

SENATE COMMITTEE ON EDUCATION

June 10, 1991                      Hearing Room 343 4:00 p.m.                      Tapes 102 -103  
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 STAFF PRESENT: Jan Bargen, Committee Administrator  
Angela Muniz, Committee Assistant MEASURES HEARD: HB 3565 . 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 102, SIDE A

005 CHAIR GOLD: Calls the hearing to order at 4:15 p.m.

HB 3565 - OREGON EDUCATION ACT - PUBLIC HEARING: Witnesses: Marvin  
Evans, Confederation of School Administrators (COSA) Chris Dudley,  
Oregon School Boards Association (OSB A) Rebecca Severeide, Portland  
Public Schools Merrily Haas, Oregon Assoc. for the Education of Young  
Children (OAEYC) Deanna Woods, Oregon Federation of Teachers (OFT) Anita  
McClanahan, Mary Harrison Elementary School in Toledo Tom Klein,  
Clackamas County Children's Commission Diane Black, Clackamas County  
Children's Commission

CHAIR GOLD: You have before you a collection of amendments proposed so  
far for HB 3565 (EXHIBIT A). The amendments include two early childhood  
bills this committee has already considered and sent to the Joint Ways  
and Means Committee.

071 MARVIN EVANS, COSA: The problems HB 3565 intends to address are  
real problems. We must find a way to turn out more productive products  
in our schools than we are currently doing. > Does not think Oregon's  
ranking in the national assessment of Mathematics Achievements is high  
enough. We need to have a higher expectation of all students, monitored  
on a regular basis and take steps to correct the problem if they fall  
below the standard. > Preferred to call it "focusing" after grade 10  
rather than "tracking" where students move into a selected area after  
achieving a mastery of general education. > The achievements in the bill  
lead to a higher standard for kids. > The bill has some significantly  
long time lines assuming that funding is available. This allows time to  
work on the concerns and make modifications before some features in the  
bill go into Senate Committee on Education June 10, 1991 - Page 2  
effect. > We believe this is a time for rational risk taking and the  
bill should be supported for that reason.

140 EVANS: Speaks to four areas of the bill that have been criticized:  
> Work restriction - Young people are pressured to buy things. The work  
restriction requirement sends a message that we value education and it  
is a prerequisite to requiring the things you are enticed by. There must  
be some provision for exceptions. We would like to see the work  
restriction requirement stay in the bill. > Certificate of mastery -  
kids work better when they have a goal. The goal should be flexible and  
not be a dead end. > School report card - the bill has been amended to  
address the concern that teachers would have more paperwork to process.  
There is some political value in holding schools accountable. > Site  
committees - concerned with them being mandated in all schools. Maybe it  
should be mandated to at least one school in every district in order to  
see how they work. The composition of site committees should not be  
mandated to be the same in every community.

218 SEN. BILL MCCOY: If there is no significant money for the program, what should be retained at all costs? EVANS: If there is no money, the early childhood area should be the first priority. Some things can be done with site committee planning that do not require a lot of money. If there is no money, it will be difficult to do much of what is in the bill. It does not have to be all new money.

CHAIR GOLD: The work restriction has now been relegated to the Wage and Hour Commission. What do you think of that change? EVANS: We have no concern about the Wage and Hour Commission drawing up the process. We do want to hang on to this concept.

259 SEN. PAUL PHILLIPS: The concept is one thing but it could prove to be discriminatory as written now.

EVANS: The mechanics of how to do it is up to you. The school and parents need to be involved in the dialogue. As I understand it, the Wage and Hour Commission is to put together the process for determining exceptions and bring it back to the 1993 legislative session.

SEN. PHILLIPS: The language in the bill is not clear and needs to be cleaned up for intent.

291 CHRIS DUDLEY, executive director, OSB A: We are challenged and excited about some of the things in the bill. > Agrees with higher education standards, common curriculum goals, essential learning skills and learner outcomes being redesigned to the highest expectations. > Thinks Head Start availability for every child ought to be sooner than 1997. > Developing model of ungraded primary school program is a promising approach. > New forms of assessments and required remediation are good points in the bill. > Better transition from school to work, and development of learning centers are things we . . . These minutes contain materials which paraphrase and/or summarize SB ternenu made during this session. Only text enclosed in quotation marks report 'speaker'. exact words. For complete order" of the proceedings, please refer to the tape. Senate Committee on Education June 10, 1991 - Page 3 should strive for. > Concerned about how it will all be implemented and how it will work at the local school building level. > The bill calls for a ground-up approach to changing the system by site-based decision making rather than by management. > Points out areas of concern in the HB 3565-All amendment: supports choice language in the bill but opposes extending the choice to private or parochial schools; opposes school site committees in every building and site committee goals should be worked out locally, people believe the bill is tracking which is a public relations problem; and too much emphasis on assessment and testing which should be used as a diagnostic tool. . TAPE 103, SIDE A

039 CHAIR GOLD: Refers to testimony from Professor Connelly of the University of Oregon on June 7, about heterogeneous groups in middle school.

DUDLEY: The professor also said this bill does not recognize the kind of support necessary for the people in the structure in order to accomplish any of this. It is going to create a lot of dislocation and insecurity. This bill lets you off the hook because there is no money to carry out its provisions. You shouldn't do this if you are not committed to follow through because it will create more of a public perception problem than you have right now. > Refers to a pamphlet put together by OSB A, COSA, Department of Education, and AOI for forming a contract

between the school, the business and the student who wants to work. It was not used widely.

094 SEN. CLIFF TROW: I agree we should not commit to a plan unless we are prepared to pay for it over the long haul. We haven't seen a good estimate of what it will cost. Could you help by providing some estimates on the expensive items in the bill so we can get an idea of total cost?

DUDLEY: I would happy to provide an armchair guess of what some of those are.

SEN. TROW: We have to begin with where we are now and put a new superstructure over it. It would be a wrong assumption to expect things will changed dramatically and quickly.

DUDLEY: We know that higher expectations do make a difference. Students need the support allowing them to take advantage of the changes. We don't have enough resources throughout the state to do it as well as we should.

138 SEN. TROW: Do you have a clear picture in your mind of what the last two years in the typical high school will be like? What will the transition be like?

DUDLEY: I think the definition of school would be different. Students should be in a planned program to complete their education that is tied to the public school.

CHAIR GOLD: I have also been concerned about transition. Language needs to be added to the bill requiring all the entities involved to report back to us. This bill is like a skeleton for change rather than a product.

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DUDLEY: Refers to a speech at a OSB A convention where the speaker said the challenge of change is not to overreact, but to make good sound judgements to implement the degree and type of change that can be accomplished and will result in real improvement. > Explains how HB 3565 can be the real salvation for public schools.

196 CHAIR GOLD: Do you have any thoughts regarding the lengthened school year besides money?

DUDLEY: The biggest bar to it other than money is cultural. The extended time could be used in many different ways.

MARV EVANS, COSA: Suggests using some of the extended time for staff and program development.

SEN. PHILLIPS: If you change the focus of the system, you also need to retrain the educators who work in the system.

DUDLEY: Agrees. It is important that the people you are training believe this ought to happen.

252 REBECCA SEVEREIDE, Portland Public Schools: Refers to her testimony and proposed amendments for HB 3565 focusing on early childhood education (EXHIBIT B). > Notes some of the proposed language is from a pamphlet titled "Guiding Principles for the Development and Analysis of Early Childhood Legislation" (copy not provided). > Recommendations include some language from bills resulting from the interim work group on early childhood education: adding language in Section 12(d) concerning coordinating education with other services and adding language from SB 110 to Section 18 concerning the Oregon Prekindergarten program operating in coordination with the federal Head Start program.

326 MERRILY HAAS, executive secretary to OAEYC: Major changes take time and commitment by those involved in the change. > Reviews her testimony and refers to amendments proposed for Section 19 to facilitate the needed changes (EXHIBIT C).

414 SEVEREIDE: Reviews changes proposed for section 26 of HB 3565 (see EXHIBITS B & C).

TAPE 102, SIDE B

003 SEVEREIDE: Explains the language needs to be clarified in section 26 (4) and (5) in order to meet the needs of younger children. CHAIR GOLD: You are proposing changing current law? SEVEREIDE: Yes.

036 HAAS: Reviews their proposed amendments for section 31 concerning use of the extended school year (see EXHIBIT B & C). 065DEANNA WOODS, OFT: Reviews her written testimony in support of HB 3565 (EXHIBIT D).

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260 SEN. PHILLIPS: What feedback have you received from your teaching corp?

WOODS: Explains the feedback has been mostly positive.

SEN. PHILLIPS: Do you support the additions of Senate Bills 110, 111 and 113 , as discussed earlier, to HB 3565?

WOODS: No problem.

338 ANITA McCLANAHAN, principal of Mary Harrison Elementary School in Toledo: Testifies in support of HB 3565. > Educators must make a commitment to children and implement the best possible instructional practices. > Recognizes education needs to be restructured and resources need to be used differently. > HB 3565 supports the future and puts students first. It makes a statement to the people of Oregon. > The bill is a step forward and a step in the right direction.

TAPE 103, SIDE B

052 TOM KLEIN, director, Clackamas Children's Commission: Urges the committee to add home visits and parent conferences to the language in section 31.

075 DIANE BLACK, parent representative, Clackamas Children's Commission: I would like to see more parent participation on the site committees. > Concerned about the language in section 27 being too restrictive. > Suggests putting home visit language in the bill. Parent-teacher conferences four times a year is not enough time for the parent, child and teacher to work as a unit.

SEN. PHILLIPS: Many parents don't show up for parent/teacher conferences. Home visits by teachers is not necessarily the answer. What is right for one family may not be for another.

CHAIR GOLD: As a teacher, I got into home visits simply because in some situations I needed to meet with the parents. Offering options is better than requiring home visits.

BLACK: I would like it to be an option because I don't feel it is an option now.

A memo from Rep. Naito listing concerns and questions about HB 3565 was submitted for the record (EXHIBIT E).

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

Transcribed by:                      Reviewed by: Carolynn Gillson              Jan Bargaen  
Assistant                                      Administrator

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EXHIBIT LOG: A - HB 3565-11 amendment - committee staff - 8 pages B - Testimony on HB 3565 - Portland Public Schools - 3 pages C - Testimony on HB 3565 - OAEYC - 4 pages D - Testimony on HB 3565 - OFT - 6 pages E - Testimony on HB 3565 - Rep. Naito - 2 pages

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