

SENATE COMMITTEE ON
EDUCATION

Hearing Room
Tapes - 82

MEMBERS PRESENT:

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

VISITING MEMBERS

PRESENT: Sen. Gordon Smith

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

MEASURES HEARD:

SB 262 - regarding Education Service Districts, WRK
HB 2991A - modifies provisions relating to Oregon Education Act for 21st
Century, INF
SB 934 - est. pymt of educational expenses of students in programs with
agencies that contract with DHR, PUB
SB 378 - fire and earthquake emergency instruction, PUB

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 SEN. TOM HARTUNG, Chair: Calls meeting to order at 8:03 a.m.

INFORMATIONAL MEETING ON HB 2991

Witnesses: Ron Sunseri, former Representative
Mick Ewers, teacher in Clackamas County
Bonnie Grossen, research associate
Marsha Ackerland, parent
Dr. Douglas Carnin, U of O
Lowell Smith, Oregon School Psychologists Assoc. (OSPA)
Deanna Dyksterhuis, farmer and parent from Corvallis

016 RON SUNSERI, Gresham: Goes through sections of HB 2991 noting where
their concerns are.

> Sec. 1 - need to know what the difference is between establishing a solid
foundation in subjects and providing instruction.
> Refers to Sec. 2(4)(d) and notes the concept of the CIM and the CAM are
still in the bill.

> Sec. 3(1) - like to see definition of the standards. Can change CIM to
Certificate of Accomplishment but if it is based on the same criteria of
development of attitudes and behaviors as opposed to content or academics
then parents are faced with the same problem.

> Sec. 7 - object to teaching students in their last two years of high school only in the academic area that applies to their CAM.
120 > Sec. 8 - would like to know where the authority of the state is in terms of funds and curriculum for charter like schools?

SEN. KEN BAKER: Could your concerns be addressed by another bill on charter schools?

SUNSERI: If the language is in another bill, then Sec. 8 should be deleted.

CHAIR HARTUNG: Like to amend the statute and leave in only the essential educational language. Keep controversial issues out of there.

SUNSERI: Notes there are seven sections in HB 2991 that deal with the application of social services without definition.

> Sec. 12(1) - more parent participation on site counsels is recommended but not required. Parents with any doubts about the reform Act have been excluded from the counsels.

188 SEN. SHIRLEY GOLD: The original HB 3565 has a firm statement about the involvement of parents. HB 2991 apparently weakens that.

SUNSERI: Original desire was to see the site counsels eliminated and the elected school board be the final authority. Cannot accomplish that in HB 2991 so if there are site counsels there ought to be more parent participation.

> Sec. 13 - no definition of essential social services.

> Sec. 15 - every child in the state of Oregon could fit under the definition of at risk which means more funding. Want to make sure the children who need this service get it.

314 SEN. GOLD: Oregon got into providing the services in 1987 because the federal funds were diminishing.

> Also concerned about the lose language in that section.

SEN. SHANNON: Do you consider servicing three and four year olds with K-12 funds as social services?

SUNSERI: Yes.

350 MICK EWERS, teacher from Clackamas County: Some assessment should be done before committing to providing the services.

SEN. CLIFF TROW: What you are saying is confusing - are you for this program or not?

SUNSERI: Like to see this eliminated because the fiscal impact is beyond what Oregon is able to accomplish.

SEN. GOLD: Difference between day care and Head Start which is education.

> Oregon Prekindergarten Program operates as a grant in aid program. Does not come out of school support fund.

420 SUNSERI: Sec. 21(1) - is the state setting the standards or assessing the standards? Where is the definition for local school district or parental involvement?

TAPE 80A

020 SEN. TROW: Oregon State Board of Education (OSB E) set standards long before HB 3565 passed. Better to have Board set the standards than having the Legislature set them or having no standards.

> Oregon Department of Education (ODE) is allowing for local flexibility within the set standards.

SUNSERI: DOE has not been forthright in setting standards. Confused on

how they will be arrived at. Who is setting the standards and where does the accountability lie?

SEN. TROW: Standards are established by OSB E through administrative rules.

Schools will have an opportunity for input on how those standards are implemented. It is an ongoing process and will be less confusing as times goes on.

EWERS: Standards should be in place first.

> Feels students should be evaluated for certificate of accomplishment earlier than third grade - suggests evaluation at grades 2, 4, 8, 10 and 12.

128 SEN. MARYLIN SHANNON: Do you have some evidence that makes you believe that parents are being told to set standards?

SUNSERI: Yes, a mountain of evidence.

SEN. SHANNON: Feels teachers should test students at the beginning of every school year.

SUNSERI: No objection to that.

> Sec. 21 - requirements for Certificates of Accomplishment remain the same

as for CIM. Need to address the 11 outcomes adopted by ODE rather than just change the name. Emphasis is on process and not on content.

> Creating system of education to train kids to become part of the work force and not educate them.

> Reviews national information on number of kids going on to college and compares it with what is happening in Oregon.

> Parents want a system that gives 12 years of academic instruction.

> Suggests preparing community colleges to train kids for jobs not high schools.

220 SEN. BAKER: If kids are already working, shouldn't they be channeled to more productive work?

SUNSERI: Don't need to change system of education to have school-to-work type programs.

SEN. GOLD: Objected to deletion of language from the bill in the House for better preparation in academic achievement at the college and university level.

> Admires what has been happening in the school-to-work programs since implementing HB 3565.

SUNSERI: Concern is how school-to-work is implemented over the entire state particularly in rural areas.

> The statement that all children can learn is an undefined statement.

304 EWERS: Sec. 37 - schools districts can design site counsels anyway they want and parental involvement is not prescribed.

> Sec. 38-39 - concerned about giving authority to Workforce Quality Counsel to oversee the education program. A broad-based education will provide kids with the skills necessary to make changes in their life.

> HB 2991 basically does same thing as CAM program under a different name.

415 DR. BONNIE GROSSEN: Provides and reviews written testimony in support of HB 2991 and suggesting some amendments (EXH. A).

> Need to clarify what standards mean, what we want to achieve and how to achieve it.

> Refers to collaborative learning.

TAPE 79B

008 GROSSEN: ODE is more intent on implementing particular teaching practices without regard for the results.

> Refers to chart showing how the U.S. ranks on international tests of math and science..

> Refers to article concerning standards and talks about how education standards are used in other countries.

070 SEN. GOLD: Now you are referring to a method of teaching and not to what is in current law.

GROSSEN: Different schools design different tasks to fulfill those standards at the local level. Standards in other countries are consistent across states and nations.

SEN. TROW: Explains how having a good self attitude and being able to work with others are is as important as academic content.

GROSSEN: Don't think reform was originally intended to focus on those things. Need to develop a system of learning that is competitive with other countries. Our standards right now are not comparable to theirs. Refers to graph on p. 12 of booklet on standards.

> Need to look at standards as goal posts. Teaching practices should be optional.

> Refers to copy of newspaper article showing how poorly students perform on tests in California as compared to students in other countries. Why promote teaching practices without looking at the results?

> Reviews list of specific suggestions for HB 2991 on the first page of her testimony (see EXH. A).

> Suggests letting models in high performing schools guide the teaching standards for training teachers.

277 MARSHA ACKERLAND, parent from HillSB oro: First step in good problem solving is to identify the program. Agrees there needs to be some changes.

HB 3565 restructures education to a different purpose than that of solving the problem.

> Provides background information for the committee concerning the CAM and tracking students for for either apprenticeships or college (EXH. B).

> Limited in education to the thinking of the National Center of Education Economy, American's Choice - High Skills or Low Wages and the Commission on

the Skills in the American Workforce.

> Education should not be used to train a workforce.

> Wants system in HB 2991 that works with minds in the classroom and not dollars.

TAPE 80B

010 ACKERLAND: Feels outcome-based education (OBE) is a system for training and not educating. It is mastery learning and behavior modification. Refers to page in handout concerning history of OBE.

> Refers to information from the New Standards Project - suggests cutting Oregon ties with the Project.

> ODE is establishing curriculum to a set standard.

> Concerned about integration of social services and refers to page from The Wall Street Journal. Values family privacy and children's safe and it is not necessary to sacrifice one for the other.

093 SEN. GOLD: Both HB 2991 and HB 3565 make it clear the intent is for a

full and broad education for students.

ACKERLAND: Although it is in the bill, it is not in fact what is being implemented. How can we be asking whether a core of knowledge should be included in the CAM?

160 DR. DOUGLAS CARNINE: Provides and reviews testimony on the whys and hows for responsibly experimenting with Oregon's children (EXH. C).

> Recent results from California show the dangers of state imposed solutions that do not work.

SEN. TROW: Tremendous problems in California that also have to do with why their schools are in trouble.

CARNINE: Reviews list of recommendations for how to responsibly experiment with Oregon's children.

255 > Reviews recommendations for gathering the high-quality information needed to better prepare students for the future.

321 SEN. GOLD: Think we are talking about the same goals but get bogged down in jargons.

CARNINE: Solution has been using the word "results".

SEN. SHANNON: Would you be opposed to yearly tests?

CARNINE: No opposition to that. Tests are expensive. Question is what can we afford.

SEN. SHANNON: Notes education reform in other states have the same rhetoric. Important to make it clear what we want implemented and delivered in the schools.

CARNINE: Talks about the little amount of time site counsels have to design a whole new system and implement it. Educators promise too much, then can't deliver and the loser is public education.

TAPE 81A

017 DR. LOWELL SMITH, Oregon School Psychologists' Assoc.: Concerned about intent of HB 2991 and HB 3565 and not with the unintended consequences.

> You don't take 500,000 children and implement experimental procedures and then see how it works.

> Provides and reviews written testimony (EXH. D) explaining why performance-based assessment will fail and how to institute real reform.

> Implement pilot programs, fully evaluate successes and then broaden the scope.

> Why does ODE want to eliminate standardized testing unless there is more interest in protecting programs than protecting children.

> Suggests allowing for more local flexibility.

112 SEN. TROW: Explains intent of legislation is to help kids be successful.

CHAIR HARTUNG: Target the kids that are failing. Concerned about unintended consequences of the legislation.

> Talks about using validated tests.

170 DEANNA DYKSTERHUIS, farmer and parent from Corvallis: Provides and reviews written testimony concerning language in HB 2991A (EXH. E).

> Emphasizes importance of basic skills foundation in education. Content and student outcomes are what is important.

> Written testimony submitted by David Williams (EXH. F).

WORK SESSION ON SB 262

370 CHAIR HARTUNG: Explains the committee rules do not allow a member to abstain from voting on a bill.

MOTION: Sen. Baker moves to suspend the committee rules to reconsider SB 262.

There are no objections.

MOTION: Sen. Baker moves to reconsider SB 262 and adopt the -14 amendments

(EXH. G).

There are no objections.

Fiance and Tax MOTION: Sen. Baker moves SB 262 as amended to the Senate Government Policy Committee.

MOTION PASSES: In a roll call vote, the motion passes with all members voting AYE.

PUBLIC HEARING ON SB 934

Witnesses: Steven Kafoury, Committee for Oregon's Children
Rose Bond, Portland Public Schools
Karen Brazeau, Oregon Department of Education (ODE)
Ozzie Rose, Confederation of School Administrators (COSA)
Jim Green, Oregon School Boards Association (OSB A)

427 STEVEN KAFOURY, Committee for Oregon's Children: Refers to the -1 amendment (EXH. H) and suggests deleting Department of Human Resources and add Department of Education.

TAPE 82A

009 KAFOURY: The issue is equity funding for children in programs with agencies that contract with the Department of Education including day treatment programs.

> Goal is the kids in those programs should get the same funding as special education students in public school classrooms.

> Money would come out of the Grants In Aid budget. SB 934 is a directive to the Ways and Means Committee of how much money the kids ought to get.

CHAIR HARTUNG: Mentions the fiscal impact statement (EXH. I).

> Also received revenue impact statement (EXH. J).

103 ROSE BOND, Portland Public Schools: Like to see the kids have the same basic services as kids in regular schools.

SEN. GOLD: Concerned about putting the funding formula in the -1 amendment.

KAFOURY: Not a funding bill but a formula bill. Presently getting 96 percent of the formula.

SEN. GOLD: You view this more as how things should be than how they may turn out in Ways and Means.

151 KAFOURY: Presently the statutes says these schools will have the money they need and if they don't the Legislature will appropriate it. Unfortunately, this Legislature has not taken care of these children. SB 934-1 sets policy for how to take care of these kids.

178 SEN. BAKER: Having problem with the funding formula. Who sets the number for day treatment programs?

KAFOURY: Explains the process for budgeting the money.

> Discussion on the wording in the -1 amendment. It would be 2.0 for kids not in residential programs and 2.15 for kids in those programs.

> Notes the kids are referred by school districts and DHR places the children.

> Funding formula in administrative rules.

283 KAREN BRAZEAU, ODE: Explains how the programs operate and are funded.

> Mentions SB 102 that had a different way of fixing the funding.

> Describes her three concerns about the bill as it is written.

> DHR places kids where they have openings and there are more kids who need

treatment than they can serve. World has changed but the program hasn't.

409 OZZIE ROSE, COSA: We need to decide what to do with kids in these types

of programs.

> Use of twice the student operationing expenditure come from how we distribute money through the State School Fund to school districts. Those factors are applied against a different number than the net operating expenditure. Net operating school expediture runs more than the distribution formula and varies from district to district.

> Recommends sending bill to Ways and Means or look at the issue during the

interim.

TAPE 81B

023 JIM GREEN, OSB A: Problem with funding for these programs. People need to get together, dicuss the problem, find some solutions and then report back to the Legislature.

SEN. TROW: Suggests changing the language in the amendment to be consistent with what school districts use to make their computations.

ROSE: Talks about the formula used in the computation.

PUBLIC HEARING ON SB 378

071 SHERRY PATTERSON, Oregon Earthquake Preparedness Network: Provides and reviews written testimony in support of SB 378 and maximizing efforts to execute tsunami evacuation drills (EXH. K).

167 JIM BELA, Oregon Earthquake Awareness: Concerned with whether school faculty and staff have been instructed and drilled on emergency procedures.

> Provides background information to the committee (EXH. L).

> Language in line 7 is too vague to guarantee students and faculties will be receiving information in the right context. When language is too vague nothing happens. Needs to be mandated.

> Need to acknowledge the need of a local early tsunami warning system. Technology to provide the warning system exists and the courage to act does

not.

> Continues to go through the bill and note where language needs to be strengthened.

367 JIM GREEN, OSB A: Testifies in opposition to the bill. OSB A is not against the safety of children.

> SB 378 requires more class time away from learning with regards to other subjects.

> True school employees are not informed of what to do.

> Not sure what we really have to do under the bill. Need to have training

to make sure what is done in school buildings insures the safety of children.

> Need to mandate that safety personnel train staff.

426 WILMA WELLS, COSA: Need more thought in this.

455 JOHN BEAULIEU, Oregon Department of Geology: Emphasizes sometimes there

are hard decisions to make. Talks about available training for teachers and staff in schools.

Testimony in support of SB 378 is submitted by Senator Ron Cease (EXH. M) and by League of Women Voters of Oregon (EXH. N).

494 CHAIR HARTUNG: Adjourns meeting at 11:16 a.m.

Submitted by and reviewed by,

Carolynn Gillson
Committee Assistant

EXHIBIT SUMMARY:

A	HB 2991A	Grossen	38 pages	
B	HB 2991A	Ackerland	24 pages	
C	HB 2991A	Carnine	6 pages	
D	HB 2991A	Smith	5 pages	
E	HB 2991A	Dyksterhuis	2 pages	
F	HB 2991A	Williams	3 pages	
G	SB 262-14	Staff	17 pages	
H	SB 934-1	Kafoury	1 page	
I	SB 934	LFO	1 page	
J	SB 934	LRO	1 page	
K	SB 378	Patterson	3 pages	
L	SB 378	Oregon Earthquake Awareness	4 pages	
M	SB 378	Senator Ron Cease	1 page	
N	SB 378	League of Women Voters of OR		1 page