

**HOUSE COMMITTEE ON EDUCATION**

**February 08, 1999 Hearing Room E**

**1:00 PM Tapes 25 -27**

**MEMBERS PRESENT: Rep. Ron Sunseri, Chair**

**Rep. William Morrisette, Vice-Chair**

**Rep. Chris Beck**

**Rep. Betsy Close**

**Rep. Elaine Hopson**

**Rep. Bob Jenson**

**Rep. Tim Knopp**

**Rep. Lynn Lundquist**

**Rep. Carl Wilson**

**Rep. Jackie Winters**

**MEMBER EXCUSED:**

**STAFF PRESENT: Norm Fox, Administrator**

**Joan Diaz, 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 25, A		

005	Chair Sunseri	Calls meeting to order at 1:00 p.m. Opens public hearing on SB 100A.
<b><u>SB 100A PUBLIC HEARING</u></b>		
008	Tom Henry	Director of Instruction, Eugene Public Schools, District 4J. Shares information concerning school choice programs. <b>(EXHIBIT A)</b>
037	Mike Garling	Principal, Corridor Elementary School. Presents overview of programs at his school. Explains 1/3 of students in Eugene attend schools outside the public school system. <b>(EXHIBIT B)</b>
086	Rep. Morrisette	Asks for definition of "smaller schools on an individual needs basis."
087	Garling	Explains his school would admit a student whose needs were not being met at the original school.
095	Rep. Morrisette	Asks for definition of "trades."
099	Henry	Explains trades or the exchange program and interdistrict agreements.
110	Caron Cooper	Teacher, International High School. Discusses: <ul style="list-style-type: none"> <li>• History of the school</li> <li>• First class graduated 1989</li> <li>• Enrollment now 1400 on three campuses</li> <li>• Alternative school established</li> <li>• International Baccalaureate Degree</li> </ul>
179	Henry	Discusses: <ul style="list-style-type: none"> <li>• Why school choice can be accomplished with current Oregon Administrative Rules (OAR) and collective bargaining agreements</li> <li>• Why charter school legislation is not needed</li> <li>• Why the local school board should be the chartering authority</li> <li>• Why he supports certification of teachers</li> </ul>
219	Rep. Morrisette	Asks for explanation of the term "SES."
222	Henry	Explains it means socio-economic status.
230	Rep. Morrisette	Asks what kinds of schools have contracts.
237	Henry	Responds that all the alternative schools and some community-based programs have contracts.

240	Rep. Hobson	Asks if the contract developed with alternative schools could be "synonymous with a charter."
249	Garling	Responds they are called charters. Explains criteria to be met.
259	Rep. Hobson	Asks how do the school site councils work with the alternative schools.
270	Cooper	Explains International High School has a site council as do each of the three campuses.
276	Rep. Close	Asks if an Education Service District (ESD) should charter a school.
295	Garling	Responds that the Eugene program is effective because of decentralization.
316	Henry	Explains creativity and "being open" were keys to their success. Comments the solution is education and not mandates.
327	Rep. Winters	Asks what funding levels exist for his alternative programs.
333	Henry	Responds he does not understand the formulas. Explains his program's system.
348	Rep. Winters	Asks does he receive 100% per pupil.
351	Henry	Responds it is not 100% since his district retains a portion.
357	Rep. Winters	Asks that the information be provided to the committee.
361	Henry	Responds he will do that.
369	Rep. Lundquist	Asks for clarification of site council's responsibilities.
372	Cooper	Clarifies funding and site council oversight.
<b>TAPE 26, A</b>		
002	Rep. Lundquist	Explains that site councils he has visited appeared to have a lot of input.
008	Cooper	Comments that her program has flexibility with the exception of staffing and general fund monies.

011	Garling	Comments that the site council could help determine a program which requires staffing.
013	Rep. Beck	Asks what if there is no collaboration between a charter applicant and the local district.
043	Henry	Explains that the documentation they presented includes the process they used. Explains the need for "how to" information.
073	Rep. Beck	Asks why not circumvent the local school board.
076	Henry	Explains the further a school gets removed from the local district, the harder it will be.
080	Cooper	Explains the difficulty of starting a school.
098	Rep. Beck	Asks what would be the impact, if the local board is bypassed.
119	Garling	Responds by explaining current situation in a part of Eugene that is losing enrollment. Comments there has to be a central authority in order to avoid creating a "have and have-not" system.
151	Henry	Explains that some charter-type schools have had an adverse impact on enrollment in some of the other schools, but regulatory authority allows them to correct any imbalance.
156	Rep. Beck	Asks for specifics on enrollment imbalance.
160	Cooper	Explains policies and practices in place on how enrollment is counted and funded
178	Chair Sunseri	Asks is there an appeal process in District 4J.
186	Henry	Explains the appeal process stops with their local board, but there are many reviews at the district level.
215	Chair Sunseri	Relates the difficulty that an earlier witness had with three school boards. Asks for suggestions for recourse.
223	Henry	Acknowledges that there are turn downs. Advises that educating local boards is the best solution.
254	Chair Sunseri	Asks would there be a "hostile situation" if SB 100A included the appeal process endorsed by the Governor.

265	Henry	Expresses concern on how the local board and the ESD resolve issues that impact students.
279	Chair Sunseri	Asks are there uncertified teachers working in his district.
280	Garling	Comments on special certification teachers who teach foreign languages.
286	Henry	Explains these teachers were not certified, but have gone through a certification process.
295	Chair Sunseri	Asks if an employee from Intel, who was not certified, could teach computer usage.
304	Cooper	Responds some alternative schools use personnel like that, but teachers are present. Explains their particular model does not lend itself to that.
312	Rep. Wilson	Asks how long does it take to get certified.
314	Henry	Explains a recent process that took approximately six to eight weeks.
323	Norm Fox	Committee Administrator. Asks the difference between alternative school policies and regular school policies.
330	Henry	Responds there is no difference.
335	Rep. Winters	Asks why can a CPA teach in higher education, but not in the public school system.
340	Henry	Explains teaching difference between K-12 education and higher education.
348	Rep. Winters	Explains situation at Howard Street School with uncertified teachers.
370	Garling	Responds how additional expertise is brought into his school.
396	Rep. Close	Asks how are special needs students accommodated.
<b>TAPE 25, B</b>		
002	Cooper	Responds with an example of how a visually-impaired student was helped.
017	Henry	Explains that some staff are shifted depending on students' needs. Comments

		that this is another reason that controls and regulations should be at the local school board.
024	Rep. Lundquist	Asks should teachers who teach the core subjects be licensed.
032	Garling	Discusses core subjects. Comments arts and music are also viewed as core subjects.
048	Rep. Lundquist	Comments that if all teachers are not going to be certified, the logical place to have certified teachers would be in subject areas where statewide assessments will be made.
059	Cooper	Responds that defining areas becomes "awkward."
071	Rep. Lundquist	Comments he senses there is not a willingness to consider unlicensed teachers.
082	Henry	Responds districts need to have flexibility, but also need properly trained teachers.
090	Rep. Jenson	Asks how would other districts in the state with few resources resolve their problems.
115	Henry	Responds that the current law allows alternative types of programs, but the individuals must be "creative and flexible."
127	Rep. Morrisette	Asks is the certification argument based on teaching techniques versus knowledge of the subject.
134	Henry	Responds affirmatively.
145	Rep. Winters	Asks what was the procedure used to start the school.
149	Garling	Explains process and expansion efforts of their school.
158	Rep. Winters	Asks if there was an existing facility or was a new building built.
165	Cooper	Responds there was an existing facility.
176	Chair Sunseri	Asks would federal monies be a benefit, if a charter school law is enacted.
190	Henry	Responds affirmatively. Explains that it is still a lot of work no matter how much money is available. Discusses the decentralization of schools in his district.

209	Rep. Beck	Asks if setting different standards for charter school teachers is a good idea.
220	Cooper	Shares experiences with "guest speakers" managing a classroom. Explains special training she received and teacher certification process.
286	Rep. Lundquist	Asks for experiences in working in a small school district.
305	Henry	Comments on his experience. States that resources is the key factor.
349	Henry	Explains "school within a school" model which does not impact funding base.
386	Rep. Hopson	Asks what would be some problems facing isolated charter schools in regard to special education or 2 <sup>nd</sup> language students.
399	Garling	Explains the system at his school which was "first come, first served." States his school then switched to a lottery system.
<b>TAPE 26, B</b>		
002	Henry	Shares experiences with special education students who were not connected to the local school district.
028	Rep. Wilson	Asks would the 8-week training for a professional to obtain licensure be adequate.
048	Henry	Responds that an 8-week training or a 4-year degree is sometimes not an indicator of successful teaching.
067	Rep. Morrisette	Comments on his own teacher preparation. Asks what is the specific requirement to obtain licensure.
075	Cooper	Responds that coursework which addresses teaching has a research component. Explains methodology, curriculum design, and personnel laws.
103	Rep. Winters	Asks what percentage of students are minorities.
106	Cooper	Responds Churchill High School has three alternative schools. States the figure for International High School is 7%. Comments she does not have figures for the other two schools.
120	Garling	Comments that, at the elementary level, two of the alternative schools have a higher percentage of minorities than the neighborhood schools.

130	Rep. Lundquist	Clarifies influence that teachers have on students.
147	Henry	Responds that is a fair evaluation.
149	Chair Sunseri	Thanks witnesses.
151	Nancy Powell	Representative, U. S. Atheists. Opposes SB 100A. Explains that schools should have a science-based education taught by certified teachers. Explains she does not want to see a private, religious school close for one day, re-organize and re-open the next day as a charter school.
186	Chair Sunseri	Explains consequences if that happened.
199	Jerry Billing	Representative, U.S. Atheists. Comments that 16% of Oregon voters are atheists. Opposes SB 100A. Supports the current public school system, and asks the committee not to dismantle it.
266	Randy Phillips	Private Citizen, Eugene. Supports SB 100A. Comments there are a growing number of students without parents, and asks who will advocate for them.
321	Rep. Beck	Asks for specifics.
330	Phillips	Explains he would like to set up a school which is independent from the school district. Explains that the school district sees his school as "competition." Explains what SB 100A would enable him to do.
354	Chair Sunseri	Asks him to describe the school.
357	Phillips	Responds it is a school for students who "cannot survive" in the normal school district.
365	Andrea Kelsey	Student, Roseburg. Shares experience with school system during a period of ill health.
380	Rep. Morrisette	Asks if she received any home schooling.
383	Kelsey	Responds that the district representatives stated she did not need it.
390	Rep. Morrisette	Asks which school district did she contact.
394	Kelsey	Responds that it was the Roseburg School District.



398	Brendan Lindeman	Former student, Roseburg. Shares experience in school system. Supports SB 100A.
<b>TAPE 27, A</b>		
002	Lindeman	Explains that his experience with alternative school teachers was good.
025	Rep. Beck	Asks what was the alternative school he attended.
040	Lindeman	Responds it was a branch of the high school.
045	Phillips	Explains that LOFT is an alternative school contracted by the public school system and financed by the Department of Education (DOE).
055	Rep. Beck	Asks what is the purpose of your testimony.
060	Phillips	Explains the difficult financial interactions with the school district.
129	Phillips	Discusses the purpose of his alternative education school.
145	Chair Sunseri	Summarizes that the witness wants an alternative sponsorship instead of school board.
160	Rep. Morrisette	Asks what is the name of your school.
165	Phillips	Responds that LOFT or "Learning on the Fast Track" is the name of the school. Comments on the Eugene School District that does not meet the needs of students.
182	Rep. Winters	Asks if all his school's instructors are certified.
190	Phillips	Responds that he is certified, but the certified/non-certified ratio is the same as "the regular school district."
220	Phillips	Explains that teacher certification indicates you know how to teach to 30 students, but students in his school require individual instruction.
226	Rep. Hobson	Clarifies which school district has been the problem.
230	Phillips	Responds that it was the Roseburg School District.

236	Rep. Hobson	Asks what could be improved if oversight was provided by DOE or Lane Community College.
246	Phillips	Responds that accountability of funds is an issue. Shares information what school district did with alternative education funds.
257	Chair Sunseri	Comments on the committee's Wednesday field trip and other off-site meetings.
265	Phillips	Comments that funds need to get to students that are allocated to the students.
270	Chair Sunseri	Asks if SB 100A passes, how many students could be served in the first year.
330	Phillips	Responds that the school could grow to approximately 400.
349	Chair Sunseri	Asks how are students with problems identified.
361	Phillips	Responds that the students identify themselves.
374	Kelsey	Explains her experience at the LOFT school and the help she received.
384	Rep. Hobson	Asks is the success of the school dependent primarily upon the teachers.
387	Kelsey	Responds that the student has to be accountable as well.
399	Phillips	Explains that his school has a 5-1 student/teacher ratio.
405	Chair Sunseri	Closes public hearing on SB 100A. Thanks witnesses. Adjourns at 3:20 p.m.

Submitted By, Reviewed By,

Joan Diaz, Norm Fox,

Administrative Support Administrator

**EXHIBIT SUMMARY**

**A ñ SB 100A, written testimony, Tom Henry, 25 pp**

**B ñ SB 100A, written materials, Mike Garling, 36 pp**