

SENATE COMMITTEE ON EDUCATION

April 11, 1991 Hearing Room 343 3:00 p.m. Tapes 59 - 60
MEMBERS PRESENT: Sen. Shirley Gold, Chair Sen. Bill McCoy, Vice Chair
Sen. Joan Dukes Sen. Peter Brockman Sen. Ron Grensky Sen. Paul Phillips
Sen. Cliff Trow VISITING MEMBER: Sen. Bill Kennemer Sen. Joyce Cohen
Rep. Randy Miller STAFF PRESENT: Jan Barga, Committee Administrator
Angela Muniz, Committee Assistant

MEASURES HEARD: SB 917 - Consolidation of School Districts - PH, WS
SJM11- Willamette Meteorite - PH, WS SB 111- Early Childhood Improvement
Program - WS

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 59, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 3:20 p.m.

SB 917 - CONSOLIDATION OF SCHOOL DISTRICTS - PUBLIC HEARING: Witnesses:
Bob Ridgley, Governor's Commission on School Funding Reform Ozzie Rose,
Governor's Commission on School Funding Reform

017 BOB RIDGLEY, Chair, 1989 Commission on School Funding Reform:
Provides a

history of the Commission on School Funding Reform. Refers to the report
compiled by the commission (SEE EXHIBIT A, 3-26-91) The commission
consisted of members with broad differences in views, but the
recommendations on SB 917 were adopted unanimously. Describes how
unifying and consolidating school districts can benefit regions. There
are financial efficiencies and curricular improvements. 079 OZZIE
ROSE, Confederation of Oregon School Administrators: Also served on the
governor's commission. COSA supports SB 917. Presents written testimony
(EXHIBIT A). SEN. MCCOY: Do you anticipate any difficulty in
accomplishing this once the bill passes? Is there any opposition from
the communities? Senate Committee on Education April 11, 1991- Page 2

ROSE: Suspects that in some communities there will be difficulties, but
they will have four years to resolve them. Communities will not lose
their schools unless the school board decides it is best.

SEN. DUKES: What about North Plains and Hillsboro High? They did a
consolidation study that said they wouldn't save any money and there
were no real efficiencies. ROSE: The Hillsboro study drew the
conclusion that because the classrooms were full, and they could not
guarantee savings. If they had studied becoming one district, the
results would have been different.

SEN. DUKES: North Plains is concerned because they have strong community
support.

ROSE: Hillsboro High is the high school for North Plains. Hillsboro
can't pass its levies and North Plains can. It separates the public
support and creates problems.

DUKES: If they are accurate and Hillsboro High is not as efficiently

run, why force a school that is meeting the needs of its community to join in a school that is not as efficient.

ROSE: Hopes that North Plains is saying that their high school is not efficiently run.

152 DUKES: Is assuming that one school is more efficient than the other to create a situation. The smaller, efficient school would not have a voice in the consolidation.

ROSE: There will be a school board elected from the entire area. The smaller school will be represented. Is distressed that districts are arguing that one is more efficient than the other.

DUKES: Doesn't want to portray the schools as saying that. Is just saying that a situation like that could exist.

RIDGLEY: It is probably that efficiency will be equated with the amount it costs to run the school. The figures vary among the elementary schools. Need to have integrated schools that are elementary and high school systems. That is the most efficient even though costs may rise because of enrollment and staffing.

199 ROSE: The distribution of available resources is not as efficient as it could be when looking at the entire state.

CHAIR GOLD: Presents a draft of the Revenue Impact statement (EXHIBIT B). Section 3 could create an equity problem that is currently being heard in an Oregon Supreme Court case. Presents the SB 917-4 amendments that would relieve that problem (EXHIBIT C). Do you have any comments on the amendments? RIDGLEY: That is fine.

ROSE: Thinks it would have a similar impact as the current wording.

SB 917 - CONSOLIDATION OF SCHOOL DISTRICTS - WORK SESSION:

These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks "port a speaker's exact words. For complete contents of the proceedings, please refer to the tapes. Senate Committee on Education April 11, 1991 ~ e 3

MOTION: Sen. McCoy moves for adoption of the SB 917 - amendments.

VOTE: In a voice vote, there were no objections. MOTION: Sen. McCoy moves for passage of SB 917 as amended. VOTE: In a roll call vote, the motion carries 6-1-0. Voting AYE: Sen. Brockman, Sen. Grensky, Sen. Phillips, Sen. Trow, Sen. McCoy and Chair Gold. Voting NAY: Sen. Dukes. Chair Gold will lead the floor discussion.

SJM11 - WILLAMETTE METEORITE - PUBLIC HEARING: Witnesses: Sen. Bill Kenemer, District 12 Rep. Randy Miller, District 24 Sen. Joyce Cohen, District 13 Stephanie Corey, HEWMAC Annie Campbell, HEWMAC Graham Rasmussen, HEWMAC Kelly Brown, HEWMAC Charlie Watts, HEWMAC

310 SEN. BILL KENEMER, District 12: Is a chief sponsor of SJM11. Presents a packet of information compiled by the Help End Willamette Meteorite Absence Committee (HEWMAC) (EXHIBIT D).

REP. RANDY MILLER, District 24: Is also a chief sponsor of the bill. The students have invested time in this issue. Commends the students for

their work.

357 SEN. JOYCE COHEN, District 13: Presents written testimony (EXHIBIT E). Will leave the explanation of the bill to the students.

SEN. TROW: How big is the meteorite and does it have any value?

SEN. COHEN: The children have researched it and know the specifics. The meteorite has a historic value.

SEN. TROW: It had a monetary value at one time because it was sold. Does it have a monetary value now?

SEN. COHEN: The students will tell you how much it will cost. They have made arrangements for people to donate services to get the meteorite back to Oregon if it is returned by the New York museum.

SEN. MCCOY: Thanks the sponsors.

405 STEPHANIE COREY, HEWMAC: Introduces the other members of HEWMAC.

ANNIE CAMPBELL, HEWMAC: Tells the history of the Willamette Meteorite. The meteorite is made of iron and is one of the largest in the world. The meteorite was sold to an Senate Committee on Education April 11, 1991- Page 4

individual who later donated it to the Museum of Natural History in New York City.

457 GRAHAM RASMUSSEN, HEWMAC: The meteorite is an important part of Oregon history. Indians worshipped the meteorite before it was discovered and sold.

KELLY BROWN, HEWMAC: The meteorite is estimated to be more than 20,000 years old. Wants the meteorite in the new OMSI museum when it opens in 199 2.

TAPE 60, SIDE A

020 CHARLIE WATTS, HEWMAC: Others have supported the resolution. U.S. Sen. Packwood has introduced a resolution in Congress (EXHIBIT D). Secretary of State Phil Keisling also has written in support.

CAMPBELL: Offers an amendment to add West Linn on line 12 of the bill because West Linn City Council has also passed a resolution.

COREY: Has found a way to get the meteorite out of the planetarium because the planetarium was built around the meteorite. Trucking industries also have volunteered to ship the meteorite to the West Coast.

CAMPBELL: Has received support from Tom Harvey who offered to contact members of the museum board. Also received support from a law firm that has done research and offered legal advice.

RASMUSSEN: Asks committee members to write to Tom Harvey and William Moynihan, the director of the museum.

CHAIR GOLD: Has seen the meteorite. Grew up in New York City and has visited the Museum of Natural History.

100 Ms. Corey and Ms. Campbell perform rap songs written about the meteorite.

SEN. COHEN: Recognizes Ina Alva, the students teacher. She has built responsibility and helped the children learn about government.

SJM11 - WILLAMETTE METEORITE - WORK SESSION:

MOTION: Sen. Dukes moves to conceptually amend the bill to include the city councils of Portland and West Linn on line 12 of SJM11.

VOTE: In a voice vote, there were no objections. MOTION: Sen. Dukes moves for passages of SJM11 as amended. VOTE: In a voice vote, the motion carries 6-0-1. Voting AYE: Sen. Brockman, Sen. Dukes, Sen. Grensky, Sen. Trow, Sen. McCoy and Chair Gold. Excused: Sen. Phillips. Sen.-Kennemer and Sen. Cohen will lead the floor

These minutes contain errors which paraphrase and/or summarize remarks made during this session. Only text enclosed in quotation marks report a speaker's exact words. For complete content of the proceedings, please refer to the tape. Senate Committee on Education April 11, 1991- Page 5

. . discussion.

158 SEN. KENNEMER: The children prepare all the information with little supervision. They have collected 30,000 signatures in support.

JAN BARGEN, Committee Administrator: Presents testimony from Carol Maloy (EXHIBIT F) and Cliff Tetreault (EXHIBIT G) on SB 917.

INFORMATIONAL HEARING - OREGON BENCHMARKS: Witnesses: Duncan Wyse, Oregon Progress Board Tim Houchen, Oregon Progress Board

192 DUNCAN WYSE, Oregon Progress Board: Gives a background on the Oregon Benchmarks. Presents a copy of SB 616 with areas relating to education highlighted (EXHIBIT H). The Benchmarks are to measure where the state is today, set a goal for the future and develop a method to meet the goals. Provides information about the Benchmarks dealing with education. (EXHIBIT I). Benchmarks try to focus on results, not effort. There are two steps of schoolbased standards: how many people meet minimum levels and how do we compare internationally.

278 SEN. TROW: It is good to know the minimum level of skills, but isn't it equally important to know the exceptional people as well. Progress is often made by exceptional people.

WYSE: The idea is to have a minimum level of mastery. This standard will be an important discussion in the Board of Education and the Department of Education about what the level should be.

SEN. MCCOY: You are going to use Basic Established Skill Levels?

WYSE: The House Education Committee suggested taking the word "basic" out. Will if this committee recommends it was well.

SEN. MCCOY: What would you put in there?

WYSE: Would say the percentage of students who achieved established skill levels. That communicates more effectively.

CHAIR GOLD: The word "basic" is similar to Basic School Support.

WYSE: It would be up to the Department of Education to determine the minimum level. It should be high enough to be a challenging goal.

SEN. DUKES: Refers to language skills. Seems that you are focusing on Asian and Spanish languages. In the goals set for multilingual skills, how much do you expect to come from education and how much do you expect to come from the one million people projected to move into Oregon by 2010?

332 TIM HOUCHEN, Oregon Progress Board: Has worked on the education Benchmarks. Most of the increases in Asian and Spanish languages would come through education, not migration.

There minutce coach nuterillls which paraphrare and/or wmrnarlze cb ernenb mnde durio~ thic ceccion. Only text enclosed in guotstion markr report · spellker s exact words. For complete contentc of the proceedi IgS, please refer to the tapes. Senate Committee on Education April 11, 1991 - Page 6

WYSE: Will need to monitor our goals.

349 SEN. DUKES: Setting the goal if it will happen by itself is not worthwhile.

WYSE: These are goals, not strategies. Eventually they may become policies. Is instructed to aim high and visualize an attractive future for Oregon.

SEN. DUKES: What is your goal for achieving a plan for doing these.

WYSE: The Progress Board has a draft report about the human investment that deals with some of the changes it believes are necessary for education and social policy to achieve the benchmarks (EXHIBIT J). Discusses transitions from school to work. It reflects a movement for those not college bound into technical fields.

435 BARGEN: Have you worked with the Occupational Program Planning System people in the Employment Division as to what you can measure?

HOUCHEN: Not using OPPS to gather information on formation education. Using a general population survey for that. Are relying on OPPS to provide information on other Benchmarks such as work-site training.

464 BARGEN: Another bill in the committee had to do with report cards for school districts. The Department of Education said they had been looking into following up on students after graduation. The Employment Division became involved with that effort. The more access they had to students' Social Security Number the more they could track employment history.

TAPE 59, SIDE B

030 WYSE: There are other Benchmarks we can develop about training.

BARGEN: Explains other information the OPPS can track.

WYSE: Using that system is a good idea. As learns more about it, will develop more Benchmarks. Continues explaining the Benchmarks.

SEN. TROW: Do these goals envision an informal tracking system that identify children as moving into vocational education and higher education? Isn't it creating a self-fulfilling prophecy to categorize them?

WYSE: The idea is to create more options for students. The concern is that those who don't chose to go to college have low options. Want to create a path that gives them more opportunities.

SEN. TROW: When you channel people in one direction, they are not likely to go into something else. Wants to avoid a rigid system that is hard to get out of.

075 HOUCHE: The technical and professional education the Benchmarks envision are different

These mimitel~ contain materialll which paraphrace and/or hurrLmarlze datomentll made during tbic reSSION. Only text enclosed in quotation marks report a speaker's exact words. For complete contents of the proceedi Igs, plellse refer to the tapea. Senate Committee on Education April 11,1991- Page 7

than the common idea of vocational education. Rep. Vera Katz' bill (HB 356 5) starts to structure a method of vocational education.

SEN. TROW: Do you think by the tenth grade that there is a plateau or choice that students make in their education future?

WYSE: Yes, there is no tracking where you take a test on what path you take. The methods have been successful in other countries. Continues explaining the Benchmarks on literacy skills, global awareness and diversity.

142 CHAIR GOLD: What kind of deadlines do you have for comments?

WYSE: Is asking for comments from all committees. Will summarize what has heard today. Will also accept more later.

CHAIR GOLD: Contact staff if you have questions. What we are doing here fits into what you presented.

SB 111- EARLY CHILDHOOD IMPROVEMENT PROGRAM - WORK SESSION:

BARGEN: Reviews previous hearings on SB 111. Presents SB 111-1 amendments (EXHIBIT K).

SEN. DUKES: It is a good bill and one we shouldn't have to have. Will express on the Senate floor, her anger at the people who require the bill because they won't give teacher the flexibility to do what they ought to be doing.

202 CHAIR GOLD: There is a money issue attached to it.

SEN. DUKES: But it is money spent to educate all children in the manner in which they learn. Is frustrated that the superintendent and Board of Education don't encourage that.

MOTION: Sen. Trow moves for adoption of the SB 111-1 amendments.

BARGEN: Explains the amendments.

CHAIR GOLD: The term Basic School Support is about to be changed.

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

250 MOTION: Sen. Trow moves for passage of SB 111 as amended with a subsequent referral to Ways and Means by prior reference. CHAIR GOLD: There are no money figures in the bill, only blanks. SEN. DUKES: The reality of this session is that they will put in whatever is appropriate. CHAIR GOLD: As chair will work with Ways and Means to get money or at least \$1 so that

These minutes contain information 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 Journal of the Oregon State Senate April 11, 1991 - Page 8

the idea can continue. VOTE: In a roll call vote, the motion carries 641. Voting AYE: Sen. Brockman, Sen. Dukes, Sen. Grensky, Sen. Trow, Sen. McCoy and Chair Gold. Excused: Sen. Phillips. 275 CHAIR GOLD: Adjourns the hearing at 4:30 p.m.

Submitted by: Reviewed by:

Angela Muniz Jan Barga Assistant Administrator

EXHIBIT LOG: A - Testimony on SB 917 - Ozzie Rose - 3 pages B - Revenue Impact Report on SB 917 - Staff - 1 page C - Amendments to SB 917 - Staff - 1 page D - Information on SJM11 - Annie Campbell - 45 pages E - Testimony on SJM11 - Sen. Joyce Cohen - 1 page F - Testimony on SB 917 - Carol Maloy - 2 pages G - Testimony on SB 917 - Cliff Tetreault - 4 pages H - Information on the Oregon Benchmarks - Duncan Wyse - 4 pages I - Information on the Oregon Benchmarks - Duncan Wyse - 6 pages J - Human Investment Partnership report - Duncan Wyse - 39 pages K - Amendments to SB 111 - Staff - 1 page

. These minutes contain information 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

Igr,, pleare refer to the tapera. .