

SENATE COMMITTEE ON
EDUCATION

Hearing Room
Tapes - 13

MEMBERS PRESENT:

Sen. Tom Hartung, Chair
Sen. Ken Baker
Sen. Shirley Gold
Sen. Marilyn Shannon
Sen. Cliff Trow

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

MEASURES HEARD:

SB 97 Relating to student records, PAW
SB 99 Relating to school attendance, PAW

These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks

report a speaker's exact words. For complete contents of the proceedings, please refer to the tapes.

TAPE A

005 SENATOR TOM HARTUNG, Chair: Calls meeting to order at 8:00 a.m.

PUBLIC HEARING ON SB 97

Witnesses: Greg McMurdo, Department of Education (DOE)
Gail Ryder, Oregon Newspapers
Jim Green, Oregon School Boards Assoc. (OSB A)
Jane Less, Oregon Student Lobby (OSL)

020 GREG McMURDO, DOE: Reviews background on student records legislation.
> Finally passed legislation in 1993.
> Reviews new language in bill that addresses areas in the law that need to

be clearer.

> Explains why emergency clauses are added routinely to education related to schools.

> Notes where the amendments came from.

124 SEN. BAKER: Refers to emergency clause and wonders how assistance in school district management relates to public health and safety?

McMURDO: In order to not create chaos for the school districts, we need to have the administrative rules and guidelines in place by the beginning of the school year.

> Takes a minimum of six weeks for the state board to adopt a rule after language is proposed by the Department.

160 SEN. TROW: Does the language on page 2, lines 9 to 15 conform with the
Buckley amendment which allows university students the right to privacy of
their records?

McMURDO: It will the way the board adopts those rules.
> Refers to lines 9-10 in section 1 of the bill.

180 SEN. SHANNON: Concerned about any government agency, including local
youth care centers, having access to educational institution student
records?

McMURDO: Language relating to youth care centers is already in the law.
> Probably referring to shared information system concept which is totally
separate from student records. Not something included in this legislation.

234 SEN. SHANNON: Will parents know every time records are transferred?

McMURDO: Yes, and refers to language on lines 9-10 on page 2.

260 GAIL RYDER, Oregon Newspapers: Reviews testimony explaining why Oregon
Newspapers support the bill which allows for a standardized rule (EXH. A).

334 SEN. SHANNON: Which school district requires a separate permission slip
for each sporting event?

RYDER: Most recently the Beaverton School District.

SEN. TROW: Have you had the same problem with community colleges or higher
education institutions?

RYDER: Has not heard of any.

SEN. TROW: Reviews what the federal Buckley law does.

403 JANE LESSER, OSL: Reviews why separate rules were created last session
for post secondary education.

419 JIM GREEN, OSB A: Also speaking for COSA. Both OSB A and COSA support
the bill.

PUBLIC HEARING ON SB 99

Witnesses: Greg McMurdo, DOE
Marvin McConoughey

450 McMURDO: Talks about compulsory attendance law.
> Notes bill corrects technical error on lines 15-16.
> Refers to emergency clause with September 1 effective date since no rule
making is required.

TAPE 13A

002 SEN. BAKER: Questions necessity of emergency clause.

McMURDO: Explains why it is important to have an emergency clause.

022 MARVIN McCONOUGHEY, Corvallis: Objects to frequent use of emergency
clause but suggests exploring another step where paperwork can be pushed
through without abusing the common understanding of the word "emergency".

SEN. BAKER: Feels the emergency clause should be reserved for times when it is really needed.

SEN. TROW: Is the emergency clause something we address statutorily or constitutionally?

CHAIR HARTUNG: Staff will check on that.

070 SEN. GOLD: Talks about use of the emergency clause and plans to discuss the issue with the chair of Senate Rules Committee.

SEN. TROW: Relates further information concerning the use of emergency clauses.

101 SEN. SHANNON: Is there going to be any legislation to help enforce attendance laws?

McMURDO: DOE convened a group to deal with a number of issues concerning student conduct and attendance is one of those issues.

> Legislation pending that deals with attendance.

WORK SESSION on SB 97

138 Further discussion concerning the bill.

154 MOTION: Sen. Gold moves the bill to the floor with a do pass recommendation.

MOTION: Sen. Baker moves to strike the emergency clause, Section 3.

SEN. TROW: The Department has a reason for asking for an emergency clause.

> Does make sense to have bills in the law before school starts.

> Opposes removing emergency clause.

SEN. SHANNON: Talks about emergency clause.

> Does anything prevent the Department from writing administrative rules?

McMURDO: Constitution does speak to bills declaring an emergency and limitations on their use. It does not specify what language has to be contained in that clause.

> See more emergency clauses than you use to because sessions last longer.

> Rulemaking cannot commence until the law is effective.

> Bills taking effect at different times of the school year make it more expensive, confusing and cumbersome.

251 SEN. BAKER: In favor of the substance of the bill but not the emergency clause.

MOTION FAILS: In a roll call vote, motion fails with Senators Gold, Trow and Hartung voting no.

> Further discussion on use of emergency clauses.

301 MOTION PASSES: In a roll call vote, the motion passes with Senator Baker voting no.

Carrier: Sen. Gold

WORK SESSION ON SB 99

310 MOTION: SENATOR TROW moves SB 99 to the floor with a do pass recommendation.

MOTION PASSES: In a roll call vote, the motion passes with Senator Baker voting no.

Carrier: Sen. Shannon

354 CHAIR HARTUNG: Adjourns meeting at 8:55 a.m.

Reviewed and submitted by:

Carolynn Gillson, Assistant

EXHIBIT SUMMARY

A -- Testimony on SB 97 -- Oregon Newspapers - 2 pages

JOINT MEETING OF THE
SENATE COMMITTEE ON EDUCATION
AND THE HOUSE COMMITTEE ON HUMAN
RESOURCES AND EDUCATION COMMITTEE
Hearing Room
Tapes - 19

SENATE

MEMBERS PRESENT:

Sen. Tom Hartung, Chair
Sen. Ken Baker
Sen. Shirley Gold
Sen. Marylin Shannon
Sen. Cliff Trow

HOUSE

MEMBERS PRESENT:

Rep. Dennis Luke
Rep. Patti Milne
Rep. Mike Lehman
Rep. John Meek
Rep. Barbara Ross

Rep. Frank Shields
Rep. Lynn Snodgrass

Rep. Charles Starr
Rep. Terry Thompson
Rep. Sharon Wylie

MEMBERS EXCUSED:

Rep. Bill Fisher

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

ISSUE CONSIDERED:

Public Comment on Oregon's Educational Act
for the 21st Century (HB 3565 - 1991 Session)

These minutes contain materials which paraphrase and/or summarize
statements made during this session. Only text enclosed in quotation marks

report a speaker's exact words. For complete contents of the proceedings,
please refer to the tapes.

Public hearing on Oregon's Education Act for the 21st Century

Witnesses:

Al Meunier, Pendleton
Bill Korach, Lake Oswego
Norma Paulus, Department of Education (DOE)
John Danielson, Oregon Education Association (OEA)
Vera Katz, Mayor of Portland
Jonathan Hill, Lake County E.S.D.
Gevin Brown, American Pine Products
Bruce Anderson, Crook County School Superintendent
Mr. & Mrs. Stan Johnson, Astoria

Witnesses:

Lydia Hayes, Burns

Ben Cramer, Burns
Mike Collins, Pendleton
Arnie Roblan, Coos Bay
Connie Humbert, Coos Bay
Ella Clark-Nicholson, Alsea High School
Emily Hagen, Alsea High School
Emily Dallman, Alsea High School
Cedra Hill, Alsea High School
Bonnie Hill, Alsea High School teacher
Karen Williams, Dayton High School
Megan Cross, Dayton High School
Wendy Webb, Dayton High School
Mitch Coleman, Dayton High School teacher
Kathy Olson, Bend
Dennis Depsey, Sisters Middle/Senior High School
Bradley Raphel, Praire City Supt. of Public Schools
John Sackman, Triangle Lake Schools
Jim and Teresa Gannaway, Warrenton
Adam Gannaway, Hammond
Jody McCaffree, Coos Bay
Jim Knapp, Eastwood Elementary School
Don Steely, Cottage Grove
Bonnie Sano, Cottage Grove
Roy Reed, Burns, Principal
Richard Adair, Burns-Hines School Dist.
Charles Houk, Monroe
Beverly Jackson, Yoncalla
Barbara Antillas, Lincoln City
Don Knowles, Lincoln City
Carol Rush, Lincoln City teacher
Ray Crawford, Klamath Falls School
Susan Laughlin, Clatskanie
Ron Holmgren, Clatskanie
Sharon & Bill Beck, Stayton
Faith Gabrielson, Troutdale
Barbara, Bob, Jay & Tyrone Tennison, Cottage Grove
Amy Frank Meabe, Portland
Neela Kale, Lake Oswego
Josh Vineyard, Lake Oswego
Marilee Haas, Tigard Tualitan School Dist.
Shelly Riley, Beaverton
Peggy Wright, HarriSB urg
Eric Bowers, HarriSB urg
Kay Helbling, West Linn
Clay Wertz, Lake Oswego
Richard McKellum, Albany
Kathy Edigar, Dayton

TAPE 14A

005 REP. DENNIS LUKE, Chair of House Human Resources and Education
Committee: Calls meeting to order at 4:00 p.m.

043 AL MEUNIER, Superintendent, Pendleton School District: Talks about
implementation of the law in Pendleton schools.

- > Will improve achievement of Oregon's children.
- > Speaks in favor of parent participation on site counsels.
- > Maintained academic courses and basic skills.
- > Feels law allows flexibility to adjust to local conditions.
- > Need to expect more of all students K-12.

110 BILL KORACH, Superintendent, Lake Oswego School Dist and consultant to the Board of Education: Talks about implementation of the reform law and refers to handout (EXH. A).

> Reform law defines a standard of quality and builds integrity in the system.

162 NORMA PAULUS, Superintendent of Public Schools (DOE): We are trying to set the standards higher, and we are developing a statewide testing system that will demonstrate at regular intervals whether or not we are meeting those standards so parents can compare their child's progress with students in other schools.

> Putting greater emphasis on math, science and technology.

186 JOHN DANIELSON, OEA: Law is not response to failed system. Reviews his written testimony listing concerns and making suggestions (EXH. B).

365 VERA KATZ, Mayor of Portland and former legislator: HB 3565 was a collaborative bipartisan effort worked on by the legislative members and others since 1985.

> Lists the problems and issues the bill was designed to address.

> Strategy was tied to economic development and Oregon Benchmarks.

> Created school site counsels in 1987 in order to involve the community.

> 1989 Legislature adopted legislation allowing school districts to be granted waivers from certain state requirements while they worked on school reform.

TAPE 15A

017 KATZ: Bill focused on early childhood education and the principle that every child can and must succeed.

> Curriculum and performance had to meet world class standards.

> Moving towards professional and technical education so students will be ready for work if they are not going to college.

> Talks about integration of services and parental involvement.

> Focus on the curriculum, how we teach and how we measure success.

> Feels pace needs to be accelerated and the barriers need to be busted.

> Provides copies of Education and Skills Development from an Oregon's Values and Beliefs study conducted by the Oregon Business Counsel (EXH. C).

120 JONATHAN HILL, Superintendent, Lake County E.S.D.: Reviews written testimony listing issues they are concerned about and providing suggested ways to address those concerns (EXH. D)

> Stresses need to stick to timelines.

197 GEVIN BROWN, American Pine Products, Prineville: Reads testimony explaining why it is important to his community to build business and education partnerships while implementing education reform (EXH. E).

> Designated state development site for the CAM.

> Reviews conclusions the Education Committee of the Chamber of Commerce reached concerning the law and refers to what they would like to see changed about the law (see p. 3 of EXH. E).

286 BRUCE ANDERSON, Superintendent, Crook County Schools: Reviews his written testimony explaining why Crook county supports the school reform act and how it has been implemented (EXH. F).

> Feels changes in the bill would irreparably damage educational system in Oregon.

416 STAN JOHNSON, Astoria: Testifies in opposition of educational reform law because it did not come from the people but from the top down in government. Submits written testimony (EXH. G).

- > Concerned about make up of site counsels and how decisions are made.
- > Believes parents best equipped to know what their children need.
- > Opposes having 15 year olds pick a career strand that narrows their options for life. True freedom in the workplace takes a strong academic background and a through understanding of the basics.

TAPE 14B

018 PHEBE JOHNSON, Astoria: Believes efforts by the state are misdirected.

Disappointed in "sheep mentality" teachers seem to have. Supports keeping vocational focus at community college levels.

- > Explains why vocational stranding should be discontinued.
- > Reads testimony for her son, Nolan Johnson, in opposition to students participating in charity and fund raiser projects as part of their school activities.
- > Reviews her concerns regarding site councils.

099 LYDIA HAYES, teacher from Burns: We were one of the recipients of the 21st Century Restructuring Grant. Used staff development time and money toward technology.

- > Talks about projects and portfolios from their school.

162 BEN CRAMER, student from Burns: Talks about the assignments he completed for his portfolio (EXH. H).

250 MIKE COLLINS, Chair of the Pendleton School Board: Talks about serving on a site committee and explains why teachers need to be in majority on the committee and be in control of the process.

- > Talks about their CIM plan which he feels will improve the quality of students.
- > Concerned about costs of the CAM and is unsure all the career strands can be offered in rural areas.

335 ARNIE ROBLAN, Principal of Marshfield High School in Coos Bay: Reviews written testimony concerning CAM development in a rural area (EXH. I) and refers to information included with testimony.

- > Received both state and federal grants which gave them staff development time essential to create programs and implement changes.

440 CONNIE HUMBURT, parent from Coos Bay: Opposes the reform act because children are the Guinea pigs and because the planning is being done as it is implemented.

TAPE 15B

025 HUMBURT: Explains why she opposes blended classes.

- > Academics not strong point of the educational reform act.
- > Need control back in local school boards.

097 ELLA CLARK-NICHOLSON, Senior at Alsea High School in Corvallis: Explains why she supports using portfolios to present student work.

125 EMILY HAGEN, Junior at Alsea High School: Reviews benefits to students

for producing portfolios.

- > Reviews what is contained in her portfolio including assessment tests.

160 EMILY DALLMANN, Senior at Alsea High School: Talks about writing rubric which is a scoring guide with specific criteria for each paper.

196 CEDRA HILL, graduate at Alsea High School: Feels education reform prepared her well for college. Enjoyed connection with the public while doing her senior project.

228 BONNIE HILL, language art teacher at Alsea High School: Talks about her students, their portfolios and other projects.

- > Scores on standardized tests do not suffer.

- > Explains there are worthwhile things being developed for students and it is premature to not continue.

310 KAREN WILLIAMS, student at Dayton High School: Explains how her achievement in school has improved since the implementation of HB 3565.

340 MEGAN CROSS, junior at Dayton High School: Explains how she has improved her math skills because of HB 3565. Allows students to learn materials better and actually use what they have learned.

- > Explains how school-to-work transition is helping students prepare for their future.

388 WENDY WEBB, student at Dayton High School: Was a poor student until HB 3565 was implemented at her school.

- > Talks about CORE where teachers of English, Science, Math and History get together and implement a plan for teaching all four subjects at the same time.

- > Believes the legislation helps prepare students for college.

428 MITCH COLEMAN, teacher at Dayton High School: Started implementing CIM two years ago.

- > Has seen drastic student improvement since implementing their CORE system.

- > Students need to have work experience and apply what they have learned.

- > CAM and new educational system is doing a good job to get kids more employable.

TAPE 16A

038 KATHY OLSON, teacher and parent from Bend: Reviews written testimony explaining why she believes HB 3565 was ill conceived and counter productive (EXH. J).

- > Requires outcomes that are not entirely academic - students will receive CIM if they are "deemed" to have mastered outcomes.

- > Sixteen year olds are not able to make such a far reaching decision as choosing a career path.

- > Younger children will suffer from lack of instruction in basics - the three "R's".

- > Without a graded report card, individual students and parents will not know where they stand.

105 DENNIS DEPSEY, Principal of Sisters Middle/Senior High School: Believes law has given schools in Oregon what they need to prepare students for the 21st Century.

> Reviews written testimony (EXH. K) and lists his concerns including: the need for a longer school year now if there is funding; the need to find a way to make appropriate technology available to all students and all schools; and the need of school principals for time, training and support to make the changes occur.

171 BRADLEY RAPHEL, Superintendent of Schools, Praire City: Reviews testimony explaining how the law has helped his rural school district, lists some recommendations to make it better, and talks about the dangers of rescinding the law (EXH. L).

272 JOHN SACKMAN, Superintendent and Principal in Blachly (Lane County): Reviews written testimony in agreement with the goals of the law and suggests pilot projects be given more time to get the bugs out of the system rather than having all school districts trying to fix them at the same time (EXH. M).

> Talks about the difficulty of implementing CIM/CAM programs in small rural districts.

> Logistics appear to be overwhelming within the time frame given.

383 JIM & THERESA GANNAWAY, Warrenton: Provides testimony explaining why he opposes the law (EXH. N).

> Feels the school is pitting their children against them because of the extra things they are learning about besides the basics, such as education about drugs, alcohol and sex because it is the parent's responsibility to talk about those issues at home.

TAPE 17A

020 GANNAWAYS: Continues testimony concerning their frustration with what is taught at their school.

> Feels language in bill is unclear and controversial.

> Parents are responsible for raising children but the authority is getting further away.

138 ADAM GANNAWAY, Hammond: Reads testimony explaining how HB 3565 interfered with his goals (EXH. O) and why he dropped out of high school in

order to continue his education in community college.

> Reviews list of problems with the legislation.

234 JODY McCAFFREE, parent from Coos Bay: Refers to Sec. 4(a)(2) concerning services for young children (ages 0-8) reflecting the importance of integration and diversity.

> Attended seminars promoting the National Association for Education of Young Children Anti-biased Curriculum book. Found the book highly offensive because it promotes to 2, 3 and 4 year olds everything from homosexuality to witchcraft. Under HB 3565, anyone using the book is totally within the guidelines of the law.

> Wants her child to learn the basics and not someone else's interpretation or attitude.

> Under the law, if a student does not understand one of the outcomes, social services can get involved and visit the student's home to see if the

parents are doing a good enough job.

> Concerned tests are not true pictures of academic achievement but more behavior and attitudes.

356 JIM KNAPP, Principal of Eastwood Elementary School, Roseburg: Reviews written testimony in support of the law (EXH. P) and focusing on assessment and accountability.

TAPE 16B

020 DON STEELY, Cottage Grove: Reviews testimony criticizing parts of the law (EXH. Q).

> Refers to article he wrote explaining why he feels the reform standards and outcomes are parochial, non-academic, unmeasurable and unaccountable.

090 BONNIE SANO, parent from Cottage Grove: Reviews written testimony explaining why she is opposed to the educational reform act (EXH. R).

> Requiring students to demonstrate an understanding of a desired subject or knowledge and/or value before being able to move on is a controlling mechanism that can be abused in the education of children.

> Feels education needs to be deregulated and the responsibility needs to be returned to parents.

190 ROY REED, Principal of Lincoln Jr. High, Burns: Talks about their portfolio program and how Oregon's idea has spread across the country.

> Views the reform law as a growing tree.

> One key aspect of the program is the students know their portfolio will go to the high school so they want to do a good job.

> Appears to be a lot of misunderstandings and misconceptions. Need to pinpoint the problems.

> Key to reform is a strong commitment.

270 RICHARD ADAIR, Superintendent of Burns-Hines School Dist.: Reviews his testimony in support of the law (EXH. S).

> Talks about their early reluctance to implement reform.

> Successfully doing a number of things.

> Reform asks teachers to teach students so they can apply what they are learning.

> Would like to see less of a "top down" approach and more of a "bottom-up" approach.

> Suggests letting schools set their own timetable so the community support can build but continue to set standards and benchmarks.

416 CHARLES HOUK, parent from Monroe: Reviews testimony explaining why he believes the law is educational socialism (EXH. T). Local school districts have lost control.

> Suggests repealing the law and replace it with the best practices that already exist.

TAPE 17B

032 BEVERLY JACKSON, parent from Yoncalla: First, second and third grade children often do not accomplish enough when the expectations have been lowered so they can achieve at their own rate.

> Law takes away local control.

> School reforms being tried in Oregon have already failed in other states.

> Teachers must be expected to teach and not just facilitate their learning.

> Parents and students are the people who are suppose to be served by education not the state.

080 BARBARA ANTILLAS, Taft Elementary School, Lincoln City: Explains how difficult it is to teach with all the cuts resulting from Measure 5.

> Not prepared for the reforms when there is no money to put them in place.

> Focus should be on repairing damage from Measure 5 and then lay ground work to build for the 21st Century School reforms.

> Students in smaller classes of smaller classes of 13 to 17 out perform students in larger classes yet smaller classes are still not a priority in schools.

> In overcrowded schools, students with problems are not dealt with in a timely fashion and slip through the cracks.

> Need to address the concerns and lay a solid foundation if the law is to succeed.

115 DON KNOWLES, speech and language specialist, Lincoln County School District: Reviews written testimony explaining the problems they have in implementing HB 3565 (EXH. U) including overcrowded schools and classrooms,

dealing with kids with huge problems in their lives and serious emotional needs, meeting educational goals of special ed kids and planning long-term educational goals for kids who move in and out of schools frequently.

184 CAROL RUSH, concerned parent and teacher at Taft Elementary School in Lincoln City: Talks about the difficulties teachers face in Lincoln county

schools.

> Teachers already stretched to the breaking point are leaving the state or retiring.

> Extracurricular activities for students have been cut and facility bonds have been rejected by voters who feel mislead by Measure 5.

> Will students in Lincoln City be able to compile a portfolio that will compete with that of a student from Portland or Eugene with a broader academic menu.

> Asks the Legislature to give schools the financial backing to implement HB 3565 successfully.

274 RAY CRAWFORD, Superintendent of Klamath Falls schools: Refers to position paper from the Jackson County E.S.D. (EXH. V) explaining they support educational reform but they feel the changes resulting from the law

are too much too soon and parts of it are unrealistic.

> Believes issuing a CIM to students who are currently eighth graders is too fast - first class to receive CIM should start at a low grade level and

work up through the required benchmarks.

> CAM should be delayed.

367 SUSAN LAUGHLIN, Clatskanie: Reviews testimony opposing concepts in HB 3565 (EXH. W).

> Opposes outcome based education (OBE).

TAPE 18A

042 RON HOLMGREN, Clatskanie: Reviews testimony asking the Legislature to reconsider the law because school improvements should be worked out locally

and not under the yoke of state and federal mandates (EXH. X).

> Need to improve system of education but not with outcome-based education.

120 SHARON BECK, parent from Stayton: Reviews her concerns listed in

written testimony including how portfolios will be evaluated by colleges across the country, OBE is designed to dictate what kids will need to be like and not what they need to know, age sixteen is too early to chose a career path and there aren't any standards (EXH. Y).

212 BILL BECK, 7th grader from Stayton: Concerned about being accepted by an out-of-state based on a portfolio and about making 10th graders decide on a career path. Urges Legislature to change the law or repeal it.

257 FAITH GABRIELSON, parent from Troutdale: Reviews written testimony listing reasons why she feels the law should be repealed (EXH Z)

366 BARBARA TENNISON, parent from Cottage Grove: Talks about failure of the CIM/CAM program at Cottage Grove High School and refers to written testimony (EXH. AA).

> No standards in the program and few academics which are either integrated or totally watered down.

> Objects to program that requires students to work on the same project over and over until it is right and has students taking the same test until

they get the correct answers.

> Students work on group projects and individual student work is not allowed to stand on its own merit.

TAPE 19A

036 BOB TENNISON, Cottage Grove: Feels they are stuck with the program because school districts were given funding for it.

057 JAY TENNISON, junior at Cottage Grove High School: Explains how his English class is integrated with his Math class and how they self-evaluate their own work. Getting the correct answer does not matter, it is the process that counts.

> Working in groups allows members of the groups who are not doing the work to get the same grade as the other participants. Lower standards allow them to be carried along.

087 TYRONE TENNISON, eighth grader, Cottage Grove: Describes statewide math test he took where there was only one math question.

120 BARBARA TENNISON: Lists the personal family information the school has asked for in student tests.

> Describes the IMP contract where students who fail the 9th grade and do everything right in the 10th grade, can have the failed 9th grade work forgiven.

> Refers to other information included in their handout (see EXH. AA).

154 AMY FRANK MEABE, teacher and parent from Portland: Reviews testimony supporting the school reform plan and provides evidence that it definitely works (EXH. BB).

235 NEELA E. KALE, sophomore at Lake Ridge High School, Lake Oswego: Testifies in support of bill because the new evaluation methods used for the CIM and the CAM can help all students and need legislative support.

264 JOSH VINEYARD, student from Lake Oswego: Reviews written testimony listing reasons he supports school reform (EXH. CC) including better evaluation and more flexibility for students.

353 MARILEE HAAS, Tigard-Tualitin School District Board of Directors: Much of what has been said has nothing to do with the law. It has to do with poor teaching and poor administration. Reviews written testimony supporting school reform and asking for more time to implement some of the toughest pieces and find more money if possible (EXH. DD).

>Notes polled universities all were amenable to the portfolio system, even Ivy League schools.

TAPE 18B

028 SHELLY RILEY, Beaverton: Reviews written testimony and refers to a list of reasons explaining why she does not support the school reform act (EXH. EE).

> Feels the family is what determine the success or failure of any educational system.

> Asks the Legislature to review HB 3565 and amend it to address her concerns or repeal it.

091 PEGGY WRIGHT, parent and school board member from HarriSB urg: Explains why the Wyatt Elementary School District voted not to participate in the 21st Century School Act.

> Notes the CIM standards are grossly flawed.

> Feels the Department has do nothing to address the concerns that have been raised.

> Refers to waiver request to the Department (part of EXH. FF) and the reasons the Department did not grant them a waiver.

220 ERIC BOWERS, HarriSB urg: Reviews written testimony explaining why the Wyatt School District is against the reform act (EXH. FF).

> Feels outcome-based education has never be proven to work but school districts that want to try it should.

> Leave schools alone that are doing a good job.

263 WRIGHT: Continues to testify on the success rate at Wyatt School District.

305 KAY HELBLING, West Linn: Reviews written testimony (EXH. GG) emphasizing that the main policy goals in implementation of HB 3565 should be reduction of administrative bureaucracy in the system and link funding directly to academic learning.

> Suggests implementing the main educational priorities which follow the national goals of America 2000 > Lists the sections of HB 3565 that should be given the lowest priority.

442 CLAY WERTZ, Lake Oswego: Does not see excellence in education in outcome-based education - it has failed in other states.

TAPE 19B

031 WERTZ: Feels the education picture in Lake Oswego is not as rosy as that presented by earlier witnesses.

> Putting kids into a program that has not been completed - purely an experiment.

> Notes several areas in the law that do not make any sense.

> Urges Legislature to appeal the law or let schools decide if they want to comply.

080 RICHARD McKELLUM, Willamette Welding Supply, Albany: Reviews testimony explaining reform is important to him because it teaches context (EXH. HH).

> Wants education system that is tied to the real world because the old one is not.

> Notes reform needs some fine tuning but not throw it away.

176 KATHY EDIGER, board member from Dayton High School: Notes that not all teachers from Dayton are in favor of law but will not speak up in fear of losing their jobs.

> Talks about implementation of the law at Dayton High School.

> Lists the disadvantages of OBE.

> Eliminating competition eliminates the strive for excellence.

> Feels money has been the motivating factor in Dayton for implementing the

law.

> Wants the law repealed because there are teachers who would implement it even if it is not mandated.

229 REP. LUKE: Adjourns at meeting 9:35 p.m.

Reviewed and submitted by,

Carolynn Gillson, Assistant

EXHIBIT SUMMARY ON 21ST CENTURY SCHOOLS

A	--	Lake Oswego School District - 3 pages
B	--	Oregon Education Assoc. (OEA) - 7 pages
C	--	Vera Katz - 5 pages
D	--	Lake County ESD - 3 pages
E	--	Prineville-Crook County Chamber of Commerce Education Committee - 3 pages
F	--	Crook County School District - 3 pages
G	--	Mr. & Mrs. Stan Johnson, Astoria - 2 pages
H	--	Ben Cramer, student at Lincoln Jr. H.S., Burns - 6 pages
I	--	Marshfield High School, Coos Bay -- 40 pages
J	--	Katherine Olson, Bend School Dist. -- 9 pages
K	--	Sisters Middle/Senior H.S. - 3 pages
L	--	Prairie City School District - 3 pages
M	--	Triangle Lake Schools, Blachly - 2 pages
N	--	James Gannaway, Warrenton - 3 pages
O	--	Adam Gannaway, Hammond - 1 page
P	--	Eastwood Elementary School, Roseburg - 4 pages
Q	--	Don Steely, Cottage Grove - 7 pages
R	--	Bonnie Sano, Cottage Grove - 2 pages
S	--	Burns-Hines S.D. - 2 pages
T	--	Charles Houk, Monroe - 1 page
U	--	Lincoln County School District - 2 pages
V	--	Klamath Falls City Schools - 2 pages
W	--	Susan Laughlin - 4 pages
X	--	Ron Holmgren, Clatskanie - 2 pages
Y	--	Sharon Beck, Stayton - 2 pages
Z	--	Faith Gabrielson, Troutdale - 2 pages
AA	--	Barbara & Robert Tennison, Cottage Grove - 31 pages
BB	--	Amy Frank Meabe, Portland - 5 pages
CC	--	Josh Vineyard, Lake Oswego - 2 pages
DD	--	Merrily Haas, Tualatin - 4 pages
EE	--	Shelly Riley, Beaverton - 2 pages

FF	--	Eric Bowers, Harrisburg - 3 pages
GG	--	Kay Halbling, West Linn - 3 pages
HH	--	American Welding Society - 4 pages
II	--	People who submitted testimony with last names B-E - 48 pages
JJ	--	People who submitted testimony with last names F-L - 18 pages
KK	--	People who submitted testimony with last names M-O - 30 pages
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