

SENATE COMMITTEE ON EDUCATION

April 21, 1999 Hearing Room B

1:00 p.m. Tapes 79-80

MEMBERS PRESENT: Sen. Tom Hartung, Chair

Sen. Susan Castillo, Vice-Chair

Sen. Peter Courtney

Sen. Verne Duncan

Sen. Gary George

Sen. Avel Gordly

Sen. Marylin Shannon

MEMBER EXCUSED:

STAFF PRESENT: Jan McComb, Administrator

Karen O'Kelley, Administrative Support

MEASURES HEARD: SB 725 Public Hearing

SB 363 Public Hearing

SB 998 Public Hearing

SB 428 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 79, A		
005	Chair Hartung	Convenes meeting at 1:34 p.m. and opens public hearing on SB 725.
<u>SB 725 PUBLIC HEARING</u>		

010	Mike Lindberg	Chair, Oregon Arts Commission. Testifies in support of SB 725 and submits (EXHIBIT A) . Explains that "this bill proposes to designate Oregon's cultural institutions as informal centers of learning and to create a grant program within the Oregon Department of Education (ODE) to allow schools and districts to tap into community cultural resources." Cites examples of cultural resources.
074	Chair Hartung	Commends Linberg for what he has accomplished in the arts.
078	Sen. Duncan	Asks Lindberg, "Where does art fit into a basic education?"
081	Lindberg	Responds that in Oregon's Educational Act for the 21 st Century (OEA21C), art is considered to be a basic part of a child's education.
093	Sen. Gordly	Asks Lindberg if teacher licensing is important for teaching arts and culture.
113	Lindberg	Responds that he will have someone else respond.
129	Chris DiArcy	Executive Director, Oregon Arts Commission. Testifies in support of SB 725 and submits (EXHIBIT B) . States that SB 725 proposes a formal relationship between schools, districts, and cultural institutions across the state. Believes that there is an opportunity to leverage cultural assets in order to improve student performance. Lists the key elements of SB 725: <ul style="list-style-type: none"> • Designates the state's cultural institutions as centers of learning and community educational resources. • Creates a grant fund within the ODE to fund collaborations with "community cultural institutions."
		States that this bill is "an opportunity to link our schools with existing community assets."
210	Bonnie Heitsch	Salem-Keizer School Board. Testifies in support of SB 725. States that the Salem-Keizer School District is committed to ensuring that students meet the new state benchmarks. Explains that they do not have the staff to devote time to the development of new curriculums. States that a strength of this bill is that it creates a way for schools to partner with cultural institutions.
		States that this bill presents some practical ways to better link cultural institutions with schools in order to increase student performance.
276	Margaret Decker	Curriculum Director, Albany School District. Lists the following things that could be accomplished with SB 725: <ol style="list-style-type: none"> 1. Take students out of their district for "cultural" field trips. 2. Provide artists to classrooms. 3. Develop on-going partnerships with schools and cultural associations. 4. Purchase art replications and displays for schools. 5. Provide time for teachers to develop new curriculums. 6. Provide more internet access to schools.

		Concludes that the funding from this bill would allow schools to raise the quality of teaching and learning in Oregon.
334	Sharon Morgan	Executive Director, Oregon Alliance for Arts Education. Discusses the importance of assuring that all students are exposed to cultural experiences. States that SB 725 "would give equitable access to cultural experiences for all children."
396	Morgan	Responds to Sen. Gordly's question regarding teacher licensing. States that "there is a concerted effort around the standards that have been established." Adds that cultural organizations are developing curriculum programs for the schools.
428	Widney Moore	Executive Director, Mission Mill Museum (MMM). Testifies in support of SB 725 and submits (EXHIBIT C) . Discusses how the MMM serves as a center of historical and cultural learning. States that this bill would allow cultural organizations, such as the MMM, to continue to enrich the education and lives of children.
TAPE 80, A		
013	Jose Gonzalez	Executive Director, Miracle Theatre Group. Testifies in support of SB 725. States that this bill would assist organizations to continue developing programs for schools.
028	Vicki Poppen	Education Director, Regional Arts and Culture Council. States that SB 725 includes the coordination of professional development workshops by the ODE for the arts and cultural institutions.
059	John Mangan	Business Committee for Arts and Culture. Echoes the comments of the other speakers. Encourages the committee to support the bill. Concludes that this bill is an efficient way to use resources.
078	Chair Hartung	Closes public hearing on SB 725 and opens public hearing on SB 363.
<u>SB 363 PUBLIC HEARING</u>		
087	Greg McMurdo	ODE. Testifies in support of SB 363 and submits (EXHIBIT D) . States that this bill would bring Oregon statutes into conformance with the federal statutes and regulations for the Individuals with Disabilities Education Act.
112	Steve Johnson	Associate Superintendent, Special Education, ODE. States that SB 363 is "conforming legislation" which does not exceed the federal requirements. Explains that much of the language in the bill is drawn from federal law.
151	Suzy Harris	Explains that the first section of the bill addresses who is eligible for special education and related services. States that the federal government has limited

		<p>access to special education and related services in the following ways:</p> <ol style="list-style-type: none"> 1. An adult correctional facility would not be required to provide special education to individuals who had not previously been identified as receiving special education.
174	Sen. Gordly	Asks Harris how many incarcerated people would be affected by this bill.
177	Harris	Responds that she does not know.
179	Sen. Gordly	States that she would like to know what the impact would be.
180	Harris	<p>Responds that she will find out. States that adults would have access to all educational opportunities that are available at a facility except for the special education services.</p> <ul style="list-style-type: none"> • Special education services do not need to be provided to individuals who graduate from high school with a regular high school diploma. <p>Explains that adults who graduate with a regular diploma do not usually seek special education related services.</p>
203	Sen. Gordly	Asks Harris what information she is basing this on.
204	Harris	Responds that she will find out.
212	Sen. Gordly	Responds that she would like to have that information.
214	Harris	Refers to Section 2 of the bill which has a provision that would help school districts serve those individuals in local or correctional facilities who are entitled to special education related services.
		Refers to Section 6 which clarifies the responsibility of other public agencies to provide services that would otherwise be required even when those services are also required for special education.
		Refers to Section 4 which involves discipline. Explains that this Section tries "to balance the rights of the students to get an education with the need to have safety in schools."
342	Jim Green	Oregon School Boards Association (OSBA). States that the Oregon Youth Authority, the Juvenile Rights Project, the Arc of Oregon, and the Oregon Advocacy Center have concerns with this bill. Urges the committee to form a group to work on amendments.
391	Chair Hartung	Appoints Green to head up the workgroup.

398	Green	Responds that he will.
401	Chair Hartung	Closes public hearing on SB 363 and opens public hearing on SB 998.
<u>SB 998 PUBLIC HEARING</u>		
407	Bruce Herbert	Florence resident. Testifies in support of SB 998 and submits (EXHIBIT E) . Explains that he is proposing the Oregon Center for Business and Economic Education which is outlined in SB 998. Refers to a study that indicated that 49 percent of adults and 66 percent of students in Oregon "failed a very simple economics test."
TAPE 79, B		
013	Herbert	Believes that this bill would help prepare teachers to teach economics to their students. Refers to the National Council on Economic Education's Standards included in EXHIBIT E . Believes that Oregon needs to have better standards.
049	Sen. Veral Tarno	Senate District 24. States that Herbert's "proposal is right on target." Believes that SB 998 would be beneficial to Oregon.
061	Vice-Chair Castillo	States that Oregon does need to do a better job of presenting economics to students.
071	Herbert	Discusses how the program would work. Refers to a letter of endorsement included in EXHIBIT E .
110	Tom Potiowsky	Member, Board of Directors, Oregon Counsel of Economic Education (OCEE). States that the OCEE is an organization that does many of the things that Herbert is proposing in SB 998. Explains that the OCEE does the following : <ol style="list-style-type: none"> 1. Leads in the development of state and national content standards in economics. 2. Assists in the development of state and local economic standards. 3. Publishes classroom tested materials and strategies for teachers. 4. Is a "teacher of teachers."
		States that the OCEE does not receive any state funding.
183	Sen. Duncan	Asks Herbert if he is trying to start-up a completely different program from the OCEE.
189	Herbert	Responds that he is proposing things that are not currently being done. Explains that his program would work with K-12 teachers on a daily basis.

194	Sen. Duncan	States that the two programs seem like a duplication of effort. Wonders how the ODE should fit into Herbert's program.
203	Chair Hartung	Asks Sen. Duncan to meet with Herbert, Potiowsky, and the ODE and report back to the committee.
215	Sen. Gordly	Asks why Herbert's program is not part of the Oregon University System. Asks if the Teachers Standards and Practices Commission should be involved as well.
227	Herbert	Responds that his program is a continuing education function.
242	Sen. Gordly	Asks Herbert if his program is involved with teacher preparation.
245	Herbert	Responds that it is not.
252	Sen. George	States that he is a sponsor of the bill because many students do not understand how the economic system works.
264	Herbert	States that it is hard for teachers to develop economic programs for students because "they do not feel comfortable with the concept themselves."
290	Potiowsky	Comments that it is difficult to find teachers that have a background in economics.
312	Chair Hartung	Closes public hearing on SB 998 and opens public hearing on SB 428.
<u>SB 428 PUBLIC HEARING</u>		
318	Sen. Courtney	Explains that there are organizations that want to rework the bill as it is currently written. Recommends that a workgroup be formed to address concerns.
379	Chair Hartung	Appoints Sen. Courtney to head up the workgroup.
392	Chair Hartung	Closes the public hearing on SB 428 and adjourns meeting at 2:56 p.m.

Submitted By, Reviewed By,

Karen O'Kelley Jan McComb

Administrative Support Administrator

EXHIBIT SUMMARY

A ñ SB 725, written testimony and brochure, Mike Lindberg, 27 pp

B ñ SB 725, written testimony, Chris D Arcy, 2 pp

C ñ SB 725, written testimony, Widney Moore, 1 p

D ñ SB 363, written testimony, Greg McMurdo, 12 pp

E ñ SB 998, report, Dr. Bruce Herbert, 33 pp