates rigorous and relevant learning environments • Small supports the development of meaningful relationships among students, educators, parents, and the community
415	Phillips	Discusses high-achieving schools:
		Attributes:
		<ul style="list-style-type: none"> • Common focus • Personalized • High expectations • Environment of respect and responsibility • Time to collaborate • Performance based • Technology as a tool
		Teaching and Learning Practices:
		<ul style="list-style-type: none"> • Active inquiry • In-depth learning • Performance assessment
TAPE 10, A		
010	Sen. Morrisette	Asks about parental involvement in relation to admittance to one of the schools.
015	Phillips	Answers that parental involvement is important.
020	Sen. Morrisette	Asks if parental involvement is a condition of admittance.
020	Phillips	Answers, no.
025	Sen. Kruse	Asks if parental involvement is something that happens naturally once a child is in the program.
030	Phillips	Replies that parental involvement has intentionally grown because of the school and the program.
035	Sen. Kruse	Discusses common belief that there is more parental involvement in affluent communities and less in poor communities. States that the findings from the small schools model seem to be contrary to that belief.
040	Phillips	Replies.
050	Phillips	Continues to give presentation. Discusses research implications.
		More attributes in place leads to:
		<ul style="list-style-type: none"> • More reform-like teaching • Multi-disciplinary instruction • Project-based learning • Mentors and internships • Change in student attitudes • More interested

085	Phillips	<ul style="list-style-type: none"> • More persistent • Stronger academic self-concept <p>Discusses small school models.</p> <ul style="list-style-type: none"> • Academic • Thematic • Student-centered
110	Sen. Morrisette	Explains in detail.
115	Phillips	Asks what term they use for teacher.
120	Sen. Morrisette	Answers, teacher advisor.
125	Sen. C. Starr	States that the advisor is a good term to use.
125	Phillips	Asks question regarding the International School.
130	Phillips	Replies, yes. Clarifies.
		Introduces strategies:
		<ul style="list-style-type: none"> • Reconfigure existing large high schools into multiple small schools • Create new, innovative small high schools • Be a catalyst to transform teaching and learning, schools structure and educational policy in Oregon
140	Phillips	<p>Mentions eight current schools that are working with the Oregon Small Schools Initiative:</p> <ul style="list-style-type: none"> • Lebanon High School • Liberty High School • Marshall High School • Newburg High School • North Eugene High School • North Medford High School • South Medford High School • Woodburn High School
155	Sen. Morrisette	Talks about Liberty High School in Hillsboro.
160	Phillips	Asks whether or not Springfield has selected a school to take part in the program.
170	Phillips	States that they will be working with 12 new schools that have not been created yet. States that Springfield is one of them. Explains.
180	Phillips	Reports that by September of this year, there will be 24 schools in Oregon working with the initiative.
		Describes the criteria for participation:
		<ul style="list-style-type: none"> • Conversions: greater than 700 • New innovative school: less than 400 • Significant low-income and/or minority • Readiness to change • Commitment to small school strategy and helping all students achieve at high levels
190	Phillips	Gives an overview of the number of schools in Oregon currently.
200	Phillips	Mentions program benefits for the schools:
210	Sen. Morrisette	<ul style="list-style-type: none"> • Funding <p>Recommends looking at the Ontario School District. States that he visited a charter school there and was impressed with the work that they are doing.</p>
220	Phillips	Continues to address the program benefits:
		<ul style="list-style-type: none"> • Technical Assistance • Workshops • Conferences • Seminars • Coaching • Professional development • Design and curriculum development • Networking
235	Phillips	<p>Talks about two schools that have made the change:</p> <ul style="list-style-type: none"> • Marshall High School • Liberty High School
255	Phillips	<p>Explains in detail.</p> <p>Discusses the challenges:</p> <ul style="list-style-type: none"> • Advanced classes are a hard sell in Oregon • Belief that all students can achieve at high levels • Belief that all students should achieve at high levels
295	Phillips	<p>Discusses Oregonian's belief split.</p> <p>Most important priority:</p> <ul style="list-style-type: none"> • 42% ready to go to college • 33% ready to enter workforce <p>Standards are set:</p> <ul style="list-style-type: none"> • 5%/48% too high/about right • 41% too low

330	Sen. C. Starr	States that our graduation requirements are too low.
335	Phillips	Agrees that our requirements are too low. Explains.
345	Phillips	Discusses Diploma requirements: <ul style="list-style-type: none"> • 22 credits • Education plan and profile • Extended application • Career-related knowledge and skills • Career-related learning experiences
355	Chair Walker	Asks if the number of credits required have ever been higher.
365	Phillips	Replies that Oregon has never had a higher number of requirements. States that they used to be lower. Explains.
380	Chair Walker	Asks where Oregon is nationally in terms of graduation requirements.
385	Phillips	Answers, Oregon is low to mid.
400	Sen. Morrisette	Mentions foreign language requirements. States that it is not easy to add more curriculum to a high school.
415	Phillips	Responds.
TAPE 9, B		
005	Sen. C. Starr	Comments that many high schools in Oregon have set higher graduation requirements. States that we should have at least three credits in Math and Science and four in language arts as a minimum.
010	Phillips	Agrees. Explains in detail.
035	Phillips	Continues to discuss graduation requirements.
060	Chair Walker	Asks if a student must apply to one of the small schools and if so, what the process is.
070	Phillips	Replies, yes. Explains process.
075	Sen. Kruse	Suggests looking at rural parts of the state.
085	Phillips	Responds.
100	Chair Walker	Closes segment. Opens segment on Youth Suicide Prevention. Stands at ease while setting up presentation equipment.

YOUTH SUICIDE PREVENTION - INFORMATIONAL MEETING

105	Chair Walker	Introduces Lisa Millet.
110	Lisa Millet	Manager, Injury and Violence Prevention, DHS. Introduces herself. Discusses school-based suicide prevention in Oregon. Submits informational packet (EXHIBIT D). Gives overview of presentation: <ul style="list-style-type: none"> • Magnitude and scope • School based efforts-focus on SAFE: TEEN
140	Millet	Discusses: <ul style="list-style-type: none"> • Suicide rates per 100,000 among youth aged 10-24 in Oregon and the US, 1990-2001 • Suicide death rates • Suicide attempts among youth aged 10-17 treated in emergency rooms, Oregon, 2003 • Psychological conditions identified among youth treated for suicide attempts in emergency rooms, Oregon, 2003
175	Sen. Kruse	Asks if there are statistics that tie suicide attempts with drug use either with the youth or with the family.
180	Millet	Replies that they think as many as 25 % have been using when they attempt.
185	Sen. Kruse	States that family drug history would probably be relatively prevalent in looking at youth suicide attempts.
190	Millet	Agrees and explains in detail. Discusses risk factors.
205	Sen. Morrisette	Mentions a bill that addresses universities and their struggle with suicide. Asks if they are working with universities on the issue of suicide.
215	Millet	Discusses efforts.
235	Millet	Continues to discuss presentation: <ul style="list-style-type: none"> • Who did youth tell prior to a suicide attempt, Oregon youth aged 10-17 treated in emergency rooms, 2003 • Percentage of self-reported risk behavior among 8th graders by gender, Oregon, 2003 • Percentage of self-reported risk behavior among 11th graders by gender, Oregon, 2003 History of suicide prevention efforts in Oregon: <ul style="list-style-type: none"> • Adolescent suicide attempts data system • Governors task force • Suicide prevention coordinator • Building state plan • State agency team for suicide prevention • Working with state agencies, non governmental organizations, and local groups to implement strategies in the plan
325	Millet	Prevention Plan <ul style="list-style-type: none"> • 15 strategies • Communities are encouraged to adopt a multifaceted approach
335	Millet	School based efforts: <ul style="list-style-type: none"> • SAFE:TEEN • We Care • Jason Foundation Curriculum

		<ul style="list-style-type: none"> • Red Flags • School-Based health centers • Reconnecting youth • Connecting youth • Columbia teen screen
375	Millet	SAFE:TEEN <ul style="list-style-type: none"> • Why SAFE:TEEN • History of SAFE:TEEN collaboration • Training implemented
TAPE 10, B 005	Millet	SAFE:TEEN at a glance: <ul style="list-style-type: none"> • Develop support from superintendent and principal • Develop written policies and procedures • Facilitate collaboration between school and community care-givers • Train every member of school staff • Educate parents to take talk of suicide seriously and how to respond effectively to depression • Train all students
020	Sen. Morrisette	Asks about the safe school hotline.
025	Millet	Replies, yes. Explains.
030	Sen. Kruse	Asks for clarification in regards to training all students.
035	Millet	Clarifies.
050	Millet	Shares a short video on teen suicide.
075	Sen. Morrisette	Asks how long the complete video tape is.
077	Millet	Answers.
080	Chair Walker	Recognizes Donna Noonan, Suicide Prevention Coordinator for Oregon.
085	Donna Noonan	Suicide Prevention Coordinator for Oregon. Introduces herself.
095	Millet	Continues to discuss SAFE:TEEN implementation: <ul style="list-style-type: none"> • 23 Schools and 16 school districts involved in implementation of SAFE:TEEN • In Lane County SAFE:TEEN Outcomes: <ul style="list-style-type: none"> • Evaluation in Lane County Mentions resources in Oregon.
145	Sen. Morrisette	States that he would like to see the complete video.
145	Millet	Responds that she will make the video available.
160	Tom Eversol	Public Health Administrator, Benton County. Introduces himself.
163	Mitch Anderson	Mental Health Director, Benton County Health Department. Introduces himself.
165	Michael Cunningham	Willamette ESD. Introduces himself.
170	Eversol	Discusses services offered.
200	Anderson	Introduces the ASSIST program. Mentions that it is a strength based model.
235	Chair Walker	Asks how many members of the ASSIST team work with an individual family.
235	Anderson	Replies that it depends on the situation.
250	Anderson	Continues to discuss the ASSIST program. Discusses the emergency room's involvement with the program.
270	Chair Walker	Asks if it is a new program.
275	Anderson	Replies, yes it is a pilot project that is just starting.
280	Sen. Kruse	Asks how information can be passed from the emergency room staff to the ASSIST program staff without breaching confidentiality.
285	Anderson	Explains that the emergency room staff would get the consent of the family.
295	Anderson	Continues to discuss the program.
315	Sen. Kruse	States that the ASSIST Program model seems similar to that of wrap around services.
315	Chair Walker	Asks if the ASSIST program was the soul purpose of the Bond Measure.
320	Anderson	Responds.
330	Michael Cunningham	Willamette ESD. Introduces himself and submits informational packet (EXHIBIT E) . Discusses: <ul style="list-style-type: none"> • The magnitude of the problem in Marion and Polk County • The Marion and Polk County school-based suicide intervention process • Wallet cards • Brochure • Youth suicide posters
TAPE 11, A 005	Cunningham	Discusses data from Salem-Keizer School District.
030	Sen. Kruse	Expresses interest in seeing the screen that is used for the assessment.
040	Cunningham	Replies that he could provide the full screen.
045	Sen. Morrisette	Asks if the schools in his district could provide the service for themselves. Asks if he believes that it is an essential service.
045	Cunningham	Responds, yes it is an essential service.

068	Sen. C. Starr	Inquires about a statistic discrepancy.
070	Cunningham	Explains.
080	Chair Walker	Closes informational meeting. Adjourns meeting at 5:10 p.m.

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EXHIBIT SUMMARY

- A. **Introductions, LC 985, Staff, 35 pp**
- B. **Introductions, LC 1292, Staff, 9 pp**
- C. **Oregon Small Schools Initiative, Informational Packet, Karen Phillips, 20 pp**
- D. **Youth Suicide Prevention, Informational Packet, Lisa Millet, 28 pp**
- E. **Youth Suicide Prevention, Informational Packet, Michael Cunningham, 10 pp**