

SENATE COMMITTEE ON
EDUCATION

Hearing Room
Tapes - 85

MEMBERS PRESENT:

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

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

MEASURES HEARD:

HB 2991A - modifies provisions to Oregon Educational Act for 21st
Century, INF

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 8:05 a.m.

Informational Meeting on HB 2991A - INVITED TESTIMONY

Invited Testimony: Jill Kirk, Tektronix
Keith Thomson, Intel
Vicki Totten, Oregon School Boards Association (OSB A)
Don Shore, Oregon Education Association (OEA)
Dr. Sam Miller, teacher and researcher
Ozzie Rose, Confederation of Oregon School Administrators (COSA)
Julie Brandis, Associated Oregon Industries (AOI)
Duncan Wyse, Oregon's Progress Board
Jim Gannaway, Gannaway Jewelers

010 JILL KIRK, Tektronix, Inc.: Reviews written testimony concerning
implementation of the school reform act and HB 2991A (EXH. A).

154 KEITH THOMSON, Intel Corporation: Reviews written testimony concerning
Intel and their interest in education reform (EXH. B).

320 > Reviews outline of principles Intel regards as most critical to
education reform.

TAPE 84A

030 SEN. SHANNON: What evidence do you have that the reform act is working?

THOMSON: Talks about the success of the program at David Douglas High
School.

SEN. SHANNON: Talks about problems with education reform in the states
California and Idaho.

> What hard data do you have that academic standards are being raised?

THOMSON: Don't have hard data on academic scores.

> Explains how Intel's summer internship program has helped students who have graduated from high school and starting college.

SEN. SHANNON: Business needs to understand the real consumer of education is parents on behalf of their children. Doesn't agree the parents who oppose reform just don't understand.

086 SEN. TROW: Have you done any thinking about the Certificate of Advanced Mastery (CAM)?

> Concerned about the humanities and social sciences part of the education for students going into the vocational tech program. Is that also important to you?

THOMSON: Believes that is important but it is not an area Intel has put a lot of energy in.

KIRK: The original legislation and HB 2991A puts more trust in students to develop their own capabilities.

SEN. TROW: The misperception is out there that we are sacrificing academic excellence.

SEN. GOLD: Values partnerships with schools and businesses and still keeping the knowledge base.

> Suggests members receive copies of a values survey prepared by the Oregon Business Council.

SEN. SHANNON: Believe you want what is best for kids but just want backup that belief is being delivered.

178 VICKIE TOTTEN, OSB A: Lists the information provided to the committee and reviews her testimony identifying sections of the bill where OSB A has concerns (EXH. C).

380 DON SHORE, OEA: Refers to copies of articles included in his handout: Perspectives on Education in America and Why Private Schools are rarely worth the money (EXH. D).

> Notes the best predictor of educational success is socio-economic class.

> Supportive of early childhood education and Head Start.

> Identifies essential points in the Education Reform Act including early childhood education, the CIM and CAM, and site counsels.

TAPE 83B

048 DR. SAM MILLER, math & science teacher and U of O researcher: Received grants for technology education. Trained parents, teachers and administrators on use of site counsels.

> Refers to Handbook for Site Councils and Education Leaders on School Improvement (see EXH. C).

074 > Reviews written testimony on what is needed in education reform (EXH. E). Refers to sections in HB 2991A and makes suggestions for language changes.

> Goes through list of recommended amendments for HB 2991A.

> Will provide his recommendations in writing.

186 OZZIE ROSE, COSA: Reviews testimony concerning HB 2991 and recommends moving back to original language in several areas (EXH. F).

388 SEN. TROW: Would it be helpful for some schools to prepare models of the CIM and CAM? Has that been done?

ROSE: Not done a good job of keeping the public informed. Better descriptions of both the CIM and Cam CAM be developed.

SEN. GOLD: Aren't there some schools where the CIM is already in place?

ROSE: Yes, but school districts have not done a good job of saying what it is and how it is. Issue is where do you invest your time and effort.

436 SEN. GOLD: Desparately need generic information rather than the antedotal.

> Written testimony submitted by George Benson, Superintendent of Centennial School District (EXH. G) concerning education reform.

TAPE 84B

025 JIM GANNAWAY, Gannaway Jewelers: Reviews written testimony on how small businesses are affected by school reform (EXH. H).

160 DUNCAN WYSE, Oregon Progress Board: Gives background on trends, how the economy is changing and how it connects with education.

> Goes through slides and explains how the economy connects with education and reviews findings from a literacy survey.

> Reviews findings from the Oregon Business Counsel's Oregon Values and Beliefs Study, including information on job performance and if major changes are needed in education and in local schools.

388 JULIE BRANDIS, AOI: Reviews written testimony with recommendations for HB 2991 (EXH. I). Will draft some amendments.

> Written testimony submitted by the Oregon Developmental Disabilities Council, Coalition for Kids, Bergerson Builders, Inc., Pigs'N Pancake, Inc., Mike Howser, and Susan Germundson (EXH. J).

TAPE 85A

002 CHAIR HARTUNG: Adjourns meeting at 10:00 a.m.

Submitted by and reviewed by,

Carolynn Gillson
Committee Assistant

EXHIBIT SUMMARY:

A	HB 2991A	Tektronix, Inc.	4 pages
B	HB 2991A	Intel Corporation	6 pages
C	HB 2991A	OSB A	50 pages
D	HB 2991A	OEA	36 pages
E	HB 2991A	Eugene Public Schools	37 pages
F	HB 2991A	COSA	6 pages
G	HB 2991A	Centennial S. D.	2 pages
H	HB 2991A	Nat'l Fed. of Independent Businessmen	3 pages
I	HB 2991A	AOI	3 pages
J	HB 2991A	Ore. Developmental Disabilities Council & others	8 pages

SENATE COMMITTEE ON
EDUCATION

Hearing Room
4:00 p.m. Tapes - 88

MEMBERS PRESENT:

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

MEMBER EXCUSED:

Sen. Marylin Shannon

STAFF PRESENT:

Fallie Calder, Committee Administrator
Carolynn Gillson, Committee Assistant

MEASURES HEARD:

SB 378 - requires fire & earthquake emergency instructions in schools, WRK
SB 542 - allows sch. dists. to contract for performance audits & program
evaluations, PUB
SB 474 - creates governing board for Ore. School for the Deaf, PUB
SB 475 - American Sign Language taught for credit, PUB
SB 476 - specifies legislative findings re. education of deaf or hearing
impaired children, PUB
SB 1016 - est. early childhood ed. trust fund & prekindergarten prog. trust
fund, PUB

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statements made during this session. Only text enclosed in quotation marks
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please refer to the tapes.

TAPE A

005 SEN. TOM HARTUNG, Chair: Calls meeting to order at 4:06 p.m.

Work Session on SB 378

011 JIM GREEN, OSB A: Supports the -4 amendments (EXH. A) that take care of
the workload and training concerns. Notes the SB 378-2 and -3 amendments
are in in the -4 amendment.

046 SEN. KEN BAKER: Had the -5 amendment drafted to simplify changes to the
statute (EXH. B)

062 JOHN BEAULIEU, Oregon Department of Geology: Talks about the clearer
language in the -5 amendments.

GREEN: Inserting word "tsunami" on line 8 would require doing tsunami
training and evacuation drills in school districts throughout the state

instead of where appropriate.

SEN. BAKER: Suggests leaving the job of training to the professionals.

GREEN: Concerned because the -5 amendments do not have language saying that units of local government and state agencies associated with emergency procedures shall assist school districts.

SEN. BAKER: Don't see why you have to mandate units of government to do their job.

BEAULIEU: Wanted bill to be workload generic. Bill is part of emergency response legislation.

128 WILMA WELLS, COSA: Schools and local agencies need to work together on this issue.

156 WANDA MONTHEY, ODE: Local school districts develop their own programs based on their needs.
> Talks about differences between fire, earthquake and tsunami drills.

188 CINDY HUNT, Legislative Counsel: Believes -4 and -5 amendments are complete.

MONTHEY: Concern of just adding tsunami to existing law is the interpretation that tsunami drills need to take place more than two or three times a year.

MOTION: Sen. Trow moves to adopt the SB 378-4 amendment.

No objection.

MOTION: Sen. Trow moves SB 378 as amended to the floor with a do pass recommendation.

VOTE: In a roll call vote the motion passes with all members present voting AYE.

Excused: Sen. Shannon. Carrier: Sen. Trow.

Public Hearing on SB 474

274 SEN. SHIRLEY GOLD, District 7: Introduced SB 474, 475 and 476 to address concerns brought to her attention by the Oregon Association of the Deaf.

319 JEAN TEETS, Legislative Chair, Oregon Association of the Deaf: Submits and reviews written testimony (through an interpreter) from George Sheller in support of SB 474 (EXH. C).

TAPE 87A

Public Hearing on SB 542

011 SEN. GENE TIMMS, District 30: Introduced bill to provide for more audits of the K-12 school system so there will be more accountability of how the money is spent.

> Refers to an audit done in the Klamath County School District.

SEN. TROW: Don't schools already have the power to contract for performance audits and program evaluations?

SEN. TIMMS: It depends upon the type of audit.

SEN. TROW: It is not your intent that a school district would have a performance audit and program evaluation every year, but if they needed to

they would have the authority to do - it is their decision.

SEN. TIMMS: Can't do it when they want to under current law.

060 JOHN MARSHAL, OSB A: We believe school districts already have authority to contract for performance audits. Comments on the financial related audit in the Klamath County School District.

> Has no objection to the bill.

SEN. TIMMS: Rather see audits performed by local school districts than by the state.

> Would prefer not putting it into the statutes?

120 MIKE GREENFIELD, Secretary of State: Will be increasing the standards with or without the bill.

Public Hearing on SB 474

144 MARK HEMSTREET: Submits and reviews written testimony through an interpreter in support of SB 474 which creates a governing board for Oregon

State School for the Deaf (EXH. D).

224 KAREN BRAZEAU, ODE: Testifies in opposition to SB 474. Not the best way to go to improve input from the deaf community. The governing board is

the Oregon State Board of Education. There is an administrator who performs the functions listed in the bill.

> School for the Deaf is not considered a school district.

> Reviews the fiscal impact statement on the bill (EXH. E).

> Outlines the variety of ways ODE gets the deaf community involved in the school.

CHAIR HARTUNG: Mentions testimony submitted by Eugene Organ, Oregon Disabilities Commission in support of SB 474 (EXH. F). Testimony also submitted by Betsy Burks, President of Oregon Assoc. of the Deaf (EXH. G).

SEN. TROW: Any way you can involve parents and other interested people in an advisory body?

SEN. BAKER: There is a parents group that meets regularly. Very open to inviting community members in. No specific group legally mandated for the deaf.

380 SEN. GOLD: Like to see some action take place.

CHAIR HARTUNG: Requests DOE to come back to committee with recommendation.

406 WILMA WELLS, COSA: Explains how involved some ODE staff members are with the School for the Deaf and with the parents. School for Deaf is not broke and it is not a good idea to try and fix it.

TAPE 86B

Public Hearing on SB 475

010 FRED FARRIOR, Chair of Deaf Forum and Oregon Association of the Deaf: Submits and reviews written testimony in support of American Sign Language (ASL) being taught for credit in high schools, community colleges and institutions of higher education (EXH. H).

116 ALAN CONTRERAS, Oregon Community College Assoc.: Submits and reviews testimony about offering ASL courses for credit (EXH. I). Notes 11 of the 16 community colleges do so right now. Outlines their concerns.

SEN. GOLD: Could you help the bill sponsors come up with some wording to address your concerns?

CONTRERAS: It is a local control issue - no problem coming up with alternative language.

182 KAREN BRAZEAU, ODE: If the CIM continues, this bill is not necessary.
> A second language issue more than a special education issue.
> Talks about programs where ASL is being taught. Growing need for people well trained to sign.
> Refers to the fiscal analysis on the bill (EXH. J).
> Suggests in Sec. 2, line 13 - change Oregon State School for the Deaf to Oregon State Board of Education, same in Sec. 3, line 22.

240 BETSY BURKS, ASL Specialist: Talks about teaching sign language at elementary schools including the Sunnyside Elementary School in Portland.
> Submits written testimony in support of SB 475 (EXH. K)

SEN. TROW: Curious about origins of sign language.

BURKS: No record of where ASL is from. Probably 200 years old.

CHAIR HARTUNG: How many of foreign language sign?

BURKS: All countries have their own sign language. Variations from region where you live.

350 WILMA WELLS, COSA: Agrees there needs to be curriculum for teaching the ASL. Have real need for interpreters in schools. Not sure the bill is needed to do what is intended.

444 SEN. GOLD: Is there a clearing house for interpreters in the state?

BRAZEAU: Explains what is available to ODE.

> Testimony submitted by Oregon Disabilities Commission in support of SB 475 (EXH. L).

TAPE 87B

Public Hearing on SB 476

030 BETTY BURKS, OAD: Submits and reviews written testimony in support of SB 476, the Deaf Child's Bill of Rights (EXH. M).

SEN. TROW: Could someone tell us how deaf students are dealt with in Public Law 94-142 (American Disabilities Act) and how much of the language in SB 476 is already covered in the federal law?

BURKS: Like to see teachers of ASL and interpreters who work in public schools to meet certain criteria.

107 SEN. GOLD: Is this a search for professionalization in ASL instruction.

BURKS: Yes, this bill is really for a high level of quality education for each individual to match their communication needs. Like to see deaf and

hearing impaired children grow up independent.

140 KAREN BRAZEAU, ODE: Testifies in opposition of the bill because every child identified with a disability has a IEP (individual education program)

based on their individual needs and deaf and hearing impaired children are included in that program. The bill requires the state to maximize the potential of these children which is a higher and more expensive standard than providing an appropriate program as required by school districts now.

> Notes a working group is near completion on developing standards for sign language interpreters.

> Working with TSPC on realigning special education teaching licensure with other teacher licensure.

204 WILMA WELLS, COSA: Testifies in opposition to the bill because of the expense.

SEN. GOLD: What if this was stated in resolution form?

BRAZEAU: ODE has adopted goals and guidelines for services for children who are deaf or hearing impaired. Not aware of such a goal in state legislation.

256 JEAN TEETS, Oregon Association of the Deaf: The President's Commission on Education of the Deaf did a study on the needs of deaf schools and the findings included what is requested in SB 476.

> Thinks the bill is needed because PL 94-142 is not always followed and there is no one watching out for compliance.

285 LYNN DUNN, from southern Oregon: Talks about her experience trying to find a qualified instructor for her deaf daughter. Hearing perspective is different than deaf perspective. Surprised hearing people have closed minds to those needs.

> Written testimony submitted by Oregon Disabilities Commission in support of SB 476 (EXH. N).

(meeting paused while previous witnesses leave the hearing room).

Public Hearing on SB 1016

357 SEN. GOLD: Testifies in support of SB 1016 which establishes an Early Childhood Education Trust Fund and Prekindergarten Program Trust Fund.

> Realizes the Legislature may not be able to attain the goal of full funding of these two programs.

> Refers to impact statement (EXH. O). Has no intention of adding costs to the general fund.

448 SEN. BAKER: Does the State Board of Education also have the ability to spend the money?

SEN. GOLD: Would need to talk to Legislative Counsel to get the language clarified.

TAPE 88A

021 SEN. TROW: Can the money generated be spent on the program or is it the intent to just spend the interest gained?

SEN. GOLD: It is not an endowment fund. Gives examples of other groups that have done the same thing.

060 CHAIR HARTUNG: Where do these two programs fit in with Head Start?

SEN. GOLD: The prekindergarten program is the same as Head Start and receives federal money.

SEN. TROW: Both of these trust funds would do well if they were on the income tax checkoff list.

SEN. GOLD: Don't know of any opposition to the bill and will get some language drafted to address concerns.

098 CHAIR HARTUNG: Adjourns meeting at 6:06 p.m.

Submitted and reviewed by,

Carolynn Gillson
Committee Assistant

EXHIBIT SUMMARY:

A	SB 378-4	OSB A	1 page
B	SB 378-5	Sen. Baker	1 page
C	SB 474	Geo Scheler	1 page
D	SB 474	Mark Hemstreet	1 page
E	SB 474	LFO	1 page
F	SB 474	Ore. Disabilities Comm.	1 page
G	SB 474	OAD	1 page
H	SB 475	OAD	3 pages
I	SB 475	OCCA	1 page
J	SB 475	LFO	2 pages
K	SB 475	OAD	2 pages
L	SB 475	Ore. Disabilities Comm.	1 page
M	SB 476	OAD	2 pages
N	SB 476	Ore. Disabilities Comm.	1 page
O	SB 1016	LFO	1 page