

Senate Bill 1002 Testimony in Support

Date: April 4, 2017

Chair Roblan and Senate Committee on Education Members,

My testimony supports SB 1002, with some suggested amending for clarification.

Section 2(1) and Section 3(1), both need amending for clarification. A tutor should not need an agreement “*between the tutor and a private entity.*” Not all tutors are employed by a tutoring “entity.” In fact, the vast majority of dyslexia tutors are *self*-employed. It is critical to allow private tutors who are not employed by an “entity” to have an agreement “between the tutor and the student’s parent/guardian.” Otherwise SB1002 will be limited to tutoring companies which rarely have dyslexia tutors (Portland being the exception).

Section 2(4)(a) could clarify what “open” means. Otherwise, schools will interpret “open” to mean if the office is open. A school office usually opens 30 minutes before school and closes 30 minutes after school. Most tutoring sessions last about 60 minutes. A tutor should be able to remain in the building after office staff leaves, if the custodian is in the building, just as they allow clubs to do so.

Without this provision, the Bill will exclude students who do not attend a school which offers before/after school childcare or school-sponsored enrichment programs. If the school limits tutoring solely to before/after school during “open” office hours, that will eliminate most students from accessing the tutoring provision of the Bill. Please clarify that a tutor who is in the building before the doors lock, may continue tutoring, as long as a custodian is in the building, even after the office closes for the day.

As a tutor specializing in dyslexia, several clients have asked the school if I could tutor at the school. My district always says no. Schools claim it is not fair to allow tutors to come into the building. They often cite costs as their reason, yet schools routinely allow access to scout clubs, neighborhood community groups, and other family-friendly groups, even after office hours.

Most parents have full-time jobs, making it impossible to take time off work to transport their child to a tutor. Many do not get off work until 5:30 or 6. They are tired, must provide dinner, help with homework, and spend a few precious minutes with their children before bed. There is little time to squeeze in a trip to a tutor twice a week.

Please support our students by requiring schools to give tutors access to children at the school building, even if it must be only for those children who use a school’s after-school care facilities.

Thank you.

Susan Farmer (503-585-9407)

- Licensed teacher; B.S. in Education 1976, Peabody/Vanderbilt University.
- For 13 years have specialized in early reading intervention, learning disabilities, specifically reading/dyslexia
- Privately tutor children with reading disabilities