

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.

House Committee on Education April 8, 1991 - HOUSE COMMITTEE ON EDUCATION

April 8, 1991
54-55

Hearing Room F 1:30 p.m.Tapes

MEMBERS PRESENT:Rep. Carolyn Oakley, Chair Rep. Vera Katz, Vice-Chair Rep. Bruce Hugo Rep. Delna Jones Rep. Mike Nelson Rep. Bob Pickard Rep. Walt Schroeder

STAFF PRESENT: Lee Penny, Committee Administrator Carolynn Gillson, Committee Assistant

MEASURES CONSIDERED:HB 2574 - Home school students participate in interscholastic activities, WRK HB 2615 - Community scholarship foundation demonstration project, WRK LC 2322 - Oregon Educational Act for the 21st Century, PUB

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TAPE 54, SIDE A

005 REP. CAROLYN OAKLEY, chair: Calls the meeting to order at 1:35 p.m.

HB 2574 - Home school students participate in interscholastic activities
Work Session

009 LEE PENNY, Committee Administrator: Reviews what the bill does.

023 GARY LINEBURG, bill sponsor: The purpose of the amendment (EXHIBIT A) is to make it clearer that the regulations used for participating in interscholastic statutes are those homeschool regulations that now exist in statute not in the regulations of the Oregon School Activities Association.

REP. DELNA JONES: You want to use whatever rules are effective and not necessarily the current rules?

LINEBURG: Correct. The score on the achievement test would be higher for those desiring to participate in these activities.

039 LEE PENNY: It is taken care on line 12 in the bill.

REP. BRUCE HUGO: If this bill becomes law, does a public school have to accept a homeschooling student in their interscholastic program?

LEE PENNY: The students would have to meet the requirements for making a team.

REP. HUGO: I am supporting the bill with the understanding it will allow a homeschool student to apply and the local school district does not have to accept the student in their interscholastic program.

REP. JONES: The language does not say "if the local school district accepts them."

068 REP. MIKE NELSON: Is this a mandate to local districts?

LEE PENNY: You are requiring local districts to give the homeschool students a chance to compete.

REP. HUGO: If that is the intent of the bill, line 10 should read "homeschool students shall not be denied an opportunity to participate". I would then vote against the bill.

LINEBURG: The purpose of the bill was to allow homeschoolers to participate under the existing homeschool guidelines in statute. It would not be up to the individual school district.

REP. HUGO: You want homeschoolers to be allowed access to interscholastic programs but not any classes or other activities.

LINEBURG: This bill allows homeschoolers to participate in those activities that would not negatively impact the school financially. This bill does not put a homeschooler on a team. It allows them to try out for the team.

REP. JONES: Suggests having someone from Legislative Counsel draft language to meet the intent of the committee and sponsor.

164 KATHLEEN BEAUFIT, Legislative Counsel: The word "may" in line 10 imposed an obligation on the school district to allow the participation. Suggests adding "homeschooled students shall not be denied by a school district the opportunity to participate". > Refers to language on lines 32 and 33, where the homeschool student shall be required to fulfill the same responsibilities and standards of behavior and performance of other students participating in the same activities.

There was further discussion about the intent of the language.

BEAUFIT: Suggests revising lines 31 and 32 to make it clear that you are giving the homeschooler the opportunity to participate and not an opportunity to necessarily be on the team.

REP. HUGO: What recourse would a homeschool parent have if a student does not make the team?

BEAUFIT: They could appeal the decision to the school board. The courts would then be a recourse.

REP. HUGO: Participation to me is not simply trying out for the team but actually being on the team.

248 MOTION: Rep. Katz moves the conceptual language suggested for lines 31 and 32 and for Section 2.

LINEBURG: Suggests adding the words "trying out" in line 32.

285 MOTION: Rep. Katz moves to adopt the -1 amendment as amended.
There was no objection.

MOTION: Rep. Katz moves HB 2574 as amended for the floor with a do pass recommendation.

VOTE: In a roll call vote, the motion carried with all members voting AYE. Carrier: Rep. Katz

(Tape 54, Side A) HB 2615 - Community scholarship foundation demonstration project Work Session

324 LEE PENNY: Reviews the purpose of HB 2615.

REP. JONES: Refers to Section 11 in the bill and suggests leaving the amount of money blank because the committee would have to identify the source of the funds. Hopes money would be available from another source other than the general fund. > Student costs are increasing and nothing has been proposed to address those costs. This bill would give the local community a chance to participate in this program.

MOTION: Rep. Jones moves HB 2615 to Ways and Means with a do pass recommendation.

VOTE: In a roll call vote, the motion carried with all members present voting AYE. Excused: Rep. Hugo.

(Tape 54, Side A) LC 2322 - Oregon Educational Act for the 21st Century (HB 3565) Public Hearing Witnesses:Rep. Vera Katz Joyce Reinke, Department of Education

437 REP. KATZ: There is a strong feeling if we are to remain productive as a state or as a nation, the quality of our education and the skills of our work force need to be dramatically improved. > Most other nations strive to have a high achievement of a performance standard by the time youngsters reach the 10th grade. They also have strong school to work transition programs.

TAPE 55, SIDE A

028 REP. KATZ: When compared with the rest of the world, we consistently perform close to the bottom in science and math. > Oregon has a high dropout rate, fewer students going to college, and lower wages. > The numbers in our work force are shrinking. > We can continue on same course or make some major dramatic changes in our expectations. > The bill will take 9 to 10 years to make it happen (EXHIBIT B). > Vision behind the legislation is the same as in Oregon Benchmarks. > Reviews the goals the legislation addresses and describes the skeleton of the act (EXHIBIT C).

TAPE 54, SIDE B

010 REP. KATZ: Reviews the outcomes from LC 2322 (HB 3565) (see EXHIBIT B).

039 Takes break at 2:40 p.m. and reconvenes at 2:55 p.m.

042 JOYCE REINKE, director of personnel development, Department of Education: > The State Board and Department support LC 2322. > Talks about HB 2020 (1987 session) and the 21st Century Schools Act (1989

session). > Discussions of specifics and impacts on districts need to be held. > Want to meet the needs of the total child. > Department has started a school restructuring counsel and a revised process for standardization and revision of the curriculum and essential learning skills. > Refers to time line for administering LC 2322, proposed amendments from the Department and a proposed budget draft (EXHIBIT C).

102 REP. SCHROEDER: Asks if the requirement in LC 2322 of having a certificate of mastery before applying to a community college would preclude people who are laid off from their job and need retraining for a new job?

REINKE: There is a cut off date of January 1, 1984 in the Department's proposed amendments. This is directed to the new population of students coming through the system.

REP. JONES: Requests more information on the K-3 piece and wonders if there will be some pilot programs before the 1995 implementation of ungraded primary programs?

REINKE: The Department would put together models that would be presented to the 1995 Legislature.

147 LEE PENNY: Reads language on page 6, lines 5 and 6 of the draft.

REP. KATZ: Did any of the 2020 proposals have an ungraded K-3 model?

REINKE: We have not reviewed the proposals yet. > On page 10, line 18 of the draft it speaks to the 1995 regular session.

REP. KATZ: We ought not to be bound completely by the dates in the time line.

179 REP. SCHROEDER: On page 12, Section 24, are the public education institutions referred for 11th and 12th graders just community colleges?

REP. KATZ: The institutions are either high schools or community colleges. Higher education institutions were not included.

REP. NELSON: What happens to students in the 11th grade?

REP. KATZ: High school doesn't stop at the 10th grade. They get either one of the certificates listed in the bill and graduate in the 12th grade. The high school diploma is replaced by either one of the certificates.

REP. HUGO: What happens to a student who transfers here from another state where the education system is not comparable?

249 REP. SCHROEDER: How close is this to the system in the state of Minnesota?

REP. KATZ: The 11th and 12th grade choices are similar to the Minnesota system.

262 REP. HUGO: Every state is going through this process. It is not unique to Oregon.

LEE PENNY: Explains how there can be an exemption from compulsory attendance statutes on a semi-annual basis (ORS 339-030(5)).

REP. SCHROEDER: What will the increased cost be to schools?

REP. KATZ: A couple of things will cost money: full funding of Head Start and the learning centers. > Extension of the number of school days and hours is another cost. > Business community members feel committed to assisting with the revenue replacement program. One selling point to the public is that the schools will do a better job. > Hope to link existing federal dollars through the Job Training Partnership Act (JTPA) to support the work force issues.

354 REP. SCHROEDER: Is there anything in the draft that would allow 11th and 12th graders from rural areas to go to a community college in another state?

REP. KATZ: Envisions most high schools will be the 11th and 12th grades. There may be some variation on that.

377 REP. KATZ: Talks about the group that is willing to work on the proposal. > We are not ignoring those students going on to colleges and universities. Most of the focus up to now has always been on college bound students. Students getting the professional and technical certificates will also be taking course work that gets them into college. They all must graduate from the 12th grade with skills.

REP. JONES: Are students participating in these work groups?

REP. KATZ: No. It is a good suggestion.

445 REP. JONES: Talks about industries getting involved in training the workforce.

REP. SCHROEDER: What is committee's time line.

REP. KATZ: Suggests a subcommittee meet and consider the bill.

485 CHAIR OAKLEY: Adjourns meeting at 3:25 p.m.

Submitted by: Reviewed by:

Carolynn GillsonLee Penny Assistant Administrator

EXHIBIT LOG: A - Amendment on HB 2574 - committee staff - 3 pages
B - LC 2322 - Rep. Vera Katz - 18 pages C - Testimony on LC
2322 (HB 3565) - Rep. Vera Katz - 19 pages D-Time line, amendments and
draft budget proposal on LC 2322 - Department of Education, 6 pages