

HOUSE COMMITTEE ON EDUCATION

February 24, 1999 Deschutes County Offices

6:30 PM Tapes 47 - 49

MEMBERS PRESENT: Rep. Ron Sunseri, Chair

Rep. Betsy Close

Rep. Elaine Hopson

Rep. Bob Jenson

Rep. Tim Knopp

Rep. Lynn Lundquist

Rep. Carl Wilson

Rep. Jackie Winters

MEMBER EXCUSED: Rep. William Morrisette, Vice-Chair

Rep. Chris Beck

STAFF PRESENT: Norm Fox, Administrator

Kevin E. Wells, Administrative Support

MEASURE/ISSUES HEARD: SB 100A ñ Public Hearing

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 47, A		

015	Norm Fox	Administrator. Announces the committee meeting.
020	Chair Sunseri	Opens the meeting at 6:30 p.m.
<u>PUBLIC HEARING SB 100-A</u>		
040	Kim Nolen	Library Technician, Lynch Elementary School. Opposes SB 100. States that resources are not currently available for students to meet new academic standards. Explains the needs of the local public school system. States that until the current system is adequately supported, alternative school systems are unnecessary. States that public schools already address the concerns of charter school proponents. Relates examples to support opposition to charter schools (EXHIBIT A) .
090	Nolen	Cites statistics to show that charter schools would drain financial resources of the public school system (EXHIBIT A) . Asks why the legislature is spending time on the bill.
140	Bob Bradetich	Maintenance Assistant, Bend-LaPine School District. Opposes SB 100. Emphasizes the quality of Oregon public schools. States that his school district could lose 2600 students and \$1.2 million in funds if SB 100 passes. Explains that school buildings are inadequate and cannot be repaired nor maintained at current funding levels (EXHIBIT B) .
190	Bradetich	States that the safety and health of students will be negatively impacted if SB 100 passes (EXHIBIT B) .
200	Nikki Paplia	Custodian, Jefferson County School District. Opposes SB 100. Notes the cultural diversity of her school district. Comments on the district's infrastructure needs. States that SB 100 will drain resources and negatively impact the district (EXHIBIT C) .
220	Rep. Hopson	States that SB 100 will provide new and important alternatives to students; asks if witnesses' school districts offer such opportunities.
230	Nolen	States that her school district offers such opportunities.
235	Rep. Knopp	Asks Nolan to discuss alternative schools in her district.
240	Nolen	Describes the alternative education center, The Brown School.
250	Chair Sunseri	Asks what effect the alternative school has had on the school district.
260	Nolen	States that the school district's budget has barely survived.

270	Bradetich	States that the alternative school students account for a very small percentage of the district's student population.
272	Rep. Lundquist	Notes that his Education Service District (ESD) receives \$52/student when the state average when \$234/student.
280	Patty Rehn	Parent, Redmond. Supports SB 100. Relates her children's experiences in public schools. Underscores that their needs were not met by the public schools. Urges that existing private schools be funded as charter schools.
330	Rehn	Stresses that alternative/charter schools serve important needs. Asks leaders to acknowledge those needs.
380	Rehn	Expresses that charter schools need to work harmoniously with school districts and with school boards. Suggests that alternatives to public schools are needed, because "our children are at risk in the current educational atmosphere."
415	Chair Sunseri	Asks what students are at risk of now.
416	Rehn	States students are at risk of not reaching their full potential. Stresses that everyone profits from education reform.
430	Rep. Hopson	Notes that the committee did not write the bill.
432	Rehn	Points out that the awkward language of SB 100 makes it difficult to understand the bill.
445	Kathryn Eckman	Personnel Specialist, Bend-LaPine Public Schools. Supports the concept, but has concerns about SB 100 (EXHIBIT D).
TAPE 47, B		
001	Eckman	Notes that the school district is trying to be innovative. Points to the school district's alternative and magnet schools. Asks that charter schoolteachers be qualified and professionally licensed to teach. Relates how her school district licenses people with experience, but not an education background (EXHIBIT D).
055	Rep. Lundquist	Asks what difficulties have been experienced in teacher licensing and if they want the program expanded.
060	Eckman	Elaborates on how the program works and why it is useful.
100	Rep. Knopp	Asks what percentage of teachers should be licensed.

105	Eckman	Expresses concern that most schools will be small (10 teachers or fewer), therefore more than 50% of teachers licensed. Discusses the need for continuing training and rapid advances in most fields.
120	Rep. Knopp	Asks if teachers in core subjects could be licensed and teachers in other areas could have more flexibility.
124	Eckman	Explains that situations differ according to grade, but it is important to ensure that teachers have appropriate background.
140	Chair Sunseri	Notes that today many teachers are misassigned and work outside of their area of expertise.
160	Al Frickey	Assistant Superintendent, Bend-LaPine School District. Expresses need for professional staff, need for pilot programs that are transferable to regular public schools, and to address the cost impact on local school districts (EXHIBIT E). Comments on the Bend Community School experience. Notes that in the beginning there was a noticeable lack of professional staff. Describes resulting problems.
195	Frickey	Emphasizes the need for professional staff. States that charter schools should be sites for innovation that will be introduced into mainstream schools. States that charter schools must not have barriers to entrance.
230	Frickey	Suggests that "the flow-through financing for charter schools" should be reduced from 95% to 80% as it was before Senate amendments.
245	Rep. Winters	Asks if school district's pilot school successes can be transferred into traditional schools.
250	Fricke	Responds that it should be the goal. Notes that it is easier to transfer programs from one educational institution to another when their demographics are similar.
255	Rep. Hopson	Asks if demographics are different between charter schools and public schools in Bend (barely audible).
270	Fricke	States that is the case today.
275	Jan LaChapelle	Chairman, Bend-LaPine School Board. Explains her school boards commitment to innovating and offering alternatives. Relates concerns of the school board (EXHIBIT F): <ul style="list-style-type: none"> • Funding level for charter schools are too high
330	Chair Sunseri	Asks what the school board needs to do for charter schools.

335	LaChapelle	Explains that the school board is responsible for evaluating and monitoring charter schools and must be prepared to intervene.
360	Chair Sunseri	Comments on the 95% flow-through financing level and intentions of the Senate. Suggests that school boards and charter schools could negotiate additional funds for additional services.
400	Rep. Lundquist	Asks LaChapelle to clarify.
408	LaChapelle	Explains what happens when students leave the school. Comments on alternative contracting.
430	LaChapelle	Continues relating concerns: <ul style="list-style-type: none"> • Local school boards should control charter schools • Charter schools must have certified staff • School boards need to have input on staffing issues • Staff should be allowed to decide whether or not to unionize
466	Chair Sunseri	Asks if there is an appeal process in place and how she feels about it.
472	LaChapelle	Supports an appeal process.
TAPE 48, A		
001	Pam Price	Educator, Bend Community School. Supports SB 100 and charter schools. Explains importance of experiential learning (EXHIBIT G).
032	Rep. Hopson	Asks how long Price has been with the school and if there has been a lot of turn over.
035	Price	Answers that she has been with the school a little over a year. States that previously there had been a high degree of turnover. Comments that certification does not ensure success as a teacher in an alternative school environment.
047	Jason Brown	Educator, Bend Community School. Supports SB 100. Expresses some concern over limitation on charter schools in the bill (EXHIBIT H). Relates personal experiences.
090	Brown	Explains that certification of teachers does not ensure quality teaching. States the certification requirement does not allow charter schools to determine their own course of action.
099	Rep. Wilson	Asks Brown to comment on pedagogy.

107	Brown	Relates his perspective on the subject, namely that "experience is education."
127	Rep. Hopson	Asks what the Bend Community School is allowed to do at that the public school systems are not be able to do.
130	Brown	Answer "in-depth pursuit of subjects." Discusses cons of set curricula.
140	Rep. Hopson	Asks about standardized assessment tests.
146	Brown	States that the school's goal should be to interest and develop the students rather than promoting test performance.
160	Price	States the educators at the Bend Community School emphasize core skills, but want to pursue self-guided studies.
167	Chair Sunseri	Asks if their students have performed well on tests and why.
171	Price	States that their students do perform well on standardized tests, in part because of the students drawn to the school. States that enthusiasm of students is the key to high performance on tests.
180	Chair Sunseri	Asks if their school is skimming the best students in the district.
182	Price	States that they have gifted and intelligent students, but notes that they also have learning disabled students.
187	Brown	Emphasizes that the key is student enthusiasm for learning. Stresses that they have students from across the socio-economic spectrum.
195	Rep. Hopson	Asks to see their test score data.
200	Price	Indicates that the school will provide that information.
201	Rep. Winters	Asks what percentage of parents are involved in the school.
205	Brown	Responds that it varies. States that the majority are involved.
213	Price	Adds that every family has to be involved.
217	Rep. Winters	Asks if that involvement is higher than at public schools.

220	Price	States she believes that is correct.
224	Rep. Wilson	Asks if public schools could do the same thing under similar circumstances.
228	Brown	Explains that they are under the same limitations and that they do not have small class sizes. Notes that there is very little administrative or administrative support assistance; the teachers are responsible for almost everything.
242	Rep. Wilson	Asks for clarification on class size.
246	Price	Explains that the size of classes vary from a few students to the entire school and vary in length as well.
258	Rep. Wilson	Asks if traditional schools could perform similarly with similar class sizes.
265	Price	States that smaller class size intrinsically means more teacher involvement, but that it would work not the same in public schools as it does at Bend Community School.
280	Brown	Explains that there is a different attitude and that is the difference.
295	Rep. Lundquist	Asks Brown about certification and his teacher training.
300	Brown	Relates personal experiences and development of teaching style.
320	Rep. Lundquist	Asks if Brown would be as good as good a teacher today if he had never had training.
325	Brown	States it helped in some way, mostly in experience teaching.
334	Rep. Knopp	Asks about discipline problems.
340	Brown	Explains how they handle problems at the school.
365	Shannon Maloney	Student, Bend Community School. Relates personal experiences. States that attending the school has been beneficial.
430	S. Maloney	Explains why she likes the learning process at the school. Expresses her desire for all students to have similar experiences.
450	Rep. Winters	Asks if there are any downsides to her school.

460	S. Maloney	States that there are limitations, but nothing she would change.
476	Rep. Wilson	Asks if they use textbooks.
478	S. Maloney	Responds that they do.
484	Rep. Knopp	Asks if she will attend a traditional high school or if she would like to attend a charter school for high school.
TAPE 48, B		
001	S. Maloney	States that she will attend a traditional school, but would attend a charter school if one were available.
007	Rep. Wilson	Asks if she would be interested in a charter school within a traditional school.
010	S. Maloney	States that the important issue is the size of the school not the location.
025	Lynn Casey	Volunteer, Bend Community School. Supports SB 100. States that charter schools will need autonomy over staffing and budget. Explains that charter schools are small non-profit organizations. Refers to Bend Community School's budget (EXHIBIT I). States that charter schools need to be funded year-round.
070	Casey	Discusses the issue of providing and maintaining equipment (EXHIBIT I). States the need for a paid, permanent administrator. Comments on volunteer labor.
100	Rep. Close	Asks a question about salaries.
110	Casey	States that she does not know the cost of benefits for certified teachers, but that providing them would force difficult budgetary decisions.
117	Rep. Lundquist	Asks what percentage of salary costs are benefits.
122	Casey	Explains the benefits and those costs.
130	Rep. Lundquist	Asks for comparison between her school and traditional schools as regards volunteers.
140	Casey	States that in traditional schools there is a shortage of volunteers, while Bend Community School has a high level of volunteer involvement.

150	Rep. Winters	Asks what her school is doing to generate that level of involvement.
160	Casey	Explains what the school means to the children of her family; that motivates her family to volunteer. Stresses that school success spurs volunteer involvement.
180	Rep. Winters	Asks how that enthusiasm can be captured.
189	Casey	Replies that she does not know how to capture the enthusiasm.
205	Spencer Shock	Bend. Supports SB 100. States that the public school system is a government operated monopoly.
255	Shock	States that SB 100 is a step toward deregulating the public school monopoly.
280	Rep. Knopp	Asks if higher education should be allowed to charter as well.
285	Shock	Expresses that charter schools need to be given as much autonomy as possible. States that the ability to create is what drives excellence.
310	Chair Sunseri	Asks Casey if the Bend Community School has had a budget deficit.
320	Casey	Explains how depreciation has been accounted for within the budget.
345	Dennis Maloney	Father of Bend Community School student, co-founder of Bend Community School. Supports SB 100. Urges that the legislation be used to strengthen the public school system.
395	D. Maloney	Emphasizes that small schools are important. Stresses that ownership of the education process is key to success of a school.
445	D. Maloney	States that core staff ought to be trained educators, but that other staff options need to be flexible and creative.
475	Rep. Lundquist	Agrees that charter schools should not operate at the expense of public schools. Asks if larger public schools could be divided up to re-create "Community" schools.
TAPE 49, A		
003	D. Maloney	Reiterates that size and ownership of schools are more important than efficiencies of scale. Asks, now that large schools exist, how to create the small environments within large buildings.

030	Rep. Lundquist	Asks for clarification about the number of teachers.
033	D. Maloney	Explains that there is a core full-time faculty of two, part-time faculty and volunteer faculty, with hired experts that teach short-term.
065	D. Maloney	Explains the importance of being an open access school. Stresses public funds should not be used to create elitist environments.
082	Rep. Wilson	Comments on the importance of intimate environments.
095	Rep. Jenson	Agrees that small schools with intimate contact is important. Asks if there are ways to create that environment in large settings.
105	D. Maloney	Suggests that it is possible and is important. Notes that children only care about people paying attention to them.
130	Evon Sang	Parent of Bend Community School student, Bend. Relates personal experiences with education system. Explains the benefits her children experience at Bend Community School.
180	Sang	Comments that the children at this school are not the elite, but special needs students. States that the school provides a warm environment for parents that want to be involved.
234	Rep. Close	Asks if the study of Latin has improved test scores.
243	Sang	States that, for her daughter, it has helped.
263	Ken Roadman	Teacher, Hugh Heartman Middle School. Supports SB 100. States the need for licensed teachers in the classroom. Explains importance of background checks. Urges that charter schools be under school board authority to ensure quality.
320	Cathy Housley	President, Bend Education Association. Submits an article (EXHIBIT J).
345	Fiona McNeil	Teacher, LaPine High School. Suggests that parents are not qualified to be administrators, but need to be involved in school administration.
395	McNeil	Urges that all teachers have training on special needs students, discrimination and conflict resolution.
440	Rep. Hopson	Asks who provides services to special needs children in charter schools.
445	McNeil	Replies that she does not know the answer.

455	Dave Fiore	Teacher, Mountain View High School. Supports the idea of SB 100. Refers to EXHIBIT K . States support for public schools. Notes his children attend private school.
TAPE 49, B		
001	Fiore	Opposes use of public funds to support private schools. States that the current system needs to be reformed. Cites problems he encounters in his classroom. States that diverting resources from the public school system will be detrimental to the public school system.
054	Rep. Winters	Asks if charter schools will increase the energy and trust of parents who are taking their children out of public school.
065	Fiore	Explains he supports charter schools, but only within the public system.
085	Rep. Lundquist	Asks what the advantage of a charter school is over alternative schools.
090	Fiore	Explains that alternative schools offer the opportunity to improve public schools. States that there are innovative educators in the system and the legislature only needs to reduce the restrictions on them.
110	Chair Sunseri	Asks Fiore if he would like to testify in Salem.
111	Fiore	Implies his willingness to testifying in Salem. Expresses concern over charter schools' teacher salaries.
125	Stacy Charlotte	Parent of public school and Bend Community School students. Discusses the Community Classroom program in her daughter's elementary school. Explains the importance of self-directed learning.
169	Rep. Jenson	Asks if it is her enthusiasm for education which influences her son, rather than the school that he attends.
173	Charlotte	States that may be true.
183	Rep. Jenson	States that it is difficult to replace enthusiasm in the education process.
195	Gena Conaway	Pilot View Middle School. States that her school is trying to implement self-directed learning opportunities. Explains the choices that are available. Stresses that the structure of traditional schools does promote learning. Expresses preference for smaller class sizes. Notes that there are many opportunities for extra attention for students.

240	Chair Sunseri	Asks if she thinks that traditional schools serve some students.
242	Conaway	States that traditional schools do work for students.
250	Rep. Jenson	Asks if Conaway likes school.
255	Conaway	Responds that she likes school.
260	Chair Sunseri	Adjourns the meeting at 9:29 p.m.

Submitted By, Reviewed By,

Kevin E. Wells, Norm Fox,
Administrative Support Administrator

EXHIBIT SUMMARY

A ñ Written testimony, Kim Nolen, 3 pp.

B ñ Written testimony, Bob Bradetich, 2 pp.

C ñ Written testimony, Nikki Paplia, 1 p.

D ñ Written testimony, Kathryn Eckman, 1 p.

E ñ Written testimony, Al Frickey, 14 pp.

F ñ Written testimony, Jan LaChapelle, 2 pp.

G ñ Written testimony, Pam Price, 1 p.

H ñ Written testimony, Jason Brown, 2 pp.

I ñ Budget of Bend Community School and written testimony, Lynn Casey, 2 pp.

J -- Copy of article, "Class Conflict," Cathy Housely, 10 pp.

K ñ Copy of article, "Public Funds, Public Standards," David Fiore, 1 p.