

SENATE COMMITTEE ON EDUCATION

April 9, 1991                      Hearing Room 343 3:00 p.m.                      Tapes 55 - 58  
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice-Chair  
Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips Sen. Cliff Trow  
MEMBER EXCUSED: Sen. Joan Dukes VISITING MEMBER: Sen. Joyce Cohen  
Rep. Larry Sowa Rep. Liz VanLeeuwen STAFF PRESENT:                      Jan Bargaen,  
Committee Administrator Angela Muniz, Committee Assistant MEASURES  
HEARD: SB 120 - Accountability in Public Schools - WS SJR23 - Bill of  
Rights Bicentennial - PH, WS SB 891- Commitment to Excellence Program -  
PH, WS SB 917 - Consolidation of School Districts - PH SB 918 - Study of  
School District Consolidation - PH SB 1025 - Common School Districts -  
PH

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 55, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 3:15 p.m.

SB 120 - ACCOUNTABILITY IN PUBLIC SCHOOLS - WORK SESSION:

JAN BARGEN, Committee Administrator: Presents the SB 120-4 amendments  
(EXHIBIT A). Presents and explains the SB 120-7 amendments (EXHIBIT B).  
The SB 120-7 amendments replace Section 6 of the SB 120-4 amendments.

071 SEN. TROW: If we put all the money in Basic School Support and  
the replacement revenue for Measure 5 into single fund with a new  
distribution formula does that mean the superintendent could withhold  
money from that fund? CHAIR GOLD: Hopes that whatever the Legislature  
does is done before the end of this session. Ways and Means would amend  
this bill as appropriate. Senate Committee on Education April 9, 1991 -  
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SEN. TROW: How does the definition relate to the power of the  
superintendent?

BARGEN: According to Legislative Counsel, yes, but there may be a  
qualification on the portion of the new funding formula that is  
replacement revenue.

SEN. TROW: There might be a constitutional problem. Measure 5 says the  
state must replace funds lost to schools.

CHAIR GOLD: We have defined our intention to LC.

SEN. TROW: We are crafting this legislation and our intent should be  
known. If that potential fund can be tapped, we should say that.

BARGEN: The language in the amendments was drafted with those points in  
mind.

115 MOTION: Chair Gold moves for adoption of the SB 120-4 amendments  
to SB 120 .

SEN. TROW: Does not object, but there are things that need to be

discussed for legislative intent.

VOTE: In a voice vote, there were no objections. MOTION: Chair Gold moves for adoption of the SB 120-7 amendments to the SB 120 - 4 amendments. VOTE: In a voice vote, there were no objections. MOTION: Chair Gold moves for passage of SB 120 as amended and requests a subsequent referral to Ways and Means.

SEN. TROW: SB 120 is vague in spots and the committee needs to make its intent clear. Thinks SB 120 imposes additional costs and work on school districts without appropriate funding. Sections 5 and 7 say that the superintendent will collect data to produce annual school and school district profiles. Do we mean a profile for each school district and for each school in a school district?

169 CHAIR GOLD: Yes, much of the data collecting has begun to happen already.

SEN. TROW: The sections also say the school district profile will include a concise budget report including revenue and expenditures of the district. How detailed will that be? There will be a lot of expenditures of various sizes in the districts. BARGEN: Sen. Jeannette Hamby requested having some data on the budgets in the bill. Her office suggested something as simple as a balance sheet. Sen. Hamby's office wants two to four sources of funds, the basic blocks of expenditures and a total. Want something short and easily understood by the public.

SEN. TROW: The intent is for general information by categories, not individual expenditures. S. - ate Comm~tee oo Education April 9, 1991 - Page 3

Not expecting a large amount of information, just a general overview of the budget.

200 CHAIR GOLD: Means a summary of what the district's whole budget is for the purpose of making the budget comprehensive to the public.

SEN. TROW: Maybe we should way a "summary" budget report rather than "concise" budget report. "Concise" sounds like a lot of detail.

CHAIR GOLD: Does the committee want the word "concise" to "summary" on line 12, page 3 of the SB 120-4 amendments? . SEN. TROW: How much information does the committee want the school districts to provide for these profiles? It seems we want just general information.

SEN. GRENSKY: Doesn't think "concise" means more detailed. Thinks "concise. means "brief". The objective is to let people know how money is being spent. Doesn't think it is a difficult task that will be hard to comply with.

SEN. PHILLIPS: May be debating the wrong words. Whether it is "summary" or "concise", what we want is a budget report developed from rules from the Department of Education and guidelines from the superintendent. Don't need that word as a motivator to the report. If the report is not concise or summarize enough, the people will go to the superintendent and ask for more detail which is all public information. Agrees the bill is vague.

SEN. TROW: Does not want to amend the bill, but wants to get the intent on the record. That intent seems to be that the information is an

overview and not in great detail. That will save a lot of work for the school districts.

CHAIR GOLD: The words "budget report" mean exactly that. It is a report, not the budget and the budget is available in the district office.

SEN. TROW: Reports can be general or they can be very detailed.

BARGEN: Will make sure the intent is transcribed in as much detail as possible and accessible to the Board of Education when it drafts the rules.

250 SEN. TROW: Section 7, page 5, sub 3(e) deals with budget information in the report including source and disposition of school district operating funds and salary data. What do "source and disposition" of operating funds mean? What kind of salary data?

CHAIR GOLD: "Source" means where the money came from and "disposition" means where the money is going. "Salary data" was discussed in the last hearing (4-4-91). It was included at the request of Sen. Brockman.

SEN. TROW: What salary data are we including? Every individual person's salary, salary by rank or salary by schedule?

CHAIR GOLD: Is satisfied that it be in the nature of what the range is, the experience of the . . . Those 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. Senate Committee on Education April 9, 1991- P - e 4

staff and the total amount spent on salary. The remainder of the detail is available on public record.

SEN. TROW: Wants to get the committee's intent on the record so the Education Department will know what information we want and get it from the district. It is also so each school district won't send in something different.

CHAIR GOLD: Agrees. That has been a major problem for the department in its work now.

SEN. TROW: Is satisfied with the discussion.

VOTE: In a roll call vote, the motion carries 4-2-1. Voting AYE: Sen. Brockman, Sen. Grensky, Sen. McCoy and Chair Gold. Voting NAY: Sen. Phillips and Sen. Trow. Excused: Sen. Dukes.

300 CHAIR GOLD: Imperfect as it may be, this bill is an effort to state purposes in K-12, desired outcomes, to assess completion of goals and issue information to the public about the findings. We have been striving to do this for a long time.

SJR23 - BILL OF RIGHTS BICENTENNIAL - PUBLIC HEARING: Witnesses: John Dickson, American Constitution Committee Dave Frohnmayer, Oregon Attorney General W. Michael Gillette, Associate Supreme Court Justice Greg McMurdo, Department of Education

SEN. PHILLIPS: Is a chief sponsor of the bill. Introduced SJR23 at the request of John Dixon.

325 JOHN DIXON, American Constitution Committee: There is a need to educate children about the Bill of Rights. There is nothing currently to commemorate the bicentennial of the Bill of Rights in Oregon.

355 DAVE FROHNMAYER, Attorney General: Is testifying as a citizen today. SJR23 has a small mandate to school district to provide one hour of instruction on the Bill of Rights, but it is a small price for the freedom the Bill of Rights gives us. Provides history of the Bill of Rights. The point of the resolution is to reinforce the notion of the Bill of Rights. Although there is information about the Bill of Rights it is not always correct. A recent Hearst Co. poll show a lack of knowledge about the Constitution and the Bill of Rights. The resources are available for the instruction, and hopes it will not be one hour of dry history. His office is willing to help in any way.

TAPE 56, SIDE A

035 W. MICHAEL GILLETTE, Associate Justice, Oregon Supreme Court: Is testifying as a citizen today. Is often asked "what is the Bill of Rights and why do we have to pay it?" It is something we have to pay. It is the cost we are willing to pay in exchange for individual liberty. The connection between the Declaration of Independence and the U.S. Constitution is the Bill of Rights. It gives a fulfillment to the promise made in the declaration. It is important to stand

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back from state constitutional problems and look at the internal constitutional values.

100 GREG MCMURDO, Department of Education: The superintendent supports SJR 23. There is little if any cost to the state.

SJR23 - BILL OF RIGHTS BICENTENNIAL - WORK SESSION:

MOTION: Sen. Phillips moves for passage of SJR23.

VOTE: In a roll call vote, the motion carries 6-1. Voting AYE: Sen. Brockman, Sen. Grensky, Sen. Phillips, Sen. Trow, Sen. McCoy and Chair Gold. Excused: Sen. Dukes. Sen. Phillips will lead the floor discussion.

SB 891- COMMITMENT TO EXCELLENCE - PUBLIC HEARING: Witnesses: Floyd Pawlowski, South Medford High School Richard Parsagian, South Medford High School Roger DeVille, South Medford High School Gina Vincent, Student Chris Prior, Student

SEN. GRENSKY: Is a chief sponsor of SB 891. Introduces the Commitment to Excellence program at South Medford High School (EXHIBIT C).

166 FLOYD PAWLOWSKI, Principal, South Medford High School: Presents written testimony explaining the history of the Commitment to Excellence program (EXHIBIT D). The program provides incentives for students to excel in academics and citizenship. The program has low costs and local businesses and community members help support it.

232 RICK PARSAGIAN, Advisor, Commitment to Excellence Program: Presents written testimony (EXHIBIT E). Students in his marketing class helped develop the program.

291 ROGER DEVILLE, Assistant Principal, South Medford High School: High school are good at recognizing athletes, but need to focus on other areas as well. Schools shouldn't bribe students to be successful in the classroom, but they need recognition as they strive for their goals. The Commitment to Excellence program has side benefits. Is seeing people from the community accept the program and support it. Presents newspaper article about the program (EXHIBIT F). 361 GINA VINCENT, Student, South Medford High School: Presents written testimony (EXHIBIT G). Explains some of the rewards students get for improving their GPA's.

389 CHRIS PRIOR, Student, South Medford High School: Is the student store manager and sees response from the program. Explains some of the rewards that students get from program. Is not athletic but is studious. It is more recognition than he received before. SEN. TROW: What do you do to exemplify excellence in citizenship? PAWLOWSKI: Give grades for citizenship.

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SEN. TROW: So it is for class behavior not activities outside of the classroom.

PAWLOWSKI: Yes, also give the same benefits for attendance. Explains the different types of excellence cards the students receive for good grades and citizenship. The cards entitle the students to various rewards. Exempting students from an exam when they reach a certain GPA does not have much of a consequence. They have already demonstrated their learning abilities. PARSAGIAN: It is essential to have something the lower GPA student can achieve.

466 SEN. TROW: What can those students do to get the cards?

PARSAGIAN: They can get a card for citizenship. A student can also have a low GPA and get a pride card for raising his or her GPA.

TAPE 55, SIDE B

035 SEN. MCCOY: Does the percentage remain about the same for students in the honors bracket?

PAWLOWSKI: It is early to tell. Has had an increase this semester over last semester. Wants more data over time.

SEN. TROW: Has it had an effect on the grading in classes?

PAWLOWSKI: Explains the grading system. The staff has stopped giving easy 'A's. Students must earn their grades.

SB 891- COMMITMENT TO EXCELLENCE PROGRAM - WORK SESSION:

070 MOTION: Sen. Grensky moves for passage of SB 891.

SEN. GRENSKY: The program makes since to give incentives for students to learn. It is an innovative approach to education.

SEN. TROW: It is a good idea to encourage districts to do this. It seems the bill does more than encourage. It sets state policy and determines activities. What are our expectations? Will the superintendent direct districts to do this?

CHAIR GOLD: The expectation stated in the bill to foster a commitment to excellence is the expectation we share already.

SEN. TROW: SB 891 says each district shall do this.

CHAIR GOLD: Each school district shall determine the activities necessary for the program. That leaves it to the districts to decide what is best for them.

SEN. TROW: What if the districts don't do it?

SEN. GRENSKY: Didn't want to memorialize the district to do this or tell them what they had /

. , Senate Committee on Education April 9, 1991- Page 7

to do. Subsections (a)-(j) in the bill are suggestions. The objective is to foster an atmosphere of excellence. Can't imagine why a district wouldn't want to do something to foster that commitment.

SEN. MCCOY: This is a commitment to excellence, and the bill wants districts to foster a commitment to academics and citizenship.

SEN. TROW: What will the role of the Board of Education and districts be to see that it happens?

140 GREG MCMURDO, Department of Education: Doesn't view SB 891 as mandatory. It would be a state policy and be optional with the school district.

SEN. TROW: So the "shall" in line 7 doesn't mean an obligation to see that it happens?

MCMURDO: There is some ambiguity. The "shall" requires districts to determine the activities, but the "may" in line 10 could have the process stop at that point.

SEN. TROW: If we're going to have a state policy then there is an obligation to do something. MCMURDO: If that is your intent then on line 10, the "may" should be a "shall".

SEN. GRENSKY: Doesn't want to require every school to offer items (a)-(j). Changing the "may" to "shall" in line 10 could imply that. Is happy with the bill the way it is. Wants to leave flexibility to each school district.

SEN. TROW: What are your expectations of the board and the Department of Education to inform schools about this?

180 BARGEN: Suggests a wording change. On line 10 change the wording to read "secondary schools shall offer special recognition as appropriate which may include activities such as:"

MOTION: Sen. Grensky moves the conceptual amendments as suggested by

staff.

SEN. TROW: Does that mean more involvement on the part of the department or board?

CHAIR GOLD: It is important that (a)-(j) are suggested.

VOTE: In a voice vote, there were no objections.

VOTE: In a roll call vote, the motion carries 6-1. Voting AYE: Sen. Brockman, Sen. Grensky, Sen. Phillips, Sen. Trow, Sen. McCoy and Chair Gold. Excused: Sen. Dukes. Sen. Grensky will lead the floor discussion.

SB 917, SB 1025. SB 918 - CONSOLIDATION OF SCHOOL DISTRICTS - PUBLIC HEARING: Witnesses: Walt Blomberg, Mulina School District Roger Bristol, Citizen Jim Needham, Citizen . These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks report speaker's exact words. For complete contents of the proceedings, please refer to the taped Senate Committee on Education April 9, 1991 - Page 8

Rep. Larry Sowa, District 26 Jim Nadin, Helix School District Sen. Joyce Cohen, District 13 Don Tank, Oregon City School District Rep. Liz VanLeeuwen, District 37 Nancy Aamodt, Citizen Bill Bentley, Yamhill School District Bob Schaefer, Bethany Elementary School Board Jerry Reeves, J.C. Reeves Corp. Vlad Voitilla, J.C. Reeves Corp. Ron Wilkerson, Marion Education Service District CHAIR GOLD: Summarizes previous hearings on the bills and explains what the bills would do. 296

WALT BLOMBERG, Principal/Superintendent, Mulina School District: Testifies in opposition to SB 917. Doesn't want small school districts to become pawns in a political game. Small districts take pride in providing smaller classes and dealing with children on an individual level. The goal of the bill is not for children; it is to save money. 405 SEN. MCCOY: How close is your school district to another? BLOMBERG: The district is within 8 miles of two other districts. SEN. MCCOY: How much do you spend per student? BLOMBERG: About \$4,500. Has about 280 students in K-8. SEN. MCCOY: You can offer a full program for these students? BLOMBERG: Yes, it can and is being done. There is a basic assumption behind bills like this that full programs are not being provided. You seem to think we need to be mandated to do things. 459 CHAIR GOLD: Doesn't appreciate the aggressive tone of the witness. SEN. MCCOY: You don't need to come with a defensive attitude. We are here to learn from you. BLOMBERG: Apologizes. The bills are good, but do not need to be mandated to do them.

SEN. MCCOY: As an educator, you must know that things change all the time. People do not have the same views and the committee is here to explore the issue.

SEN. TROW: Would your students object to going to another school? What is wrong with that? TAPE 56, SIDE B Senate Com - see on Education April 9, 1991- P - e 9

020 BLOMBERG: Prior experience shows that detrimental results of consolidation last a long time.

SEN. TROW: Unifying wouldn't change where your students are going to high school.

BLOMBERG: No, but it would put all of the eight school districts into

Mollala High School. It would create a bureaucracy.

SEN. TROW: How does your district pay for the high school education of your students that go on to Mollala.

BLOMBERG: They are taxed for Mollala High School.

055 ROGER BRISTOL, Citizen: Presents written testimony in opposition to SB 917 (EXHIBIT H). 120 JIM NEEDHAM, Citizen: Presents written testimony in opposition to SB 917 (EXHIBIT I). Also presents written testimony in opposition to SB 918 (EXHIBIT J) and in opposition to SB 1025 (EXHIBIT K).

150 REP. LARRY SOWA, District 26: Supports the bills. Doesn't want to do away with small schools. Would like to incorporate the Jennings Lodge Island into SB 917. Has drafted amendments for that purpose.

CHAIR GOLD: Clarifies that those amendments have not been presented to the committee yet.

220 JIM NERDIN, Principal/Superintendent, Helix School District: Testifies in opposition to SB 917. Tells of benefits of small schools and how districts in Eastern Oregon are different than districts in the Willamette Valley. SB 1025 would cause difficulty in Umatilla County district because it is so large. It takes two hours to travel from one end to the other. It will cause additional expenses in administrators and coordination.

CHAIR GOLD: SB 1025 is for counties of 25,000 or more.

270 NERDIN: Yes, Umatilla County is more than 25,000. Districts in Umatilla do things together already to keep costs down. Need to consider what closing small schools does to the communities. The school is a social center. Wouldn't get the same sort of financial support if you consolidate. Should offer incentives for unification and leave it an option to the districts. SEN. MCCOY: You have 8 school districts in your county? NERDIN: Eleven and most are K-12. SEN. MCCOY: So that is 11 different superintendents. If you consolidate you think the education would suffer? 341 NERDIN: The education would suffer in some ways and wouldn't in others. Small schools fill a gap that is often overlooked. Some children learn better in the smaller districts.

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SEN. MCCOY: Do you think communities would continue to pay \$9,000 per student?

NERDIN: The community would if it were allowed to. Measure 5 won't allow them to.

SEN. MCCOY: If you leave it to the people, you will never close any schools.

NERDIN: Disagrees.

SEN. MCCOY: That is what happened in his district. Nobody wants to close



their school.

400 NERDIN: It does happen when the people realize they can't offer an adequate program.

CHAIR GOLD: Measure 5 puts a responsibility on us that may preclude whether consolidation is done or not.

440 SEN. JOYCE COHEN, District 13: Speaks to the Jennings Lodge Island issue. Distributes testimony from the Oregon City Public Schools (EXHIBIT L). The issue of islands will be addressed in the search for replacement revenue. Is opposed to amendments to include islands in the consolidation bills.

TAPE 57, SIDE A

040 DON TANK, Superintendent, Oregon City School District: Summarizes view of the Oregon City School Board on the Jennings Island Issue (EXHIBIT L). The board prefers SB 918 over SB 917.

SEN. MCCOY: You said that the examination of consolidation should take place by a body of informed individuals.

TANK: SB 918 has a body out of the Department of Education.

078 REP. LIZ VANLEEUWEN, District 37: There is no guarantee on saving money with consolidation. When there is a forced consolidation and schools are closed, community unity is disrupted. It reduces parent involvement with the students. The key to education is the quality of the teachers in the classrooms.

147 SEN. GOLD: Why do some people believe that unifying a number of elementary schools with a high school will result in the closing of some of the elementary schools?

REP. VANLEEUWEN: Is confused about the differences between unification and

consolidation.

CHAIR GOLD: What SB 917 proposes is that when there are a number of elementary schools all in separate school districts and a neighboring high school also in a separate district, then those should be consolidated into one district. Why does that necessarily result in the closing of an elementary school?

REP. VANLEEUWEN: Linn County experience has been that it always results in some schools being closed.

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SEN. MCCOY: You said that the quality of the education depends on the teacher. It doesn't make a difference what the districts are.

REP. VANLEEUWEN: The bigger the school gets, the more administrators and counselors you have. It creates more paperwork. Provides an example.

BARGEN: Presents testimony from Gary Silbernagel and Linda Duman in opposition to SB 917 and SB 1025 (EXHIBIT M).

250 NANCY AAMODT, Citizen: Presents testimony from Candi Millar's in opposition to SB 917 (EXHIBIT N). Presents written testimony in opposition to SB 917 (EXHIBIT O). Is also opposed to SB 1025. 315 BILL BENTLEY, Superintendent, Yamhill Grade School: Presents written testimony in opposition to SB 917 (EXHIBIT P).

SEN. TROW: Does the fact that your district is so large mean that some districts have merged into it?

BENTLEY: Historically, yes.

SEN. TROW: Did they do that voluntarily? How is it working to have children from other communities come into the district?

380 BENTLEY: Thinks the merging was mostly voluntary. The children in the outlying district get along with the children from Yamhill. Returns to written testimony.

467 BOB SCHAEFER, Bethany Elementary School Board: The school board does not support SB 917. Looks at issue in terms of the children. Education will suffer. Some children will have to get up earlier, and it is hard on them. It will have an impact on their view of school and their performance.

TAPE 58, SIDE A

073 SEN. TROW: You are making the assumption that your school would be closed down.

SCHAEFER: If there is a consolidation, three of the eight feeder schools close down. His is one of the smallest, so it would probably be closed down. Children will have to be moved around.

SEN. TROW: Couldn't they just continue the status quo and not move children around?

SCHAEFER: That could happen. It is the counties against the rural areas. The rural areas don't have the votes. The school board will be the county school board.

SEN. TROW: Taught in another state that consolidated districts and was able to keep most of the schools open. It depends on the situation.

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SCHAEFER: It is possible, but in his situation it is not probable.

SEN. TROW: Explains the situation in Colorado. In many ways it allowed for a higher caliber of teachers.

SCHAEFER: Has a highly rated school in the feeder system.

142 JERRY REEVES, President, J.C. Reeves Corp.: Is a developer and home builder. Is hear to listen.

VLAD VOITILLA, Vice President, J.C. Reeves Corp: Presents a map of school district boundaries (EXHIBIT Q). Explains problems the districts could have because of new development. The districts do not want to cooperate with consolidation because of the loss of tax revenue. SB 918 is a step in the right direction, but it does not go far enough. It needs to be done sooner.

CHAIR GOLD: The Tualitan/Tigard districts are like another Jennings Lodge.

VOITILLA: The problem needs to be cleared up. Suggests things that could be added to SB 918 to solve problems as they arise.

283 SEN. TROW: The Legislature did pass legislation for this situation last session. The legislation allowed people to live in a school district, pay taxes for that school district, but let children go to the school of their choice. REEVES: The process is available to work, but it requires cooperation with both school districts. SEN. PHILLIPS: There is a boundary commission in growth areas. School districts aren't applied to land use laws, and development impacts aren't considered for schools. 350 SEN. TROW: The Legislature changed the law. What else can we do to force something? What is your suggestion? VOITILLA: There hasn't been any accountability or requirement for the schools to answer for the decisions. If people don't like it there is no way to appeal the decision. SEN. TROW: The person making the decisions works for a school board, and the board is more than one person. REEVES: Everyone is protecting that superintendent's right to protect his district. SEN. TROW: Do you want to change the property rather than the students? REEVES: That is a possible solution. Explains the trade of land and the potential cost. VOITILLA: The boundary commission could be a third party source to look for a solution. Senate Committee on Education April 9, 1991- Page 13

404 CHAIR GOLD: There is a lack of a party to resolve these situations. REEVES: Yes. The state superintendent is the boss, but she can't order the coordination. Is having problems finding a neutral party to solve disputes. SEN. PHILLIPS: Has asked Legislative Counsel to look at the options in past legislation. SEN. TROW: Need to hear from the two school districts as well about the problem. 440 RON WILKERSON, Superintendent, Marion Education Service District: Is speaking for the Association of Education Service Districts. Believes that service districts have been studied too much already, but they seek to cooperate. Hopes the committee will bring the studies down to one substantial study. CHAIR GOLD: It has been suggested that the Board of Education be responsible for the study rather than Office of Education Policy and Planning. TAPE 57, SIDE B 030 WILKERSON: Also deals with boundary change issues. SB 917 has caused a lot of problems. SEN. MCCOY: Does SB 1025 cause you much misery? WILKERSON: Not yet. There is a problem of territory in SB 1025. Are talking about merging schools districts and at the same time districts are giving people more control over the districts. SEN. MCCOY: It is not the intent to merge anybody. Just wants one solid school district, and can still have the local control. SEN. TROW: So the purpose is to have a big taxing district? SEN. MCCOY: We could do that, but the intent is to have someone responsible. SEN. TROW: This is a legal issue. School districts are defined, and you are saying that there would be one district for an entire county. SEN. PHILLIPS: Sometimes good things go to far. WILKERSON: In Marion County there are 35 local

school districts. Salem is the largest and some are as small as 26 children. SEN. TROW: How would you like to have all the people in West Salem that are in Polk County, go to the Polk County schools districts. WILKERSON: Somebody wins and somebody loses. SEN. TROW: Doesn't think Polk County would consider itself a winner because it has more

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students to take care of.

WILKERSON: Agrees that some small districts are good, but it depends on who works at the schools.

090 CHAIR GOLD: Adjourns the hearing at 6: 10 p.m.

Submitted by:      Reviewed by: Angela Muniz  
                  Jan Barga Assistant            Administrator

EXHIBIT LOG:

A - Amendments to SB 120 - Staff- 2 pages B - Amendments on SB 120 - Staff- 6 pages C - Testimony on SB 891 - Sen. Ron Grensky - 1 page D - Testimony on SB 891 - Floyd Pawlowski - 7 pages E - Testimony on SB 891 - Richard Parsagian - 2 pages F - Article on the Commitment to Excellence program - Roger DeVille - 1 page G - Testimony on SB 891 - Gina Vincent - 1 page H - Testimony on SB 917 - Roger Bristol - 2 pages I - Testimony on SB 917 - Jim Needham - 1 page J - Testimony on SB 918 - Jim Needham - 1 page K - Testimony on SB 1025 - Jim Needham - 1 page L - Testimony on SB 917, SB 918 - Don Tank - 2 pages M - Testimony on SB 917, SB 1025 - Gary Silbernagel - 1 page N - Testimony on SB 917 - Candi Millar - 1 page O - Testimony on SB 917 - Nancy Aamodt - 1 page P - Testimony on SB 917 - Bill Bentley - 2 pages Q - Map of Tualitan/Tigard area - Vlad Voitilla- 4 pages

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