

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Wednesday, January 08, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Organizational Meeting	

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Agidius	Rep VanOrden
Vice Chairman Nielsen	Rep Clow	Rep Pence
Rep Shepherd	Rep Gestrin	Rep Kloc
Rep Wills	Rep Harris	Rep Be Determined 1
Rep Bateman	Rep Horman	
Rep Boyle	Rep Mendive	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
Phone: 332-1148  
email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 08, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Agidius, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, Pence, Kloc  
**ABSENT/  
EXCUSED:** None.  
**GUESTS:** Rob Winslow, and Phil Homer, IASA; Tracie Bent, Marilyn Whitney, and Amy Nelms, State Board of Education; Herold Ott, Rural Schools; Clark Corbin, Idaho Ed News; Jane Wittmeyer, Coalition of Charter School Families; Robin Nettinga and Matt Compton, IEA; Colby Cameron, Sullivan and Reberger

**Chairman DeMordaunt** called the meeting to order at 9:05 a.m.

**Chairman DeMordaunt** spoke of the departure of **Rep. Ward-Engelking** to the Senate. He asked each member to briefly describe their interim activities and to reference those activities relating to the Education Committee. He welcomed returning Committee Secretary, **Jean Vance**, and asked **Rep. Shepherd** to introduce his granddaughter, **Abby Shepherd**, the new Committee Page.

**Rep. Agidius** introduced University of Idaho student, **Josh Weistner**, Intern for the Majority Caucus.

**Chairman DeMordaunt** turned the meeting over to **Vice Chairman Nielsen** who assigned **Rep. Sheperd** as Subcommittee Chairman for the State Board of Education Rules and **Rep. Harris** as Subcommittee Chairman for the State Department of Education Rules. He explained the process involved in rejecting Rules. He reminded Committee members that all Education Agency Rules can be reviewed during the Rules process, not just those rules on the agenda.

**Vice Chairman Nielsen** turned the meeting over to **Chairman DeMordaunt**.

**Chairman DeMordaunt** addressed his goals for the Committee during the 62nd Legislative Session. He said the Governor's Task Force Recommendations are in the Committee to be carefully examined. He indicated the Committee would study how the recommendations match up with the educational allowances from the Governor's Budget. He said the Committee will meet in joint session with the Senate to hear State Superintendent of Public Instruction, **Tom Luna**, and **Richard Westerberg**, Chairman of the Governor's Task Force on Education. The joint session will be held January 15th at 3:00 p.m.

**Chairman DeMordaunt** described the Common Core Forum. He said the Forum would be a joint session of the House and Senate Education Committees, and will be held on January 22nd at 3:00 p.m. in the Lincoln Auditorium. In an effort to get proper information on the realities and challenges of the Common Core to the public, the Forum will feature a panel composed of both opponents and proponents. Teachers, school administrators, State Department personnel, and others will be panelists. They will receive questions from the public in advance of January 22nd. These questions will be sent to the House Education Committee in order for panelists to do proper research. The Forum will be streamed live on audio and video so that constituents will not be required to travel to hear their questions answered. Chairman DeMordaunt explained that questions will not be taken from the audience on the day of the Forum. However, the members of Legislative Committees would be able to question the panelists.

In response to a question about social media use in getting the information to the public, **Rep. Horman** explained that the Legislative Services Office had capabilities for Twitter feeds and other social media.

**Chairman DeMordaunt** told the Committee a third joint session would be held on January 27th. This listening session would provide for public comment on the Governor's Task Force Recommendations.

**Rep. Pence** indicated a small group of bipartisan legislators who had drafted four bills addressing some of the recommendations from the Governor's Task Force.

**Chairman DeMordaunt** expressed appreciation for the work accomplished by the legislators. He also told Committee members their effort to improve education in Idaho during the interim was commendable.

**ADJOURN:** There being no further business to come before the Committee, the meeting was adjourned at 9:55 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**HARRIS SUBCOMMITTEE**  
**State Department of Education Rules**  
**9:00 A.M.**  
**Room EW05**  
**Thursday, January 09, 2014**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>08-0201-1301</u></a>	Rules Governing Administration	Luci Willits Chief of Staff State Department of Education
<a href="#"><u>08-0202-1301</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1302</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1303</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1304</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1305</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1306</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1307</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1308</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0203-1303</u></a>	Rules Governing Thoroughness	Luci Willits
<a href="#"><u>08-0203-1304</u></a>	Rules Governing Thoroughness	Luci Willits
<a href="#"><u>08-0203-1306</u></a>	Rules Governing Thoroughness	Luci Willits
<a href="#"><u>08-0203-1307</u></a>	Rules Governing Thoroughness	Luci Willits

COMMITTEE MEMBERS

Chairman Harris  
Rep.Wills  
Rep.Bateman  
Rep.Gestrin  
Rep.VanOrden  
Rep.Horman  
Rep.Kloc  
Rep.DeMordaunt

COMMITTEE SECRETARY

Lisa Hamlin  
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Phone: 332-1148  
email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**HARRIS SUBCOMMITTEE**  
State Department of Education Rules

**DATE:** Thursday, January 09, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW05  
**MEMBERS:** Chairman Harris, Representatives Wills, Bateman, Gestrin, VanOrden, Horman, Kloc, DeMordaunt  
**ABSENT/  
EXCUSED:** None.  
**GUESTS:** Jami Fitzpatrick, American Heart Association (AHA); Brad Hunt, O.A.R.C.; Scott Cook, State Department of Education (SDE)  
**Chairman Harris** called the meeting to order at 9:02 a.m.  
**DOCKET NO.**  
**08-0201-1301:** **Luci Willits**, State Department of Education (SDE), presented **Docket No. 08-0201-1301**. She explained that this docket reflects the repeal of Proposition 1, which covers negotiations in open meeting and collective bargaining and its limitation.  
**MOTION:** **Rep. Bateman** made a motion to recommend approval of **Docket No. 08-0201-1301** to the full committee. **Motion carried by voice vote.**  
**DOCKET NO.**  
**08-0202-1301:** **Luci Willits** (SDE) presented **Docket No. 08-0202-1301** regarding Rules Governing Uniformity. **Ms. Willits** explained the purpose of the rule is two fold. One is to revise teacher evaluation as it relates to student achievement and professional practice. The other part of the rule is in regard to principal evaluation, which is creating standards and creating an evaluation policy. A teacher evaluation task force was created in 2008, which created minimum teacher standards statewide. In 2009, the Legislature approved the standards. **Ms. Willits** reviewed the evaluation requirements, and explained in Section 120, each school district board of trustees will develop and adopt policies for teacher performance evaluation and it is at the district's discretion on how it is formulated. She explained that most districts already have elements of these now and this rule is codifying it. **Ms. Willits** explained the law in the past required that 50 percent be based on student achievement. A committee, determined that 67 percent Professional Practice and 33 percent Student Achievement was a better balance. **Ms. Willits** stated there had not been principal standards for evaluation before now. Under Section 121.01, there are standards for principals, which are listed under three separate Domains: School Climate, Collaborative Leadership, and Instructional Leadership. She stated the Domains will be seen in the evaluation piece, standards piece, and the associated endorsement piece. **Ms. Willits** explained they are trying to have fidelity as they move forward, and it was important there was consistency in how principals and teachers were evaluated. She stated that each school board trustee will develop and adopt policies for principal performance evaluation and submit those to the department for approval.

In response to a question from the committee regarding Section 120.02 and Section 121.02 which appeared to potentially eliminate parent input/involvement, citing the language "and/or", **Ms. Willits** stated there is parent input/involvement. She stated parents must be in on the front end, which means creating the development and review of the teacher plan. Also, parents should be involved in deciding what the professional practice looks like.

**Becky Martin**, Educator Effectiveness Coordinator (SDE), explained some of the districts throughout the state use only three proficiency levels in the evaluation process. In order to meet the needs of the state to recommend the minimal level of measures, a rating system with the following ranking was selected: Unsatisfactory, Basic or Proficient. **Ms. Willits** stated the SDE and State Board of Education (SBE) intends to have this rule implemented for superintendent evaluations sometime in the future.

- MOTION:** **Rep. Horman** made a motion to table **Docket No. 08-0202-1301**. **Rep. Horman** explained Section 120.02 and Section 121.02 should further be discussed by the committee with respect to parents and students possibly being excluded from input on teacher/principal evaluations.
- UNANIMOUS CONSENT REQUEST:** **Rep. Bateman** made a unanimous consent request to postpone for consideration **Docket No. 08-0202-1301** of the rule pending additional information from **Ms. Willits**. There being no objection, the request was granted.
- MOTION WITHDRAWN:** **Rep. Horman** withdrew her motion to table **Docket No. 08-0202-1301**.
- DOCKET NO. 08-0202-1302:** **Luci Willits**, (SDE) presented **Docket No. 08-0202-1302** and explained this docket is covering uniformity for alternative schools and accreditation. Current State Code and Administrative rules require high schools to be accredited. There were alternative schools that were using their sponsor high school's accreditation. There are alternative programs that are large enough to stand on their own for accreditation, and she said this rule outlines the criteria for what those programs should look like for those particular schools.
- In response to questions, **Ms. Willits** explained that there are many schools with alternative programs that are housed within a school. There are also alternative schools which have their own separate designation with their own building and issue their own diplomas. SDE is currently looking at the accountability for alternative schools with low ratings.
- Dale Kleinert**, Advance Education, responded to questions regarding how a star rating effects accreditation. He said accreditation is a way for schools to show they have met certain standards that are outlined in State Code and court policy. He said there are several assurances that the department go through to ensure that the staff is highly qualified, and that programming meets the needs of the students.
- MOTION:** **Rep. DeMordaunt** made a motion to recommend approval of **Docket No. 08-0202-1302** to the full committee. **Motion carried by voice vote.**
- DOCKET NO. 08-0202-1303:** **Luci Willits**, (SDE) presented **Docket No. 08-0202-1303** and explained this was a technical change. She said the change will take out "computer based" throughout the rule, and will change the word "alternative" to "non-traditional."
- MOTION:** **Rep. Wills** made a motion to recommend approval of **Docket No. 08-0202-1303** to the full committee. **Motion carried by voice vote.**

- DOCKET NO. 08-0202-1304:** **Luci Willits** (SDE) presented **Docket No. 08-0202-1304** concerning Mathematics In-Service Program. She stated this was another technical change in which the Rule clarifies that teachers or teachers who are employed must take the "Mathematical Thinking for Instruction" course in order to be certified. It also applies to those who take the Idaho Comprehensive Literacy course. In this Rule, SDE is clarifying who needs to take this exam and who does not.
- MOTION:** **Rep. Kloc** made a motion to recommend approval of **Docket No. 08-0202-1304** to the full committee. **Motion carried by voice vote.**
- DOCKET NO. 08-0202-1305:** **Luci Willits**, (SDE) presented **Docket No. 08-0202-1305**, Rules Governing Uniformity. She stated this Rule deals with teacher ethics. In Idaho Code, there is a group called the Professional Standards Commission (PSC). The PSC must ensure the fidelity of standards and high professional practices for teachers, and it looks at specific cases where wrong doing may affect teacher certification. These changes in the Rules, some of which are technical, have been reviewed by the PSC, SDE and SBE.
- In response to questions, **Ms. Willits** explained the intent of Section 076.02 was to limit the accountability to education.
- MOTION:** **Rep. DeMordaunt** made a motion to recommend approval of **Docket No. 08-0202-1305** to the full committee. **Motion carried by voice vote.**
- DOCKET NO. 08-0202-1306:** **Luci Willits**, (SDE) presented **Docket No. 08-0202-1306**, Rules Governing Uniformity. She said agencies often have manuals that govern programs. These manuals can be lengthy and the law does allow for the agencies to update manuals through rule making in a process called Incorporated By Reference, which is what this rule does.
- MOTION:** **Chairman Harris** suggested **Docket No. 08-0202-1306** be carried over to the next meeting because the Committee indicated they were unable to access the information received from **Ms. Willits**.
- DOCKET NO. 08-0202-1307:** **Luci Willits**, (SDE) presented **Docket No. 08-0202-1307**, Rules Governing Uniformity and said this section clearly articulates the intent of the law including out-of-state applicants for the Idaho Comprehensive Literacy Course, and the standards incorporated into the "Mathematical Thinking for Instruction." She said the courses may be taught by all Idaho-approved preparation programs under a variety of course titles. Each must be approved, however, by the State Department of Education to ensure fidelity in curriculum.
- In response to questions, **Ms. Willits** stated the course is copyrighted, so institutions need to come up with their own course based on their own standards in place for that course, that have been approved by SDE in order to meet this definition.
- MOTION:** **Rep. Gestrin** made a motion to recommend approval of **Docket No. 08-0202-1307** to the full committee. **Motion carried by voice vote.**
- DOCKET NO. 08-0202-1308:** **Luci Willits**, (SDE) presented **Docket No. 08-0202-1308**, Rules Governing Uniformity. She stated the SDE in conjunction with the Professional Standards Commission (PSC) reviews 20 percent of standards for teachers every year. Teachers get a certificate, but they also receive endorsements that qualify them to teach additional subjects or specialize in a subject.

In response to questions, **Ms. Willits** stated there is a grandfather clause which states all individuals who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. **Taylor Raney**, Director of Certification (SDE), explained that the standards moving forward are primarily for preparation programs with the understanding that as we move forward with the evaluations of teachers and principals as this lines out, that will be embedded in their evaluation practice.

**Ms. Willits** stated that more credit hours will improve quality that is useful and practical in the classroom. Ms. Willits stated she would update the Education Committee on a grant received through the CCSSO and emphasized it is all about teacher preparation.

**Ms. Willits** responded to questions concerning mastery of literacy. She stated that children come to school at all different levels and it is about helping teachers differentiate instruction, because if students do not read by a certain level, the student will struggle. It begins in pre-service of our teachers and continues through the literacy requirement.

**Ms. Willits** explained, if the policy increasing the number of credits does not work, it can be re-evaluated. At this point, there is need to upgrade the preparation of our teachers to ensure they have strong content knowledge before adding higher standards.

The committee expressed concerns to **Ms. Willits** regarding the increase from twenty to forty-five upper division semester credit hours referenced under Section 023.03 and the impact it would have on the schools. **Ms. Willits** stated she would bring data which would support the increase.

**UNANIMOUS  
CONSENT  
REQUEST:**

**DOCKET NO.  
08-0203-1303:**

**Rep. Bateman** made a unanimous consent request to postpone for consideration Docket No. 08-0202-1308 pending additional information from **Ms. Willits**. There being no objection, the request was granted.

**Luci Willits**, (SDE), presented Docket No. 08-0203-1303, Rules Governing Thoroughness. **Ms. Willits** stated the SDE proposes the following language replace the existing "Gun-free Schools" language. She stated the language now states "Possessing Weapons on Campus" and provides a better description of what we are asking schools to do.

**MOTION:**

**DOCKET NO.  
08-0203-1304:**

**Rep. Van Orden** made a motion to recommend approval of Docket No. 08-0203-1303 to the full committee. **Motion carried by voice vote.**

**Luci Willits** (SDE) presented Docket No. 08-0203-1304, Rules Governing Thoroughness. Ms. Willits stated the SDE reviews traditional curriculum materials, and provides a rating of those materials as a service to the school districts. The committee is now in the process of working on reviewing online courses. This Fee Rule will allow the Department to charge for the service, like the department does for curriculum material. Idaho certified classroom teachers will review the online course providers and courses under the direction of the State Department of Education (SDE). The providers will be approved for a period of four years. In order to cover the cost of review, the SDE will charge providers a submission fee based on the number of courses offered, not to exceed the actual cost of review.

In response to questions, **Scott Cook** (SDE) explained the idea behind four years was a point at which money could be recovered for the review, and at the same time allowing providers to come in with preparation to meet Idaho standards. The fee is to defray the cost of reviewing courses. The cost of conducting the review will only be for courses outside of Idaho courses. A provider from out of state will need to show it is aligned to Idaho standards (outside public school, colleges, for profit courseware, etc). Teachers from Idaho will conduct the review. SDE wants quality courseware and aligned to Idaho standards.

**MOTION:** **Rep. Kloc** made a motion to recommend approval of **Docket No. 08-0203-1304** to the full committee. **Motion carried by voice vote.**

**DOCKET NO. 08-0203-1306:** **Chairman Harris** elected to carry **Docket No. 08-0203-1306** over to the next meeting.

**DOCKET NO. 08-0203-1307:** **Luci Willits**, (SDE) presented **Docket No. 08-0203-1307**, Rules Governing Thoroughness. She explained that this was a follow up to **Rep. Bateman's** resolution from last year. As part of the new standards, cursive writing was left up to districts to decide whether they would teach or not. This legislation through a concurrent resolution made it clear that the SBE should re-examine that issue. Section 103.02.a. now requires that cursive instruction be done in elementary schools.

**MOTION:** **Rep. Bateman** made a motion to recommend approval of **Docket No. 08-0203-1307** to the full committee. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the subcommittee, the meeting was adjourned at 10:47 a.m.

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Representative Harris  
Chair

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Lisa Hamlin  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**SHEPHERD SUBCOMMITTEE**  
**State Board of Education Rules**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, January 09, 2014**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Explanation of Rules	Dennis R. Stevenson, Administrative Rules Coordinator
<a href="#"><u>08-0105-1301</u></a>	Idaho Promise Scholarship Program	Tracie Bent. Chief Planning and Policy Officer, State Board of Education
<a href="#"><u>08-0106-1301</u></a>	Leveraging Education Assistance	Tracie Bent
<a href="#"><u>08-0109-1301</u></a>	GEAR Up Idaho	Tracie Bent
<a href="#"><u>08-0112-1301</u></a>	Idaho Minority and "At Risk" Student Scholarship Program	Tracie Bent
<a href="#"><u>08-0113-1301</u></a>	Opportunity Scholarship Program	Tracie Bent
<a href="#"><u>08-0201-1302</u></a>	Rules Governing Administration	Tracie Bent
<a href="#"><u>08-0203-1301</u></a>	Rules Governing Thoroughness	Tracie Bent
<a href="#"><u>08-0204-1301</u></a>	Public Charter Schools	Tracie Bent
<a href="#"><u>08-0301-1301</u></a>	Rules of the Public Charter Schools	Tracie Bent

COMMITTEE MEMBERS

Chairman Shepherd  
Rep.Nielsen  
Rep.Boyle  
Rep.Agidius  
Rep.Clow  
Rep.Mendive  
Rep.Pence

COMMITTEE SECRETARY

Jean Vance  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**SHEPHERD SUBCOMMITTEE**  
State Board of Education Rules

<b>DATE:</b>	Thursday, January 09, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman Shepherd, Representatives Nielsen, Boyle, Agidius, Clow, Mendive, Pence, Rubel
<b>ABSENT/ EXCUSED:</b>	None.
<b>GUESTS:</b>	Tamara Baysinger, OSBE; Tracie Bent and Amy Nelms, State Board of Education; Kayla Carter, Pamela Dell, Rena Gilbertson, and Chase Hutchinson, American Heart Association; Jane Wittmeyer, Coalition of Idaho Charter School Families
	<b>Chairman Shepherd</b> called the meeting to order at 9:05 a.m.
	<b>Dennis Stevenson</b> , Assistant Administrative Rules Coordinator, Division of Internal Management Systems, Department of Administration, spoke to the Committee on the role of legislators during the process of rule-making. He said the analysis of the Rules was on the agency web-site in addition to the notes explaining the legislative intent.
<b>DOCKET NO. 08-0105-1301:</b>	<b>Tracie Bent</b> , Chief Planning and Policy Officer, State Board of Education (SBE), presented <b>Docket No. 08-0105-1301</b> . She said the Rule was "house-keeping" in nature. She said during the 2013 Legislature, <b>S 1027</b> was passed consolidating the majority of the state run scholarship programs. That proposed change repeals this entire Chapter of Administrative Rules. There are no changes to the Pending Rule and it is being adopted as originally proposed.
<b>MOTION:</b>	<b>Rep. Boyle</b> made a motion to recommend approval of <b>Docket No. 08-0105-1301</b> to the full committee. <b>Motion carried by voice vote.</b>
<b>DOCKET NO. 08-0106-1301:</b>	<b>Tracie Bent</b> , SBE, presented <b>Docket No. 08-0106-1301</b> . She explained that during the 2013 Legislature's consolidation process of the majority of state run scholarship programs, the Leveraging Education Assistance Partnership Program was negated. In response to a question, <b>Ms. Bent</b> stated that it was a matching, grant-type scholarship and when the funds from the state were no longer there, the federal funds disappeared. She said the section of Rule regarding the administration of that scholarship is being repealed.
<b>MOTION:</b>	<b>Rep. Clow</b> made a motion to recommend approval of <b>Docket No. 08-0106-1301</b> to the full committee. <b>Motion carried by voice vote.</b>
<b>DOCKET NO. 08-0109-1301:</b>	<b>Tracie Bent</b> , SBE presented <b>Docket No. 08-0109-1301</b> . She spoke to Rules governing the GEAR UP Idaho Scholarship Program. She said the change in the Rule clarifies definition of educational costs, designates student application timelines and removes unnecessary language regarding funds. <b>Ms. Bent</b> explained that the scholarship can be retained if a student decides to leave his or her post secondary studies. This period cannot exceed four years. She said students leave for a variety of reasons, and then resume their studies and pick up the scholarship after a two or three year deferment.

In response to questions from the committee, **Ms. Bent** said that the language deleted did not change the scholarship, the requirements remain the same. The changes only make the application more user-friendly. She explained that if a student receives a PELL grant, the monies given by the state shall not exceed the amount required for the semester of books, tuition and fees. She said the scholarship did not cover child care costs. She also explained the scholarship is state funded but that the Idaho institutions provide monies or matching funds through work-study employment and other compensations.

**MOTION:** **Rep. Pence** made a motion to recommend approval of **Docket No. 08-0109-1301** to the full committee. **Motion carried by voice vote.**

**DOCKET NO. 08-0112-1301:** **Tracie Bent**, SBE, presented **Docket No. 08-0112-1301**. She told the Committee the Idaho Minority and "At Risk" Scholarship was another scholarship affected by the consolidation of the state run scholarship programs. She said the proposed change repeals the entire section of Administrative Rule, bringing it into alignment with the changes made to statute during the 2013 Legislature. She explained the scholarship is now part of the Idaho Opportunity Scholarship.

**MOTION:** **Rep. Mendive** made a motion to recommend approval of **Docket No. 08-0112-1301** to the full committee. **Motion carried by voice vote.**

**DOCKET NO. 08-0113-1301:** **Tracie Bent**, SBE, presented **Docket No. 08-0113-1301**. She said the change in Administrative Rules to the Opportunity Scholarship Program removes redundant language in Idaho Code, clarifying residency for tuition purposes, student eligibility, academic eligibility, and streamlining the renewal application process. She explained the amendments affected academic eligibility, continuing eligibility requirements for applicants, and the deadline for submitting applications. She said clarifying language specified that the grade point average used shall be the cumulative grade point average (GPA).

In response to questions from the committee, **Ms. Bent**, said the Idaho Opportunity Scholarship is a hybrid, encompassing both merit and need-based. She said the most significant change was to raise the GPA requirement from a 2.0 to a 3.0 or better, on a scale of four point zero (4.0). She indicated there was no requirement for drug testing and the student, need only to meet the academic standards and entrance requirements of the institution.

In response to a question regarding home school and GED students ability to qualify for the scholarship, **Ms. Bent**, said there were SAT and ACT components that would screen those students unable to meet academic standards. **Rep. Rubel** referenced page 27, Sections 2a and 2b of pending rule, **Docket No. 08-0113-1301**. She said the requirements did not seem to fit for home school and GED students. She said it appeared the students would need to have entered a college and gathered a grade of 3.0 or better, to receive the scholarship. She said she would like to see the language changed to include the ACT and SAT scores be entrance qualifiers for home school and GED students.

**MOTION:** **Rep. Agidius** made a motion to recommend approval of **Docket No. 08-0113-1301** to the full committee. **Motion carried by voice vote.**

**DOCKET NO.  
08-0201-1302:**

**Tracie Bent**, SBE, presented **Docket No. 08-0201-1302**. She said the amendments to this Administrative Rule add the new cut scores for students who wish to use the GED exam to earn their Idaho High School Equivalency Certificate, and that the Rule adds language to grandfather in those students who took the GED assessment prior to January 2014. She explained that the GED Testing Service has redone the GED test and brought it into alignment with the 21st Century Skills Initiative. The new exam will become a completely online exam and will be allowed to be administered by private higher education institutions as well as the American Council on Education. She indicated this was a change at the national level made by the company who owns the rights to the GED assessment. The Rule also clarifies that the minimum score to pass the exam is set by the GED Testing Service, removes the requirement that test takers have to be Idaho residents, and requires that test takers show proof of identification. She also said an error in the previous Rule has been corrected in **Docket No. 08-0201-1302**.

In response to questions from the committee, **Ms. Bent**, said test takers needed two kinds of identification to take the test. She explained testing centers were given latitude in identity verification. She also explained GED did intensive data gathering to insure test takers are academically prepared and that there is a potential to further elevate standards.

To further questions, **Ms Bent**, said DANTES was an acronym for Defense Activities for Non Traditional Education Support. It allows Veterans to come into the program by a separate path. She indicated the new standards for the GED would help remove the remediation process faced by many Idaho GED students when entering post secondary institutions.

**MOTION:**

**Rep. Clow** made a motion to recommend approval of **Docket No. 08-0201-1302** to the full committee. **Motion carried by voice vote.**

**DOCKET NO.  
08-0203-1301:**

**Tracie Bent**, SBE, presented **Docket No. 08-0203-1301**. She said the changes in the Rule bring Idaho's high achieving school awards into alignment with changes made to the award system as outlined in Idaho's accountability workbook. Changes were made to the workbook to bring it into compliance with Idaho's Elementary Secondary Education Act (ESEA) waiver request. She indicated the awards now consider of both student proficiency and the yearly growth of the school's assessment scores. The amendments also corrected an error in the eligibility requirements, removing a requirement that was not included in the state's ESEA waiver.

In response to questions, **Ms. Bent**, explained the Five-Star School Award represents the top 10 percent of Idaho schools. She said being a Five-Star School does not guarantee distinguished school status, however, most Distinguished School Awards are presented to those in the top 10 percent.

**Rep. Pence** made a motion to recommend approval of **Docket No. 08-0203-1301** to the full committee. **Motion carried by voice vote.**

**DOCKET NO.  
08-0204-1301:**

**Tracie Bent**, SBE, said **Docket No. 08-0204-1301** brought the Rules into compliance with the 2013 Legislative statutes regarding Public Charter Schools. She introduced **Tamara Baysinger**, Director, Public Charter School Commission.

**Tamara Baysinger**, Director, Public Charter School Commission explained **Docket No. 08-0204-1301** to be an Administrative Rule that updates accountability and updates the definition for eligible authorizers. She said the Rule spells out the compliance of terms and conditions of the Performance Certificate.

In response to a question regarding priority of preference, Section 6 of the Administrative Rule, **Ms. Baysinger**, said much of the language had been stricken in an effort to be clear and avoid repeating the language in the statute.

**Jane Wittmeyer**, President, Idaho Coalition of Charter School Families, was called upon to testify before the subcommittee. She said the coalition was involved in the recommendation process. She indicated the coalition agrees with some of the changes, but also disagrees with some. She said they will be evaluating the changes over the next few years.

In response to a question regarding the presence of true, negotiated rulemaking within the process of adapting the docket, **Ms. Bent** said the process was followed for posting the Rule and going to stakeholder groups as well as the administration. She indicated that since content in the Rule was required in statute, there was not a lot of negotiating possible.

**Rep. Clow** indicated that in Section 2, line 3 of the Administrative Rule, **Docket No. 08-0204-1301**, there seems to be words left out after the deleted four lines. **Ms. Bent** said she would discuss the Section with **Mr. Stevenson** to see if it could be changed as a technical correction.

**MOTION:** **Rep. Clow** made a motion to recommend approval of **Docket No. 08-0204-1301** to the full committee. **Motion carried by voice vote.** **Rep. Boyle** requested that she be recorded as voting **NAY**.

**DOCKET NO. 08-0301-1301:** **Tamara Baysinger**, Director, Public Charter School Commission, presented **Docket No. 08-0301-1301**. She explained the changes under consideration brought the Rule into alignment with the legislative changes made in 2013 and clarified the process for the implementation of the new accountability measure requirements. She said specific changes remove the requirement for an annual programmatic operations audit and student goals attainment report. Additional changes removed duplicative language contained in the public hearing process.

To a question posed about the collection of fees, **Ms. Baysinger** stated, **Docket No. 08-0301-1301** was not a Fee Rule, however, the Rule gives more leverage to the authorized chartering entity to collect the authorizer fee.

**MOTION:** **Rep. Pence** made a motion to recommend approval of **Docket No. 08-0301-1301** to the full committee. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:55 a.m.

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Representative Shepherd  
Subcommittee Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**HARRIS SUBCOMMITTEE**  
**State Department of Education Rules**  
**9:00 A.M.**  
**Room EW05**  
**Friday, January 10, 2014**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>08-0202-1301</u></a>	Rules Governing Uniformity	Luci Willits Chief of Staff State Department of Education
<a href="#"><u>08-0202-1306</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0202-1308</u></a>	Rules Governing Uniformity	Luci Willits
<a href="#"><u>08-0203-1306</u></a>	Rules Governing Thoroughness	Luci Willits

COMMITTEE MEMBERS

Chairman Harris  
Rep.Wills  
Rep.Bateman  
Rep.Gestrin  
Rep.VanOrden  
Rep.Horman  
Rep.Kloc  
Rep.DeMordaunt

COMMITTEE SECRETARY

Lisa Hamlin  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**HARRIS SUBCOMMITTEE**  
State Department of Education Rules

<b>DATE:</b>	Friday, January 10, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW05
<b>MEMBERS:</b>	Chairman Harris, Representatives Wills, Bateman, Gestrin, VanOrden, Horman, Kloc, DeMordaunt
<b>ABSENT/ EXCUSED:</b>	Rep. Wills
<b>GUESTS:</b>	The sign-in sheet will be retained with the minutes in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Services Library.
	Chairman Harris called the meeting to order at 9:03 a.m.
<b>DOCKET NO. 08-0202-1301:</b>	<b>Luci Willits</b> , State Department of Education (SDE), presented <b>Docket No. 08-0202-1301</b> , Rules Governing Uniformity as it relates to evaluations. <b>Ms. Willits</b> explained there are two pieces to this Rule. One is the teacher certification. There is a small change to the standard and what is required in terms of Professional Practice and Student Achievement. Thirty-three percent would be tied to student achievement, with multiple measures, based on growth and the professional practice would include a menu which would include student input, parent input and portfolio. This also applies to principals. This rule creates those standards.
<b>MOTION:</b>	<b>Rep. DeMordaunt</b> made a motion to recommend approval of <b>Docket No. 08-0202-1301</b> to the full committee. <b>Motion carried by voice vote.</b>
<b>DOCKET NO. 08-0202-1306:</b>	<b>Luci Willits</b> , SDE, presented <b>Docket No. 08-0202-1306</b> and explained the standards being reviewed today are based on 20 percent English/Language/Arts, Gifted and Talented Education Professionals, Library Media Specialist, and Literacy. There are changes in the standards for administrators and school superintendents as it relates to Idaho Foundational Standards, and Special Education Directors. The new standards for teachers are clearer and show higher content knowledge; especially in the area of assessment. <b>Ms. Willits</b> explained there are three Domains where administrators and superintendents are evaluated: School Climate, Collaborative Leadership, and Instructional Leadership. Ms. Willits explained public driver education is administered through the SDE. She stated there were rule changes concerning online courses, reimbursement claims, and parental involvement. Ms. Willits stated the department reviews best practices at the national level to ensure the department maintains a high standard in driver education.
	In response to questions, <b>Ms. Willits</b> explained new teacher standards will help ensure early readers are at or on grade level by the third grade. SDE will also monitor the process to see if it is working.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to recommend approval of <b>Docket No. 08-0202-1306</b> to the full committee. <b>Motion carried by voice vote.</b>

**DOCKET NO.  
08-0202-1308:**

**Luci Willits**, SDE, presented **Docket No. 08-0203-1308** and briefly summarized the changes in the Rule.

**Linda Clark**, Joint School District 2, expressed concerns over the proposed changes to the English endorsements. Ms. Clark explained the substantial increase in requirements in the English field is a detriment to the middle schools. Ms. Clark explained that from a practical standpoint, it is difficult to have highly certified/qualified teachers that can pick up a class period here and there. She stated in conversations with trustees and superintendents from small districts, one of the challenges was fiscal stability and certification and the districts do not have the luxury of hiring specialists in all of the subjects.

In response to questions, **Ms. Clark** explained the issue in high school has to do with the ability to fill individual class periods. **Ms. Clark** stated her recommendation is moving in smaller increments.

**UNANIMOUS  
CONSENT  
REQUEST:**

**Rep. DeMordaunt** made a unanimous consent request to postpone consideration of **Docket No. 08-0202-1308** pending additional data from **Ms. Willits**. There being no objection, the request was granted.

**DOCKET NO.  
08-0203-1306:**

**Luci Willits**, (SDE), presented **Docket No. 08-0203-1306** which pertains to progression of middle school and high school students through school, to clarify the increase in minutes of Physical Education (PE), cardiopulmonary resuscitation to be taught in health as a graduation requirement (do not need to be certified), and to clarify that courses cannot be concurrently counted as both math and science credits.

In response to questions, **Ms. Willits** explained grade C was chosen because it is a passing grade for math and science.

**Lori Gash**, Joint School District No. 2 (JSC No. 2) Meridian, voiced concerns over the substitution clause.

In response to a question concerning students in an internship position that would receive grades from nonaccredited teachers, Ms. Gash stated that internships and programs in JSC No. 2. are a subset of an official course. It would be a portion of a course that was overseen by a highly qualified teacher versus someone who is not a certified teacher.

**Tim Rosandick**, Superintendent, Caldwell School District, and representing the Superintendent of the Southern Idaho Conference, testified that his group was very supportive of all the underlying goals and objectives of the PE requirement rule change, however the timing is not right due to budget issues.

**Matt Kobe**, Area Director, Boise School District, and District Athletic Director, stated the Boise School District already meets the intent of the proposed Rule. He has an issue with the opt out clause, whereby a student participating in an IEHSAA sanctioned sport or club sport could opt out of a semester of PE. The fear is the opt out option would undermine the Boise School District PE program. He believes the opt out measure would mean less students in high school PE classes, not more. He wanted the school districts to have the flexibility to meet their own needs.

**UNANIMOUS  
CONSENT  
REQUEST:**

**Rep. DeMordaunt** made a unanimous consent request to postpone for consideration **Docket No. 08-0203-1306** pending additional data from **Ms. Willits**. There being no objection, the request was granted.

**ADJOURN:** There being no further business to come before the subcommittee, the meeting was adjourned at 10:58 a.m.

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Representative Harris  
Chair

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Lisa Hamlin  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
**HARRIS SUBCOMMITTEE**  
**State Department of Education Rules**  
**9:00 A.M.**  
**Room EW05**  
**Monday, January 13, 2014**

<b>DOCKET NO.</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>08-0202-1308</u></a>	Rules Governing Uniformity	Luci Willits Chief of Staff State Department of Education
<a href="#"><u>08-0203-1306</u></a>	Rules Governing Thoroughness	Luci Willits

COMMITTEE MEMBERS

Chairman Harris  
Rep.Wills  
Rep.Bateman  
Rep.Gestrin  
Rep.VanOrden  
Rep.Horman  
Rep.Kloc  
Rep.DeMordaunt

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**  
**HARRIS SUBCOMMITTEE**  
State Department of Education Rules

**DATE:** Monday, January 13, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW05  
**MEMBERS:** Chairman Harris, Representatives Wills, Bateman, Gestrin, VanOrden, Horman, Kloc, DeMordaunt  
**ABSENT/  
EXCUSED:** None.  
**GUESTS:** Taylor Raney, State Department of Education (SDE); Christina Linder, SDE; Dennis Stevenson, Rules Coordinator, Department of Administration; Clark Corbin, Idaho Ed News; Brody Aston, Lobby Idaho; Lisa Kramer, SDE; Rhonda Heggen, SDE; Angie Gribble, Department of Health and Welfare (DHW); Kristyn Kirschenman, Risch-Pisca; Adrean Cavener, American Heart Association (AHA).  
**DOCKET NO.  
08-0203-1306:** Chairman Harris called the meeting to order at 9:01 a.m. Chairman Harris stated that concerning Docket No. 08-0203-1306, the committee would continue to hear testimony. Adrean Cavener, American Heart Association (AHA), testified the AHA was in strong support of the PE requirements for the elementary and middle school. Ms. Cavener explained that the AHA had concerns about the substitution piece in Section 105.01.i. She stated the substitution piece should be removed until the department can infuse some requirements around that. In response to a question, Ms. Cavener stated that the AHA is the only association doing creditable CPR science. She stated other organizations take the AHA science, repackage it and use it. In response to questions, Ms. Willits, State Department of Education (SDE), stated students take courses (e.g. online courses), which are supervised by noncertified personnel, who then report to a certified teacher. She explained a reporting mechanism to a certified teacher must be in place. Concerning non-accredited individuals giving a grade, Ms. Willits stated in some cases, in lieu of a grade and at the school districts discretion, a pass/fail grade is given. She stated there appears to be a disagreement that credit must be obtained during class period in a certain structure. Ms. Willits explained one of the things the department looked at was the importance of minutes when it comes to physical activity which is why there was an increase in minutes as outlined under Section 104.01.a and 104.02.c. Ms. Willits stated there was no consensus on the data received from the school districts in Idaho regarding the number of minutes currently allocated to PE.  
**MOTION:** Rep. Horman made a motion to recommend approval of Docket No. 08-0203-1306 to the full committee with the exception of Section 104.01.a. and Section 104.02.c. Motion carried by voice vote.  
**DOCKET NO.  
08-0202-1308:** Luci Willits, (SDE) presented Docket No. 08-0202-1308, Rules Governing Uniformity. Ms. Willits briefly summarized the presentation from January 9, 2014. She stated the biggest concern heard from the committee was the increase in upper division English courses.

**Christina Linder**, SDE (former Director of Certification), responded to questions concerning the increase in English upper division credits outlined under Section 023.03. Ms. Linder explained that if we want the students to know more, the teachers need to know more, and did not know if we can properly prepare teachers to change academic achievement with only six credits. She also cited her own personal experiences as an instructor in Idaho, and felt the additional credits were warranted.

In response to questions concerning placing an undue burden on smaller schools, **Ms. Willits** stated there is a provision for competencies, and there are multiple ways to address the smaller schools. Concerning the possibility that the department may be setting the bar too high for rural schools, Ms. Willits stated that the department was trying to find the right spot between content knowledge, but not stressing the system so much that schools cannot get teachers to teach in that subject.

**Ms. Linder** stated the timing of this would only effect new teachers coming into the system and the department gives the universities two years to implement. She stated if this were to go into effect today, every student that is currently in a program would be grand-fathered in and these requirements would take effect two years from now. Ms. Linder explained if the rule went into effect, five years from now teachers, who have had to complete the 45 upper division credits, will graduate.

Regarding course content, **Ms. Linder** stated the department has put into place a university approval process, and we as a state, in addition to national accreditation, are going to review this every third year and look at how every program is implementing Common Core and preparing teachers to teach Common Core. This is across the board, not just for English, but for math teachers as well.

**MOTION:** **Rep. Wills** made a motion to recommend approval of **Docket No. 08-0202-1308** to the full committee.

**Rep. DeMordaunt** stated that he struggled with this one and could not support the motion. **Rep. Gestrin** stated he will not support motion. He said he has not satisfactorily understood the big jump from 20 to 45.

**SUBSTITUTE MOTION:** **Rep. Gestrin** made a substitute motion to recommend approval of **Docket No. 08-0202-1308** to the full committee with the exception of Section 023.03.

**MOTION WITHDRAWN:** **Rep. Wills** withdrew his motion to recommend approval of **Docket No. 08-0202-1308** to the full committee.

**VOTE ON MOTION:** **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the subcommittee, the meeting was adjourned at 9:51 a.m.

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Representative Harris  
Chair

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Lisa Hamlin  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, January 14, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22437</u></a>	Proprietary Schools Use of Alternate Financial Instruments	Marilyn Whitney, Chief Communications and Legislative Officer, Idaho State Board of Education
<a href="#"><u>RS22438</u></a>	Distribution of Liquor Funds to the Community Colleges	Marilyn Whitney

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Agidius	Rep VanOrden
Vice Chairman Nielsen	Rep Clow	Rep Pence
Rep Shepherd	Rep Gestrin	Rep Kloc
Rep Wills	Rep Harris	Rep Rubel
Rep Bateman	Rep Horman	
Rep Boyle	Rep Mendive	

**COMMITTEE SECRETARY**

Jean Vance  
Room: EW49  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, January 14, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Agidius, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	Representative(s) Agidius and Boyle
<b>GUESTS:</b>	Robin Nettinga and Matt Compton, IEA; Rob Winslow, IASA; Harold Ott, Rural Schools; Clark Corbin, Idaho Ed News; Marilyn Whitney, Amy Nelms, and Tracie Bent, State Board of Education; Kristyn Kirchenman, Risch-Pisca; Luci Willits, SDE; Raeleen Welton, ILBA
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 9:00 a.m. <b>Rep. Kloc</b> made a motion to approve the minutes of January 8, 2014, with the correction of removing <b>Rep. Rubel</b> from the list of committee members since she had not yet been appointed to the House of Representatives. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Mendive</b> made a motion to approve the minutes of the Shepherd Subcommittee on January 9, 2014. <b>Rep. Pence</b> asked that <b>Rep. Rubel</b> be added to the committee members since she had been in attendance at the Subcommittee meeting. Rep. Rubel asked for the minutes to reflect her request for language in <b>Docket No. 08-0113-1301</b> to indicate a specific minimum requirement for home school and GED students, thus satisfying the application requirement for the Opportunity Scholarship. <b>Motion carried by voice vote.</b> <b>Chairman DeMordaunt</b> welcomed <b>Rep. Rubel</b> to the full committee. He also explained the RS process used by the Idaho Legislature to vet future legislation.
<b>RS 22437:</b>	<b>Marilyn Whitney</b> , Chief Communications and Legislative Officer, State Board of Education (SBE) presented <b>RS 22437</b> . She explained that in the State of Idaho, a proprietary school must obtain a surety bond in order to register to do business in the state. Changes were made during the 2013 Legislature to allow proprietary schools to use alternate financial instruments, as approved by the Board's Executive Director, to satisfy this requirement. She added that the Department of Finance asked for the amendment which would correct a technical error in the language. Ms. Whitney stated the proposed legislation would also remove the bond requirement for proprietary schools that are degree-granting institutions. She also explained if a proprietary school is accredited by a body recognized by the State Board of Education, it has met requirements for financial soundness. In response to a question, <b>Ms. Whitney</b> said the accreditation process includes stringent requirements for program quality and fiscal responsibility. Since the State Board of Education issues the accreditation, the need for a surety bond is no longer necessary.
<b>MOTION:</b>	<b>Rep. Wills</b> made a motion to introduce <b>RS 22437</b> . <b>Motion carried by voice vote.</b>

**RS 22438:** **Marilyn Whitney**, SBE, presented **RS 22438**. She said the proposed legislation would revise Idaho Code to provide that disbursement of liquor funds to the community colleges will be authorized by the State Board of Education instead of the Liquor Division. She indicated the distribution of liquor funds to the counties is formula based.

In response to a question from the committee regarding the change from the State Board of Education to the State Liquor Division (SLD), which took place two years ago. **Ms. Whitney** said giving authority to SLD had been an effort to eliminate the SBE as middle man. However, there were unforeseen ramifications.

**MOTION:** **Rep. Horman** made a motion to introduce **RS 22438**. Motion carried by voice vote.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:22 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #2**  
**HOUSE EDUCATION COMMITTEE**  
**AND**  
**SENATE EDUCATION COMMITTEE**  
3:00 P.M.  
**Lincoln Auditorium (WW02)**  
**Wednesday, January 15, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	State of Education	Tom Luna, Superintendent of Public Instruction
	Governor's Task Force Recommendations	Richard Westerberg, State Board of Education, Chairman of the Governor's Task Force

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Agidius	Rep VanOrden
Vice Chairman Nielsen	Rep Clow	Rep Pence
Rep Shepherd	Rep Gestrin	Rep Kloc
Rep Wills	Rep Harris	Rep Rubel
Rep Bateman	Rep Horman	
Rep Boyle	Rep Mendive	

**COMMITTEE SECRETARY**

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MINUTES  
JOINT MEETING  
**HOUSE EDUCATION COMMITTEE**  
**SENATE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 15, 2014

**TIME:** 3:00 P.M.

**PLACE:** Lincoln Auditorium (WW02)

**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Fulcher, Nonini (Nonini), Thayn, Patrick, Buckner-Webb, Ward-Engelking

**ABSENT/  
EXCUSED:** Representative(s) Wills and Senator(s) Cherie Buckner-Webb

**GUESTS:** The sign-in sheet will be retained with the minutes in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Services Library.

**Chairman Goedde** call the meeting to order at 3:01 p.m.

**Tom Luna**, Superintendent of Public Instruction, State Department of Education (SDE), presented the "State of Education" address to the Joint Session of the House and Senate Education Committees. He said that the question for education in Idaho is: Are schools improving fast enough to compete with the fast-paced change of the world around us? He indicated the answer is: No. He explained the work of the those involved in the Governor's Task Force on Education plus the contribution of educators and administrators across the state. He also gave suggestions for the 2014 Legislature's action in support of education. He directed comments to the Common Core Standards and the many recent accomplishments of schools and students in Idaho, as well as those states in partnership with Idaho. He spoke to guarding student privacy and other pressing issues. In addition, he stressed implementation of the Task Force's recommendations for transforming schools and educating students. (See Attached.)

In response to questions from the committee, **Mr. Luna**, said that it is the local district's decision but often, after students and parents have been educated to the protocol, the electronic books given to students are allowed to go home. He indicated that the career ladder and tiered licensure were compatible. He said the salary grid is in place and the money is available to give leadership bonuses. He stated this year it could be phased in and next year the complete implementation could begin.

In response to a question regarding more money for pilot programs and maybe less money for technology, **Mr. Luna** said when the educational budget was due, the SDE was in the middle of the pilots and did not know the results. He said the SDE knows more today and will put those recommendations before the committees during the session. To a further question, Mr. Luna said the 5-Star Schools are announced throughout the state. The principals, teachers, programs and teaching successes are published and all schools are encouraged to link together and share their best practices. In the past two years this procedure has been followed and currently a 24-person committee is focusing on how better to share and promulgate success.

Responding to additional questions, **Mr. Luna** said the End of Course Assessments are not to be replaced by the Smarter Balanced Assessment Consortium (SBAC) Test. The SBAC is for Math and English only.

**Sen. Pearce** quoted US Secretary of Education, Arne Duncan, "The Common Core Standard (CCS) is an experiment." Sen. Pearce asked how SDE can take Idaho into an experiment. **Mr. Luna** said the experiment is that states are working together. With No Child Left Behind, the federal government imposed the standards. With CCS the states are leading out, working together to provide standards and raise student learning. He added that Idaho is not experimenting with the standards.

To a question regarding a survey of data points being mapped, **Luci Willits**, Chief of Staff, SDE, was called upon to explain to the committees that the report was "in hand" and could be electronically sent to the Legislators.

In response to a question regarding bringing "public buy-in" on board with CCS, **Mr. Luna** said public buy-in is critical and SDE is involved in winning public support. He said 100 teachers were involved in writing the tests. He said the process has been unifying in education. The business community is coming out in full force to support the standards. As employers, they have been asking for improved standards and the SBAC is part of the discussion. He also indicated that there was flexibility in administering parts of the SBAC. He said there is already a considerable amount of buy in and people are working to secure more.

**Richard Westerberg**, Chairman of the Governor's Task Force on Education and member of the State Board of Education, explained the process used to narrow the concerns. He said two committees were formed focusing on fiscal stability, structural change, teacher/administrator effectiveness, professional development and technology. He said the guiding principles of two committees were: (1) structural changes are required to achieve the 60% goal and (2) high performance schools require a high performance work environment for our teachers and administrators. He then reviewed the summary of recommendations from the Task Force. (See Attached.)

In response to questions from the committees, **Mr. Westerberg**, said he did not have a first step to start down the road to the mastery-based system, but the Governor has recommended a committee work on it with the State Board of Education. He said the preschool issue had not garnered the votes in committee for further study. He told the committees the local districts must deal with the issue of no wireless connection in the homes of students.

**Mr. Westerberg** told committee members that what was done by the Task Force was not new, however, taking it as a whole and implementing as a whole, is new. He said it is transformational. He said funding is a legislative task.

Responding to further questions **Mr. Westerberg** indicated the Task Force committees discussed the training of school board members. They had a discussion with the Idaho School Boards Association who indicated some school board members desired training. He said it needs to happen.

**Chairman Goedde** explained training for elected school board members cannot be required.

In response to a question, **Mr. Westerberg** said he did not know the cost to establish the recommendations from the Governor's Task Force on Education.

**ADJOURN:** There being no business to come before the committees, the meeting adjourned at 3:38 p.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, January 16, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22480</u></a>	Establishing March 4 as Idaho Day	Rep. Bateman
<a href="#"><u>RS22482C1</u></a>	Establishing a Legislator's Award for Extraordinary Teachers	Rep. Bateman
	Presentation: Idaho Department of Juvenile Corrections	Sharon Harrigfeld, Director, IDJC
	Presentation: Idaho Department of Corrections	Brent Reinke, Director, IDOC, and Chief Shane Evans, Education, Treatment and Re-entry

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Thursday, January 16, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None.
<b>GUESTS:</b>	Sharon Harrigfeld, James Pannell, Tim Rigsby, and Joe Buckles, Idaho Department of Juvenile Corrections (IDJC); Robin Nettinga and Matt Compton, Idaho Education Association; Julie Oye-Johnson, Shane Evans, and Doug Kellis, Idaho Department of Corrections (IDOC); Kristyn Kirschaman, Risch-Pisca; Clark Corbin, Idaho Ed News, Marilyn Whitney, Amy Nelms, and Tracie Bent, State Board of Education; Luci Willits, State Department of Education
	<b>Chairman DeMordaunt</b> called the meeting to order at 9:00 a.m.
<b>RS 22480:</b>	<b>Rep. Bateman</b> presented <b>RS 22480</b> , explaining the intent of the legislation is to officially recognize March 4 as Idaho Day. He said President Abraham Lincoln signed the document which created the State of Idaho on March 4, 1863. He indicated that celebrating the state would bring heightened awareness to Idaho's students as they learn and appreciate the State of Idaho. He said the celebration would not close state or federal offices.
	Responding to a question from the committee, <b>Rep. Bateman</b> , the date of the celebration would be changed to March 5th when March 4th landed on a Sunday to enable students to be in school and the Legislature to be in session.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to introduce <b>RS 22480. Motion carried by voice vote.</b>
<b>RS 2282C1:</b>	<b>Rep. Bateman</b> presented <b>RS 2282C1</b> . He said the legislation will give legislators a chance to recommend for award, a public school teacher for outstanding service to the public schools of the State of Idaho. He explained the teacher must be from the legislator's district and must have a demonstrated record of improving student engagement and learning. The selection of the school and teacher to be nominated shall be made by the board of trustees of the school, or the governing board, in the case of a charter school teacher. He indicated the award will be five hundred dollars each year per award recipient to be paid from the legislative account. The award would be accompanied by a large certificate suitable for framing.
	In response to questions from the committee, <b>Rep. Bateman</b> said the two representatives and one senator from each district would work together to coordinate the awards for their legislative district. He said most school districts already have a mechanism in place for recognizing outstanding teachers. He also said the award would not go through the school budgets request to the legislature; rather it would be handled by the House budget.
<b>MOTION:</b>	<b>Rep. Wills</b> made a motion to introduce <b>RS 2282CI. Motion carried by voice vote.</b>
	<b>Sharon Herrigfeld</b> , Director, IDJC, explained the mission of the department is to develop productive citizens. She introduced members of her staff and said that <b>James Pannell</b> would give a presentation on educational programs of IDJC.

**James Pannell**, Education Director, IDJC, explained the educational programs for incarcerated youth. He gave statistics describing the positive outcomes of IDJC. (See Attached.) He told the committee 58% of incarcerated youth return to society ready to earn a taxable wage. Mr. Pannell indicated their schools belong to an eleven-state consortium for educational excellence and that Idaho achieved the highest ratings among those participating states. He also explained the demands of teaching in a confined setting.

In response to questions, **Mr. Pannell** said the average daily count of incarcerated youth is about 325, with 450 youth moving through the system per year, although the 2012 statistics from the Idaho State Police list 11,279 total arrests of juveniles. He explained the community effort of teachers, counselors and staff in the educational effort. He also said that the parents, who agree to be involved with their youth, are used to help prevent recidivism.

**Ms. Herrigfeld** was called upon to respond to a question from the committee. She said they do not study or track the correlation of recidivism in regard to whether the youth complete a high school diploma or a GED. She said 30 percent of IDJC youth never return to the correctional institution.

In response to further questions, **Mr. Pannell** said there were 128 juveniles housed in the St. Anthony facility; 28 in Lewiston; and 73 in Nampa. He said each facility functions as its own school district; however, they do not have to comply with all state regulations. They function more like an alternative school. He explained the compensation scale for teachers. He told committee members their funding for instructors comes through the Department of Corrections and that teacher turnover rate is high because (1) compensation is lower; and (2) stress level is very high. Mr. Pannell told committee members, IDJC schools service youth as young as sixth grade through seniors in high school. Usually the incarcerated youth leave by age 19, however they can keep them to age 21. He added that IDJC uses the Educational Portal Website for postsecondary classes to meet the needs of their population.

**Brent Reinke**, Director, IDOC, introduced members of his administrative staff. He said the mission of IDOC is to promote a safer Idaho by reducing recidivism.

**Julie Oye-Johnson**, Education Program Director, IDOC, introduced **Doug Ellis** to the committee. She told the committee that Mr. Ellis had been processed through the Idaho correctional institutions and was one of the success stories.

**Doug Ellis**, Micron, described his pathway to success after multiple incarcerations and many years of probation and probation breaking. He said, for him, a visit to Narcotics Anonymous and a success story from an older man with a similar background, gave him the hope that he could have a normal life. He said with a supportive family, and many mentors along the way, he was able to get both a Bachelor and Masters degree. His final triumph was a pardon from the Governor of the State of Idaho.

**Shane Evans**, Chief, Education, Treatment and Re-entry, gave an IDOC overview which included the academic achievements. (See Attached.) Mr. Evans said IDOC is dealing with an ambivalent population with criminal thinking. They look at their lives in a different way. He said in their educational offerings, they offer online services with a closed-linked system because criminals do not have access to internet. He said their educational system is fully accredited and the very core of their programs are education and treatment. He added that their program goal is for those inmates leaving their facility to make a living wage. It is difficult because bridges have been burned; past offenses must be righted.

In response to questions from the committee, **Mr. Evans** said 3500 volunteers across the state work to provide religious and spiritual guidance. He said they focus on skills for readily employable jobs more than academics.

**Mr. Ellis** was called upon to answer a question from the committee. He said even though he knew he had ability, his experience in Narcotics Anonymous showed him a path on how he could successfully return to the outside.

**Director Reinke** was called upon to answer questions from the committee regarding replication of successes such as **Mr. Ellis**. He said it is the work of the Council of State Governments; they have to manage to a strength-based mode. He explained that legislation is forthcoming that will assist in the change. He said when criminals hit a diminishing return, the "light bulb" time is important. It provides the chance to batter them with change.

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 10:55 a.m.

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Representative DeMordaunt

Chair

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Jean Vance

Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, January 20, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<u>RS22477C1</u>	Public School Facilities Cooperative Funding	Marilyn Whitney, Chief Communications and Legislative Officer, State Board of Education
	Subcommittee Report on Rules from State Board of Education	Rep. Shepherd
	Subcommittee Report on Rules from State Department of Education	Rep. Harris

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
Phone: 332-1148  
email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Monday, January 20, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Robin Nettinga and Matt Compton, IEA; Jen Swindell, Idaho Ed News; Ron Curtis, IMEA; John Foster, Kestrel West; Jack Foster; Tracie Bent, Amy Nelms, and Marilyn Whitney, State Board of Education; Brody Aston, Lobby West; Julie Hart, Westerberg and Associates; Brett Wilder, Food Producers
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 9:00 a.m.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the Harris Subcommittee minutes of January 9, 2014. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Harris</b> made a motion to approve the Harris Subcommittee minutes of January 10, 2014. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of January 15, 2014. <b>Motion carried by voice vote.</b>
<b>RS 22477C1:</b>	<p><b>Marilyn Whitney</b>, Chief Communications and Legislative Officer, State Board of Education presented <b>RS 22477C1</b>, which represents a change in statute dealing with the cooperative school facilities funding program. She explained the proposed amendments would allow the panel to more efficiently manage approved projects. She said proposed changes would grant the panel authority to alter the scope of work on a project that has already been started including the termination of the project based on recommendations from the appointed district supervisor.</p> <p>In response to questions from the committee regarding an incident that prompted the legislation, <b>Ms. Whitney</b> said the mechanism has been used only twice, once in the Plummer-Worley School District and currently in the Salmon School District. She said the roofs of the schools in Salmon posed an imminent safety threat. The district was unsuccessful in passing two supplemental levies and the state was asked to step in and come up with a plan. In the process of the implementation of the plan, the district came forth with a proposal that would save the taxpayers money. The state did not feel they had a clear path in the statute to go forward. She stated the proposed amendment was the result of the Salmon incident and brings clarification to the panel members: the executive director of the State Board of Education, the administrator of the Division of Building Safety and the director of the Department of Public Work. Ms. Whitney said the amendment gives authority to the panel to modify the scope of the project or even cancel a project that has already begun, if a more preferable solution surfaces.</p> <p>In response to a further question, <b>Ms. Whitney</b> said the local taxpayers do have to reimburse the state for the repairs in the amount of actual money spent.</p>
<b>MOTION:</b>	<b>Rep. Nielsen</b> made a motion to introduce <b>RS 22477C1</b> . <b>Motion carried by voice vote.</b>

**Chairman DeMordaunt** stated his preference to hear each administrative rule from the subcommittees separately so members of the committee could reexamine each rule as a whole.

**Rep. Shepherd** presented each of the pending rules from the State Board of Education stating their recommended approval by the subcommittee.

**MOTION:** **Rep. Clow** made a motion to approve **Docket No. 08-0105-1301**. Motion carried by voice vote.

**MOTION:** **Rep. Boyle** made a motion to approve **Docket No. 08-0106-1301**. Motion carried by voice vote.

**MOTION:** **Rep. Kloc** made a motion to approve **Docket No. 08-0109-1301**. Motion carried by voice vote.

**MOTION:** **Rep. Clow** made a motion to approve **Docket No. 08-0112-1301**. Motion carried by voice vote.

**Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, was called upon to answer questions from the committee regarding **Docket No. 08-1113-1301**. She said the application for the Idaho Opportunity Scholarship did not include a drug-free requirement. She indicated the qualifications for university entrance serve as an academic standard for alternatively educated students. Those requirements include acceptable scores on the ACT and SAT national exams.

**MOTION:** **Rep. Mendive** made a motion to approve **Docket No. 08-1113-1301**. Motion carried by voice vote.

**MOTION:** **Rep. Wills** made a motion to approve **Docket No. 08-0201-1302**. Motion carried by voice vote.

**MOTION:** **Rep. Boyle** made a motion to approve **Docket No. 08-0203-1301**. Motion carried by voice vote.

**Rep. Boyle** said she had a question as to the negotiated rule making. She was not sure that the process had been followed correctly for **Docket No. 08-0204-1301**. She was concerned charter schools had not had sufficient input. **Rep. Nielsen** said if the rule was not approved, the action would be detrimental to the charter schools. **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, was called upon to answer a question regarding the technical correction requested by the subcommittee. She said the administrative rules representative had approved the insertion of the word "and" to clarify the language.

**MOTION:** **Rep. Clow** made a motion to approve **Docket No. 08-0204-1301**. Motion carried by voice vote.

**MOTION:** **Rep. Wills** made a motion to approve **Docket No. 08-0301-1303**. Motion carried by voice vote.

**Rep. Harris** presented each of the Pending Rules from the State Department of Education stating their recommended approval by the subcommittee, with the exception of **Docket No. 08-0203-1306**, **Section 104.02.a** and **Section 104.02.c**. He stated the subcommittee also recommended reject of **Docket No. 08-0202-1308**, **Section 023.03**.

**MOTION:** **Rep. Bateman** made a motion to approve **Docket No. 08-0201-1301**. Motion carried by voice vote.

**MOTION:** **Rep. Kloc** made a motion to approve **Docket No. 08-0202-1301**. Motion carried by voice vote.

**MOTION:** **Rep. VanOrden** made a motion to approve **Docket No. 08-0202-1302**. Motion carried by voice vote.

- MOTION:** **Rep. Horman** made a motion to approve Docket No. 08-0202-1303. Motion carried by voice vote.
- MOTION:** **Rep. Gestrin** made a motion to approve Docket No. 08-0202-1304. Motion carried by voice vote.
- MOTION:** **Rep. Bateman** made a motion to approve Docket No. 08-0202-1305. Motion carried by voice vote.
- DOCKET NO. 08-0203-1306:** **Rep. Harris** explained the rule recommended that the minutes of physical education required during a week be set at 60 minutes in elementary school. However, effective Fall 2015 an average of two hundred minutes of physical education would be required on a bi-weekly basis for middle school students increasing to two hundred fifty minutes on a bi-weekly basis by the Fall of 2018. He said from testimony given during the subcommittee hearing, the mandate would cause a burden on school districts. Therefore, the subcommittee voted to recommend rejection of **Section 104.02.a** and **Section 104.02.c.** of Docket No. 08-0203-1306,
- MOTION:** **Rep. Kloc** made a motion to approve Docket No. 08-0203-1306. with the exception of **Section 104.02.a** and **Section 104.02.c.** Motion carried by voice vote.
- MOTION:** **Rep. VanOrden** made a motion to approve Docket No. 08-0202-1307. Motion carried by voice vote.
- MOTION:** **Rep. Wills** made a motion to approve Docket No. 08-0203-1303. Motion carried by voice vote.
- Rep. Harris** explained the rational behind the rejection of **Docket No. 08-0202-1308, Section 023.03.** He said the endorsement review for teacher certification is on a 5-year cycle. This year the English credential was being reviewed. The rule recommendation moved from 20 hours required to requiring 45 hours for English teacher certification. Testimony from superintendents suggested a hardship on those teachers already employed, as well as for the district. Rep. Harris said the suggestion from the subcommittee was to move it up gradually over a longer period of time.
- MOTION:** **Rep. Horman** made a motion to approve Docket No. 08-0202-1308 with the exception of **Section 023.03.**
- MOTION:** **Rep. Gestrin** made a motion to add to the rejection: **Section 105.01.i.** from Docket No. 08-0202-1308, stating the lack of control over alternative course credits.
- A question was raised regarding whether or not a subcommittee member who recommended acceptance of a rule during the subcommittee hearing could later recommend rejection of the same rule at the full committee hearing. After a brief discussion, it was determined that members' votes should remain consistent and therefore a subcommittee member should not reverse his or her vote without first notifying the committee chairman.
- MOTION WITHDRAWN:** **Rep Gestrin** withdrew the substitute to reject **Section 105.01.i.** of Docket No. 08-0202-1308.
- MOTION:** **Rep. Rubel** made a motion to reject **Section 105.01.i.** of Docket No. 08-0202-1308.
- Rep. Rubel** said that physical education credits should not be given by a nonaccredited sports team coach. **Rep. VanOrden** spoke against the motion, saying the ability of the district to decide at a local level took precedent.
- SUBSTITUTE MOTION:** **Rep. Clow** made a substitute motion to approve Section 105.01.i. of Docket No. 08-0203-1308

**Rep. Clow** said that the public wants students to be involved in physical exertion and the local school districts should be able to choose the activities that qualify for physical education (P.E.) credits. **Rep. Horman** supported the substitute motion stating the action moves Idaho in the direction of mastery, one of the recommendations from the Governor's Task Force on Education. She said it embraces learning outside the class room, therefore, moving students toward competency. **Rep. Rubel** spoke against the substitute motion saying that since P.E. is a core part of the curriculum, the rule is taking it out of supervision and control of educational professionals.

**VOTE ON  
SUBSTITUTE  
MOTION:**

**Chairman DeMordaunt** called for a vote on the substitute motion. **Motion carried by voice vote.**

**MOTION:**

**Rep. Horman** made a motion to approve Docket No. 08-0204-1301. **Motion carried by voice vote.**

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 10:10 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, January 21, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	North Idaho College	Dr. Joe Dunlap, President
	College of Southern Idaho	Dr. Jeff Fox, President
	College of Western Idaho	Dr. Bert Glandon, President

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, January 21, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Marilyn Whitney, SBOE; Jessica Harrison, ISBA; Dr. Joe Dunlap, President, North Idaho College; Dr. Jeff Fox, President, College of Southern Idaho; Dr. Bert Glandon, President, College of Western Idaho

**Chairman DeMordaunt** called the meeting to order at 9:02 a.m.

**Dr. Joe Dunlap**, President, North Idaho College, introduced the board of trustees that were locally elected. Mr. Dunlap explained the five missions of a community college; career and technical education, transfer education, ABE/GED, workforce education, and community education. North Idaho College serves five northern counties in Idaho; Boundary, Bonner, Kootenai, Benewah, and Shoshone.

The annual head count in 2013 was 17,972. Enrollment dropped 11%, but distance learning has increased. With this 11% decline they had to reduce their budget. This included holding open positions, professional development, and travel. Workforce training has remained flat due to their facilities being outdated. **Mr. Dunlap** reviewed their accountability for the fiscal year 2014. He then went over student debt information and informed the committee that student debt has decreased by 57% from 2012 to 2013. This was partly due to offering unsubsidized loans unless the student asked for them. Students that do request subsidies are required to go through counseling where they can best learn how to manage their money.

**Mr. Dunlap** went over alternative funding source successes and showed that new grants funded fiscal year 2013 were \$3,034,498 and new grants funded to date January 1, 2014 are \$821,036. These funding highlights are from U.S. Department of Labor, Albertson's Foundation- Best Practices, Idaho Department of Labor, Workforce Development Training Fund, and Albertson's Foundation PTECH. Programmatic structure changes are medical assistant, physical therapist assistant collaboration, integrated business entrepreneurship, aerospace, and wood products manufacturing center of excellence.

There are three major priorities to the North Idaho College. First college and career readiness/workforce preparation, second dual credit, and third Voluntary Framework of Accountability (VFA). The dual credit opportunities help a student shorten the completion time for obtaining a degree. The VFA will provide actionable data that will contribute to opportunities for students. **Mr. Dunlap** also explained that students can come and take a compass test, and with the results from that test the school can determine a plan of course based off of what that student needs. With accelerated remediation they can shorten their course work and make school more meaningful, and this makes students more likely to succeed. Mr. Dunlap explained that the college needs to address enrollment strategies, dual learning, and distance learning to help bring enrollment back up.

**Dr. Jeff Fox**, President, College of Southern Idaho introduced the board of trustees. Mr. Fox then presented the core themes of CSI which are transfer education, basic-skills education, professional-technical education, and community connections. Headcount growth is 47% since 2000, and full time growth is 53% since 2000. In 2013 CSI Foundation scholarships awarded were \$1,295,779. Mr. Fox said most counties have at least one local high school partnering with CSI to provide dual credit classes. Mr. Fox explained the remediation and some of the processes that **Mr. Dunlap** mentioned previously, are all things the College of Southern Idaho are practicing.

Instructional delivery changes show that online classes are more convenient for students to take. **Mr. Fox** stated that food producers in Idaho have said we need increased training in our workers. CSI offers and designs courses to meet that need. Credits have remained at \$110 per credit, even though the cost of living has gone up. CSI continues its accreditation oversight role with the College of Western Idaho (CWI). CSI business and industry training include industrial maintenance and Millwright training, dairy work training, truck driver training, and customized training. CSI also believes that emphasizing on preventative medicine can in the long run cut down on long term health care costs.

The Applied Technology and Innovation Center is expected to be complete in Spring 2014. This will offer programs such as wind energy, manufacturing technology, HVAC technology, environmental technology, drafting, food processing technology lab, and a general education classroom. **Mr. Fox** explained to the Committee what the fiscal year 2015 Legislative Funding Requests were; occupancy cost for ATIC, Voluntary framework for accountability, Idaho Falls Outreach Center, graduation rate improvement, and CSI STEM Initiative.

**Dr. Bert Glandon**, President of College of Western Idaho, said enrollment has been increased by over 250% since fall 2009. The average student age is 27 with 57% of the population being female. There are seven CWI locations in the Treasure Valley. Mr. Glandon explained that they would like to be able to offer all courses at each location so students will not have to drive back and forth to different campuses to complete their degree.

The fiscal year 2015 requests are for occupancy costs for the Micron Center, voluntary framework of accountability, nursing staff- shift to state funding, virtual one-stop student services, and expansion of dual credit. Dual credit helps Idaho high school students minimize the cost of post-secondary school. **Mr. Glandon** stated that offering dual credit was saving the State and the individual so much money because there would be less years in higher education. CWI is making sure students are able to transfer credits and move on to a four year degree.

**MOTION:** **Rep. VanOrden** made a motion to approve the Harris Subcommittee minutes from January 13, 2014. **Motion carried by voice vote.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:42 a.m.

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Representative DeMordaunt  
Chair

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Amber Duke  
Secretary

JOINT  
**HOUSE EDUCATION COMMITTEE**  
**AND**  
**SENATE EDUCATION COMMITTEE**  
3:00 P.M.  
**Lincoln Auditorium**  
**Wednesday, January 22, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Common Core Forum	

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
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Phone: 332-1148  
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MINUTES  
JOINT MEETING  
**HOUSE EDUCATION COMMITTEE**  
**SENATE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 22, 2014

**TIME:** 3:00 P.M.

**PLACE:** Lincoln Auditorium

**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Fulcher, Nonini, Thayn, Patrick, Ward-Engelking

**ABSENT/  
EXCUSED:** Senator Buckner-Webb

**GUESTS:** The sign-in sheet will be retained with the minutes in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Services Library.

**Chairman DeMordaunt** called the joint session to order at 3:05 p.m.

**Chairman DeMordaunt** welcomed all in attendance and expressed appreciation for the panelists, and for citizens submitting questions for the Idaho Common Core Forum. He explained the questioning procedure during the Forum. He said all panelists were not required to answer all questions and could simply agree with another panelist.

**Senator Goedde** explained the expectations for the audience and panelists when participating in legislative assemblies. He said the purpose of the Forum was to determine facts from opinion or misinformation.

The panelists introduced themselves to the committees and to the audience: **Tom Luna**, Idaho Superintendent of Public Instruction; **Bruce Cook**, Program Director of Madison School District; **Stephanie Rice**, English teacher, grades 7-12, Council School District; **Dorothy Moon**, retired special education teacher from Challis School District; **Steve Labau**, Sunny Ridge Elementary Principal, Nampa School District; and **Stephanie Zimmerman**, mother and founder of Idahoans for Local Education

In response to questions regarding total implementation of the Idaho Core Standards (ICS), **Supt. Luna** said the state did not receive federal dollars for adopting new standards. He indicated \$11 million was made available by the state last year for transitioning. **Mr. Cook** said his district had received some Title II money but it went quickly. He explained the dilemma of teachers to realign with the standards and to find textbooks. **Ms. Rice** said that resources need to be updated on a regular basis. **Mr. Labau** said the process is ongoing. He said for students to show evidence of learning is a major benefit for them. He said teachers, collaborating to develop assessments, are also beneficial for students.

To a question regarding ICS dictation of curriculum and textbooks, **Mr. Cook** said ICS does not specify the textbooks, however ICS drives instruction. To the question regarding autonomy for local districts, **Ms. Rice** said the teacher chooses the writing topics and the literature. **Ms. Moon** said local school boards do have control, however there is fear the mandates will dampen choice. **Mr. Labau** said having a certain amount of standards is preferable because the artistry and creativity of local teachers then comes into play. **Ms. Zimmerman** said the state board holds the control. **Supt. Luna** asked, "Should the state set academic standards?" He said last spring the State Department of Education was told the curriculum was being dictated by them. When school started they found that was not the case.

In response to questions regarding cost/benefit analysis, plus trials showing ICS and the Smarter Balanced Assessment Consortium (SBAC) showing significant gains in student learning, **Ms. Moon**, **Mr. Cook** and **Ms. Zimmerman** agreed they had found no cost/benefit analysis and the standards and the test had not been piloted or field tested. Mr. Cook said his district is improving and has 5-Star Schools without ICS. Ms. Zimmerman opposed data driven education. **Mr. Labau** said his school had started implementation two years ago and students' Idaho Standard Achievement Test (ISAT) scores had gone up, especially in math. **Supt. Luna** said standards result in improvement; higher standards lead to better improvement. He cited the student success in Kentucky after the state adopted the ICS. He also said Idaho employers have asked more of Idaho's high school graduates, especially in math.

In response to the question of ICS being age appropriate, **Ms. Moon** said there is no proof behind the science standards. **Mr. Labau** said some alignment is looking at sequence in learning. He said the rigor was beneficial. **Ms. Zimmerman** said ICS set algebraic concepts to be taught in kindergarten. She said that was developmentally inappropriate. **Supt. Luna** said in July of 2010, Idaho teachers thoroughly vetted ICS and it was from their recommendations that the state had moved on. He said the ICS were age appropriate. **Mr. Cook** questioned the kindergarten standards. He said the SBAC is very difficult and in New York, proficiency scores fell dramatically. **Ms. Rice** said there will be a gap in the proficiency scores for a few years. However, she cited her students progress in English since the implementation of ICS, as phenomenal.

In response to the question regarding how quickly students, teachers and schools will be held accountable for all of the new standards, **Mr. Labau** said accountability for teaching standards is happening now. He said the assessment accountability will come later. **Ms. Zimmerman** said it was her understanding the schools will be fully accountable in school year 2014-2015. **Supt. Luna** said student achievement is currently part of teacher evaluation. He said ICS have a five year phase in period. They had two years to prepare. This year the standards are being used; there is another year before the testing. He said teacher accountability is based on multiple measures and how students perform on ICS is one of those measures. **Mr. Cook** said teachers are accountable now; rewards and sanctions begin in 2015. He said ICS was a paradigm shift of NCLB teaching and failing. He said with the new SBAC is so difficult, he fears teachers will teach to the test. There is concern it could be used to punish as well as reward.

To a question regarding the portfolio system of assessment, proving multiple opportunities during the school year for student assessment, **Ms. Zimmerman** said it was not possible with the SBAC. **Supt. Luna** said ICS is in line with a mastery based system of testing. With ISAT the emphasis was on how many students can pass the test. Now the heavy emphasis is on growth. **Mr. Cook** said the ISAT Alt Portfolio Assessment provides uploads of student work throughout the year to prove proficiency; that would be preferred over the SBAC. He said instructors want to know immediately how kids are doing. District teachers fear the turnaround time for the SBAC results will not be timely. **Mr. Labau** said multiple assessments are used currently and will continue with SBAC.

In regard to the question concerning constitutionality and the United Nations' role in the development of ICS, **Supt. Luna** said the UN played no role. He said the constitutional authority comes from the 10th Amendment which gives states the jurisdiction to establish, maintain and conduct a general, uniform system of education. He said the state has always had standards to determine what level of achievement is necessary for its citizens. He said the rest is left to local school districts with guidance from the legislative body. **Mr. Cook** said if a local district feels a level in ICS does not fit, the districts would like power to remove the standard. **Ms. Moon** said she believes the federal government along with the Bill Gates Foundation, is involved through funding. She said Idaho has the power to ignore or embrace; but if embraced, not in its entirety. **Mr. Labau** and **Ms. Rice** agreed ICS to be constitutional. **Ms. Zimmerman** said **Bill Gates** was the instigator of the Common Core School Standards. She said Bill Gates has a position with UNESCO, thus giving the UN influence. She said a memorandum of agreement was signed in 2009 connecting ICS to the federal government, thus making the standards unconstitutional.

In regard to which states are opting out of ICS, **Ms. Moon** said Texas, Nebraska, Alaska, Georgia, and Virginia have opted out. Minnesota has only adopted the English standards. **Ms. Zimmerman** said seventeen states from the testing consortium are leaving. She stated that Kentucky, Massachusetts and North Carolina have governors who want out. **Supt. Luna** said none of the states had opted out. He said many have revisited ICS and SBAC, and some, like Minnesota, have recommitted. He said the same people who claim states are opting out are saying ICS is not voluntary. If states can opt out; the standards, then, are voluntary.

Answering the question as to the comparison of ICS to previous Idaho standards, **Ms. Rice** said they are more rigorous and rather than simply produce an answer, the student must identify the thinking and reasoning process in finding an answer. She said ICS are more cohesive than previous standards, giving more opportunity to teachers for collaboration in interdisciplinary teams. She said it is a more holistic approach rather than one of isolation. **Ms. Moon** said some standards are lowering the bar instead of raising it. She said frustration is coming from both students and parents. Parents are not able to work through the problems as they are now; they cannot help their student with math. **Mr. Labau** agreed with Ms. Rice. He also said the advantage of higher expectations is that the "end game" of college and "career ready" is the goal. **Ms. Zimmerman** said ICS was not the best option for change. She asked why Idaho did not choose to teach the math program used by Massachusetts. **Supt. Luna** agreed on the rigor of the new standards. He said the standards are not more rigorous than other countries' standards, and Idaho students are just as capable. He said remediation needed by Idaho students when entering college or the work force should be greatly diminished by reaching ICS prior to graduating high school. **Mr. Cook** said ICS are not set up to help a child who is struggling. He said students in other countries are faced with extended school hours and Saturday school, and teachers receive higher wages.

With regard to teachers being involved in the creation of standards and concurrent implementation, **Ms. Moon** said the Bill Gates Foundation, and **Arne Duncan**, US Secretary of Education, agree that the federal government must have more to do in setting standards. She said corporate giants, not teachers were involved. She said kids are going to lose their love of learning and that textbooks were scarce, only computers are being made available. **Ms. Zimmerman** said teachers were not involved; they were brought in to be window dressing. **Supt. Luna** said he was involved from the beginning. **Bill Gates** and Arne Duncan were not present. He said a small number of state superintendents tried to figure out how to improve learning because the college success rate was poor. He said administrators agreed to the approach and the Idaho Education Association (IEA) knows the names of the teachers who were involved in giving suggestions for standards and improvement. **Ms. Rice** said the teachers take a very large role in implementation. She said with standards as guidelines, we want to make sure learning opportunities are aligned with standards. She said it is vital to have teachers accountable to their students.

Regarding a question speaking to local control of curriculum, reading materials and text selections, **Mr. Labau** said materials are a local choice; standards are not. He said the beauty in that, is how the teachers choose to teach the standards. **Ms. Zimmerman** said the State Board adopted standards with suggested curriculum. **Supt. Luna** said the adoption of standards provides for review and a list of suggestions. The districts are not required to choose from the list. **Mr. Cook** and **Ms. Moon** agreed textbooks are a local choice; standards are not. **Ms. Rice** said standards are a list of skills, not how teachers will teach. She said she has not changed her curriculum.

In response to a question regarding time requirements of ICS on a day to day basis, **Ms. Zimmerman** said first grade lunch recess has been cut in half in order to prepare for SBAC. **Mr. Cook** said the hours for test prepping has increased and teachers feel pressure to prepare for the SBAC. **Ms. Rice** and **Mr. Labau** agreed teachers and students should focus on building skills everyday. If there is proper implementation of ICS teaching strategies, the students should be prepared without sacrificing additional time. **Ms. Moon** said there is concern that keyboarding skills are not in place and additional time improving on keyboarding skills will jeopardize basic courses.

The question to the panelists was: How will the state ensure that elementary students have the keyboarding skills necessary to take the exam without reducing instructional time in core subject areas? **Supt. Luna** said it differs from district to district depending on local policies. He said the SBAC questions are simpler in early grades requiring only short answers. He said in the 120 schools that piloted the SBAC, none had problems with keyboarding issues. **Mr. Cook** said money and time for keyboarding programs were concerns in his district. He said they found an acceptable keyboarding program in use in Utah schools, however, 3rd and 4th grades require a half hour of daily practice. **Mr. Labau** said learning keyboarding may take extra time, but students are learning a necessary life skill.

In regard to a question asking if ICS moves Idaho's educational decisions closer or further away from parents and local schools, **Mr. Cook** and **Ms. Moon** agreed ICS moves parents and the community away from the decision making. Mr. Cook said he receives letters from parents asking to move the standards back to those which are more acceptable at grade level. **Ms. Rice** and **Mr. Labau** agreed there has been no real change. **Ms. Zimmerman** said parents and the community have no say in what is put on the tests; it is not part of Idaho's jurisdiction. **Supt. Luna** said Idaho had more influence on the SBAC than on the ISAT, ACT or SAT. He said some will always be opposed to state accountability and state assessments; it's a philosophical difference. The resistance to standards goes back long before the ICS. Natural friction will always be there.

In regard to a question regarding the impact of test scores on student progression and teacher's merit pay, **Ms. Rice** said the SBAC will have the same influence as the ISAT. However, the class of 2017 will have to pass the SBAC to graduate. **Ms. Moon** and **Ms. Zimmerman** agreed it would have the same policy on retention and would be used against merit pay. **Mr. Labau** said it depends on how the legislature approaches merit pay. **Supt. Luna** said it is a local decision. He said Idaho adopted teacher evaluation prior to the ICS. He said the 2013 Governor's Task Force Recommendations are quite specific. The tiered licensure and career ladder are part of those recommendations for which portion would be based on achievement. He said whether the SBAC is one of the measures for evaluation is a local decision.

Answering the question as to what proof there is that ICS will make any difference when poverty, second language, physical disabilities and lack of parent involvement are the contributing factors for student failure, **Ms. Moon** said that ten percent of Idaho's special education receive no benefit from ICS. **Mr. Labau** said there are high expectations, even with special education, but there are alternative paths to graduation. **Ms. Zimmerman** said there is no proof ICS will help any student. She said inter-city teachers are very concerned for students of poverty. **Supt. Luna** said there are accommodations for special education kids. He said we have public education for that reason. He said the quality of the teacher in the classroom is the most influential. He indicated that years ago, when math and science standards were raised, many people believed students would fail, but they did not. **Ms. Rice** said seventy-five percent of her students qualified for free or reduced lunch but they are successful. She said the standards provide cohesiveness. **Mr. Cook** said he would like to see monies go toward hiring and retaining good teachers instead of paying for the SBAC.

In response to a question citing no public forum prior to the adoption of ICS and if the legislature would be willing to halt the deadline in order for lawmakers to revisit their constituents, **Mr. Labau** said there were public forums prior to adoption and the districts were given two years to prepare. He said some districts did not prepare. **Ms. Zimmerman** said she was active in the education, but the public forums were ex post facto. **Supt. Luna** said 21 public meetings were held in 2010; Standards were adopted in 2011. He said there has been one election cycle with legislators facing their constituents since that time. **Mr. Cook** said he had heard of no public meetings. **Ms. Moon** asked the legislature to halt ICS and let legislators hear the dialogue coming from 2014 public meetings organized by citizens.

Responding to a question regarding a stellar education system of decentralized education similar to Finland, **Ms. Zimmerman** said Idaho does not have decentralized education. **Supt. Luna** said Finland has national standards.

In response to a question relating to the 15 percent latitude districts are given to vary from compliance to ICS, **Mr. Cook** said the percentage needs to be more lenient. **Supt. Luna** said in order to align to other states, 85% of the curriculum had to be standards driven. **Ms. Rice** said the percentage doesn't matter, the Advanced Placement (AP) curriculum can be at a different level of complexity. **Ms. Zimmerman** suggested the book, Detracting for Success, in order to address the subject of standards and accelerated classes more fully.

Answering a question relating to ACT and SAT exams being changed to accommodate the new standards, **Mr. Cook** said his district would rather use the ACT and SAT for an evaluation rather than ICS. **Ms. Zimmerman** said the processing has begun to align the national test to the SBAC. **Supt. Luna** said the companies are working to align the ACT and SAT with the ICS but have not completed anything. He said college and university presidents are saying Freshman students, who graduate with competency in ICS, will not need remediation.

To a question concerning alternative education such as home school and private school, **Supt. Luna** said Idaho will not regulate home schooling or private schools as to alignment with ICS.

In response to a question on the evaluation of essays within the SBAC and who will grade the tests, **Mr. Labau** said he would hope that teachers would be involved with scorers from across the state. **Ms. Zimmerman** said in math, more weight is put on process rather than on product. **Supt. Luna** said the test is a combination of multiple choice and essay, graded by the writing skills and thinking involved. He said the test will be graded much like the Direct Writing Assessment, by teachers from across the state. **Mr. Cook** said the process of assembling teachers as evaluators will cost money, and student feedback will not be fast. **Ms. Rice** said the test gives students a chance to respond to a two-sided question. Students are asked to reason and use critical thinking.

Massachusetts conducted a complete overhaul of its state education system and became the top state in the nation for education. Why not adopt that thoroughly proven set of standards? Can we change course? **Ms. Moon** said **Bill Gates** wants to sell computers. She would hope Idaho would change its course. **Ms. Zimmerman** said Massachusetts had higher scores before they adopted ICS. They are looking to change. **Supt. Luna** said Massachusetts is recognized as the leader in education. They vetted ICS thoroughly, and they may be reviewing the adoption, but have not changed. **Mr. Cook** asked the question: Can we change course? He said the decision rests with the legislature.

The question of partnering the federal department of education with copyrighters of ICS for standards and for data collection was given to the panel. **Ms. Zimmerman** said the role of the federal government in education is stated in a "Four Pillars" document on the White House website. She said **President Obama** has outlined the steps that include corporate interests. **Supt. Luna** said now that schools have had time to be involved with ICS, the fear of last spring is not there. ICS and the SBAC were copyrighted so that others could not make a profit from their existence, just like Idaho Code is copyrighted. In regard to data collection and security, there are bills forthcoming to strengthen the laws to protect the data. **Mr. Cook** said he is worried about the data collection and the increased data fields.

**Chairman DeMordaunt** informed panelists of time restraints. He said the next question would be the last question posed to the entire panel. He then asked panelists to choose one question, from the remaining question list, to which he or she would prefer to respond.

In response to a question regarding Family Educational Rights and Privacy Act (FERPA) and collection of personal student information without parental consent, **Ms. Zimmerman** said parents have a right to protect student privacy. She said the state cannot opt out of the data collection portion of ICS. She said FERPA has been changed and data can be transferred. Student data is not safe. **Supt. Luna** said FERPA requires parents to give approval for data collection. He said the Idaho Attorney General's opinion said, this is public education and we need some transparency and accountability. If you participate, we must collect a certain amount of data. Supt. Luna said the program needs to have "side boards." **Mr. Cook** said parents should have the right to protect their child's privacy. He stated concerns over 288 fields of data. He said there are two people in his district whose total job is that of student data collection. **Ms. Moon** said she retired early because of data collection required for special education students. She felt frustrated having to give out information she judged to be private. She said information such as possession of weapons, one's religious and political preferences should not be collected. Supt. Luna said the state education programs do not collect data on religion and politics.

In regard to a question on math concepts and the "process" being more important than the answer, **Supt. Luna** said students are not forced to demonstrate different ways of reasoning for solving a math problem, just explain one reasoning process, the one he or she used. On the SBAC, a math question is worth three points each, two points for the correct answer and one point for the correct explanation of the process for solving it.

**Mr. Cook** and **Ms. Rice** each chose to answer the question regarding instructional days lost to testing. Mr. Cook said there are lost days to testing and no new money for computer labs. Existing labs are tied up for testing. He said history and fine arts are the losers; math and English are gaining. Ms. Rice said she thinks the assessment time is worth it. She says the preparation is more aligned with real world experience.

**Ms. Moon** said her concern focused on releasing Idaho from federal regulation.

**Mr. Labau** chose to answer the question regarding ICS cultivation of creativity and innovation. He said creativity and innovation are encouraged by teachers and students within ICS. He said traditional instruction was algorithm based for all students and was narrow in scope. It did not prepare students for college nor were they career ready.

**Ms. Zimmerman** related her answer to Kentucky and other states reviewing ICS. She said the fact that the states are reviewing their choice should mean something. She said student test results are lower, not only on the SBAC but other national tests.

**ADJOURN:** There being no further business to come before the committees, the meeting adjourned at 5:15 p.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

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Senator Goedde  
Chair

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Elaine Leedy  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Wednesday, January 22, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Governor's Task Force on Education	Bob Lokken, CEO, White Cloud Analytics, Vice President, Idaho Business for Education

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
Phone: 332-1148  
email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 22, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Robin Nettinga and Matt Compton, IEA; Brody Aston, Lobby Idaho; Mark Browning, North Idaho College; Tracie Bent and Amy Nelms, State Board of Education; Clark Corbin, Idaho Ed News; Kristyn Kirschenman, Risch-Pisca; Luci Willits, SDE; Suzanne Budge, SBS Associates

**Chairman DeMordaunt** called the meeting to order at 9:00 a.m.

**Bob Lokken**, CEO, White Cloud Analytics and Vice Chairman of the Governor's Task Force on Education, spoke to the committee on the changes needed for implementation of the recommendations coming from the Task Force. He explained schools are not factories; teachers not machines and students not widgets. The body of governance that served education in the past came out of the industrial age. He said the change is not one of incrementalism; it is a structural change. The management system he recommended was the biological system, as opposed to the un-minded or the mechanical systems, which were either chaotic or top down control systems. He said the biological system would give the schools ability to use local autonomy and outcome accountability, which were top recommendations from the Task Force.

**Mr. Lokken** explained that students cannot get situational intelligence from the state department. He said logically speaking, there is not a line item in the current rules governing education that says third graders should read, and there should be one. He indicated the New Plymouth School District and **Supt. Kirby** represent bright spots outside the current system. He said the collaborative work and measurable goal setting by the teachers are driving the success.

In response to a question relating to federal government's obstruction of progress, **Mr. Lokken** said, since the federal government micro-manages from Washington DC, the Task Force chose to work with the ideas that could be managed within Idaho and its school districts. He said the test was simple, if remediation in colleges and universities is widespread within Idaho's high school graduating population, then the job of educating is not being done. Responding to other questions, Mr. Lokken said Idaho is spending \$1.6 billion on education; it is paramount to get K-12 consistently performing before funding preschools. He said the issue is a matter of sequence. He indicated testing is crucial to improvement. Without data, there is no improvement and without goals, there are no measurable outcomes.

In response to questions regarding successful educational models, **Mr. Lokken** said the Task Force looked at highly-ranked Finland where schools are extremely autonomous and where standards are high. He said teachers are well paid and produce notable outcomes. He added that Idaho was 22nd in the nation, preforming in the middle of U.S. schools.

Responding to questions on ensuring the paradigm shift occurs, **Mr. Lokken** said the natural intuition is to go slow; however, if you go aggressively into the change, it will happen. There may be failure, but the transformation will happen quickly. He told the committee, Idaho needs taxpayers. The number of citizens on government assistance is unsustainable. He said educational transformation may be messy for the first year, but going slower only prolongs the mess.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:03 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, January 23, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Lewis and Clark College	Dr. Tony Fernandez, President
	Idaho State University	Dr. Arthur Vailas, President
	University of Idaho	Dr. Don Burnett, Interim President

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, January 23, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** Rep(s). Wills and Rubel.  
**GUESTS:** Selena Grace, ISU; Laura Woodworth-Ny ISU; Mary Flores, LCSC; Edward Miller, LCSC; Chet Herbst, LCSC; Lori Stinson, LCSC; Kathy Martin, LCSC; Kent Tingey, ISU; Art Vailas, ISU; Tracie Burt, Board of Education; Marilyn Whitney, SBOE; Amy Nelms, SBOE; Don Burnett, University of Idaho; and Joe Stegnet, University of Idaho

**Chairman DeMordaunt** called the meeting to order at 9:01 a.m.

**Dr. Tony Fernández**, President, Lewis-Clark State College (LCSC), introduced members of his administrative staff. Dr. Fernández explained the mission of the college was connecting learning to life through academic programs, professional-technical programs and community programs.

He explained enrollment was down 4.8 percent in 2013, which was due to the federal assistance student loan program which had tightened up. Retention rate is up 10 percent for FY2014. The college offers 90,000 credit hours with the majority of credit hours taught by full-time faculty. First time passing grades exceed or match national rates in nursing, radiology technician and Teacher Praxis exams. Overall placement for academic graduates is 92 percent, and technical graduates is 96 percent. The college was recognized nationally as a school whose students provide services to the community and the region.

**Dr. Fernández** stated collaboration is considerable with the health industry in the area. Lewis-Clark College cooperates with all of the higher institutions in the state and out-of-state in order to provide the kind of degrees needed in our area. Over 150 regional industry services cooperate with Lewis-Clark College being a site for internships, and serve on LCSC advisory councils. The largest outreach is in Coeur d' Alene with approximately 500 students.

The budget challenges include retention of workforce with competitive salaries, sustaining current operations, increasing student enrollment, maintaining the infrastructure and minimizing student fee increases. **Dr. Fernández** reviewed the FY2015 budget requests, actual funds received and the budget challenges facing LCSC. The comprehensive 5-year strategic plan for LCSC is: sustain and enhance excellence in teaching and learning; optimize student enrollment and promote student success; strengthen and expand collaborative partnerships; and leverage resources to maximize institutional strength and efficiencies.

In response to questions, **Dr. Fernández** stated tutoring is free for students. In some internships, students receive compensation and some are non-gratuitous. Students receive credit for internships. Dr. Fernández stated approximately 50-60 percent of the students entering LCSC require remedial mathematics and 20 percent in English/Language/Arts. In order to reach the 60 percent goal in public schools, Dr. Fernández explained it is the responsibility of the entire education system within Idaho to address the problem and the goal. Idaho schools graduate a lot of students from high school, but they do not go on to college. He said there is also a need to do a better job in keeping students in college and providing them with the education that is needed in the State of Idaho.

**Dr. Arthur Vailas**, President, Idaho State University (ISU), introduced members of his administrative staff. He stated the mission is unusual in that ISU has technical education all the way through undergraduate, graduate and post doctorate residency programs. Dr. Vailas stated ISU educates more than 17,000 students each year, offers 285 programs from certificates to doctoral degrees and has four campus locations. During difficult/economic years, ISU has gone through a transformation in different areas with a focus on containing inflation. In a recent survey, ISU ranked as the 15th lowest-cost public university with high starting salaries for graduates. Approximately 83 percent of all graduates are employed, and 86 percent of College of Technology graduates are employed.

ISU is leading in research and innovation and has 19 health care degree programs. ISU started clinic visits in 2008 and had approximately 33,000 patient visits through education in partnerships with hospitals and community health centers. ISU has received grants which allows the school to provide health services to people who do not have insurance.

In general education, ISU is focusing on competencies. Students are expected to demonstrate oral and written communication, critical thinking, problem-solving and teamwork that will result in building the skills, flexibility, careers, entrepreneurs, and leaders required in a workforce. ISU has formed a partnership with secondary education through the Early College Program with a retention rate of 86 percent. ISU provides students with flexibility through online education. ISU's global mission is to attract international and out-of-state student enrollment. ISU provides internships to students coupled with the degree which provides a more viable opportunity for placement in the job market.

In response to questions, **Dr. Vailas** stated bridge programs have reduced the number of remediation courses for students. It is also going down from the sources working with the university. Early college students do not generally need remediation courses. Quantitative and written competencies continue to be the biggest challenge.

**Dr. Vailas** explained grade inflation is a problem at the high school and pre-college level; it is hard to quantify. He told committee members, ISU is looking at a composite to try and develop a better system of assessment.

**Dr. Vailas** explained that we are not trained very well to solve complex problems. Higher education is going through a transition of how the focus of the degree has to be the content, and how disciplines can interact in contributing to the objective of getting a degree. If a problem is very complex, it requires other view points to evaluate that problem. He said we are not currently teaching it that way, which is the real issue. ISU is looking at interdisciplinary participation in the execution of the degree credential.

**Dr. Vailas** stated that ISU reduced their debt the last few years by keeping tuition

contained, while maintaining the quality of courses through faculty efforts.

**Dr. Laura Woodworth-Ny**, Provost, was called upon to respond to questions regarding enrollment policies for Idaho residents. She stated ISU has a tight admission standard in the health/science institution and an open access admissions process for the four year bachelors degree.

**Dr. Vailas** stated that ISU has been supporting dual enrollment for a number of years. ISU has teacher workshops, and teachers that do work in high schools are also members of our affiliates of ISU faculty. ISU continues to grow that relationship in a number of districts. Superintendents and principals have to be supportive as well as the teachers being comfortable with ISU teachers. He said the enrollment continues to grow, and now with more resources, ISU improves the affiliations of the high schools.

**Dr. Woodworth-Ny** explained there is a director who travels to twenty high schools within their region. There are currently 2000 students enrolled in ISU courses at the high schools. Regarding resources required, the \$65.00 credit hour is a subsidy that allows students to complete their general education core at a much lower cost than if the student were at ISU the first two years. It also allows the student to obtain a higher credential in a lesser amount of time.

**Dr. Don Burnett**, Interim President, University of Idaho, introduced members of his administrative staff. He stated the University of Idaho marks its 125th anniversary of service to Idaho. Dr. Burnett explained, as Idaho's land-grant institution, the university has statewide missions in collaborative research, teaching, and outreach in support of economic development. The university has a collaborative approach to teaching, scholarship and outreach. Most productive collaborations are in science. Science is an engine of progress, and science brings money to Idaho. Grant programs at the university support related programs in science and health.

The university has experienced an increase in Hispanic and military veteran enrollment. Thirty-five percent of the freshman class comes from first-generation families that had not previously taken advantage of higher education opportunities. Through funding from the Albertson's Foundation, the University of Idaho is working to enhance teaching and leadership in Idaho's K-12 education system through the Doceo Center. The university is building science, technology, engineering and mathematics (STEM) skills through programs such as the McCall Outdoor Science School, and an initiative called Guided Pathways to Success in STEM careers.

**Dr. Burnett** stated the University of Idaho is classified by the Carnegie Foundation as a "high research activity" institution among national research universities. The University leads the state by attracting grants and contracts of more than \$100 million. The university has undertaken a program prioritization process called "Focus for the Future," which is aimed at evaluating all academic programs and nonacademic activities, prioritizing them, discontinuing and consolidating programs that are inefficient, and investing in programs that perform more highly in fulfillment of research, teaching and outreach missions.

In response to questions, **Dr. Burnett** stated that tracking employment outcomes, particularly for Baccalaureate recipients, is something the universities can improve upon. The universities are not as good at tracking the outcome three to five years out. At the University of Idaho Law School, the last set of data reflected 92 percent of the students had achieved their employment destination or gone on to other higher education. The College of Science reported educational outcomes reflects 5 percent, or fewer, are looking for jobs following graduation from last spring.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:45 a.m.

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Representative DeMordaunt  
Chair

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Lisa Hamlin  
Secretary

**JOINT  
HOUSE EDUCATION COMMITTEE  
AND  
SENATE EDUCATION COMMITTEE  
3:00 P.M.  
Lincoln Auditorium  
Monday, January 27, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Listening Session for the Governor's Task Force on Education	

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
Phone: 332-1148  
email: [hedu@house.idaho.gov](mailto:hedu@house.idaho.gov)

MINUTES  
JOINT MEETING  
**HOUSE EDUCATION COMMITTEE**  
**SENATE EDUCATION COMMITTEE**

DATE: Monday, January 27, 2014

TIME: 3:00 P.M.

PLACE: Lincoln Auditorium

MEMBERS: Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Fulcher, Nonini, Thayn, Patrick, Ward-Engelking

ABSENT/  
EXCUSED: Senators Buckner-Webb

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

**CONVENED:** **Chairman Goedde** called the Joint Senate and House Education Committee (Committee) to order at 3:02 p.m., and a silent roll was taken. He explained that the focus of this day's public "listening session" was the Governor's Task Force (Task Force) recommendations, and areas of interest other than Common Core State Standards which previously were covered in depth.

**PRESENTATION:** **Karen Echeverria**, Executive Director, Idaho School Boards Association (ISBA), speaking for the ISBA, the Idaho Association of School Administrators (IASA), and Idaho Education Association (IEA), (Associations) stated that the three Associations had met on several occasions to discuss Task Force recommendations and found all three to be in general agreement. **Ms. Echeverria** stressed that the Associations support the recommendations as a package, and do not support breaking the recommendations up and implementing some parts but not others. Some areas will be easier to implement because work is already underway. Others will take more time to assure proper implementation.  
  
In making this presentation, **Ms. Echeverria** explained that the Associations had divided the Task Force recommendations into three categories: (1) those that are currently being addressed by school districts; (2) those they believe can be implemented next year; and (3) those that are ready for input and work to see them succeed. She then discussed the twenty Task Force Recommendations in detail within this framework. Her complete presentation is attached and incorporated by reference.  
  
**Senator Thayn** questioned the advantage of an enrollment model of funding over average daily attendance (ADA). **Rob Winslow**, Executive Director, IASA, replied that funding needs to be tied in some way to attendance. The enrollment model, or Average Daily Membership (ADM) starts with the number of students in a district and computes the amount of money required to run the district, whether or not all students are in class on a given day. **Senator Nonini** asked about progress toward training trustees.

**Ms. Echeverria** replied that approximately 80 percent of school boards have participated in some training over the past four years. Strategic planning is most needed, but the hardest to schedule because it takes a day or more. The private sector is involved. **Senator Patrick** commented that everyone wants the recommendations taken as a whole, but asked what would happen if some did not work out as anticipated. **Ms. Echeverria** replied that time is needed to "put meat on the bones." She is very supportive of the committees being formed to flesh out the details. It may take five years to fully implement the recommendations. Addressing autonomy, **Senator Goedde** said that the State Department of Education (Department) could be of assistance in sorting through the various pieces in Idaho Code to aid in pulling them together. He added that he and Chairman DeMourdant have jointly requested funding for the continued task force committees. The Associations agreed that each would be providing members on the committees.

**Senator Thayn** raised the criticism that the Task Force recommendations had come from the top down and that not many changes have come from the bottom up. **Ms. Echeverria** replied that the Task Force was made up of a very disparate group of legislators, associations, business leaders, and teachers. **Robin Nettinga**, Executive Director, IEA, added that the Task Force contained a large number of parents. **Rob Winslow** said the process was not top down because over 100 topics were considered, and the group kept refining the focus from the bottom up.

Addressing restoration of operational funding, **Chairman Goedde** asked if the Associations would favor designating specific funds for mentoring and segregating health insurance as line items. **Ms. Echeverria, Mr. Winslow and Ms. Nettinga** all strongly supported full restoration of operational funding before any discussions of segregating items had begun.

#### TESTIMONY:

**Ausencio Flores**, a citizen, stated that he believed more money needs to be spent on middle and high school education and not on pre-school. **Mr. Flores** noted that the State currently has "first grade," then kindergarten, and now there is discussion of State-funded pre-school. He believes children need to learn naturally through play. Someday, Mr. Flores wants to open his own business, and he will want employees who have learned critical thinking skills which are taught in middle and high school. **Mr. Flores** favors more money for education, but does not want it spent on pre-school education.

**Don Keller**, speaking as a citizen, but also with Sage International School, asked the Committee to consider how schools are funded and allocated. **Mr. Keller** pointed out the great disparity between per-pupil funding which ranges from a low of \$4,900 to a high of nearly \$18,000. He suggested that Idaho look at the Canadian model which combines state tax funds with property taxes that provides a per-pupil funding level given to each district. Combined with local referendums, districts enjoy a stable funding source that improves their autonomy. **Representative Rubel** asked if any states now do this style of funding. **Mr. Keller** replied with examples of Canadian states.

**Mike Vuittonet**, speaking as a citizen, but also a school board member in the Joint School District #2 (Meridian), strongly supports all of the Task Force recommendations, particularly the recommendation for a mastery based system. He believes that Idaho's current system, which allows a passing grade of "D" or "C", does not prepare students for the rigors of college. **Mr. Vuittonet** also favors the recommendation for autonomy. He gave an example of a pilot program which has created a vertical strand of feeder schools to one major high school. Principals in nine schools are involved and the project will affect 5,400 students. **Chairman Goedde** agreed with the vertical alignment pilot concept. **Senator Thayn** asked Mr. Vuittonet to define "mastery." **Mr. Vuittonet** replied that mastery means proficiency and understanding of content, and the ability to explain content. Just because a student has a birthday does not mean he is ready to move on. **Senator Patrick**

asked about differing skill levels in the same classroom. **Mr. Vuittonet** replied that our school system has become very proficient at remediation, while most students will move forward with higher expectations.

**Victoria M. Young**, a citizen, believes that standardized systems produce narrowed curriculum and limited learning opportunities. She is concerned that not all districts are ready for Common Core. **Senator Thayn** asked how she thought students were best engaged. **Ms. Young** replied that teacher preparation and mastery is a high priority. She believes operational funding should be restored and would like to see a gap analysis studied on the current standards, rather than changing them. She expressed concern for teacher accountability based on test scores.

**Steve Berch**, a citizen, stated that "there is a difference between being frugal and being cheap." He believes that Idaho teachers are leaving the state, leaving their districts, or changing professions because the teacher pay scale is too low. He suggested that since education is the largest part of the state budget, cuts in education occur first. He said that children can't wait – every year counts, and that failure to recognize education as an investment will keep Idaho last. **Senator Patrick** commented that he was involved when cuts to education were made, and that K-12 was the very last thing cut after all reserves had been used. It had been difficult to raise taxes during that time period because unemployment was high. **Mr. Berch** replied that any surplus now should be put toward education, not toward corporate tax relief.

**Jane Wittmeyer**, representing Coalition of Idaho Charter School Families, Inc., said that she agreed with Don Keller's statements. She supports adequate school funding, especially for charter schools.

**ADJOURNED:** Having no further business before the Committee, **Chairman Goedde** adjourned the meeting at 4:15 p.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, January 28, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS22538</u></a>	School District Trustees and Public Charter School Board of Directors: Authority in Employment of a Spouse	Rep. Gibbs
<a href="#"><u>RS22572</u></a>	Student Residency	Marilyn Whitney, Chief Communications and Legislative Officer, State Board of Education
<a href="#"><u>H 361</u></a>	Proprietary Schools and Surety Bonds	Marilyn Whitney
<a href="#"><u>H 362</u></a>	Community College Account	Marilyn Whitney
<a href="#"><u>H 385</u></a>	Facility Funding Program	Marilyn Whitney

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, January 28, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Robin Nettinga and Matt Compton, IEA; Mike Rush, Marilyn Whitney, Amy Nelms, Tracie Bent and Tamara Baysinger, SBOE; Tyler Mallard, Risch-Pisca; Harold Ott, Rural Schools; Tony Smith, Northwest Career Colleges Federation; Rob Winslow and Phil Homer, IASA; Jessica Harrison, ISBA
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 9:02 a.m.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the Harris subcommittee minutes of January 13, 2014. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of January 16, 20 and 21, 2014. <b>Motion carried by voice vote.</b>
<b>RS 22538:</b>	<b>Rep. Gibbs</b> presented <b>RS 22538</b> . He said he represented six counties and nine school districts. He was trying to solve a problem that exists in smaller school districts of the state. He said the proposed legislation revised the authority of school district trustees and public charter school directors, regarding employment of a spouse. It also provides additional grounds for a Category 1 contract issuance.  In response to questions from the committee, <b>Rep. Gibbs</b> said he did not see it as an ethics problem. He told the committee of instances where a pianist for choir and a drama person were working in a small district, but who were unable to be compensated because those persons were spouses to contracted teachers or trustees of the school board. He said the qualified pool of applicants could also be limited in small districts. To another question regarding other entities, such as cities, falling under the change in statute, Rep. Gibbs said he did not know if that were the case.
<b>MOTION:</b>	Responding to an additional question, <b>Rep. Gibbs</b> said the State Department of Education (SDE) helped in drafting the bill. <b>Jason Hancock</b> , Deputy Chief of Staff, SDE, drafted the language for "small school" definition and the size unit of 1200.
<b>RS 22572:</b>	<b>Rep. Wills</b> made a motion to introduce <b>RS 22538</b> . <b>Motion carried by voice vote.</b>  <b>Marilyn Whitney</b> , Chief Communications and Legislative Officer, State Board of Education presented <b>RS 22572</b> . She said the section of Idaho Code specifies the residency requirement for any public institution of higher education in Idaho for the purposes of determining tuition rate. She said two sections of the Code were in alignment at one time, however, that changed over the years. The proposed change in statute would make the same categories applicable at community colleges and four year institutions. Ms. Whitney told the committee the proposed legislation would also remove the list of tribes whose "traditional and customary boundaries" were within the State of Idaho and whose members were considered residents for tuition purposes. Instead, any member of any tribe who resides within the State of Idaho can make application without fear of not being on "the list."

- MOTION:** **Rep. VanOrden** made a motion to introduce **RS 22572. Motion carried by voice vote.**
- H 385:** **Marilyn Whitney**, SBE presented **H 385**. She said the mechanism has been used only twice, once in the Plummer-Worley School District and currently in the Salmon School District. She said the change in statute allowed flexibility for the panel to modify a project should a building situation pose an "imminent danger." And in addition, the school district could not pass a bond levy to remedy that danger at the local level. She said the legislation would also designate the State Fire Marshal to sign off that unsafe conditions have been abated.
- In response to a question, **Ms. Whitney** said the fire marshal works in concert with the panel members: the executive director of the State Board of Education, the administrator of the Division of Building Safety and the director of the Department of Public Work. She also said the accrediting agencies are very strict in their requirements for accreditation.
- MOTION:** **Rep. Gestrin** made a motion to send **H 385** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Rubel** will sponsor the bill on the floor.
- H 361:** **Marilyn Whitney**, Chief Communications and Legislative Officer, SBE, presented **H 361**. She explained that in the State of Idaho, a proprietary school must obtain a surety bond in order to register to do business in the state. Changes were made during the 2013 Legislature to allow proprietary schools to use alternate financial instruments, as approved by the Board's Executive Director, to satisfy this requirement. She added that the Department of Finance asked for the amendment which would correct a technical error in the language. Ms. Whitney stated the legislation would also remove the bond requirement for proprietary schools that are degree-granting institutions. She also explained if a proprietary school is accredited by a body recognized by the State Board of Education, it has met requirements for financial soundness.
- In response to a question, **Ms. Whitney** said the accrediting agencies are very strict in their requirements for accreditation.
- Tony Smith**, Benton, Ellis and Associate, testified that the Northwest Career Colleges were in favor of **H 361**.
- MOTION:** **Rep. Harris** made a motion to send **H 361** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Harris** will carry the bill on the floor.
- H 362:** **Marilyn Whitney**, SBE, presented **H 362**. She said this legislation revises Idaho Code with respect to the disbursement of liquor funds to the community colleges, and gives that authority to the State Board of Education instead of the Liquor Division. This actually reverses legislation passed in 2012 that moved authorization from the Board to the Liquor Division. However, the Controller's office and the Legislative Services Office pointed out that the funds are appropriated to the State Board of Education and thus payment should be authorized by the State Board of Education. She indicated the distribution of funds is formula based and there is no discretion on the part of the board.
- In response to questions, **Ms. Whitney** said the funds are actually authorized to the State Department of Education and there is no action of collecting the funds. The formula mandates the amount sent to the department for higher education; it was a designer move to keep the disbursement within the agency.
- MOTION:** **Rep. Kloc** made a motion to sent **H 362** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. McDonald** will carry the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:45 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Wednesday, January 29, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Public Charter Schools	Jane Wittmeyer, President, Coalition for Idaho Charter School Families

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, January 29, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Robin Nettinga and Matt Compton, IEA; Suzanne Budge, SBS & Associates; Tamara Baysinger, Public Charter School Commission; Luci Willits, SDE; Marilyn Whitney, SBOE; Brennah Vogt, Jennifer and Graydon LeGault, Alyssa, Quinton and Elliott Antoniuk, Sonya Vogt, Dave and Lori Malnes, Kelly Edginton, and Mike Groshong, Idaho Virtual Academy

**Chairman DeMordaunt** called the meeting to order at 9:01 a.m.

**Jane Wittmeyer**, President, Idaho Coalition for Charter School Families, told the committee January is Virtual School Month. She introduced **Dave Malnes**, Chairman of the Board, Idaho Digital Virtual Academy (IDVA).

**Dave Malnes** explained how the current funding formula is placing 3,000 public school students enrolled with IDVA at a disadvantage compared to the other public school students. He requested the per student funding be equitable. He told of his families journey in finding public education to fit the learning styles of his children. He said virtual education fills the gaps that exist in traditional public schools and the parent, who becomes the learning coach, is probably the key to success in virtual schooling. He also said the shift in acceptance of virtual education has been significant.

**Jennifer LeGault**, parent of IDVA students, said the curriculum is rigorous and the choice offerings are broad. She said her son, who has speech problems, has been able to learn with confidence. She asked for an increase in per student funding.

**Graydon LeGault**, IDVA high school student, described his experience with virtual learning. He said the flexibility gives him a chance to pursue his art ambitions more rigorously, and allows him the opportunity to learn time management.

**Brennah Vogt**, IDVA middle school student, said the virtual charter school has given her more one-on-one time with her online teachers. It has also allowed her more quality time with her family to travel, which in turn, helped her see the value of learning a second language.

**Alyssa Antoniuk**, parent of IDVA students, explained her introduction to the school choice issue. She said IDVA offers richness in curriculum and the flexibility to learn at an individual pace. She described the success of her oldest son, who went from an average student in traditional public school to an excellent student with IDVA. She said her son is currently enrolled in the Treasure Valley Math and Science Center, taking high school level courses in math and science.

**Quinton Antoniuk**, IDVA middle school student, said he liked being a part of an IDVA Cooperative. He said the distractions that he had in the traditional public school were no longer a problem at IDVA. He likes having more time for extracurricular activities.

**Kelly Edginton**, Finance Manager, IDVA, was called upon to answer questions from the committee, said the funding per student is \$3,700 which is about \$1,000 below that of traditional public school per student funding. She said the teacher/student ratio is one teacher to 240 students. Teachers at IDVA do not create their own curriculum; everything is taught from the IDVA materials. Ms. Edginton said the entire spectrum of public school populations is represented in IDVA enrollment. They have 11 percent special education, 60 percent would qualify for free or reduced lunch, and IDVA serves "at risk" students at their online alternative high school. Other students are dually enrolled: participating in sports, music or other courses at traditional high schools.

In response to a question regarding the turnover rate at IDVA, **Ms. Edginton** explained the robust "on boarding" program. She said IDVA has a high number of students transferring in throughout the year. **Mr. Malnes** said those coming into the program have to learn the virtual school model. He said the reality of online learning is that parents must be involved, and "on boarding" lessons instruct parents on becoming learning coaches.

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 9:56 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, January 30, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Task Force Recommendations and Common Core.	Pam Goins, Director of Education, Policy Council of State Governments

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, January 30, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** Representative Boyle  
**GUESTS:** Robin Nettinga and Matt Compton, IEA; Rob Winslow, IASA; Marilyn Whitney and Amy Nelms, SBOE; Luci Willits, SDE

**Chairman DeMordaunt** called the meeting to order at 9:05 a.m.

**Chairman DeMordaunt** introduced **Allen Reed**, Chairman of the State Charter School Commission to the committee.

**MOTION:** **Rep. Mendive** made a motion to approve the minutes of January 28, 2014. **Motion carried by voice vote.**

**Rep. Thompson** introduced **Pam Goins**, Director of Education Policy, Council of State Governments, Lexington, Kentucky.

**Pam Goins** presented an overview of states' progress since the adoption of the Common Core School Standards in 2010. She explained the innovation and transformation in Education that is taking place. She told the committee Common Core School Standards (CCSS) are producing students with deeper learning and better thinking skills. She gave examples of landmark legislation and state strategic plans. She said these examples show states releasing their educational communities to be more creative in moving students toward mastery. She also said unique changes in funding streams have provided for more effective teacher development and numerous off-site learning plans. Ms. Goins described other innovative policies which brought about "seat-time waivers," competency-based credits, redesigned report cards, and alignment of the higher education admissions with K-12 competencies. She indicated that the key parts of student success have been effective assessment, critical data and joint accountability for teacher and student.

In response to questions from the committee, **Ms. Goins** said, in Kentucky, the waiver for innovation did not include a change in Average Daily Attendance funding, nor did it change the basic structure of the school day. However, one modification is moving teachers from classroom to classroom to encourage extra evaluation and collaboration. She said a key element in grading for a competency-based or mastery-based plans is for the local school boards to work with local colleges. This assists higher education institutions in recognizing the new evaluation terms of mastery-based education, thus demonstrating requirements for college admission have been met. As students begin the process of earning credits in alternative ways, rubrics need to have clear and very specific expectations so the students will understand what they are working toward; they need to be able to picture what mastery looks like for a specific skill.

To a question from the committee, relating to flexible grouping for maturity at the kindergarten stage, **Ms. Goins** said the grouping is occurring at the preschool stage, however not at the kindergarten level. She said the segment progression is happening more in the area of differentiation. Teachers have to be well trained to develop flexible groupings and to create learning plans for each individual student. Responding to additional questions, Ms. Goins said the 50 percent goal, in Kentucky, for nonremediation at the college level is progressing satisfactorily. She said all of the changes give increased opportunities for K-12 and higher education to have conversations which will encourage boosting degree attainment at the college level.

**Ms. Goins** described what a "seat-time waiver" looks like saying it is about "anywhere, any place" learning. It could include off-site internships, dual enrollment at colleges and high schools, and "flipped classrooms" where home is the place of online learning and school is the place for teachers to help with homework. In response to a question regarding the aim or goal of mastery-based learning, she said the goal was "mastery", or in current thinking, to achieve an "A". Although, if the "A" level is modified to a "B", the teacher and the student have to agree that the modification fits the learning plan. With the agreement in place, the student will move on. She said the key is to understand where the student is functioning.

Responding to a concern that subjects other than Math and English are being neglected, **Ms. Goins** said the "next generation" standards for science are now ready and states could choose to adopt those standards. In addition, teachers collaborate across the curriculum making reading and writing as important in history or health as in other subjects, thus keeping all subjects active and relevant. To a question regarding funding avenues, she said Kentucky has received funding from philanthropic foundations. They have shifted some of the title formulas to provide for interactive teacher development as well as other progressive innovations. She said Kentucky has found support beyond state and local funding for implementation of the CCSS.

In response to questions from the committee, **Ms. Goins** said in the past, most textbook companies looked to California and Texas for guidelines for textbook materials. However, as soon as the CCSS were adopted, the companies aligned new textbooks to those standards. She said other states have written their own standards. She told the committee that without student-centered learning, and all teachers collaborating, standards will not be met, no matter who creates them. She said teaching to the test is a positive step; it means the students will reach the benchmarks and attain the skills prescribed by those standards.

**Rep. Clow** suggested the House Education Committee review Idaho Standards for subjects other than Math and English.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:04 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, February 03, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>H 378</u></a>	Idaho Day	Rep. Bateman
<a href="#"><u>H 379</u></a>	Idaho Legislative Outstanding Teacher Award	Rep. Bateman
<a href="#"><u>H 429</u></a>	Higher Education: Residency and Standards for Nonresidents	Marilyn Whitney, Chief Communications and Legislative Officer, State Board of Education
<a href="#"><u>H 428</u></a>	Limitation Upon Authority of Trustees	Rep. Gibbs

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 03, 2014

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/  
EXCUSED:** Vice Chairman Nielsen

**GUESTS:** Janet Gallimore, Idaho State Historical Society; Chuck Shackett, Supt., Bonneville School District 93; Robin Nettinga and Matt Compton, IEA; Phil Homer and Rob Winslow, IASA; Tracie Bent, Marilyn Whitney and Amy Nelms, SBOE; Kristyn Kirschenman, Risch-Pisca; Jessica Harrisen, ISBA; Jason Hancock, SDE

**Chairman DeMordaunt** called the meeting to order at 9:00 a.m.

**MOTION:** **Rep. Kloc** made a motion to approve the minutes of the January 30, 2014, minutes. **Motion carried by voice vote.**

**MOTION:** **Rep. Kloc** made a motion to approve the minutes of the Common Core Forum on January 22, 2014. **Motion carried by voice vote.**

**H 378:** **Rep. Bateman** presented **H 378** to the Committee. He explained **President Abraham Lincoln** created the territory of Idaho on March 4, 1863. He said the purpose of the legislation is to declare March 4th as Idaho Day to be celebrated *in perpetuum* by Idahoans everywhere, but especially by the school children of the State of Idaho. He spoke of the rich history, cultural diversity, unique beauty and boundless resources in Idaho.

**Janet Gallimore**, Executive Director, Idaho State Historical Society, **David Leroy**, Attorney at Law, and **Jason Hancock**, Deputy Chief of Staff, State Department of Education (SDE), spoke **in support** of **H 378**. Ms. Gallimore said Idaho Day will encourage Idaho's public officials, elected representatives, organizations, schools, museums, associations and community members to reflect on the accomplishments of Idaho from territorial days until today. Mr. Leroy quoted the words of **Bob Dylan**, "You can't duplicate a legacy." He said Idaho Day would be a singular opportunity to enshrine Idaho, in addition to inspiring Idaho's youth to achieve something worthwhile.

**MOTION:** **Rep. Wills** made a motion to send **H 378** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Bateman** will sponsor the bill on the floor.

**H 379:** **Rep. Bateman** presented **H 379** which will give each member of the legislature the ability to recognize a public school teacher, who resides within his or her legislative district. He said it was a very simple piece of legislation. He indicated the school districts will choose the outstanding teacher; the legislator will not. Each member of the legislature may honor only one teacher annually. The name of the chosen teacher from a school district would be transmitted to the Speaker of the House, who would sign a certificate. Rep. Batemen said a \$500 check would accompany the certificate, and those funds will be taken from the legislative account. Each legislator would have the opportunity to visit the school and present the award.

**Chuck Shackett**, Supt., Bonneville School District 93, and **Matt Compton**, IEA, spoke **in support** of **H 379**. Supt. Shackett said it was an opportunity for legislators to honor teachers. He told the committee of an event where the administration and school board in the Bonneville School District used Title II funds and spent \$50,000 rewarding 41 outstanding teachers. Mr. Compton said the Idaho Education Association is supportive of the intent of this legislation and encouraged lawmakers to appropriately compensate teachers in future legislative action.

In response to questions from the committee, **Supt. Shackett** said most districts have a mechanism in place to evaluate teachers, and since student learning is part of that evaluation rubric, the process of choosing outstanding teachers should be relatively well-established. However, if a district has not been evaluating teachers, when the school district is chosen by a legislator to nominate an outstanding teacher, the district will, by necessity, create a criteria incorporating language by the legislation. Supt. Shackett also explained the Bonneville School District has not had another teacher awards event because of resistance from the local teachers union and because of the economic recession.

**Rob Winslow**, IASA, and **Jason Hancock**, SDE, also spoke **in support** of **H 379**. Mr. Winslow said in speaking to superintendents, he found approval of the awards program. Mr. Hancock said the State Department of Education supports the legislation. He told the committee, since legislators are only a ceremonial part of the process and are not setting up selection criteria, he sees no problem.

**MOTION:** **Rep. Kloc** made a motion to send **H 379** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote**. **Reps. Harris and Mendive** requested that they be recorded as voting **NAY**. **Rep. Bateman** will sponsor the bill on the floor.

**H 429:** **Marilyn Whitney**, Chief Communications and Legislative Officer, SBOE, presented **H 429** to the committee. She explained the changes in legislation were to align community colleges to four year institutions regarding residency requirements for tuition purposes. She indicated the changes included additional language affecting military personnel, members of Native American tribes, and changes to the veterinary medicine program. She said the language change in the veterinary medicine program is merely dropping the state of Oregon and adding Utah to the state partnership program. In regard to residency for military personnel, the words added were: "those that maintain resident status, but on military orders are stationed outside the community college district." In addition, Ms. Whitney said that "being on the list" will no longer be stated in Idaho Code for Native Americans requesting residency. However, "the list" of tribes whose "traditional and customary boundaries" are/were within the State of Idaho shall remain on file in the State Department of Education. She told the committee "the list" is constantly changing, thus causing a change to the Idaho Code every time a new tribe, with ties to Idaho, surfaces. This legislation will stop the cycle of re-listing in the Idaho Code.

In response to questions from the committee, **Ms. Whitney** said there is no fiscal impact to the state. The legislation only made some clarification for those students who are eligible to pay in-state tuition. She said traditionally any member of a Native American tribe can declare residency if they can prove their tribe inhabited Idaho for any period of time, even if that person is presently living outside the state.

**MOTION:** **Rep. Kloc** made a motion to send **H 429** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote**. **Rep. Kloc** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:56 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, February 04, 2014**

SUBJECT	DESCRIPTION	PRESENTER
	WiFi Contracts	Tom Luna, Superintendent of Public Instruction, State Department of Education

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow
Vice Chairman Nielsen	Rep Gestrin
Rep Shepherd	Rep Harris
Rep Wills	Rep Horman
Rep Bateman	Rep Mendive
Rep Boyle	Rep VanOrden

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 04, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** Representative(s) Wills  
**GUESTS:** Julie Hart, Westerburg & Associates; Amy Nelms and Marilyn Whitney, State Board of Education  
**MOTION:** **Rep. Mendive** made a motion to approve the minutes of the January 22, 2014 meeting.

**Tom Luna**, Superintendent of Public Instruction, State Department of Education, spoke to the committee on a critical issue in the education system, that of closing the digital divide. He said one of the key recommendations from the Rural Education Task Force was to close the technology gap that exists between urban and rural school districts. He explained the Legislature laid the foundation with high-speed broadband in public high schools, and is now investing in the necessary wireless infrastructure. He said the 2013 Legislature approved \$2.25 million to be "expended for the installation, repair, replacement and support of a wireless technology infrastructure, in each public school serving high school grades, of sufficient capacity to support utilization of mobile computing devices by all students in such grades." Supt. Luna said the 2013 appropriation bills clearly directed the state to build a wireless infrastructure and not to leave maintenance of those systems to local school districts. He indicated the state's responsibility is to repair and support.

**Supt. Luna** said, in meeting the intent of the legislation, experts advised the state to move forward with a managed service contract, which is the most cost effective. He said that is why the Request for Proposal (RFP) is structured to include: a complete and fully managed wireless service; content filtering; event logging; system implementation; user reporting, maintenance and upgrades of the technology as necessary; and deployment management. It will also include: help desk support, deployment of the wireless infrastructure, implementation of professional development at multiple levels, project management and customer relations management. He further explained the process used to procure the provider of services for the state. He said based on the selection committee's choice, the SDE signed a five-year contract with Education Networks of America (ENA), with the ability to extend the contract twice at the end of the five years, if both sides agree. After the contract was signed, the schools and districts signing on to the statewide contract numbered 176 with the installment completion deadline: March 1, 2014.

In response to questions from the committee, **Supt. Luna** said the state contracted the job rather than handle it within the SDE, because the state would need to make an initial investment of \$8 million and then hire the staff; the Legislature allotted only \$2.25 million. ENA had the experience and expertise, and is well-known in the state. The company has completed other connectivity projects. He indicated the other companies who made the "top three" list were: Tech Hut and Ednetics, both Idaho companies.

**Joyce Popp**, Chief Information Officer, SDE, was called upon to answer questions from the committee. She said the installation time frame given to the state to accomplish the task of wireless service throughout the participating school districts was the driving force to contract with a capable, proven company. She said before the deadline, 80 percent of the school districts opted into the wireless expansion. She stated ENA has an active help desk with engineers in Idaho, even though the company is headquartered in Tennessee.

To questions regarding the wireless capability of schools within the state prior to the 2013 Legislation, **Supt. Luna** said there had to be a 50 percent upgrade in all participating schools to have wireless in every classroom. Responding to further questions, he said the state wanted the districts, at the close of the contract with ENA, to have the option of either using the hardware or asking ENA to remove old, outdated equipment. Supt. Luna said flexibility was written into the contract so districts can also be involved in the discussion of upgrading. He said the contract anticipates equipment changes.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:58 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Wednesday, February 05, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Eastern Idaho Technical College	Dr. Steve Albiston, President
	Idaho Division of Professional Technical Education	Vera McCrink, Interim Administrator

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, February 05, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/  
EXCUSED:** None

**GUESTS:** Kristi Enger, PTE; Heather Luchte, PTE; Michael Page, PTE; Vera McCrink, PTE; Steve Albiston, EITC; Camille Wells, SDE; Phil Homer, IASA; Marilyn Whitney, SBOE.

**Chairman DeMordaunt** called the meeting to order at 9:02 a.m.

**MOTION:** **Rep. Kloc** made a motion to approve the minutes of the February 03, 2014, meeting, with the following correction: On page 1, paragraph 1, Chairman DeMordaunt's last name should be 'DeMordaunt' and not 'Demordaunt'. **Motion carried by voice vote.**

**Dr. Steve Albiston**, President, Eastern Idaho Technical College (EITC), stated EITC is one of six technical colleges in the state, but the only one that is not located on a community college or university campus. He explained the mission of EITC is to provide superior educational services in a positive learning environment that champions student success and regional workforce needs. EITC serves College District VI, and is a commuter campus. In addition to the Idaho Falls campus, EITC provides workforce training in other areas of Idaho utilizing public buildings to provide classes.

**Dr. Albiston** stated EITC's programs of study are credit courses, workforce training and Adult Basic Education (ABE). EITC served over 16,000 students in FY 2013. Over 60 percent of the females are enrolled in the health care technologies division, however, EITC is experiencing an increase in male enrollment in this area. He noted that EITC had 229 graduates in FY 2013. EITC is partnering with technical high schools and secondary schools that have PTE courses related to the EITC programs, and is establishing articulation agreements and dual enrollment. The goal is to assist high school students in receiving as much college credit as possible while in high school and possibly earning a postsecondary certificate by the time they finish high school. EITC is the lowest fee institution in the state. He noted that 67 percent of the students who attend EITC come from financially challenged families.

**Dr. Albiston** stated EITC partners with Idaho State University in offering the first year of an associates degree program in Idaho Falls. This collaborative effort is aimed at access to affordable higher education in support of the 60 percent goal. He stated that EITC has been collaborating with the University of Idaho's Industrial Technology Program, as well.

**Dr. Albiston** stated the Adult Learning Center Program focuses on academic gain, college preparation and employment. The six off-campus program activities

include Adult Basic Education (ABE) and English as a Second language (ESL). The year-to-date enrollment is 348 students: 143 ESL and 205 ABE.

In response to questions, **Dr. Albiston** stated the concept of a community college for the Idaho Falls area originated three to four years ago with two college presidents. The College of Western Idaho is the model for the community college in Idaho Falls. Dr. Albiston stated the line item referenced is one the College of Southern Idaho submitted for the FY 2015 budget to support the initiative of hiring a person to speak on behalf of Idaho Falls. He stated the goal remains the same, to offer more general education courses for a reasonable fee and access for students. Dr. Albiston explained to reach the 60 percent goal, we need to motivate the kids coming out of high school and the parents need to be actively engaged.

Regarding whether there is a need for additional classes, **Dr. Albiston** stated the need is hard to define right now, people may not think there is a big demand for a community college. He stated if access and matriculation are going to be promoted at the post secondary level, a community college system is the way to proceed.

**Dr. Albiston** stated remediation is low, due to the population of students received. The competencies are different for workforce training, versus a student aspiring for a technical certificate. He stated a follow-up study for 2012-2013 was conducted in the Fall 2013, which reflected 93 percent of the students were placed in jobs.

Regarding the nursing shortage, **Dr. Albiston** stated with the recent downward trend in the economy, people who expected to retire, did not. He stated that, at some point, this will change and RNs will be in demand, and less of a demand for LPNs.

**Dr. Vera McCrink**, Interim Administrator, Idaho Division of Professional-Technical Education (PTE), introduce administrative members of her staff. Dr. McCrink explained, it is the Division's responsibility to align programs with the current and future job opportunities using data such as the Georgetown Study. She stated to help with this alignment, the Division has contracted and is working with several sources to achieve the Board's goal of 60 percent. She outlined the delivery system for PTE courses to students. Dr. McCrink stated that last year, 32 PTE high school courses met academic standards for science, economics, math, or health credit. Dr. McCrink explained PTE programs fall into six categories: Bachelor of Applied Science Degree, Associate of Applied Science Degree, Advanced Technical Certificate, Technical Certificate, Postsecondary Technical Certificate and High School. Dr. McCrink explained the Digital Badge System is a new program, and is a mechanism PTE will use to electronically record the foundational student learning outcomes. She explained PTE has transition coordinators at the six technical colleges that are working with high school students to help navigate the transition from secondary to postsecondary, including the transfer of credits.

**Dr. McCrink** stated that in response to the Board's 60 percent completion goal, the Division developed the Integrated Transition and Retention (ITRP) programs. ITRP promotes the improvement of student completion rates in technical college programs, and is designed to assist students who may not meet the entry requirements of a technical program or who are struggling in a technical program.

**Dr. McCrink** stated the Division is also responsible for administering the Adult Basic Education (ABE), the Certified Public Manager Program (CPM) and workforce training.

In response to the number of transferable credits, **Dr. McCrink** explained it depends on how closely aligned the associate degree is to where the student wants to go for their baccalaureate degree.

**Dr. McCrink** explained they are six months into a two year project with the Digital Badge System. The digital badge is electronic, and will document students skill attainment/competencies in PTE courses, and will show potential employers the actual skill sets a student can perform.

**Christy Enger**, Secondary Coordinator, was called upon to respond to questions regarding the Displaced Homemaker Program. She stated the program was established over 35 years ago to recognize the many women needing to enter the workforce, but lacking work experience and/or training. Ms. Enger stated the objective was to equip individuals with skills utilizing technical programs or workforce training, which allowed individuals the chance to update or learn new skills, and return to the workforce quickly.

**Dr. McCrink** stated the State Board of Education (SBE) appoints the administrator and she reports to the SBE. She stated EITC is the only stand-alone technical college in the state, and they hire their own president. The three community colleges have their own board of trustees. The Board of Education is the board for EITC. She stated the Division provides leadership, advocacy and technical assistance to the technical college system.

The only group eligible to take the GED are those students with skills at grade levels 11-12. The Adult Basic Education also provides classes for adults working toward taking the GED, and who may not have had the 11-12 grade skills which qualifies for testing. **Dr. McCrink** stated the GED has gone through a change this past year and the test was updated and upgraded. In response to how the GED compares to the knowledge a student gains in post secondary education, she stated the GED is a high school equivalency, it is more generic. The technical college is focused on a specific skill-set for a specific job. Dr. McCrink stated workforce training does not equate into credits for students. There are two categories of students that utilize the workforce training: a person who is already working and is increasing their knowledge base in a specific area, and someone who does not have a job and needs to increase their skill-set to apply for a job.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:21 a.m.

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Representative DeMordaunt  
Chair

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Lisa Hamlin  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, February 06, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22705</u></a>	Fingerprinting Fees for Educational Staff Background Checks	Jason Hancock, Deputy Chief of Staff, State Department of Education
<a href="#"><u>RS22706</u></a>	State Lottery Distribution	Jason Hancock
	State Board of Education Annual Report	Dr. Mike Rush, Executive Director, Idaho State Board of Education.
	Idaho Digital Learning Academy, Web Portal Demonstration	Ryan Gravette Director of Technology, IDLA Dr. Sherawn Reberry Director of Education Programs

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Thursday, February 06, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Ryan Gravette, Director of Technology, and Sherawn Reberry, Director of Education Programs, Idaho Digital Learning Academy; Fernando Castro, Department of Health and Welfare; Dawn Peck and Leila McNeill, Idaho State Police; Becky Schroeder and Jeff Anderson, Idaho Lottery Commission; Marilyn Whitney, Amy Nelms and Tracie Bent, SBOE; Phil Homer and Rob Winslow, IASA
	<b>Chairman DeMordaunt</b> called the meeting to order at 9:00 a.m.
<b>RS 22705:</b>	<b>Jason Hancock</b> , Deputy Chief of Staff, State Department of Education (SDE), appeared before the committee to present <b>RS 22705</b> . Mr. Hancock said the legislation will allow the State Department of Education to pass along the Idaho State Police fee increase for fingerprinting background checks in the public schools. He explained rather than establish the fee in code, the Idaho Code has been changed from showing a specific charge for fingerprinting to stating: "The state department of education shall charge all such individuals a fee equal to any processing fees charged to the state department of education."... Mr. Hancock also said SDE funds set aside for the program were due to run out in FY15.
<b>MOTION:</b>	<b>Rep. VanOrden</b> made a motion to introduce <b>RS 22705</b> . Motion carried by voice vote.
	<b>Chairman DeMordaunt</b> and <b>Vice Chairman Nielsen</b> asked <b>Mr. Hancock</b> to provide more information at the bill hearing explaining the funding history and specifying those individuals who are required to be fingerprinted. Chairman DeMordaunt said the legislative intent may be for "anyone who has unsupervised contact with children" to be fingerprinted, those words do not appear in the document. He expressed concern that parents coming into the schools to assist the classroom teacher are being unnecessarily charged for fingerprinting.
<b>RS 22706:</b>	<b>Mr. Hancock</b> presented <b>RS 22706</b> which allows the state to continue to distribute funding from the Idaho State Lottery proceeds. These funds help defray the cost of the public schools' Bond Levy Equalization program. He said in 2009, the Legislature provided that one-fourth of all future increases in State Lottery distributions go to the Bond Levy Equalization program. He explained the 2009 legislation has a sunset clause that will expire in September 2014, and he stated the current legislation will provide for continuation of existing law.
	In response to a request from <b>Chairman DeMordaunt</b> , <b>Mr. Hancock</b> explained the property value index plus the concept and distribution of the Bond Levy Equalization program.
<b>MOTION:</b>	<b>Rep. Horman</b> made a motion to introduce <b>RS 22706</b> . Motion carried by voice vote.

**Mike Rush**, Executive Director, State Board of Education (SBOE) said the SBOE, as established by the Constitution, is the policy-making body for all public education in Idaho and provides general oversight and governance for public K-12 education, including public community colleges. He said the Office of the State Board of Education (OSBE) provides administrative support in the areas of: governance, oversight, coordination, and policy-oriented agendas. In addition, OSBE administratively supports strategic planning and performance data.

**Mr. Rush** indicated the confusion following the 60 percent goal is based on statistics from different data sources. He said the goal of 60 percent of Idaho citizens between the ages of 25 and 34, attaining an advanced degree is well-founded when according to **Anthony Carnevale**, with Georgetown University's Center on Education and the Workforce, "Nearly two-thirds of the future 46.8 million jobs—some 63 percent—will require workers with at least some college education. About 34 percent will require a Bachelor's degree or better, while 30 percent will require at least some college or a two-year Associate's degree. Only 36 percent of total jobs will require workers with just a high school diploma or less, and those will be clustered toward the low end of the wage scale."

**Mr. Rush** explained the 60 percent goal is a measure of educational attainment for Idaho citizens irrespective of where they did or did not get their education. The data is gathered from the community survey and based on the 2005-2006 Census. He said our institutions are obviously the key players in increasing Idaho's educational inventory, but they are not the only player. He said, further exacerbating our challenge is that people moving into the state are less educated than those moving out of the state.

**Dr. Sherawn Reberry**, Director of Education Programs, and **Ryan Gravetter**, Director of Technology, IDLA, SDE, demonstrated the web portal created by IDLA entitled "idtransfer." Dr. Reberry said the objective is to provide a website, and resources for prospective transferring students. She said the data, in Idaho, lists transferring between institutions and double cost for nontransferable credits when changing schools, as key factors for non-completion of higher education. Dr. Reberry stated the data driven task was to find a solution. Using a responsive design, and developing a mobile device product, the transfer of credits across all Idaho state-sponsored postsecondary institutions has been simplified in [www.idtransfer.org](http://www.idtransfer.org). The web portal targets high school students, who are dually enrolled, and college students, who change schools or majors, and helps them navigate transfer of credits across Idaho institutions.

Making a clarification on differing credit transfers for what appears to be equal math classes, **Mr. Gravetter** said, if the class has a lab connected to it, the number of credits will be more. **Chairman DeMordaunt** asked the IDLA to provide additional information on the web portal. He said students should be able to access the earning potential of a degree. Mr. Gravetter said the Department of Labor has those statistics and the transfer of that data onto the website should be doable.

**Mr. Rush** completed his annual report to the House Education Committee with a budget request for FY 15. He explained the Governor's budget for higher education and spoke specifically to the needs of education and the line item requests by the Board of Education. (See Attached.)

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:22.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, February 10, 2014**

SUBJECT	DESCRIPTION	PRESENTER
	IEN Funding Status	Teresa Luna, Director, Department of Administration
	Idaho Education Network (IEN)	Julie Best, Communication Director, IEN
	Smarter-Balanced Assessment Consortium (SBAC)	Luci Willits, Chief of Staff, State Department of Education

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 10, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Sherawn Reberry, IDLA; Dave Davies and Wil Overgaard, Weiser School District; Brady Kraft, Michael Bartz, Julie Best, and Kristin Guidry, Idaho Education Network; Phil Homer and Rob Winslow, IASA; Harold Ott, Rural Schools; Karen Echeverria, ISBA; Brody Aston, Lobby Idaho; Luci Willits and TJ Bliss, SDE; Amy Nelms and Marilyn Whitney, SBOE

**Chairman DeMordaunt** called the meeting to order at 9:00 a.m.

**MOTION:** **Rep. Kloc** made a motion to approve the minutes for the February 4, and February 5, 2014 meetings. **Motion carried by voice vote.**

**Teresa Luna**, Director of the Department of Administration, explained to the committee the circumstances surrounding the \$14.5 million still owed the state from the federal government. Currently, Federal Communication Commission (FCC) officials are trying to determine if state officials broke their own contracting rules in early 2009 when they awarded work on the Idaho Education Network system to partners Century Link and Education Networks of America (ENA). She said the FCC hasn't made payments since March. That is when the Idaho Supreme Court remanded back to the lower court to review the contracting process. The lawsuit filed by telecommunication company Syringa Networks alleged then-Department of Administration Director, **Mike Gwartney**, illegally steered the work of connecting 218 Idaho high schools, allowing for video conferencing and distance-learning opportunities, toward Century Link and ENA. Director Luna said the state expects to recover the \$14.5 million, but there is a chance it will not be recovered.

A discussion was held concerning the ramifications of the decision by the FCC.

**Julie Best**, Idaho Education Network (IEN), Communication Director explained the IEN deployed video conference units to each public high school in Idaho. She said IEN is a private broadband network that offers school districts and charter schools high speed internet access critical to delivering online content and courses in addition to supporting video conference systems. IEN has also provided for teacher professional development, interactive collaborations and enrichment activities for students, educators, and community members. Ms. Best told legislators the project has brought national attention to the state of Idaho.

**Dr. Sherawn Reberry**, Director of Education Programs, Idaho Digital Learning Academy (IDLA) explained the IDLA hybrid pilot was developed when a superintendent in Glenns Ferry was unable to hire a Spanish teacher. With the newly created hybrid model, students experience an asynchronous course (traditional online) and synchronous instruction which resembles face to face instruction. She said, this past fall, both Glenns Ferry and Filer School Districts received Spanish 1A where two days a week they have face-to-face instruction and then continue course work online. Dr. Reberry indicated the student survey reported a positive response. She said the most requested courses using the hybrid model include advanced placement, world languages, electives, English, math, science and social studies.

**Kristin Guidrey**, IEN Communication Specialist, explained her job is to interface with high schools and discover grassroots innovation using online and video tools. She highlighted Kamiah High School's 2013 graduates and their current achievement of 95 percent enrollment in higher education. She said the EMT, CNA and physical therapy aide certificates obtained with the assistance of IEN, Lewis & Clark College and the local community were the stimuli in that achievement.

**Dave Davies**, Principal, Weiser High School, described the many educational opportunities available since the installation of IEN. He said they have connected to interactive classes being offered from the College of Southern Idaho for dual credit. Also, classes originating from Weiser High School, have been offered to eight other high schools in the state. In addition, he described experiences of students and local business owners using IEN. As an example of community connection, Mr. Davies said the Weiser Police Department Reserves have been able to receive some POST training via IEN. Mr. Davies concluded by saying the students in rural communities are no longer at an educational disadvantage.

**Ms. Best** summarized the IEN presentation. She said providing broadband internet access for all Idaho schools lays the foundation for every student to engage in 21st Century learning experiences.

Addressing the questions from the committee concerning scheduling, tracking, and payment for course origination, the panel said scheduling is a challenge. However, schools with common interests and issues are solving those problems at the local level. They said district flexibility is key to making innovative moves in scheduling. They explained there is no origination fee for courses being taught via IEN, only textbooks fees. In addition, there are no charges for community use of IEN at the school sites. In response to a question concerning the passive format of online learning, it was explained that IEN is so close to live, interactive activities and full engagement of students is happening.

**Luci Willits**, Chief of Staff, State Department of Education (SDE), introduced the committee to the history and goals of statewide assessments in Idaho schools. In 1998, Idaho adopted its first set of standards in core subjects, and shortly thereafter, developed an assessment called the Idaho Standards Achievement Test (ISAT). The ISAT was revised in 2006 to align with new standards in the form of a Direct Writing and Direct Math assessment and was a performance test, which meant students had to show their work. In 2010, Idaho adopted higher standards in math and English language arts by joining with the Smarter Balanced Assessment Consortium (SBAC). In 2013, approximately 120 schools pilot tested the SBAC. In the Spring of 2014, every school in the state will field test the SBAC.

**Ms. Willits** described the difference between the ISAT and the SBAC. The ISAT is a summative test, the sum of what a student has learned throughout the year. The SBAC is a system, not just one test taken at one time. The foundation for the SBAC is the standards. She said the role of the assessment is to measure the standards. The focus of the standards is to ensure every student who leaves high school is college and career ready and does not need remediation. She stated the old standards were good, but they did not require students to learn the kind of reasoning skills that are present in the new standards. In order for Idaho to measure the deeper knowledge, Idaho needs an assessment that matches and aligns with the standards. Ms. Willits said under the ISAT, 90 percent of questions were multiple choice and required only lower level thinking. On the SBAC, 70 percent requires higher level critical thinking and only 30 percent includes lower thinking skills.

**Ms. Willits** explained the three types of assessments by which Idaho will achieve the new standards: (1) teacher resources for formative assessment practices to improve instruction, (2) interim assessments which are done periodically, and (3) summative assessments which measure college and career readiness on an annual basis. Regarding a unique quality of the SBAC assessment, Ms. Willits said it utilizes computer-adaptive testing. This means that the computer adapts to the student's answer. If the student answers correctly, his next question will be harder; if the question is answered incorrectly, the student will receive an easier next question. SBAC measures how high or how low a student can go. She indicated the SBAC was developed with broad input from Idaho stakeholders. She also indicated passing the SBAC in the 11th grade guarantees admission into any public university in Idaho without need for remediation.

Responding to questions from the committee regarding the need for SBAC, **Ms. Willits** said **Supt. Luna** wanted to move away from multiple choice into the performance models. **Dr. T. J. Bliss**, SDE, said considerable research has been conducted about performance testing, which is the new component being added. He said although Idaho used the Direct Writing and Direct Math tests, which produced some benefits, the logistics outweighed the benefits and those tests were eliminated. He indicated field-tested performance exams measure deeper learning and deeper thinking. To answer a question relating to graduating seniors and remediation, Ms. Willits said college presidents signed off on the non-remediation agreement for those graduating seniors with SBAC credentials. She said, there will always be a need for remediation at the university level because students may return after a lapse of many years.

In response to data collection and student privacy questions from the committee, **Ms. Willits**, explained the data required to administer SBAC will be nearly identical to what was required to administer the ISAT. It includes: (1) an identification number, which only the state can tie back to the student's official education record; (2) information on student race/ethnicity, gender, grade level, and school attended; (3) data regarding eligibility for English language development services or special education services; (4) data regarding eligibility for Title I compensatory programs; and (5) test scores, achievement levels, and responses to test items. She added the data required for the ISAT, SBAC, or SAT is never sent to the federal government. This data is only sent to the contracted vendor that the state has chosen to administer the assessment. The vendor must always adhere to strict privacy conditions as outlined in the statewide contract.

**Tom Luna**, Superintendent of Public Instruction, SDE was called upon to answer the question regarding regulations governing home schooled students or students in private schools. He said they are not required to take the assessment exams nor to have data collected on their students. To another question relating to data collection he said there is a 95 percent student participation rate. He said data helps the teacher to know how an individual student is doing on a specific standard. Every child can be taught; the data provides accountability for student and teacher.

**Supt. Luna** concluded the segment on SBAC. and said bringing Idaho Common Core Standards to Idaho has been a 5-year process. He said many concerns were addressed. He said in the Spring of 2013, educators and parents were very concerned, however, after school started and the implementation began, fewer and fewer concerns were voiced. After the SBAC is field tested in Idaho, in the Spring of 2014, the answers will be forthcoming. He requested that law-makers wait for those results before coming to conclusions.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:45 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Tuesday, February 11, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<u>RS22644C1</u>	Professional Studies Program; Repayment of Loans	Rep. Packer
<u>RS22834</u>	Pertaining to Grievance Procedures for Non-certificated Employees	Jessica Harrison, Policy and Government Affairs Coordinator, Idaho School Boards Association
	Boise State University	Dr. Bob Kustra, President

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, February 11, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Greg Hahn, Boise State; Matt Compton and Robin Nettinga, IEA; Kristyn Kirschenman, Risch-Pisca; Phil Homer, IASA; Harold Ott, Rural Schools; Marilyn Whitney, SBOE
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 9:02 a.m.
<b>RS 22644C1:</b>	<b>Rep. Packer</b> explained <b>RS 22644C1</b> makes changes and further clarifies the intent of Idaho Code, Section 33-3720 relating to Idaho Professional Studies Programs. She said the state spends \$9,064,500 for the program which speaks to the need for additional transparency in the management of these programs and in the distribution of the funds. She indicated the current statute already outlines the programs to be managed as loan agreements and the State Board of Education (SBOE) may decrease, delay or forgive those loans for recipients who come back to practice in Idaho. Rep. Packer said the proposed legislation will further define the loan parameters, and will emphasize repayment of the loan is required, unless the loan is forgiven. She outlined the time provisions for proper payback and the terms to qualify for decrease, delay, or forgiveness of the Idaho Professional Studies Loan.  A discussion was held concerning <b>RS 22644C1</b> . <b>Rep. Packer</b> said other participating states were more strict than Idaho in their loan repayment requirements. She said SBOE management of the statute has made it more like a grant than a loan agreement. She indicated doctors within Idaho who were not advantaged by the WAMMI and the WICHI programs agree that the statute should be administered more stringently.
<b>MOTION:</b>	<b>Rep. Nielsen</b> made a motion to introduce <b>RS 22644C1</b> . <b>Motion carried by voice vote.</b>
<b>RS 22834:</b>	<b>Jessica Harrison</b> , Policy and Government Affairs Coordinator, Idaho School Boards Association explained <b>RS 22834</b> would revise Idaho Code, Section 33-0517 provisions relating to grievance procedures for non certificated employees. She said the proposed legislation would strike the words "unfair treatment." Instead, it would add a list of valid grievance issues. It would also make other technical corrections.

In response to questions from the committee, **Ms. Harrison** said the proposed legislation would only affect non certificated employee. She said the new statute should be reflected in a school district's policy handbook. She indicated the employees are already protected through federal laws against discrimination and harassment. She pointed to a case where a non-certificated employee filed a frivolous charge against a school district. Ms. Harrison also indicated even a frivolous charge may cost the district thousands of dollars. In response to questions relating to local control versus more centralized control by the state, she said the statute takes over when local policy is nonexistent.

**MOTION:**

**Rep. VanOrden** made a motion to introduce **RS 22834**.

**SUBSTITUTE  
MOTION:**

**Rep. Harris** made a substitute motion to return **RS 22834** to sponsor in order to review the poor wording which makes the grievance process more circular than it needs to be.

**Rep. Shepherd** argued in favor of the motion saying all stakeholders had worked to bring **RS 22834** to the committee and it resolves the districts' issues. **Ms. Harrison** said the wording could be reviewed.

**MOTION  
WITHDRAWN:**

**Rep. Harris** withdrew the substitute motion.

**MOTION:**

**Rep. Wills** called for the question. **Motion carried by voice vote.**

**VOTE ON  
MOTION:**

**Chairman DeMordaunt** called for a vote on the motion to introduce **RS 22834**. **Motion carried by voice vote.**

**Dr. Bob Kustra**, President, Boise State University (BSU) presented before the committee. He said BSU is uniquely situated in the Treasure Valley where 40 percent of Idaho's population live and where 40 percent of Idaho's personal income is derived. He said ensuring BSU is contributing to the economic engine in the Treasure Valley is key, not only to the future of Boise State, but also to the future of Idaho's economy. He indicated that BSU's new programming and graduate output align well with the anticipated economic needs as put forth by the Idaho Department of Labor and their "Hot Jobs" list for the decade. Dr. Kustra said to meet industry and student demands, BSU has grown in size and in number of innovative, high-tech offerings.

**Dr. Kustra** described the new degrees added and those planned in the near future. He also explained the Foundational Studies Program which has replaced "general studies." Foundational Studies incorporates more critical thinking, problem solving, innovation and teamwork. The program also includes discussions on ethics and diversity. Dr. Kustra described E-Portfolios, BSU's more active career center, and the Venture College, where more than 200 local leaders mentor and assist students in starting businesses. He told the committee that although they had been instrumental in giving universities sole, independent discretion over purchases not relating to statewide contracts, there were efficiencies to be gained by removing multiple layers of oversight that exist in today's business model for Boise State and others. He asked the committee to continue to remove unneeded additional layers of review and approval from institutions of higher education in Idaho. He also asked for more equitable compensation for instructional faculty members.

Responding to questions from the committee, **Dr. Kustra** said BSU receives constant requests asking for students who can "operate outside the manual," and who are not separated from moral and ethical standards. He said the need for remediation has gone down significantly because BSU has raised its admission standards. Community colleges are currently serving the larger percentage of students needing remediation. To further questions, Dr. Kustra said BSU graduates from 45-50 computer science students per year. He said some computer science students, if they are able to write code, get jobs prior to graduating.

**Dr. Kustra** addressed the rising costs of higher education in addition to marketing and communications at BSU. He said student debt is critical and BSU has launched several campaigns for scholarship and donor contributions. He indicated that Idaho's costs rank 13th out of the 15 western states in expenditures for higher education. He said online education and concurrent classes for high school have assisted in lowering higher education expense. Dr. Kustra explained the growth at BSU since the winning of the Fiesta Bowl in 2007. He said the success and popularity of the football team has been used to drive other dimensions of education at BSU. He said BSU continues to follow the directive from the State Board of Education in producing well-rounded students.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:22 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Wednesday, February 12, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS22835</u></a>	Changing Small School District Restrictions on Hiring Spouses	Rep. Gibbs
<a href="#"><u>H 477</u></a>	Fingerprinting Fee for Education Personnel Tiered Licensure	Jason Hancock  Tom Luna, State Superintendent of Public Instruction, State Department of Education

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Wednesday, February 12, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	Vice Chairman Nielsen, Representative(s) Bateman and Boyle
<b>GUESTS:</b>	Dawn Peck, Idaho State Police; Fernando Castro, Department of Health and Welfare; Taylor Raney, SDE; Phil Homer and Rob Winslow, IASA; Tracie Bent, SBOE; Robin Nettinga, IEA; Camille Wells and Tom Luna, SDE
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 9:03 a.m.
<b>RS 22835:</b>	<b>Rep. Mendive</b> made a motion to approve the minutes of the February 6, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Gibbs</b> presented <b>RS 22835</b> stating the proposed resolution was identical to the <b>H 428</b> , with the exception of additional language added to Idaho Code 33-507, Section 1, subsection 3c. The words added are: "Such limitation shall include, but not be limited to: any matters relating to negotiations regarding compensation and benefits"...
<b>H 477:</b>	<b>Rep. Gestrin</b> made a motion to introduce <b>RS 22835. Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Jason Hancock</b> , Deputy Chief of Staff, State Department of Education (SDE), appeared before the committee to present <b>H 477</b> . Mr. Hancock said the legislation will allow the State Department of Education to pass along the Idaho State Police (ISP) fee increase for fingerprinting background checks in the public schools. He explained rather than establish the fee in Code, the Idaho Code has been changed from showing a specific charge for fingerprinting to stating: "The state department of education shall charge all such individuals a fee equal to any processing fees charged to the state department of education."... Mr. Hancock further explained the history of the fees charged for fingerprinting, using an Excel spreadsheet. (See attached.) He also said SDE funds set aside for the program were due to run out in FY15.
<b>MOTION:</b>	<b>Rep. Wills</b> made a motion to send <b>H 477</b> to the floor with a <b>DO PASS</b> recommendation.
	In response to committee questions, <b>Mr. Hancock</b> explained SDE has equipment in the department to process the fingerprinting electronically. He said 14,000 fingerprints are processed every year. He also said the department needed \$194,000 to cover the increased ISP charges plus the department's costs for processing. He explained some new background equipment called "Rapback" which would possibly change the way all fingerprinting is handled. He said in the future the Legislature may make changes to the statute to handle the lower charge that will accompany "Rapback."
	<b>Mr. Hancock</b> assured the committee only those employees with "unsupervised" contact with children would be fingerprinted and said fingerprinting is critical to protecting children.

**Reps. Rubel, Clow and McDonald spoke in opposition to H 477** Rep. Rubel said low-paid teachers should not be subject to increased fingerprinting fees. She said the employers should pay the fee. Rep. McDonald said the state should not earn revenue from the fingerprinting process.

**VOTE ON MOTION:**

**Chairman DeMordaunt** called for a vote on the motion to send **H 477.** to the floor with a **DO PASS** recommendation. **Motion failed by voice vote.**

**Tom Luna**, Superintendent of Public Instruction, SDE, explained tier licensure, one of the Governor's Task Force Recommendations using a Powerpoint presentation. (See attached.)

Responding to questions from the committee, **Supt. Luna** said teachers are evaluated by multiple measures, not just those within the Danielson Framework. He indicated that if a teacher goes through the three years of pre-service and does not meet performance criteria, the teacher has an additional three years to meet the school district's benchmark. However, if the measures of the evaluation are not met, the teacher no longer has a license to teach in Idaho. He said the tiered licensure is a move away from tenure to a model where teachers are mentored more vigorously and student growth is part of the equation for teacher performance and compensation. Supt. Luna said the Governor's Task Force recommendation concerning a career ladder for compensation will be incorporated into those changes.

**Rep. Clow** said he would like to see the title "novice teacher" changed to "basic teacher." He would also like to see four tiers instead of three.

In response to further questions, **Supt. Luna** said the career ladder portion of the task force recommendation drives the compensation. He indicated in FY15, the rules for implementation will be completed and the actual contracts with tier licensure will be issued later. He also noted that multiple evaluations over a number of years gives teachers time to learn and improve. He said teaching of children is a privilege, not a right. Supt. Luna stated the recommendations are put forth by many stakeholders over many months, but the points of "due process" and "de-licensing" are still part of the discussion.

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 10:02 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, February 13, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<u>RS22893</u>	Leadership Award Premium	Rep. Clow
	Idaho Public School Funding	Tim Hill, Deputy Superintendent, State Department of Education

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 13, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None

**GUESTS:** Tim Hill, Julie Oberle and Camille Wells, SDE; Harold Ott, Rural Schools; Robin Nettinga, IEA; Audrey Ditlefsen; Kristyn Kirschenman, Risch-Pisca

**Chairman DeMordaunt** called the meeting to order at 9:00 a.m.

**RS 22893:** **Rep. Clow** presented **RS 22893** and explained the proposed legislation provides for leadership premium payments for public school educators identified by local school districts as serving in a leadership capacity. He said many teachers already provide leadership in their schools by performing services such as mentoring new teachers, providing professional development for their peers and teaching dual credit courses, for little or no additional compensation. He said **RS 22893** satisfies the "Leadership Awards" component of the career ladder recommendation of the Governor's Task Force on improving education. Rep. Clow addressed the fiscal impact for **RS 22893** of \$15.88 million, beginning in FY15. He said by implementing the leadership component of the task force's career ladder recommendation this year, it will reduce the estimated costs of implementation of a career ladder from \$42.4 million to \$26.5 million in FY16. He also said the awards would not be subject to negotiations bargaining.

**Rep. VanOrden** explained the parameters and conditions set for school boards and administrators when looking for instructional staff demonstrating leadership qualities. She suggested: instructors of Advanced Placement (AP) classes, teachers who successfully counsel students in academic and career decisions, or an agriculture instructor with an endorsement in science as possible criteria. She also included mentors for beginning teachers and instructional employees who serve in hard to fill positions. She said being a coach or a club advisor does not fit within the parameters for the Leadership Premium Awards. In addition, the State Board of Education will be expected to promulgate administrative rules in order to implement the statute. Rep. Van Orden explained school district accountability would be accomplished through annual reports to the legislature and governor from the State Department of Education which would include by district: number of premiums issued, average dollar amount, highest and lowest premiums, percentage of instructional staff receiving premiums and the cumulative amount of such premiums.

**MOTION:** **Rep. Bateman** made a motion to introduce **RS 22893**.

In response to questions, **Reps. Clow** and **VanOrden** said the minimum amount of the Leadership Premium Awards would be \$850, with a maximum of \$5,780 within a school year. These awards would be contracted in advance to those wanting to perform exceptional leadership tasks, with the award monies being part of the monthly salary. The award would be contracted on a year-to-year basis. They said those teachers developing curriculum and teachers serving as department chairs could qualify based on the Board of Trustees' discretion. The awards are not subject to average daily attendance counts. Rep. VanOrden told the committee the proposed legislation was supported by all stakeholders involved in the Governor's Task Force.

**VOTE ON MOTION:**

**Chairman DeMordaunt** called for a vote on the motion to introduce **RS 22893**. **Motion carried by voice vote.**

**Tim Hill**, Deputy Superintendent, State Department of Education (SDE), provided an overview of the Idaho Public School Funding process. Mr. Hill explained the largest part of the FY14 General Fund comes from individual income tax (47.2 percent), followed by sales tax (40.8 percent), corporate income tax (7 percent) and other sources (5 percent). Mr. Hill stated that from the General Fund, public schools receive 47 percent, approximately \$1.3 million.

**Mr. Hill** stated the average daily attendance (ADA) for a given school is the aggregate days attendance divided by the number of days school was actually in session. For funding purposes, there are two calculations of ADA: 1) from the first day of school through the first Friday in November, and 2) the best 28 weeks of the school year. He stated a day of attendance is defined in SDE rules and is a minimum of 2 ½ hours for kindergarten students and a minimum of 4 hours for grades 1-12. Mr. Hill explained the first 10 weeks is critical for funding and has generally has the highest attendance for the school year. He stated he provides guidance to schools on how to maximize their budgets with respect to ADA.

In response to a question regarding the change in calculations for ADA, **Mr. Hill** stated the first calculation produces the highest funding results, and to change the time frame would probably reduce funding.

**Mr. Hill** stated ADA is converted to support units as outlined under 33-1002 (4), Idaho Code. He explained the divisors take the size of the school district or charter school attendance categories into consideration. He stated the larger the ADA, the larger the divisor; the smaller the ADA, the smaller the divisor. He explained smaller programs will require less ADA to generate a support unit, and larger programs will require more ADA to generate a support unit. This results in more funding per student for smaller programs, taking into consideration smaller class sizes that still require full-time staffing costs. He also stated divisors are a factor in how much is distributed by grade category.

**Mr. Hill** explained support units are used to calculate salary and benefit apportionment and discretionary funds. He stated support units based on the first reporting period are used to calculate salary and benefit apportionment, and support units based on the best 28 weeks are used to calculate discretionary funds.

In response to questions, **Mr. Hill** explained staffing is categorized into three areas: Instructional, Administrative, and Classified. He stated each support unit is assigned a staffing ratio which is used to calculate staff allowance. He stated a school district or charter school salary apportionment is: support units x staff allowance ratio x index (except Classified) x base salary. Mr. Hill explained if a school did not use the entire full-time equivalent (FTE) in a school year, it was forfeited. There is now 9.5 percent flexibility within the FTE which allows the school to determine how to utilize the funds.

In summary, **Mr. Hill** stated the amount per ADA that a school district or charter school receives is generally based on: size (in terms of ADA); student mix (grades served); and staff hired (experience & education multiplier).

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:41 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, February 17, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<u>H 504</u>	Leadership Premium Awards	Reps. Clow and VanOrden
	Reading Literacy	Rod Gramer, President and CEO, Idaho Business for Education
	Reading Literacy	LeAnn Simmons, Executive Director, Idaho Voices for Children
	2014 Teacher of the Year	Jamie Esler, Lake City High School, science teacher
	Milken Award Recipient	Katie Graupman, Timberlake High School, English language arts and journalism teacher

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 17, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/  
EXCUSED:** None

**GUESTS:** LeAnn Simmons, Idaho Voices for Children; Rod Gramer, Idaho Business for Education; Penni Cyr, IEA; Rob Winslow, IASA; Phil Homer, IASA; Elli Brown, IVC; Robin Nettinga, IEA; Matt Compton, IEA; Jason Hancock, SDE; Tom Luna, SDE; Karen Echeverria, ISBA; Marilyn Whitney, SBOE; Camille Wells, SDE

**Chairman DeMordaunt** called the meeting to order at 9:01 a.m.

**H 504:** **Rep. Clow** and **Rep. VanOrden** presented **H 504** which will provide leadership premium payments for public school educators. Rep. Clow said the legislation would give local school districts the opportunity to identify teachers serving in a leadership capacity to receive the award. This measure, he said, would satisfy the "Leadership Awards" component of the career ladder recommendation of the Governor's Task Force on Improving Education. Rep. VanOrden explained the specifics of the guidelines for leadership priorities. She also explained the reporting requirements and the information to be collected by the Idaho State Department of Education and presented to the Legislature each year.

**MOTION:** **Rep. Bateman** made a motion to send **H 504** to the floor with a **DO PASS** recommendation.

In response to questions regarding reporting, **Jason Hancock** from the State Department of Education who explained that the word "may" in the legislation grants a general authority to the Department to request information from districts and "shall" requires the Department to report. With the grant of authority to request information the Department will be able to gather the information, they need to provide an accurate report. He stated the word "may" also gives the Department some flexibility to not request reports from districts information they already have, but would still have the ability to get the information they need.

In response to a question regarding the stipulation allowing for the rulemaking, **Mr. Hancock** stated this legislation also provides a general grant of authority to promulgate rules. He further stated it does not mean the Department has to promulgate rules, but simply that they can if rules are needed.

In response to questions regarding negotiation and collective bargaining, **Rep. Clow** explained the awards are outside the negotiation process. He further explained school districts make the determination separately and these awards cannot be included as a part of collective bargaining.

In response to concerns regarding how this legislation fits with the recommended career ladder, **Rep. Clow** explained this is the first piece of the recommendation. **Rep. VanOrden** added there will be separate ways to address the other goals of the recommendations, and gives local school boards flexibility to use a variety of tools to reach those overall goals.

**Penny Cyr** with the Idaho Education Association, **Rob Winslow**, Executive Director of the Idaho Association of School Administrators, and **Karen Echeverria**, Executive Director of the Idaho School Board Association testified **in support** of H 504. Ms. Cyr stated she supported the concept of career ladders and the efforts of the State to allow teachers to stay in the classroom. Ms. Echeverria stated she supported these leadership premiums and the career ladder concept in conjunction with a 1% base increase in teacher pay.

**Tom Luna**, Superintendent of Public Instruction, also testified **in favor** of H 504. He emphasized this is just the leadership incentive portion of the overall recommendations. He explained that the other components of teacher evaluation, and student achievement, will also be included in the completed structure, but this is simply a focus on leadership. He further stated the current system does not fairly reward the work of teachers going above and beyond to improve education and assist the students.

In response to questions regarding the implementation of Common Core and its effect on this program, **Mr. Luna** stated there could be an influence in the future on English and math emphasis. However, he stated with the strategic plans districts will have in place, the districts will need to show how they are using the leadership premiums to achieve the goals of their strategic plans. **Chairman DeMordaunt** added, this legislation is providing a tool for board members to focus on certain areas to promote improvement and achievement of goals in the strategic plans, which the districts will be held accountable.

In response to a question regarding what other changes may occur, **Mr. Luna** stated if this is the only change made, there would be no improvement in the overall system. He explained this is simply one part of a larger package.

**VOTE ON MOTION:**

**Motion carried by voice vote.** **Rep. Clow** and **Rep. VanOrden** will sponsor the bill on the floor.

**Rod Gramer**, President and CEO of Idaho Business for Education and **LeAnn Simmons**, Executive Director of Idaho Voices for Children, gave a joint presentation on reading literacy to the committee. Mr. Gramer explained that reading is the foundation of all learning. He said a survey of nearly 500 business leaders showed that by 2018, 61% of all jobs in Idaho will require a post-secondary degree. Currently, only 35% of adults in Idaho have a college degree while 35% have a high school diploma or less. He further explained that the survey showed, in five years only 21% of jobs will require a high school diploma or less. He added, in 2013 only 46% of students went on to college in the fall. Mr. Gramer stated Idaho needs more students to go to college for further studies. He explained that 90 schools across the state had less than half of their students score more than 500 on the SAT for reading, which is considered the benchmark for college readiness, while only 11 had more than 50% of their students with a score higher than 500. He said Idaho is currently average in reading proficiency when compared to other states. He said there is general agreement that action needs to be taken, but there is not agreement as to how to move forward. He discussed the goals of the Idaho Campaign for Grade Level Reading which include quality teaching for each child, community-driven efforts, and an outcome-based system. He stated policy makers need to know that a third grade reading proficiency is essential and achievable. Starting early matters, and there is not one right solution or fix-it-all tool. Common Core standards set the bar, but any lasting solution requires a comprehensive approach. Early identification and the participation of families and communities are key factors in success. He stated the best formula for success is assessment, diagnosis, and intervention. Lastly, he explained there must be oversight and accountability including; training and professional development, set standards, monitoring, regular public reports, and an annual Legislative report.

**Ms. Simmons** concluded the presentation. She gave additional statistics which include that more than 60% of all prison inmates are functionally illiterate. She estimated the cost of illiteracy to businesses and the taxpayers is close to \$200 billion a year. She explained 10.5% of Idahoans are illiterate. As a part of the Idaho Voices for Children, she is working to help broaden this debate by building upon strengths and requiring an evidenced-based focus. She said they want a commitment to child outcomes and closing gaps in results, to ensure quality teaching in every classroom, and promoting community driven efforts and accountability to ensure all districts have the tools they need to address literacy problems. She explained that Idaho needs to focus on improving the outcomes for struggling readers while raising the standards for all of the states children.

Ms. Simmons stated Idaho does a good job with screenings and Statute requires intervention. She further stated that there must always be ongoing improvement in any system and the gaps in Idaho's current system need to be addressed. She said Idaho needs to ensure that teachers have access to highly effective reading specialists for those students who need the most intervention. She explained that parents, advocates, teachers, and policy makers alike need to hold each other accountable. She asked the members of the committee to accept the Governor's Task Force recommendations and give early literacy the attention it needs. She stated it is time to evaluate and improve the current system of literacy through identification and intervention.

In response to questions regarding the role Preschools can play in early childhood literacy, **Ms. Simmons** explained that it is an important step for many children in preparing them for school and fostering learning. **Mr. Gramer** also stated that the business community has long supported and promoted preschool as a part of early education to ensure a strong K-3 program.

In response to questions regarding the Idaho Reading Initiative (IRI), **Ms. Simmons** stated the IRI does need to be addressed and is part of the Governor's recommendations. She said a committee needs to get the stakeholders together and address the issues and come up with solutions. **Chairman DeMordaunt** added it is the intent of the Committee to go forward with the recommendations and address the issues with the IRI program.

In response to questions regarding other states that excel in reading and how they had achieved such success, **Mr. Gramer** stated Massachusetts and Florida have shown strong programs and that strength seems to come from strong assessments, individualized intervention, and frequent reassessment.

**Jamie Esler**, 2014 Teacher of the Year Recipient, addressed the committee. He explained he came to offer an insider's perspective on the current state of public education in Idaho. He stated teachers are a diverse community of passionate, professional, committed, resilient, and resourceful workers. He said he had talked to many of the educators around the state and those discussions had one common theme when looking at ways to improve the quality of public education in Idaho; the public education system is in great need of the Legislature's confidence and support. He showed a video and described the Confluence Project he has established in a collaboration with his high school, universities, and other partners to promote scientific involvement and interaction by allowing students to actively work and engage in field work and analysis. He explained these types of projects rely heavily on outside funding to ensure their sustainability and continuity. He further explained that it takes a great deal of hard work and a considerable amount of time to get external support, which leaves less time to focus on other aspects of teaching. He said Idaho must be willing to invest in and support programs that encourage such positive experiences and development. He also discussed several other areas that he felt were in dire need of help. These areas include increasing class sizes, dwindling building budgets and special education paraprofessionals, and a rise

in the use of supplemental levies to make up for funding gaps. He stated these supplemental levies are no longer supplemental, but critical to district survival. He said all the stakeholders must work together to improve public education. He asked that the Committee consider the restoration and reinvestment of operational funding.

In response to a question regarding how he encouraged his students to read, **Mr. Esler** stated he encouraged his students to read about what they were interested in. He added, in the science discipline, he has a vast amount of resources from books, internet web sites, blogs, and articles to send his kids to try and find the answers for their questions.

**Katie Graupman**, Milken Award Recipient for 2014, addressed the committee. She is an English and Journalism teacher for thirteen years in Spirit Lake, Idaho. Ms. Graupman gave examples of what it means to be a teacher and the work it takes to help students achieve their potential. She told the Committee about the change that has occurred in the profession including more teachers leaving the field or discouraging others from becoming teachers. She stated it can be difficult to find teachers, especially in the more rural areas that will stay long term. Teaching requires constant growth and refining of abilities and skill not just for students, but also for teachers. She explained that Idaho students need and deserve the very best educators and the very best education. She further explained that Idaho educators need the support of the State Leadership in all their various capacities. She said the quality of a student's education should not be dependant on where they live. She said she supports, and asked the Committee to support, the Task Force recommendations for improving education. She gave examples of specific task force recommendations which she felt would be especially beneficial. She said if these recommendations were implemented and properly funded they would have the ability to positively and permanently impact the students of Idaho.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:53 p.m.

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Representative DeMordaunt  
Chair

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Kaela Becklund  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Tuesday, February 18, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<u>RS22933</u>	Strategic Planning  Introduction to State Department of Education Technology Pilot Programs	Rep. Horman  Alex MacDonald, Director, Instructional Technology, SDE
	<u>McCall Donnelly High School iPad Integration Project</u>	Brooke Thomas, MDHS Student, Co-Grant Writer Alix Stanley, Taylor Howell, Keenan Walgren, Noah Walgren, Christian Beckham, Kylie Hoogendyk, Britani Phelps, Taylor Garber, Heather Crawford, Savannah Summers, MDHS Students
	<u>Kuna Middle School 1:1 Learning Project</u>	Wendy Johnson, Supt.; Devan DeLashmutt, Asst. Supt., Administrator of Information Technology; Deb McGrath, KMS Principal; Ashleigh Jensen, Educational Technology Specialist; Emily Leckie, 1:1 Implementation Coach, Math Teacher; Mariah Gunn, KMS Student
	<u>Middleton High School Go One-Go On 1:1 Project</u>	Dr. Bauscher, Supt; Terry Hardy, Teacher/Parent; Hunter Kunz, Lexy Wilson and Joah Hardy, MDH Students
	MDHS Administration/Supporting Staff: Glen Szymoniak, Supt.; Timothy Thomas, MDHS Principal; Frank Eld and Laurie Erikson, School Board; Matt Cavallin, IT Specialist; David Reddick, Susan Reddick, Karen Olsen, and Shelly Chamberlain, Instructors;	MHS Supporting Staff: Mike Williams, MHS Principal; Mike Cozakos, Director of Instructional Technology; Paige Goodson, Technology Integration Specialist; Lisa Pennington, 1:1 Advisor

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance
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Phone: 332-1148
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, February 18, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	The sign-in sheet will be retained with the minutes in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Services Library.  <b>Chairman DeMordaunt</b> called the meeting to order at 8:31 a.m.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of the February 11, 2014 and the February 13, 2014 meetings. <b>Motion carried by voice vote.</b>
<b>RS 22933</b>	<b>Rep. Horman</b> presented <b>RS 22933</b> . She said the proposed legislation directs each school district and public charter school to develop a strategic plan that focuses on improving student performance. It directs professional development funding be provided to local school boards and superintendents and boards of directors and administrators of public charter schools in the content areas of strategic planning, governance, finance, ethics and/or superintendent/administrator evaluation. Funds will be distributed to districts and charter schools on a reimbursement basis upon completion of training. She indicated <b>RS 22933</b> addresses two recommendations from the Governor's Task Force for Improving Education: #7 Annual Strategic Planning, Assessment, and Continuous Focus on Improvement; and, #18 Training and Development of School Administrators, Superintendents and School Boards. Rep. Horman said both recommendations were mainly compliance based in nature. She added the implementation of the proposed legislation needs to take place during the 2014 and 2015 school years.  In response to a question regarding accountability and review, <b>Rep. Horman</b> said the local school boards will use this statute in assessment of their administrators. It is designed to work at the local level.
<b>MOTION:</b>	<b>Rep. Wills</b> made a motion to introduce <b>RS 22933</b> .  Responding to further questions, <b>Rep. Horman</b> said the fiscal portion of <b>RS 22933</b> would be an annual expense. She said the amount paid each school, public school district or charter school, would be the same. <b>Rep. Clow</b> clarified regarding the "fair and equitable" question between school size and per unit allocation. He said in his legislative district, the school districts are smaller than some of the charter schools. Rep. Horman indicated the Governor's Task Force unanimously approved both recommendations included in <b>RS 22933</b> . She told the committee, the penalty for no school district strategic plan will be the price paid by the children and teachers.
<b>VOTE ON MOTION:</b>	<b>Chairman DeMordaunt</b> called for a vote on the motion to introduce <b>RS 22933</b> . <b>Motion carried by voice vote.</b>

**Alex Macdonald**, Director Instructional Technology, SDE, said the 2013 Legislature provided \$3 million for schools to participate in building-wide technology pilot programs. Last summer, the State Department of Education picked 11 schools to split the money and begin the pilot programs. He said SDE looked for projects that were full integration models, scalable and sustainable, and that could be replicated and would increase student achievement. Mr. Macdonald introduced 3 of the 11 schools who received grants and are transforming education.

McCall-Donnelly High School (MDHS) Student, **Brooke Thomas** introduced the iPad Integration Project at MDHS. She said she was interested in 21st Century technology, but felt the adults were disconnected with how students wanted to learn. During her junior and senior years she worked on the project to change how kids "do school" through a student-teacher collaboration involving hands-on learning and integrating iPad technology into everyday classrooms. In 2013, the McCall-Donnelly \$150,000 pilot grant funded Miss Thomas' vision of a Next Generation Learning Environment in which student-centered learning occurs and is student-driven. Members of the committee were provided with iPads for a demonstration, and Ms. Thomas directed the committee to answer questions and receive immediate cumulative feedback.

**Alix Stanley, Taylor Howell, Keenan Walgren, Noah Walgren, Christian Beckham, Kylie Hoogendyk, Britiani Phelps, Taylor Garber, Heather Crawford** and **Savannah Summers**, MDHS students, explained to the committee the iClub at MDHS, the student opportunity for those less privileged, and the seamless access to teachers through the use of Google Drive, which also provides Cloud storage. In addition, they described programs now available for math and writing which gives tutorial help as well as instruction. Mr. Beckham said adequate bandwidth was vital to implementing 1:1 devices. Other students spoke regarding the positives of integration of iPads from the teacher's perspective and how one device simplifies the life of a student. Miss Garber explained how students provide tutorial help for teachers and other students. Students said installation of Mobile Device Management Systems allows administrators to monitor student activities and/or block inappropriate usage. They also addressed administrative problems including iPad breakage. However, many of the iPads can be repaired on campus.

In response to a question regarding limitation of the iPad, the students said insufficient bandwidth and varying degrees of student maturity limit the program's success. To questions about devices replacing teachers, and parent adjustment to the iPads, the students said the teachers still give lectures although it is easier to follow because it is often interactive. There is more collaboration with teachers at all hours of the day. Students indicated parents were excited about the access and students found it enjoyable to teach their parents how iPads operate. Responding to a question regarding wireless availability when not at the school building, students said wireless is available at most homes, at the public library and other free Wi-Fi businesses.

Kuna Middle School (KMS) Supt. **Wendy Johnson**, introduced her staff and student. **Devan DeLashmutt**, Assistant Superintendent and Administrator of Information Technology, said that KMS's technology goals were to (1) pilot cost effective devices, (2) implement wireless capable of supporting a minimum of one device for every student and staff and (3) develop an alternative support structure and train students as IT support. With these goals, they chose the Levono Chromebook with services in the cloud. He said there are currently 30-40 devices per classroom, serving 800 students. He indicated they chose the Chromebooks because they were inexpensive and relatively easy to care for and repair.

KMS Principal, **Deb McGrath** testified virtually via an online Google Hangout to stress how Chromebooks have transformed education and offered more online opportunities to students whose families did not already own computing devices. She said the school wants to improve math and writing test scores, using the Chromebooks and related curriculum as the impetus. **Emily Leckie**, Math Teacher and 1:1 Implementation Coach, KMS, said, in August 2013, teachers were given two days for professional development on Chromebook teaching techniques.

**Mariah Gunn**, KMS student, said students who repair and assist in regard to the Chromebooks, make up the "Mouse Squad."

Responding to questions, KMS staff said they have taken a slow approach, giving teachers and students time to evolve, making sure devices have a positive impact. Already they have seen students being plugged into the strategies, filling the "holes" in their learning. They explained students were not allowed to take the devices home. They also said the students are instructed in appropriate internet use and that prevention of internet bullying is targeted by staff and visiting speakers. To a question regarding the expectation for obsolescence, they said the devices should be viable for six or seven years.

**Dr. Richard Bauscher**, Superintendent of Middleton School District introduced his staff and students. He said the grant goals include: (1) expand Career Information System implementation, (2) allow the maximized use of My Big Campus, (3) promote communication, collaboration, Cloud storage, and improve efficiencies through the integration of Google Apps for education and (4) foster critical thinking, creativity and a positive digital footprint through the creation of senior projects.

**Terry Harding**, Middleton High School (MHS) teacher, said students need to take responsibility for their education through academic ownership and digital citizenship. He described his involvement with technology as a parent and as a teacher. He highlighted the collaboration between students and teachers as one of the best things about the laptops available to all students.

MHS Students, **Hunter Kuntz**, **Lexy Wilson** and **Joe Hardy** told the committee student learning plans are developed at MHS. Also, working on assignments anywhere, with a variety of media sources, makes student learning more constant. Mr. Hardy thanked the committee for the opportunity to have his own laptop and to be involved in 21st Century learning experiences.

**Lisa Pennington**, 1:1 Advisor, showed the committee the "ruggedized" computer and reported the laptop breakage at MHS was less than one percent and 95 percent of the students and stakeholders bought into the new program. She said MHS help desk is staffed mainly by student "Google Ninjas," who do training, and IT support. **Mike Cozakos**, Director of Instructional Technology, said bandwidth was not an issue at MHS. He said the school stood firm in its development of technology and stayed within their wireless contract. He said the computers are filtered even when at home. He said they have a service area where students who leave laptops at home, must get a "day user" laptop before going to class. **Page Goodson**, Technology Integration Specialist, said MHS provides both formal and informational training for teachers. He explained that age is not a factor. He said some experienced teachers have more readily embraced the technology, then work in collaborative fashion to assist younger teachers.

**Dr. Baucher** said the MHS Go One-Go On Project is focusing all students toward higher training at colleges and universities. In response to a question from the committee, he said the capital investment for laptops was made so that students could work in secondary levels as if they were at college or in a career setting.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:36 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Wednesday, February 19, 2014**

<b>DESCRIPTION</b>		<b>PRESENTER</b>
<a href="#"><u>RS22930</u></a>	School Safety and the Public School Income Fund	Jason Hancock, Deputy Chief of Staff, Department of Education
<a href="#"><u>H 478</u></a>	Distribution of Lottery Funds	Jason Hancock
<a href="#"><u>H 500</u></a>	Professional Studies Program	Rep. Packer

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

Jean Vance  
Room: EW49  
Phone: 332-1148  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Wednesday, February 19, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Mary Barinaga, M.D., WWAMI; Becky Shroeder, Idaho Lottery; Benjamin Jones, Student, University of Utah, WWAMI; Dieuwket Dizney Spencer, IDMW; Mary Sheridan, State Office of Rural Health; Bridgette Baker, Rural Family Physician; Susie Pouliot, Idaho Medical Association; Kurt Olaveson, Kendra Coonse, Devin Laky, and Derek Hill, Students, WWAMI; Marilyn Whitney, SBOE; Jeff Rosenthal, D.V.M; Steve Millard, and Tom Lawson, Idaho Hospital Association; Joe Stegner, University of Idaho; Patrice Burgess, University of Idaho, WWAMI.
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:31 a.m.
<b>RS 22930:</b>	<b>Jason Hancock</b> , Deputy Chief of Staff, State Department of Education (SDE), presented <b>RS 22930</b> . He explained the purpose of the legislation is to improve student safety by addressing the allocation of the public schools' share of Cigarette Tax revenues and the recommendations of the Safe Schools Task Force. On the issue of the distribution of the public schools' share of Cigarette Tax revenues, the legislation codifies the longtime practice of distributing \$200,000 to the Idaho State Police to defray toxicology lab costs, and approximately \$80,000 to the Commission on Hispanic Affairs for substance abuse prevention efforts. These distributions will be made directly to these agencies, rather than being passed through the public schools budget first, which adds no value or transparency to the distribution. The legislation also increases school district flexibility in the use of the balance of these funds by broadening its uses to include the development and implementation of school safety improvements, in addition to the traditional substance abuse prevention uses. As recommended by the task force, it also requires school trustees to have a school safety plan for each school, and to meet annually with first responders to update the plans.
	A discussion was held concerning the Commission on Hispanic Affairs' portion of the Cigarette Tax, the use of the \$200,000 for toxicology labs and the housing of substance abuse monies. <b>Matt McCarter</b> , SDE, was called upon to answer a question about school safety monies. He said the monies are used to secure the biggest vulnerability in a particular school. In response to a question regarding the enshrining in statute, items that should possibly not be enshrined, <b>Mr. Hancock</b> said anyone can run legislation at anytime to de-enshrine items from the statute.
<b>MOTION:</b>	<b>Rep. Nielsen</b> made a motion to introduce <b>RS 22930</b> . Motion carried by voice vote.

**H 478:** **Jason Hancock** presented **H 478** which allows the state to continue to distribute funding from the Idaho State Lottery proceeds. These funds help defray the cost of the public schools' Bond Levy Equalization program. He said in 2009, the Legislature provided that one-fourth of all future increases in State Lottery distributions go to the Bond Levy Equalization program. He explained the 2009 legislation has a sunset clause that will expire in September 2014, and he stated the current legislation will provide for continuation of the existing law.

**MOTION:** **Rep. Nielsen** made a motion to send **H 478** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Horman** will sponsor the bill on the floor.

**H 500:** **Rep. Packer** presented **H 500** to the committee. She explained her journey and experiences in developing **H 500**. She said she fully supported the Professional Studies Program and its vital role in education opportunities for Idahoans. She said if we secure the financial investments we're making in these programs that we will strengthen the long-term ability to provide them for generations to come. The changes to the existing statute will increase the number of physicians returning to Idaho to serve the under-covered health care needs of the state. In addition, Rep. Packer said **H 500** would require the State Board of Education to sign a contract with each WWAMI and WICHE student providing for repayment of moneys paid from public funds unless the student shall actively engage in professional practice in Idaho for a minimum of three years.

**Mary Barrinaga**, family physician, WWAMI, explained she grew up in a sheep ranching family in Cambridge, Idaho, and is a graduate of the College of Idaho and the Idaho WWAMI program. After completing residency at Family Medicine Residency of Idaho (FMRI) in 1998, she spent the next 12 years practicing rural family medicine on the Coeur d' Alene Indian Reservation in Plummer. In 2010, she returned to Boise as faculty for FMRI and also works as Assistant Dean for Regional Affairs for the University of Washington School of Medicine. She spoke **in opposition** to **H 500** stating the unintended consequences will be fewer doctors in rural Idaho. She explained the percentage of Idaho medical students returning to Idaho is high compared to the national average. He also indicated the average debt load for a graduating medical student is \$156,000.

A discussion was held concerning the WWAMI program, medical school applicants versus openings, Idaho students recidivism and the loan repayment fallout.

**Mary Sheridan**, Program Manager, State Office of Rural Health & Primary Care. She said her office is responsible for the Rural Physician Incentive Program (RPIP), data collection and submission of federal applications for shortage area designations, and providing assistance for National Health Service Corps (NHSC), the federal loan repayment program. She quoted statistics on physicians indebtedness and the state's fiscal responsibility. (See Attached.) She indicated **H 500** will create a service obligation for physicians who choose to practice in a medically under-served area in Idaho in exchange for their state support. She said it will prevent physicians from receiving loan repayment from RPIP and NHSC.

In response to questions from the committee, **Ms. Sheridan**, said the number one reason physicians leave rural Idaho is spousal dissatisfaction. She said the debt repayment issue also drives doctors to larger populations.

**Kurt Olaveson, Benjamin Jones, Kendra Coonse, Devin Laky, and Derek Hill**, WWAMI students, testified **in opposition to H 500**. They explained the selection committee for the WWAMI program encourages Idaho connections in choosing candidates. They said the mandatory payment will increase their debt and will encourage Idaho medical students to leave the West to find less expensive medical schools. They also indicated the appearance of the repayment obligation to WWAMI would appear on their credit score which would disallow application to other loan programs.

**Bridgette Baker**, rural family physician; **Susie Pouliot**, Idaho Medical Association; **Jeff Rosenthal**, DVM, spoke **in opposition to H 500**. They said the rural repayment program would go away.

**Marilyn Whitney**, Chief Communications and Legislative Officer, SBOE, said the board was not involved in creating the bill and additional resources for management would require a minimum of \$35,000 to monitor the loan payback. She said she **opposed H 500**.

**Steve Millard**, CEO, Idaho Hospital Association; **Joe Stegner**, University of Idaho (U of I); and **Patrice Burgess**, U of I and WWAMI, testified **in opposition to H 500**. They said Idaho does not have a medical school, and the in-state tuition and forgiveness program established by WWAMI, is going to be hurt by the passage of **H 500**. **Mr. Millard** said the hospitals have also gone into the business of repayment of student loans in order to get quality doctors into hospitals.

In closing, **Rep. Packer** indicated payback requirements are not new. They are used in the private sector, in the military, for economic development, and across a variety of industries for educational purposes and/or incentives to bring professionals to under-served areas. She said since it is the use of public funds, there is a great responsibility for the lawmakers to be fiscally efficient and effective with these programs. She asked for support of **H 500**.

In response to a question from the committee, **Rep. Packer** said the State of Idaho provides up to \$140,000 in forgiveness to medical students of the WWAMI program.

**MOTION:**

**Rep. Harris** made a motion to send **H 500** to the floor with a **DO PASS** recommendation.

**Reps. Boyle, Clow, Gestin, and Pence** spoke **in opposition to H 500**. They said the WWAMI program is working and should not be changed.

**Rep. VanOrden** spoke **in favor of H 500**. She said the State Board of Education can work with the WWAMI program and determine the outcome on a case-by-case basis. **Rep. Rubel** said the WWAMI program gives discriminatory advantage to the medical program with no obligation for repayment.

**VOTE ON  
MOTION:**

**Chairman DeMordaunt** called for a vote on the motion to send **H 500** to the floor with a **DO PASS** recommendation. **Motion failed by voice vote.**

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 10:44 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Thursday, February 20, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>H 503</u></a>	Board of Trustees Authority to Employ Spouses	Rep. Gibbs
<a href="#"><u>H 501</u></a>	Grievance Procedures for Non-Certificated Employees	Karen Echeverria, Executive Director, Idaho School Boards Association
<a href="#"><u>H 521</u></a>	Strategic Planning  Parent Teacher Association (PTA)	Rep. Horman  Emily Perkes, President, and Zach Wesley, Legislative Vice President, Idaho PTA

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 20, 2014  
**TIME:** 8:30 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Rod Gramer, Idaho Business for Education; Jason Hancock, SDE; Jamie Holyoak, Grace and North Gem Superintendent; Harold Ott, Rural Schools; Phil Homan, Rob Winslow, IASA; Karen Echeverra, Jessica Harrison, ISBA; Marilyn Whitney, Amy Nelms, SBOE; Robin Nettinga, IEA

**Chairman DeMordaunt** called the meeting to order at 8:33 a.m.

**H 503:** **Rep. Gibbs** presented **H 503**, regarding Board of Trustees authority to employ spouses. This legislation is a fix to a problem that small schools are having. Rep. Gibbs stated that he represents nine schools, and three of the nine would like to utilize this legislation. In small school districts, sometimes the only person that applied for a job is a school board member's spouse, but the current law prohibits this. School districts with enrollment of 1,200 or more cannot utilize this legislation. A concern at the print hearing was the hiring process and that someone might craft a job description that would only qualify a spouse for the job. Rep. Gibbs stated if someone were to craft the job description so narrowly, the school district would have the opportunity to vote them out of office. He also stated the reason they chose the enrollment number of 1,200 was because it fit most of the schools that he represents. He did ask the Teton community what their number of enrollment was, but no one responded back to him. Districts with enrollments over 1,200 do not seem to have a problem or an issue with finding qualified people as well. Rep. Gibbs said that it would be up to the school board to make sure a spouse of the school board member would not have a one-up on any other candidate. And the members of the school board would need to make sure that does not happen.

**Jamie Holyoak**, Superintendent, stated spouses are working, but not being compensated in both school districts that he represents. They are not even allowed to compensate fuel costs. The hiring processes are no different than any other school districts. Mr. Holyoak stated that sometimes they have to run their listings in the paper for six months because they do not have people qualified for the position. Mr. Holyoak also stated that this pertains to much smaller districts. Mr. Holyoak said that they have a hiring process that must be maintained, and they are obligated to follow that. He also said that most of the concerns with hiring people seem to be for part-time positions such as music teachers or drama teachers. Mr. Holyoak responded to concerns from the committee regarding a person not being fired for non-performance issues due to that person being a spouse to someone else employed. He stated that in small areas it is hard to find someone that is not related to someone else. But they cannot avoid the unattended consequences.

**Jessica Harrison**, ISBA, testified **in support of H 503**. She stated they have heard from smaller school districts and they are in support of **H 503**.

**Robin Nettinga**, IEA, said they have several concerns and it appears the language of this legislation is contradictory. Ms. Nettinga stated they should be able to hire staff qualified without having to hire a spouse. She also said it is their responsibility to retain the qualified work force.

**Harold Ott**, Idaho Rural Schools Association, stated his experience in Idaho has been in Region 2 which contains many rural schools. Mr. Ott stated they do not want to hire people that are not qualified, and have run every kind of advertisement available. When they run into the problem of having no one qualified to hire, the school has the option to deny students the programs or they have the option to allow someone to come in. He said sometimes a spouse is the only person that can fill that position. Mr. Ott explained while this is not their first option, sometimes it is their only one.

**MOTION:** **Rep. Wills** made a motion to **HOLD H 503** in committee. **Motion carried by voice vote.**

**H 501:** **Karen Echeverra**, Executive Director of Idaho School Boards Association, presented **H 501**, grievance procedures for non-certified staff employees. She stated this bill makes changes to Idaho Code which outlines the procedures for non-certified staff grievances. This legislation provides definitions and clarification on the appropriate subject matters for grievances. The existing language requires all school districts to have a grievance policy for non-certified/classified personnel. Ms. Echeverra stated that there was a question during the print hearing about whether or not employees would be able to grievance harassment issues, and the answer is yes. Those are federal issues and covered by federal laws, and every school district has policies on harassment. She also stated that the five day time line to submit a complaint was changed to six days to allow a weekend for the employee to think about what to do.

**Rob Winslow**, IASA, spoke **in support** of **H 501** and said this clarity is very positive and gives clear direction.

**MOTION:** **Rep. Shepherd** made a motion to send **H 501** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Shepherd** will sponsor the bill on the floor.

**H 521:** **Rep. Horman** presented **H 521** regarding strategic planning. This legislation directs each school district and public charter school to develop a strategic plan that focuses on improving student performance. It directs professional development funding to be provided to local school boards and superintendents, boards of directors, and administrators of public charter schools in the content areas of strategic planning, governance finance, ethics, and/or superintendent/administrator evaluation. Funds will be distributed to districts and charter schools on a reimbursement basis upon completion of training. This legislation addresses two recommendations from the Governor's Task Force for Improving Education: #7 annual strategic planning, assessment, and continuous focus on improvement; and #18 training and development of school administrators, superintendents, and school boards. Rep. Horman said there is existing training offered through any trainers they would like, and that funding would be available for whatever training they do choose. She also stated that because the funding is referenced in statute, it is intended to be ongoing.

**Rod Gramer**, Idaho Business for Education, testified **in support** of **H 521**. Mr. Gramer stated that one of the things that is very foundational is annual planning, and it is very important that these goals are measurable because the most effective organizations are those that set measureable goals.

**Rob Winslow**, IASA, testified and stated that this did come from the task force and a key component is that these strategic plans may allow you to work in a plan you might currently be working on.

**Karen Echeverra**, ISBA, testified **in support of H 521**, and stated that ISBA has long supported life-long professional development for school board members. Ms. Echeverra also stated that this legislation would help and hopefully encourage all school board members to participate in ongoing professional development.

**Robin Nettinga**, IEA, testified **in support of H 521**, and stated that they support the concepts outlined in the Bill and also appreciate that the plan is data driven.

**MOTION:** **Rep. Harris** made a motion to send **H 521** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Horman** will sponsor the bill on the floor.

**Zach Wesley**, Vice President of Idaho PTA, gave a presentation on the Parent Teacher Association (PTA). One of their goals is to advocate for their children in the school districts. The members are in the classrooms and planning activities for the schools along with fundraising. The Idaho PTA priorities are education funding, education standards, early childhood education, parent involvement and responsibility, Idaho endowment lands, and promoting childhood nutrition, health, and safety. They support any program that would provide for early education for children from birth to age five. Mr. Wesley stated there are parents who have the time and opportunity to teach their children, but that is not always the case. Research shows that these programs are very helpful to children.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:23 a.m.

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Representative DeMordaunt  
Chair

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Amber Duke  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Monday, February 24, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS22927</u></a>	Administrative Flexibility for Higher Education	Marilyn Whitney, Chief Communications and Legislative Officer, State Board of Education
<a href="#"><u>S 1229</u></a>	Definition Clarification of Dual Credit Courses	Marilyn Whitney
<a href="#"><u>S 1264</u></a>	Public Charter School Commission	Marilyn Whitney

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
Phone: 332-1148  
email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Monday, February 24, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	Vice Chairman Nielsen; Representative(s) Bateman and Harris
<b>GUESTS:</b>	Robin Nettinga and Matt Compton, IEA; Marilyn Whitney and Tracie Bent, SBOE; Charlotte Merritt, United Methodist Women; Dan Goicoechea and Audrey Musgrave, State Controller's Office; Harold Ott, Rural Schools; Gaylen Smyer, Cassia School District; Sherri Ybarra, Mountain Home School District; Kristyn Kirschenman, Risch-Pisca; Tamara Baysinger, SBOE/PCSC; Luci Willits, SDE
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 9:01 a.m.
<b>RS 22729:</b>	<b>Rep. Mendive</b> made a motion to approve the minutes of the February 10, 2014 and the February 17, 2014 meetings. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Marilyn Whitney</b> , Chief Communications and Legislative Officer, State Board of Education (SBE) presented <b>RS 22729</b> . She explained the purpose of the proposed legislation is to provide additional flexibility to the four state institutions in managing their unique administrative infrastructures. This will allow the authorization to the state college and the state universities to opt out of identified state services when they can show efficiencies will be gained by such action. She said any authorization to discontinue the use of a state service would require the agency impacted be given a minimum of 18 months notice prior to discontinuance and would be effective at the start of the next fiscal year.
<b>MOTION:</b>	Responding to questions from the committee, <b>Ms. Whitney</b> said the length of 18 months was decided by the state agencies and their concern for re-bidding, changes in staff, and other "leg work" necessary to comply with the statute. She said there is no time frame for opting back in. She indicated the institutions will still comply with Idaho Code, state reporting requirements, federal law, governmental accounting standards and board policy. In addition, the higher education institutions will still be required to participate in the state's annual financial report.
<b>VOTE ON MOTION:</b>	<b>Rep. Kloc</b> made a motion to introduce <b>RS 22729</b> . To questions regarding anecdotal examples and the implications written into the fiscal note, <b>Ms. Whitney</b> said an example could be in coverage of risk management. A university could find a less expensive source than what the state provides for risk management. At that point, the university could opt out of the state program. She indicated the fiscal note talks about proposals but at this point everything is hypothetical. If opting out drives up the cost of the properties and the cost to other agencies, it is yet to be seen. <b>Rep. Clow</b> asked for more data specific to the possible fiscal impact during the bill hearing. <b>Chairman DeMordaunt</b> called for a vote on the motion to introduce <b>RS 22729</b> . <b>Motion carried by voice vote.</b>

**S 1229:** **Marilyn Whitney** presented **S 1229**. She said the changes being proposed will provide a clear definition of "dual credits" in Idaho Code. It also clarifies the types of credit as either secondary credit, postsecondary credit, or dual credit. She said Chapter 51, Title 33, Idaho Code is the foundational statute that allows for secondary students to take dual credit. She indicated language was changed and/or stricken to provide school districts with consistency. Ms. Whitney explained the changes would also eliminate the requirement that each individual school district have a memorandum of understanding with the governing board for each institution from which students take courses.

In response to a question from the committee, **Ms. Whitney** stated the striking of language wherein parents had to sign the documents was done because it appeared in another portion of the statute, thus making it duplicitous.

**MOTION:** **Rep. Kloc** made a motion to send **S 1229** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.

**S 1264:** **Marilyn Whitney** presented **S 1264** to the committee. She explained the bill will amend Idaho Code with respect to the relationship between the Public Charter Commission and the Executive Director of the State Board of Education. She said the proposed change would add the words "or his designee" so that the Executive Director has some separation in his or her duties in the event the SBE must hear an appeal from a school authorized by the Commission. She also stated the change will help eliminate a possible conflict or a conflict of interest in the event the SBE must hear an appeal from a charter school authorized by the commission.

**MOTION:** **Rep. Wills** made a motion to send **S 1264** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Van Orden** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:25 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Lincoln Auditorium**  
**Tuesday, February 25, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Idaho School Boards "Day on the Hill"	Todd Wells, President, Idaho School Boards Association
<a href="#"><u>RS22830C1</u></a>	Inclusion of Parents and Students in Teacher Evaluation	Rep. Harris
	Idaho Leads Project: Data on Access	Dr. Lisa Kinnaman, Boise State University, Co-director, Idaho Leads Project

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 25, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Lincoln Auditorium  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Lisa Kinnaman and Karen Rice, Idaho Leads Project; Karen Pyron, Mackay School District; Michelle Zettel, Challis School District #181; Eric Jenson and Cory Bird, Leadore School District #292; Scott Tuerty, Dave King, and Ron Anthony, Buhl School District; Carol Sayles, Trustee, Meridian School District; Anne Ritter, ISBA; Brian Pyper, Madison School District Trustee

**Chairman DeMordaunt** called the meeting to order at 9:00 a.m. He welcomed the Idaho School Boards Association and thanked them for all the hours they spend working to ensure Idaho students and schools are given high priority.

**MOTION:** **Rep. Kloc** made a motion to approve the minutes of the February 12, 2014 and the February 18, 2014 meetings. **Motion carried by voice vote.**

**Todd Wells**, President, Idaho School Boards Association (ISBA), Castleford School District #417, addressed the committee. He introduced the ISBA Executive Committee. He asked committee members to review the ISBA's resolutions, which are approved at the annual meeting in November and remain active for two years. He indicated ISBA supported the findings of the Governor's Task Force, Idaho Core Standards, and restoring operational funds before specifically funding any new programs. Mr. Wells said ISBA favors the development of a knowledge and skills-based salary reimbursement, appropriate state funding for salary schedules, and placing an emphasis on mastery learning and achievement rather than just seat time by students. He also encouraged funding professional development for trustees.

**RS 22830C1:** **Rep. Harris** presented **RS 22830C1** to the committee. He said Administrative Rule, **Docket No. 08-0202-1300** brought to the House Education Committee had raised concerns in the section labeled: Evaluation Policy. He explained the section for evaluating certified instructional employees had stricken out Section 02: Parent Inputs. He said the new section of rule changed the language to say 67 percent of the evaluation results for certified instructional employees is based on professional practice with two documented observations by school administrators. Optional were parent, student and/or portfolio input.

The proposed legislation would bring back into the Administrative Rule, **Docket No. 08-0202-1300**, the student and parent input. Also, from the Governor's Task Force Recommendation on tiered licensure, it would add "measures of growth." **Rep. Harris** gave the members of the committee a table (See Attached.) showing the two year incremental changes in the areas of measures of growth, parent and student input and professional practice. By FY20, the evaluations would be scored using at least 50 percent based on measures of growth, at least 15 percent based on parent and student input, and at least 25 percent on professional practice. The percentage remaining for district flexibility would decrease from 35 percent in FY16 to 10 percent in FY20.

In response to a question from the committee concerning the Measures of Effective Teaching or MET Study, **Rep. Harris** explained the MET project was a research partnership between 3,000 teacher volunteers and dozens of independent research teams. The project's goal was to build and test measures of effective teaching to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching. He indicated the study found student surveys to be as reliable as professional practice observation by peers and/or administrators. To a further question regarding the students who did not like a particular teacher or received bad grades, and their ability to evaluate accurately, Rep. Harris said the data does not show that students discriminate.

**MOTION:**

**Rep. Wills** made a motion to introduce **RS 22830C1**.

**Rep. Bateman** spoke **in favor** of **RS 22830C1** and said the program of grade inflation and teachers vying for popularity must end. **Rep. McDonald** cautioned that evaluations must be transparent for the instructional employee with no surprises.

**VOTE ON  
MOTION:**

**Chairman DeMordaunt** called for a vote on the motion to introduce **RS 22830C1**.  
**Motion carried by voice vote.**

**Dr. Lisa Kinnaman**, Idaho Leads Project, reported to the committee, the findings of 66 Idaho districts who worked to find the best place to spend their technology dollars. She said the program Clarity for Schools proved to provide accurate data and reliable support. She indicated the reports given to school districts were never longer than four pages and Clarity for Schools was committed to work with the individual districts to help them understand and use the data. She gave examples of successful usage of the program plus demonstrated the readability of the data.

A discussion was held regarding the student population, average price and results of student growth. **Dr. Kinnaman** said grades 3 through 12 are involved in the surveys and data collection; however, teachers of lower grades are involved. She said the cost per school is \$135. Private schools, wanting to pay the price, can also be involved. She indicated the data prompts teachers and students to use technology for deeper learning. To further questions, Dr. Kinnaman stressed the need to protect the digital footprint. Students are taught to comfortably, but judiciously engage online. She said Clarity for Schools, is part of the community; it is embedded with the district, tailoring the support to the individual needs.

**ADJOURN:**

There being no further business to come before the committee, the meeting adjourned at 10:09 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Wednesday, February 26, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22969</u></a>	Sunset on "Use It" or "Lose It"	Rep. DeMordaunt
<a href="#"><u>H 549</u></a>	Administrative Flexibility for Higher Education	Marilyn Whitney, Chief Communications and Legislative Officer, State Board of Education
<a href="#"><u>S 1257</u></a>	School Bus Color	Sen. Goedde
<a href="#"><u>S 1228</u></a>	Open Meeting Laws Applicable to Public Libraries	Ann Joslin, Idaho State Librarian
	Report from Idaho State Librarian	Ann Joslin,

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Wednesday, February 26, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Ann Joslin and Stephanie Bailey-White, Commission for Libraries; Kathy Martin, LCSC; Elli Brown, Veritas Advisors; Marilyn Whitney, Tracie Bent, Amy Nelms and Richard Westerberg, SBOE; Phil Homer, IASA, Harold Ott, Rural Schools; Bruce Newcomb, BSU; Kent Kunz, ISU; Camille Wells, SDE; Julie Hart, Ekahau, Westerberg & Associates
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 8:30 a.m. <b>Rep. Mendive</b> made a motion to approve the minutes of the February 20, 2014 and the February 24, 2014 meetings. <b>Motion carried by voice vote.</b> <b>Chairman DeMordaunt</b> turned the gavel over to <b>Vice Chairman Nielsen</b> .
<b>RS 22969:</b>	<b>Rep. DeMordaunt</b> presented <b>RS 22969</b> stating the proposed legislation eliminates the June 30, 2014 sunset on "use it or lose it" flexibility in instructional staff funding for public schools. He explained that during the Great Recession, as school budgets were reduced, the Legislature provided some flexibility on the previous requirement that school districts must hire 100% of the instructional staff positions funded by the state, or lose funding for those positions that were not hired. He said this provided school districts with added flexibility in managing reduced budgets. Previously, the only option would have been to reduce pay, which was generally done through furlough days, shortening the school year and reducing instruction time. With flexibility, districts could also implement a reduction in force, or simply leave some vacant positions unfilled, as part of their budget-balancing strategy. Rep. DeMordaunt said now that public school budgets are growing again, and school districts have more money available to hire instructional staff, this legislation begins a targeted approach of reducing the flexibility by 1% for each year in which a school district's average class size is at least one student above the statewide average class size. This will begin in FY16. He said for school districts with large class sizes, general flexibility would reduce from 9.5% in FY15 to 8.5% in FY16, and by further 1% increments in the future for each year in which class sizes were at least one student above the state average. He indicated the approach allows for continued flexibility for those (primarily rural) districts in which class size is not a problem, while beginning to address it in those districts where it is a cause for concern.
<b>MOTION:</b>	<b>Rep. Bateman</b> made a motion to introduce <b>RS 22969</b> . <b>Motion carried by voice vote.</b> <b>Vice Chairman Nielsen</b> turned the gavel over to <b>Chairman DeMordaunt</b> .

- H 549:** **Marilyn Whitney**, Chief Communications and Legislative Officer, State Board of Education, presented **H 549**. She explained the bill would allow the public higher education institutions the ability to opt out of state administrative services upon approval of the State Board of Education. This approval would be based on board policy and would require the institutions to show expected fiscal savings. The Board does not expect all of the four-year institutions would seek approval to exercise this flexibility. There are those institutions which have the infrastructure and staff to manage their own administrative services and others which do not. She said **H 549** allows for an opt out but also allows those institutions who want to continue to participate in state administrative services the ability to do so. The State Board of Education has contemplated requesting this flexibility for the four-year institutions for some time and continues to ask the institutions to review programs and services and find efficiencies wherever they can in order to help ensure access and affordability to public higher education. Ms. Whitney indicated **H 549** will mainly impact Boise State University, Idaho State University and Lewis-Clark State College.
- Ms. Whitney** said the committee heard and supported **H 81**, last year, that would have accomplished the same goal as **H 549**. **H 81** went on to pass the full House, however, the sponsors did not pursue approval in the Senate based on concerns raised by the state administrative agencies. She said the current bill, **H 549**, was developed by the State Board of Education in coordination with the Department of Administration, the Division of Human Resources and the Controller's Office. She reminded the committee of a pilot for administrative flexibility for the higher education institutions with a bill passed four years ago that granted the institutions the ability to handle their own purchasing process for all items not related to statewide purchasing contracts. Ms. Whitney said **H 549** provides another means for the institutions to accomplish their missions in the more effective and efficient way possible. She provided a handout to the committee and reviewed the amendments. (See attached.)
- A discussion on the legislation was held regarding the term "elected officials," regarding the state or federal primacy over the labor laws, and maintaining the qualities of scale.
- MOTION:** **Rep. Wills** made a motion to send **H 549** to the floor with a **DO PASS** recommendation.
- A discussion was held concerning the opting in and the opting out of the state insurance program. **Ms. Whitney** said opting back in is a five year process with negotiations and proposals allowed from the universities and the state. She said if the "pool" of premium holders goes down, the cost of the premium could go up by as much as four cents.
- Bruce Newcomb**, Boise State University and **Kent Kunz**, Idaho State University spoke in favor of **H 549**. Mr. Newcomb said the universities need the flexibility. He indicated with fiduciary responsibilities the universities can make decisions on the best business practice. They agreed having the choice is important, even though few may make changes.
- MOTION:** **Rep. Wills** called for the question. **Chairman DeMordaunt** called for a vote on the question. **Motion failed by voice vote.**
- Reps. Gestrin** and **Boyle** spoke in opposition to **H 549**. Rep. Boyle said legislators must look at the overall budget and the fact there may be less money for schools, should **H 549** pass the House, should not be overlooked.
- VOTE ON MOTION:** **Chairman DeMordaunt** called for a vote on the motion to send **H 549** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Reps. Boyle, Gestrin, Shepherd and Mendive** requested that they be recorded as voting **NAY**. **Rep. Horman** will sponsor the bill on the floor.

- S 1257:** **Senator Goedde** explained the "chrome" color listed in the statute for school buses is no longer recognized. He said in **S 1257**, the change will reflect the name of the color recognized internationally for school buses. It will not require any buses currently in service to be painted.
- MOTION:** **Rep. VanOrden** made a motion to send **S 1257** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.
- S 1228:** **Ann Joslin**, Idaho State Librarian, presented **S 1228** to the committee. She explained the legislation corrects and amends an existing statutory citation governing open meeting laws applicable to public libraries. **S 1228** correctly incorporates all applicable Idaho open meeting laws found in Idaho Code sections 67-2340 through 67-2347.
- In response to a question regarding any complaints which may have prompted the legislative action, **Ms. Joslin** said she had received none. She indicated Idaho libraries have been in sync with open meeting laws even though it had not yet been changed in statute.
- MOTION:** **Rep. Kloc** made a motion to send **S 1228** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.
- Ann Joslin** gave the annual report of the state of Idaho libraries to the committee. She highlighted the role public and school libraries are playing in K-20 education. She indicated the Idaho Commission for Libraries "Read to Me" program helps strengthen the traditional role of public libraries in working with parents, schools, and other community partners to develop good readers. (See Attached.) Ms. Joslin said the pilot program of "Make It at the Library: Where Idaho Makers Meet," garnered successful outcomes. She said regardless of the format or media, with resources for early literacy, health information, digital literacy, as well as career re-training, Idaho's libraries are there for the learner.
- ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:04 p.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Thursday, February 27, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22957</u></a>	Parental Rights	Rep. Trujillo
<a href="#"><u>RS22992</u></a>	Changing Small School District Restrictions on Hiring of Spouses	Rep. Gibbs
<a href="#"><u>RS22931</u></a>	Eliminating Duplicate Distribution of Funds for Alternative School Average Daily Attendance	Jason Hancock, Deputy Chief of Staff, State Dept. of Education
<a href="#"><u>H 528</u></a>	Cigarette Tax Distribution to Public School Safety	Jason Hancock

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, February 27, 2014  
**TIME:** 8:30 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Guy Bliesner, Brian Armes, Educators Eyes; Norm Stewart, Marsing School District; Harold Ott, Rural Schools; Phil Horman, Rob Winslow, IASA; Julie Hart, Ekahau; Todd Zucker, Weiser School District

**Chairman DeMordaunt** called the meeting to order at 8:37 a.m.

- RS 22957:** **Rep. Trujillo** presented **RS 22957** regarding parental rights. She stated with changes in our education system, parents felt their rights were being taken away. It is the intent of the Legislature to emphasize the rights of parents as those rights relate to their children's education. While the Legislature is charged with the task of establishing and maintaining a general, uniform and thorough system in public schools, the Legislature acknowledges and confirms the rights of parents as they relate to their children's education.
- MOTION:** **Rep. Horman** made a motion to introduce **RS 22957. Motion carried by voice vote.**
- RS 22992:** **Rep. Gibbs** presented **RS 22992** regarding changing small school district restrictions on hiring of spouses. This proposed legislation revises the authority of school district trustees and public charter school board of directors regarding employment of a spouse. It also provides additional grounds for category 1 contract issuance.
- MOTION:** **Rep. Nielsen** made a motion to introduce **RS 22992. Motion carried by voice vote.**
- RS 22931:** **Jason Hancock**, Deputy Chief of Staff, State Department of Education, presented **RS 22931** regarding eliminating duplicate distribution of funds for alternative school average daily attendance. This proposed legislation closes a loophole in the state's funding formula for public schools, which if not closed, could allow for the double-funding of some students. Since the school district is already fully-funded for 1-100 students through the secondary minimum of eight support units, and students transferring from regular secondary to alternative secondary would be counted, and funded, a second time on the alternative secondary table. This proposed legislation would only fund an alternative secondary school in such a small district if it was a regional program serving multiple small school districts on the secondary support unit minimum. Mr. Hancock said that this is looking ahead and is prospective in nature.
- MOTION:** **Rep. Horman** made a motion to introduce **RS 22931. Motion carried by voice vote.**

**H 528:**

**Jason Hancock**, Deputy Chief of Staff, State Department of Education presented **H 528** regarding cigarette tax distribution to public school safety. The purpose of this legislation is to improve student safety by addressing the allocation of the public schools share of cigarette tax revenues and the recommendations of the Safe Schools Task Force. On the issue of the distribution of the public schools share of Cigarette Tax revenues, this legislation codifies the longtime practice of distributing \$200,000 to the Idaho State Police to defray toxicology lab costs, and approximately \$80,000 to the Commission on Hispanic Affairs for substance abuse prevention efforts. These distributions would be made directly to these agencies, rather than being passed through the public schools budget first, which adds no value or transparency to the distribution. This legislation also increases school district flexibility in the use of the balance of these funds by broadening its uses to include the development and implementation of school safety improvements. It also requires school trustees to have a school safety plan for each school, and to meet annually with first responders to update the plans.

**Matt McCarter**, stated there are significant gaps in Idaho security at schools, and there are real barriers at the local level. He also said that meeting with the schools to create a plan is part of how to maintain a safe environment and should be a requirement.

**Guy Bliesner**, Educators Eyes, testified **in support** of **H 528** and stated much of this entails long term funding which is not sufficient. Mr. Bliesner stated he understands the issue of limited resources and this would at least be a good start.

**Norm Stewart**, Superintendent for Marsing School District, testified **in support** of **H 528** and stated they do use local law enforcement and first responders to create a plan. On January 30th Marsing School District high school experienced an event that brought this issue to light. Two attempts of lockdown notification went to voicemail. The high school had put itself in lockdown. Mr. Stewart said the students and staff were very fortunate the suspect did not want to do harm. There were several breakdowns in the school safety protocol, and accessibility was an issue. Mr. Stewart explained that school safety has to be one of our highest priorities in education. Targeted School funds from legislation could be used for this.

**Julie Hart**, Ekahau, spoke **in support** of **H 528** and said any measure that helps secure school safety is important to her.

**Todd Zucker**, Co-Principal, spoke **in support** of **H 528** and stated as educators they are charged with protecting our greatest resource which is our children. Weiser High School was built in the 1950s when security was not a concern. Now there are many concerns, and the school is not set up to address these concerns. As administrators they are concerned on a daily basis, and they need some dedicated funding for school safety.

**MOTION:**

**Rep. Nielsen** made a motion to send **H 528** to the floor with a **DO PASS** recommendation.

**ROLL CALL  
VOTE:**

**Chairman DeMordaunt** requested a **roll call vote** on **H 528**. **Motion carried by a vote of 7 AYE, 5 NAY, and 4 absent/excused.. Voting in favor of the motion: Reps. Nielsen, Clow, Horman, McDonald, Pence, Kloc, DeMordaunt. Voting in opposition to the motion: Reps. Wills, Boyle, Gestrin, Harris, Mendive. Reps. Shepherd, Bateman, VanOrden, and Rubel were absent/excused. Rep. McDonald will sponsor the bill on the floor.**

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:24 a.m.

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Representative DeMordaunt  
Chair

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Amber Duke  
Secretary

**AMENDED AGENDA #4**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Friday, February 28, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS22950</u></a>	Public School Facilities	Rep. Ringo
<a href="#"><u>RS22994</u></a>	Public Schools Math Initiative	Jason Hancock, Deputy Chief of Staff, State Department of Education
<a href="#"><u>RS23021</u></a> 08-0203-1301	Drivers Education Reconsideration of Rule	Jason Hancock  Dennis Stevenson, Administrative Rules Coordinator, Department of Administration
<a href="#"><u>RS22968C1</u></a>	Mid-term and Full-term Support Unit Numbers	Rep. Boyle

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

Jean Vance
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email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Friday, February 28, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	Representative(s) VanOrden
<b>GUESTS:</b>	Tracie Bent, SBOE; Audra Urie, SDE; Jane Wittmeyer, Wittmeyer and Ass./Coalition Charter School Families, Inc.; Dennis Stevenson, Rules Coordinator, DOA; Harold Ott, Rural Schools
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:33 a.m.
<b>RS 22950:</b>	<b>Rep. Ringo</b> presented <b>RS 22950</b> to the committee. She explained this proposed legislation would extend the current Public School Facilities Cooperative Funding Program to include a new Public Schools Facilities Cooperative Fund Loan Program. She stated the purpose of this program is to assist rural schools in funding projects of \$200,000 or less that address safety or energy efficiency. This money would come from the Public School Facilities Cooperative Fund and is required to be paid back in five years or less. She also stated the maximum loan amount would be \$1 million per year.  In response to questions regarding why this fund has not been used more often for its original purpose, <b>Rep. Ringo</b> stated the original intent of the fund was to provide aid for high cost projects. Those who need aid typically do not need the large dollar amounts. She added the new loan function would make this fund much more accessible for small districts with the typically simpler needs.
<b>MOTION:</b>	<b>Rep. Wills</b> made a motion to introduce <b>RS 22950</b> and stated this addition to the Public School Facilities Cooperative Fund would be an asset and would provide additional options for the smaller school districts.  In response to concerns about the potential depletion of the fund, <b>Rep. Ringo</b> reemphasized the requirement of repayment within five years of loans from the Public Schools Facilities Cooperative Fund Loan Program as well as the \$1 million limit in loans per year. <b>Jason Hancock</b> , from the State Department of Education, stated there is also a system in place, to have districts who use the money for the accounts original intent, to pay back the funds over a period of years.  In response to questions regarding why districts are not using levies as a first resort and these funds as a second, <b>Rep. Ringo</b> explained the smaller districts are hard pressed to get more money out of their tax base because their base is so much smaller than the larger districts. She said this fund allows them to get access to the funds they need to ensure the maintenance and security of their schools without adding an additional burden on the taxpayers.
<b>VOTE ON MOTION:</b>	<b>Motion carried by voice vote.</b>

- RS 22994:** **Jason Hancock** from the State Department of Education presented **RS 22994** to the committee. He stated this legislation simply codifies the Math Initiative which has existed continuously since FY 2008 as annual intent language. He stated the purpose is to ensure that this program will continue. He added this will require a \$2 million allocation from the current education budget and would not required any additional monies.
- In response to questions regarding the compatibility of the Math Initiative with Common Core standards, **Mr. Hancock** explained the Math Initiative works to take advantage of how kids minds process problem solving and taking advantage of those processes. He said this is also the goal of the Common Core.
- In response to concerns regarding the limitations of codifying the Math Initiative might have on implementation in the future, **Mr. Hancock** stated the language was crafted to ensure the statute would be up to date, but also included the stipulation that "at least one" of the currently codified options for math inclusion be used. He explained this would allow flexibility going forward to ensure teaching can remain consistent with current technology advances and teaching practices while remaining in compliance with regulations.
- MOTION:** **Rep. Gestrin** made a motion to introduce **RS 22994**. **Motion carried by voice vote.**
- RS 23021:** **Jason Hancock** presented **RS 23021** to the committee. He stated this legislation seeks to clarify the current requirements for drivers education report submission for reimbursement. This change would allow districts to either continue to report no later than 45 days after the completion of the course (which for some schools is several times per year) or to submit one annual report.
- MOTION:** **Rep. Nielsen** made a motion to introduce **RS 23021**. **Motion carried by voice vote.**
- RS 22968C1:** **Rep. Boyle** presented **RS 22968C1** to the committee. She stated this is a change to the funding formula for school districts and public charter schools receiving salary-base apportionment based on the full term support unit numbers. She said currently the funds are based solely on midterm support units and this legislation would allow the schools that experience growth during the year to receive funding for the peak number of students and not just numbers from the first ten weeks of the year.
- MOTION:** **Rep. Nielsen** made a motion to introduce **RS 22968C1**. **Motion carried by voice vote.**
- DOCKET NO.** **08-0203-1301:** **Dennis Stevenson**, Administrative Rules Coordinator for the Department of Administration (DOA), introduced the rule to the committee and explained the necessity for it. He stated it came to the attention of the DOA that **Docket No. 08-0203-1301** had been published differently than what was presented to the committee. He stated the committee was given the proposed rule and not the Pending Rule. He stated at this same time the Pending Rule was adopted by the State Board of Education as a Temporary Rule and is currently in effect. The purpose of this hearing is to ensure the rules being enforced match those that have been approved.

**Ms. Tracie Bent** from the State Board of Education presented the changes in **Docket No. 08-0203-1301** to the committee. She reminded the committee this docket deals with the metrics used for determining the Distinguished Schools in Idaho which is awarded annually to the top 10% of schools across the state. She said there is no money attached to the award, it is simply recognition for their hard work and performance. She said it was the intent of the rule to make the criteria for this award the same as the criteria for the Five Star System. She said the first version brought to the committee was not the same as the five star rating and this is to remedy those differences. She went over the specific changes, additions, eliminations, and the specific standards schools will have to meet to receive the "Distinguished School" award.

In response to questions regarding the use of improvement on scale basis rather than the system presented, **Ms. Bent** explained the gap between the top and the bottom in a school, from the largest majority to the smallest minority, is addressed and according to these standards, needs to show a 10% growth based on meeting the requirements for the Distinguished School award.

**MOTION:** **Rep. Pence** made a motion to approve **Docket No. 08-0203-1301**. Motion carried by voice vote.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:36 a.m.

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Representative DeMordaunt  
Chair

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Kaela Becklund  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Monday, March 03, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22885C1</u></a>	Strengthening Linkage Between Idaho's Public Educational Systems and Idaho's Workforce Needs	Rep. Rusche
<a href="#"><u>RS22635</u></a>	Kindergarten Preparedness	Rep. Kloc
<a href="#"><u>H 557</u></a>	Staff Allowance "Use It or Lose It"	Rep. DeMordaunt
	Mastery or Competency Based Education	Jayson Vial, Intern, Boise State University

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, March 03, 2014  
**TIME:** 8:30 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** Vice Chairman Nielsen and Representative McDonald  
**GUESTS:** Jen Swindell, Idaho Ed News; Genie Sue Weppha, Idaho Citizen; Ray Stark, Boise Metro Chamber; Elli Brown, IVC; Rob Winslow and Phil Homer, IASA; Marilyn Whitney and Tracie Bent, SBOE; LeAnn Simmons, Idaho Voices for Children; Colleen Fellows, Idaho Association for the Education of Young Children; Jayson Vial, Intern, BSU

**Chairman DeMordaunt** called the meeting to order at 8:32 a.m.

**RS 22885C1:** **Rep. Rusche** presented **RS 22885C1** which recognizes the intense tie between education and workforce development and on to business growth and success. He explained the resolution calls on the Directors of Commerce and Labor with the cooperation of the State Board of Education to convene a working group composed of both industry and education to develop policy recommendations to strengthen the link between education and workforce needs. Rep. Rusche indicated he worked with the Governor, the Department of Commerce and Labor, and the State Board of Education in drafting this proposed legislation.

**MOTION:** **Rep. Pence** made a motion to introduce **RS 22885C1. Motion carried by voice vote.**

**RS 22635:** **Rep. Kloc** said **RS 22635** would establish a voluntary, three year pilot program in five schools to collect data and study the effectiveness of preschool in Idaho. He said two goals within the Governor's Task Force Recommendations have their success hinge on Idaho children being prepared for kindergarten: Idaho Core Standards and Literacy Proficiency. He indicated that two-thirds of Idaho children who come from high-income families attend private preschool, but many middle-class families cannot afford quality private preschool. Rep. Kloc said two-thirds of low-income families, who may qualify for the Head Start Program, find there are no additional openings available. He said one very important aspect of **RS 22635** is the parental involvement or "teach the parent" component.

**Rep. Kloc** cited a study from Idaho City showing children who attend preschool are significantly more apt to perform at grade level in third grade and even in 10th grade. He also cited a study from Psychology Today, the Urban Child Institute, a Michigan study and several other studies which supported positive findings of quality preschool programs. He indicated the return on investment for every dollar spent on quality preschool is enough to make it a good business decision. In addition he stated 55 percent of the funding will come from grants and the private sector. Rep. Kloc quoted from several newspaper articles and listed community leaders who support **RS 22635**.

**Rep. Hancey** said he spoke with constituents and school administrators in Madison and Bonneville counties who are in favor of the proposed legislation. He stated the money was not prohibitive because of the savings in nonremediation in the early grades.

In summation, **Rep. Kloc** said the kindergarten preparedness legislation will assist in providing an educated workforce and early childhood learning essential for Idaho. He urged lawmakers to support the proposed legislation.

In response to questions from the committee, **Rep. Kloc** said the wording in Section 8, lines 20-23, of the resolution was taken from the language now in statute. He also stated Idaho did not have empirical evidence as to the impact of Pre-K training. A discussion was held regarding the validity of the samplings in the studies cited by Rep. Kloc and the reliability of the data. Responding to a question regarding the definition of "high-income" as stated in the presentation of **RS 22635**, Rep. Kloc said a high income family would be one that earned above \$100,000 per year.

**MOTION:**

**Rep. Bateman** made a motion to introduce **RS 22635**.

**Rep. Clow** spoke in opposition to **RS 22635**. He said state funded preschool programs would compete with private preschools and the small group of pilot programs would be excessively expensive.

**Reps. Rubel** and **Bateman** spoke in support of **RS 22635** saying there should be an opportunity for discussion, plus the support of children during the fiercely informative years.

**VOTE ON  
MOTION:**

**Chairman DeMordaunt** called for a vote on the motion to introduce **RS 22635**. Motion carried by voice vote.

**Chairman DeMordaunt**, in the absence of **Vice Chairman Nielsen**, turned the gavel over to **Rep. Wills**.

**H 557:**

**Rep. DeMordaunt** presented **H 557** stating the legislation eliminates the June 30, 2014 sunset on "use it or lose it" flexibility in instructional staff funding for public schools. He explained that during the Great Recession, as school budgets were reduced, the Legislature provided some flexibility on the previous requirement that school districts must hire 100 percent of the instructional staff positions funded by the state, or lose funding for those positions that were not hired. He said this provided school districts with added flexibility in managing reduced budgets. Previously, the only option would have been to reduce pay, which was generally done through furlough days, shortening the school year and reducing instruction time. With flexibility, districts could also implement a reduction in force, or simply leave some vacant positions unfilled, as part of the budget-balancing strategy. Rep. DeMordaunt said now that public school budgets are growing again, and school districts have more money available to hire instructional staff, this legislation begins a targeted approach of reducing the flexibility by 1 percent for each year in which a school district's average class size is at least one student above the statewide average class size. This will begin in FY16. He said for school districts with large class sizes, general flexibility would reduce from 9.5 percent in FY15 to 8.5 percent in FY16, and by further 1 percent increments in the future for each year in which class sizes were at least one student above the state average. He indicated the approach allows for continued flexibility for those (primarily rural) districts in which class size is not a problem, while beginning to address it in those districts where it is a cause for concern. He said the schools need the predictability brought about by **H 557**.

In response to questions from the committee, **Rep. DeMordaunt** said the job of the committee is to have the appropriate number of teachers in the classrooms. He said it would reduce the student to teacher ratio. Rep. DeMordaunt also indicated today's structure is not the classroom of the future. Future classrooms may have 60 students being taught by content specialists with learning coaches for small groups both in and out of the classroom.

**Rob Winslow**, IASA, spoke in favor of the **H 557**. He said it would allow school districts to start planning toward compliance with the statute.

**MOTION:**

**Rep. Horman** made a motion to send **H 557** to the floor with a **DO PASS** recommendation

**Reps. Batemen, Pence** and **Wills** spoke in support of **H 557**. Rep. Bateman said although he supports the bill he does not envision the future of education with the same enthusiasm as **Rep. DeMordaunt** in light of his experience with open classrooms, albeit without technology, 40 years ago. Rep. Pence said the flexibility has helped and since the monies are going back into education funding, **H 557** is acceptable. Rep. Wills said those who have been in the House Education Committee knew the sunset clause would bring the legislation to a point of re-consideration.

**VOTE ON MOTION:**

**Rep. Wills** called for a vote on the motion to send **H 557** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

**Rep. Wills** turned the gavel over to **Chairman DeMordaunt**.

**Jayson Vial**, House Majority Intern, BSU, presented findings on competency-based strategies and the concept of mastery. He explained the recommendation from the Governor's Task Force was to shift to a system where students advance based upon content mastery rather than seat-time requirement. Mr. Vial said his research focused on the models of: Competency Level Rubrics, Seat Time Waivers, and Credit Flexibility. He indicated New Hampshire's Sanborn Regional School District operates on a rotating schedule within the block schedule. Embedded in this rotation is flexible grouping time to provide students with a weekly re-teach and enrichment period to intervene and support students, plus monitor success. Mr. Vial said using the Competency Level Rubric (See Attached.), a final course grade is calculated based on a student's performance on these competencies through various summative assessments.

**Mr. Vial** described a second model or "Seat Time Waivers." The Michigan Department of Education and the state legislature passed legislation in 2010 providing a seat time waiver to districts that want to offer pupils access to online learning options and the opportunity to continue working on a high school diploma or grade progression without actually attending a school facility. He said in this program, the State Superintendent is given oversight on approval of the waivers, allowing district exceptions and termination of waivers throughout the school year. In the third model, Mr. Vial indicated the state of Ohio implemented the "Credit Flexibility" program which gives students the opportunity to apply, via school application, to (1) stay in regular classroom instruction, (2) switch to competency system or (3) create a specific mixture of both. He said the Ohio State Department of Education does not provide a model plan. The student, school and family create the plan together. Some costs are covered by the school district while families may need to handle others.

In response to a question from the committee regarding the competency level rubric, **Mr. Vial** said the 10 points differs from the ABC concept because the mastery must be accomplished at each of the 10 levels before a student progresses. He said the scale more accurately identifies the student's level of accomplishment. To another question regarding the blended seat waiver, he said the teacher teaches all day with students logging in and out, depending on their waiver.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:49 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #2**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Tuesday, March 04, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS23037C1</u></a>	School Safety	Rep. McDonald
<a href="#"><u>H 569</u></a>	Eliminating Duplicate Distribution of Funds for Alternative School Average Daily Attendance	Jason Hancock, Deputy Chief of Staff, State Department of Education
<a href="#"><u>H 576</u></a>	Driver's Ed	Jason Hancock
<a href="#"><u>H 577</u></a>	Math Initiative	Jason Hancock
<a href="#"><u>H 567</u></a>	Parental Rights	Rep. Trujillo
<a href="#"><u>H 556</u></a>	Parent/Student Input in Certificated Employee Evaluation	Rep. Harris

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, March 04, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Stephanie Zimmerman, Becky Foster, Stacey Knudsen and Emilee Murdoch, parents; Cindy Hoovel, Coalition of Idaho Charter Families; Julie Lynde, Cornerstone Family Council; Harold Ott, Rural Schools; Phil Homer, Karen Echeverria, and Rob Winslow, IASA; Marilyn Whitney and Amy Nelms; Scott Cook and Luci Willits, SDE
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:30 a.m.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of the February 26, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of the February 19, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>RS 23037C1:</b>	<b>Rep. McDonald</b> explained the original <b>RS 23037</b> had already been heard by the committee and he would focus on the changes in <b>RS 23037C1</b> . He said the changes made dealt with the toxicology report being administered by the Idaho State Police (ISP). He explained in researching the price of a toxicology report, it is \$275 per report. He said in current statute the ISP receives \$200,000 annually to administer these reports. In <b>RS 23037C1</b> , ISP would receive the amount due for juvenile testing, not to exceed \$200,000. However if the amount of the testing came to less than \$200,000, ISP would receive the lesser amount.  In response to questions, <b>Rep. McDonald</b> said the \$80,000 for the Hispanic Commission for drug prevention is no longer a part of the proposed legislation. He also said the Governor was not consulted because there was no request for additional funding.
<b>MOTION:</b>	<b>Rep. Harris</b> made a motion to introduce <b>RS 23037C1</b> and recommend it be sent directly to the Second Reading Calendar.
<b>SUBSTITUTE MOTION:</b>	<b>Rep. Wills</b> made a substitute motion to introduce <b>RS 23037C1</b> stating a hearing would give additional time to consider changes. <b>Substitute Motion carried by voice vote.</b>
<b>H 569:</b>	<b>Jason Hancock</b> , Deputy Chief of Staff, State Department of Education presented <b>H 569</b> regarding eliminating duplicate distribution of funds for alternative school average daily attendance. This legislation closes a loophole in the states funding formula for public schools, which if not closed, could allow for the double-funding of some students. Since the school district is already fully-funded for 1-100 students through the secondary minimum of eight support units, and students transferring from regular secondary to alternative secondary would be counted and funded a second time on the alternative secondary table. This legislation would only fund an alternative secondary school in such a small district if it was a regional program serving multiple small school districts on the secondary support unit minimum.

- MOTION:** **Rep. Kloc** made a motion to send **H 569** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.
- H 576:** **Jason Hancock** presented **H 576** which clarifies that school districts can submit driver education reports for reimbursement annually, rather than being required to submit them multiple times throughout the year. He said it is a small change, reduces paperwork, and districts have a choice as to the manner of reporting they prefer.
- MOTION:** **Rep. Mendive** made a motion to send **H 576** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Mendive** will sponsor the bill on the floor.
- H 577:** **Jason Hancock** presented **H 577** which codifies the public schools Math Initiative as a matter of policy. He explained the Math Initiative has provided meaningful professional development that has helped improve the teaching of math in classrooms across Idaho, and has provided regional math support personnel. He indicated there would be no fiscal impact, since the dollar amount allocated for the Math Initiative would still be set through the public schools appropriation bill.
- MOTION:** **Rep. Wills** made a motion to send **H 577** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Wills** will sponsor the bill on the floor.
- H 567:** **Rep. Trujillo** said the intent of **H 567** is to emphasize the rights of parents as those rights relate to their children's education. While the Legislature is charged with the task of establishing and maintaining a general, uniform and thorough system of public schools, the Legislature acknowledges and confirms the rights of parents as they relate to their children's education. She noted the many sources of research on the importance of parent involvement in a child's education. She also referenced the Family Engagement in Education Act introduced to Congress to empower parents to get involved in their children's education. In addition, Rep. Trujillo, spoke from a Supreme Court ruling which said "the child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations." (*Pierce v Society of Sisters*)
- Stephanie Zimmerman, Becky Foster, Emily Murdock and Stacy Knudsen**, parents, testified in support of **H 567**. They said there is a fundamental right of parents over the care and education of their children. Personal experiences in the education of their children and others' children, give them cause to believe parents have been set in a secondary role. Ms. Knudsen said the inability to opt out of school testing for children infringes on parental rights.
- In response to questions from the committee, the parents said mandates from the federal government and district policies can interfere with a parent's right to guide and observe their students' learning.
- Julie Lynde**, Cornerstone Family Council, spoke in support of **H 567**. She said parental rights are under siege and that families get discouraged. She said if the rights of parents are not in statute, the courts are confused. She stated the courts need something firm to stand on.
- To a question from the committee regarding the overriding of school curriculum by a parent, **Ms. Lynde** said parents can ask that children be excused from a teacher's curriculum at present without new legislative provisions.

**Karen Echeverria**, thanked **Rep. Trujillo** for asking Idaho School Boards Association (ISBA) input on the legislation and for the effort she made based on the ISBA suggestions. She said while this legislation is much better than the first version, ISBA does not understand the need for it. She said there are no issues with the language as presented, but it will probably not have any impact on what is already occurring in school districts all over the state. In addition, she said ISBA does not believe the US Constitution speaks to the matter of the right, responsibility, or obligation of parents and therefore the legislation is flawed.

In response to a question from the committee regarding her knowledge of the United Nations Treaty: "The Rights of the Child" which is proposing parental rights will be turned over to the treaty, **Ms. Echeverria** said she was not. However, she indicated her wish to have more parental involvement. She said the model policies that school districts create should never be family unfriendly, although, parental involvement needs to be encouraged at school board meetings and at Parent/Teacher conferences. She said at the current time, the school districts' dilemma is how to get parents involved.

**ORIGINAL MOTION:**

**Rep. Bateman** made a motion to send **H 567** to the floor with a **DO PASS** recommendation.

In summation, **Rep. Trujillo** said **H 567** was not intended to be used as a punitive measure. She said legislators can emphasize the importance of parents by respecting and supporting their rightful role and their fundamental rights as those rights relate to their children's education.

**Rep. Clow** referred to an opinion issued by the Office of the Attorney General (AG). Quoting from the opinion, he said: It is possible that a reviewing court in a custody dispute could interpret the word "obligation" to require some degree of mandatory action on the part of a parent. But no definition of "obligation" is provided, and there is no further explanation of what the "obligation to participate" entails...it could become a policy question of the legislature.

**SUBSTITUTE MOTION:**

**Rep. Clow** made a motion to send **H 567** to General Orders with specific changes attached. He said to strike out the words "and obligation," then insert the word "and" between the words: "right" and "responsibility."

**Rep. Bateman** urged the committee to reject the substitute motion. **Rep. Boyle** spoke in opposition to the substitute motion. She said a judge could look back at the minutes to see the intent of the legislation. **Rep. Nielsen** said the word "obligation" simply means supportive.

**Rep Horman** said she was interested in preserving parent rights, but she supported the substitute motion which would remove the word: "obligation."

**MOTION:**

**Rep. Gestrin** called for the question. **Motion carried by voice vote.**  
**Rep. Nielsen** requested a roll call vote on the substitute motion to send **H 567** to General Orders with specific amendments attached. **Substitute Motion failed by a vote of 3 AYE, 12 NAY, 1 Absent/Excused.** Voting in favor of the motion: **Reps. Clow, Pence and Rubel.** Voting in opposition to the motion: **Reps. Nielsen, Shepherd, Bateman, Boyle, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Kloc and DeMordaunt.** **Rep. Wills was absent/excused.**

**VOTE ON ORIGINAL MOTION:**

**Chairman DeMordaunt** called for a vote on the original motion to send **H 567** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Trujillo** will sponsor the bill on the floor.

**H 556:** **Rep. Harris** presented **H 556** to the committee. He said Administrative Rule, **Docket No. 08-0202-1300**, brought to the House Education Committee had raised concerns in the section labeled: Evaluation Policy. He explained the section for evaluating certified instructional employees had stricken out Section 02: Parent Inputs. He said the new section of rule changed the language to say 67 percent of the evaluation results for certified instructional employees is based on professional practice with two documented observations by school administrators. Optional were parent, student and/or portfolio input.

The legislation would bring back into the Administrative Rule, **Docket No. 08-0202-1300**, the student and parent input. Also, from the Governor's Task Force Recommendation on tiered licensure, it would add "measures of growth." **Rep. Harris** said there will be two year incremental changes in the areas of measures of growth, parent and student input and professional practice. By FY20, the evaluations would be scored using at least 50 percent based on measures of growth, at least 15 percent based on parent and student input, and at least 25 percent on professional practice. The percentage remaining for district flexibility would decrease from 35 percent in FY16 to 10 percent in FY20. In order Rep. Harris spoke to the charts from the MET Project's three-year study. (See Attached.)

**Chairman DeMordaunt** requested **Rep. Harris** return before the committee on Wednesday, March 5, 2014 to continue the hearing on **H 556**.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:20 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Wednesday, March 05, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>RS22608</u></a>	Rule Rejection Docket No. 08-0203-1306, Section 104, Subsection 01.a. and 02.c.	Rep. DeMordaunt
<a href="#"><u>RS22609</u></a>	Rule Rejection Docket No. 08-0202-1308, Section 023, Subsection 03.	Rep. DeMordaunt
<a href="#"><u>H 556</u></a>	Parent/Student Input in Certified Employee Evaluation (Continued)	Rep. Harris
<a href="#"><u>H 578</u></a>	Public School Facilities	Rep. Ringo
<a href="#"><u>H 568</u></a>	Board of Trustees Extending Authority to Hire Spouses	Rep. Gibbs
<a href="#"><u>S 1287</u></a>	Terms of Office and Appointment	Marilyn Whitney, Chief Communications and Legislative officer, State Board of Education

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, March 05, 2014

**TIME:** 8:30 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/  
EXCUSED:** None

**GUESTS:** Robin Nettinga, Matt Compton, IEA; Karen Echeverria, ISBA; Lucy Willits, SDE; Phil Horman, Rob Winslow, IASA; Harold Ott, Rural Schools; Marilyn Whitney, Amy Nelms, SBOE;

**MOTION:** **Chairman DeMordaunt** called the meeting to order at 8:31 a.m.

**RS 22608:** **Rep. DeMordaunt** presented **RS 22608**. This concurrent resolution rejects a certain Administrative Rule Docket of the State Board and State Department of Education that relates to Physical Education requirements.

**MOTION:** **Rep. Bateman** made a motion to introduce **RS 22608** and recommend it be sent to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

**RS 22609:** **Rep. DeMordaunt** presented **RS 22609**. This concurrent resolution rejects a certain Rule Docket of the State Board and State Department of Education that relates to Endorsements. The committee rejected this rule because it was moved from 20 credit hours to 40 hours. The committee did not think that was necessary.

**MOTION:** **Rep. Wills** made a motion to introduce **RS 22609** and recommend it be sent to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

**H 556:** **Rep. Harris** presented **H 556** regarding student/parent input in certified employee evaluation. The purpose of this legislation is to require that teacher performance evaluation criteria include parent and student input. Rep. Harris stated the younger classes would not rely much on student input. Because the school is given the flexibility of student/parent input, school administrators and staff would rely on the parent. This bill does not change anything from what the Rule would do. This will still allow child and parent input.

**Karen Echeverria** from ISBA asked the committee to hold **H 556** but offered an alternate solution. Ms. Echeverria said their first concern is that **H 556** is in direct conflict with one of the Governor's Education Task Force Recommendations #6: empower autonomy by removing constraints. Secondly, one thing they have been working on over the last few years is to assure that administrators are fully trained on how to appropriately and effectively evaluate teachers. Ms. Echeverria said if this legislation passed, administrators will only be participating in 35% of the full evaluation. She also explained to the committee several years ago, Idaho chose to adopt the Charlotte Danielson Framework for teacher evaluation. The new evaluation system was designed to foster teacher learning. There are really only

two purposes of any evaluation system, to measure and develop. She said **H 566** uses very different purposes with very different implications.

**Lucy Willits**, SDE, stated best practice would indicate that you would not take student input for an evaluation under middle school. Ms. Willits stated there are advantages to both aspects. This gives parents input and in some situations the input received may not be favorable. She said either way there is not going to be damage.

**ORIGINAL MOTION:**

**Rep. Bateman** made a motion to **HOLD H 556** in committee.

**SUBSTITUTE MOTION:**

**Rep. Mendive** made a substitute motion to send **H 556** to the floor with a **DO PASS** recommendation.

**VOTE ON SUBSTITUTE MOTION:**

**Chairman DeMordaunt** called for a vote on the substitute motion to send **H 556** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Harris** will sponsor the bill on the floor.

**H 568:**

**Rep. Gibbs** presented **H 568** regarding the Board of Trustees extending authority to hire spouses. This legislation revises the authority of school district trustees and public charter school board of directors regarding employment of a spouse. This will have a sunset clause for four years, allowing the rural schools to utilize the legislative directive on a trial basis.

**MOTION:**

**Rep. Wills** made a motion to send **H 568** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Gibbs** will sponsor the bill on the floor.

**S 1287:**

**Marilyn Whitney**, Chief Communications and Legislative Officer, State Board of Education, presented **S 1287** regarding terms of office and appointment. The changes being proposed would move the timing of appointment to July 1st rather than March 1st. These changes will help avoid breaks in service of board members who are reappointed and help prolong some vacancies on the Board.

**MOTION:**

**Rep. VanOrden** made a motion to send **S 1287** with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:53 a.m.

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Representative DeMordaunt  
Chair

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Amber Duke  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Thursday, March 06, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>H 589</u></a>	School Safety; Adjustment of ISP Distribution	Rep. McDonald
<a href="#"><u>HCR 53</u></a>	Workforce Development	Rep. Rusche
<a href="#"><u>S 1233aa</u></a>	Mastery Advancement Scholarship	Rep. Burgoyne
<a href="#"><u>S 1275</u></a>	Agricultural Education	Rep. VanOrden
<a href="#"><u>S 1327</u></a>	Life Threatening Allergies	Sen. Heider

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Thursday, March 06, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Shawn Dygert, IVATA; Jen Swindell, Idaho Education News; Dan Sample, ICB; Brett Wilder and Alyssa Stastny, FFA; Jeff Sayer, Commerce; Matt Compton, IEA; Marilyn Whitney and Amy Nelms, SBOE; Jason Hancock, SDE, Ken Edmunds, IDOL, Julie Zicha, Ryan's Rainbow Connection; Dennis Tanikuni, Idaho Farm Bureau; Starla Higdon, Treasure Valley Food Allergy Network; Sara Schmidt, Idaho FFA Alumni; Mark Johnston, Board of Pharmacy
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:33 a.m.
<b>MOTION:</b>	<b>Rep. Mendive</b> made a motion to approve the minutes of the February 27, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Mendive</b> made a motion to approve the minutes of the February 28, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Mendive</b> made a motion to approve the minutes of the March 3, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>HCR 53:</b>	<b>Rep. Rusche</b> said <b>HCR 53</b> will improve communication in workforce development. He said he recognizes the intense tie between education and workforce development and on to business growth and success. He explained the resolution calls on the Directors of Commerce and Labor with the cooperation of the State Board of Education to convene a working group composed of both industry and education in developing policy recommendations to strengthen the link between education and workforce needs. <b>Rep. Rusche</b> indicated he worked with the Governor, the Departments of Commerce and Labor, and the State Board of Education in drafting this proposed legislation.
	<b>Jeff Sayer</b> , Director, Idaho Department of Commerce, and <b>Ken Edmunds</b> , Director, Idaho Department of Labor, spoke <b>in support</b> of <b>HCR 53</b> . Mr. Sayer said it is the one thing we can come together on that is a priority. Mr. Edmunds said Idaho's economy needs this collaboration to be successful. Education is relevant to the partnership.
	Responding to a question from the committee regarding the professional-technical program dovetailing into the workforce development program, <b>Mr. Sayer</b> said it does.
	In summation, <b>Rep. Rusche</b> said the vision of K-Career is embedded in this effort. He said <b>HCR 53</b> is a tool to make sure education understands what the needs are.
<b>MOTION:</b>	<b>Rep. Bateman</b> made a motion to send <b>HCR 53</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Ruche</b> will sponsor the bill on the floor.

**H 589:** **Rep. McDonald** explained the purpose of **H 589** is to improve safety of public schools and to increase school distribution for safety in the event the toxicology testing reports from Idaho State Police (ISP) is less than the \$200,000 per year. He explained in researching the price of a toxicology report, it is approximately \$100 per report, plus some additional administrative costs. He said in current statute the ISP receives \$200,000 annually to administer these reports. In **H 589**, ISP would receive the amount due for juvenile testing, not to exceed \$200,000. However, if the amount of the testing came to less than \$200,000, ISP would receive the lesser amount. He also stated the price for safety devices for public schools drives this legislation. **H 589** also requires school trustees to have a safety plan.

A discussion was held regarding the history of the Cigarette Tax distributions.

**Julie Zicha** testified the need for school safety relating to bullying and teen suicide. **Rep. Rubel** stated her apology to Ms. Zicha for the failure of the schools in those areas.

In summation, **Rep. McDonald** said in 2012, the ISP spent \$415,000 on juvenile toxicology reports. He indicated **H 589** would only affect the existing law if the amount fell below the \$200,000.

**MOTION:** **Rep. Horman** made a motion to send **H 589** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. McDonald** will sponsor the bill on the floor.

**Rep. Wills** said he supports safe schools, however, he cannot support **H 589** because of the fiscal impact it may have on ISP, in addition to the reduction in funding already imposed by the Joint Finance Appropriations Committee (JFAC) for FY15.

**S 1233aa:** **Sen. Thayn** explained **S 1233aa** fits well into the Governor's Task Force Recommendations #4: Increase Advance Opportunities. He described the transition that took place in the New Plymouth School District when one of the local businesses volunteered to pay for dual credits. He said dual credits increased dramatically from 440 to 1100. He said **S 1233aa** will assist high school students in graduating early and making a more successful transition from high school to college. He explained the four sections of the bill using a handout. (See Attached.)

Responding to a question from the committee regarding the fiscal note, **Sen. Thayn** said the \$3 million would pay for the 28 percent of Idaho's secondary students taking dual credit, plus an additional \$600,000 for advanced placement (AP) exams. He stated the Governor and JFAC were in agreement with the new monies and that it would come from the Public Education Stabilization Plan Fund.

**Jason Hancock**, Deputy Chief of Staff, Department of Education, testified that **Superintendent Luna** is in support of **S 1233aa**. He said the state spends millions of dollars on Special Education and Title 1, funding students who struggle. He said there is an eagerness to help those who are bright, but do not see themselves as college material. The dual credit participation data shows those who complete college courses while still in high school are more likely to "go on" and be successful.

**MOTION:** **Rep. Kloc** made a motion to send **S 1233aa** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Burgoyne** will sponsor the bill on the floor.

**S 1275:** **Rep. VanOrden** explained the rationale for **S 1275**. She said production agriculture and agri-business is Idaho's leading industry and employer. She stated turnover in agricultural education teaching positions has been 36 percent in the last two years and threatens long term viability and quality of the Agricultural Education Program. She said the agriculture programs are found in 37 of the state's 44 counties and impact over 12,000 students, FFA included. Rep. VanOrden indicated the "go on" rate for students having completed agriculture classes is over 63 percent compared to only 47 percent for state general education graduates. She explained **S 1275** would implement the Idaho Quality Program Standards Incentive Grants. It will provide a statewide benchmark for all agriculture and natural resource education programs. It will provide for quality assessment of the agriculture education programs and it will provide incentive grants of \$10,000 to each certificated, qualified instructor that meets the standards.

**Shawn Dygert**, Idaho Vocational Agriculture Teachers Association President and vocational agriculture teacher, explained the circumstances surrounding agricultural education in Idaho. He testified the need for quality equipment and updated agricultural science technology. He emphasized the effectiveness of the FFA Leadership program. He asked lawmakers to support the legislation.

**Alyssa Stastny**, Idaho State FFA Secretary, explained the FFA program and its influence on her life. She said her experiences in agriculture classes have helped her in choosing her future educational plan in horticulture.

**Dan Sample**, bank manager and business officer, spoke **in favor** of **S 1275**. He said the teaching of agriculture is important to agri-business. He stated the shortage of knowledgeable youth threatens Idaho's leading industry. **Dennis Tanikuni**, Idaho Farm Bureau; **Sarah Schmidt**, Idaho FFA Alumni; and **Sen. Patrick** spoke in favor of **S 1275**. They referred to the value of agriculture education and the skills gained through agriculture education programs. They also spoke to the outstanding success record of students completing agriculture education classes.

**Rep. VanOrden** was called to close debate. She said the incentive investment needed is \$504,000 for FY 15 and \$1,260,000 annual maximum over time. She also said **S 1275** would create a pilot for agriculture and natural resource education program start-up grants of \$25,000 for local school districts to begin or reestablish an intra-curricular program. This portion of the bill would need \$100,000 annual investment.

**MOTION:** **Rep. Boyle** made a motion to send **S 1275** to the floor with a DO PASS recommendation. **Motion carried by voice vote**. **Rep. VanOrden** will sponsor the bill on the floor.

**S 1327:** **Sen. Heider** explained **S 1327** authorizes schools to voluntarily maintain a supply of epinephrine auto-injectors for the treatment of life-threatening allergic reactions. He said the legislation provides protection from civil liability for school and school staff when administering an epinephrine auto-injector in good faith. **S 1327** also amends the Pharmacy Practice Act to allow exceptions so schools may stock epinephrine supplies. Sen. Heider said participation is voluntary. If a school does choose to participate, auto-injectors can be obtained for free via existing manufacturer programs. He also said training of designated school staff utilizes minimal time commitments and can be easily accomplished using existing "no-charge" training programs online and/or completed on scheduled in-service days.

**Starla Higdon**, Treasure Valley Food Allergy Network and **Mark Johnson**, Executive Director, Board of Pharmacy testified **in support** of **S 1327**. Ms. Higson explained the science behind epinephrine. She also cited incidents where lives were saved as well as studies supporting the use of the auto-injectors. Mr. Johnson described the steps taken to remedy the three statutory conflicts for the Board of Pharmacy.

**Sen. Heider** closed debate by telling the committee, to remember the proposed epinephrine auto-injector program is free, effective, optional and it saves lives.

**MOTION:** **Rep. Bateman** made a motion to send **S 1327** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Romrell** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:13 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Friday, March 07, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS23069</u></a>	Flexibility for School District Budgets	Jason Hancock, Deputy Chief of Staff, Department of Education
<a href="#"><u>S 1317</u></a>	Revise Sunset Provision	Karen Echeverria, Executive Director, Idaho School Board Association
<a href="#"><u>S 1318</u></a>	Revise Sunset Provision	Karen Echeverria
<a href="#"><u>S 1319</u></a>	Issuance of Renewable Contract	Karen Echeverria
<a href="#"><u>S 1326</u></a>	Teachers; Classroom Size; Reporting	Sen. Ward-Engelking

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Friday, March 07, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Kristyn Kirschenman, Risch-Pisca; Karen Echeverria, Executive Director, Idaho School Boards Association; Rob Winslow, IASA; Marilyn Whitney and Amy Nelms, State Board of Education; Penni Cyr and Robin Nettinga, IEA
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:30 a.m.
<b>RS 23069:</b>	<b>Jason Hancock</b> , Deputy Chief of Staff, State Department of Education, explained <b>RS 23069</b> the legislation provides more flexibility to school districts in coping with limited budgets, by providing one-third relief in FY15 from the requirement that school districts allocate a certain amount of funding for school building maintenance, under certain circumstances. This relief was provided in full for the FY10-FY13 period, and for two-thirds of these moneys in FY14, under the same circumstances. Mr. Hancock said the legislation is consistent with the second year of a three-year, phased-in reinstatement of the maintenance match requirement approved in the FY15 Public Schools appropriation bill. He indicated there would be no fiscal impact to the state and school districts will be given additional tools to help in managing limited budget.
<b>MOTION:</b>	<b>Rep. Pence</b> made a motion to introduce <b>RS 23069. Motion carried by voice vote.</b>
<b>S 1326:</b>	<b>Sen. Ward-Engelking</b> explained the purpose of <b>S 1326</b> is to develop an accurate database of information that accounts for the actual student-to-teacher ratio in every Idaho school district. She said the legislation would require the State Department of Education to gather, compile and report by grade, the number in every Idaho elementary school classroom and by grade and subject in every secondary school of students who regularly appear in an instructor's classroom or on his/her class roster.  In response to questions from the committee, <b>Sen. Ward-Engelking</b> , explained presently the data shows certified staff per student ratio. It includes counselors, vice principals, librarians and other staff not in classroom settings. She said <b>S 1326</b> brings no fiscal impact to the legislation because the State Department of Education has the ability to gather the specific data already. She indicated it would not affect the "use it or lose it" distribution of funds. To a question regarding the content specialist or other changes in the classroom of the future, Sen. Ward-Engelking said the data would still be good, but modifications may need to be made.
<b>MOTION:</b>	<b>Rep. Rubel</b> made a motion to send <b>S 1326</b> to the floor with a <b>DO PASS</b> recommendation.  <b>Robin Nettinga</b> , Executive Director, Idaho Education Association, stated IEA was <b>in support</b> of the legislation. She indicated the three organizations worked together to craft the language in <b>S 1326</b> .

<b>VOTE ON MOTION:</b>	<b>Chairman DeMordaunt</b> called for a vote on the motion to send <b>S 1326</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Rubel</b> will sponsor the bill on the floor.
<b>S 1317:</b>	<b>Karen Echeverria</b> , Executive Director Idaho School Boards Association, (ISBA) explained in the 2013 Legislature, when ISBA ran all of their labor bills, a sunset clause was set on three of those bills. The purpose of the sunset clause was to collect data and to bring that information back to the legislature. Based on the data received, the association could either ask the legislature to make the laws permanent or to let the sunsets die. After collecting one year of data and working through the recommendations of the Governor's Education Task Force, ISBA would like to extend the sunsets for one more year. This will provide the time to collect more data and to see what occurs with the legislation related to the Governor's Task Force Recommendations. She indicated it is consensus legislation and the Idaho Association of School Administrators and the Idaho Education Association are in agreement. She explained <b>S 1317</b> will extend the sunset on <b>H 261</b> from last year. <b>H 261</b> dealt with seniority and clarified when imposing a reduction in force, the school district could not use seniority as the only determining criteria.
<b>MOTION:</b>	<b>Rep. Horman</b> made a motion to send <b>S 1317</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Horman</b> will sponsor the bill on the floor.
<b>S 1318:</b>	<b>Karen Echeverria</b> explained <b>S 1318</b> will extend the sunset on <b>S 1147aa</b> from last year. That legislation dealt with the removal of evergreen clauses from master agreements. The legislation sets out that all master agreements are in effect from July 1 to June 30 of each year.  In response to questions, <b>Ms. Echeverria</b> said there needs to be another year to see how the Task Force recommendations play out, plus the Education Interim Committee recommended the extension. She said the change in the evergreen clause is something ISBA likes, however, others may wish to reinstate the clause to its former status.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to send <b>S 1318</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Kloc</b> will sponsor the bill on the floor.
<b>S 1319:</b>	<b>Karen Echeverria</b> explained <b>S 1319</b> will extend the sunset on <b>S 1040aa</b> from last year. That legislation gave school districts the ability to reduce the salaries of certificated staff under certain conditions. <b>S 1319</b> is slightly different from the first bill because there are dates in the actual legislation that need to be amended as well as the date in the sunset clause.
<b>MOTION:</b>	<b>Rep. VanOrden</b> made a motion to send <b>S 1319</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. VanOrden</b> will sponsor the bill on the floor.
<b>ADJOURN:</b>	There being no further business to come before the committee, the meeting was adjourned at 8:57 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Monday, March 10, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>SCR 139</u></a>	Review of Technical-Professional Education	Sen. Mortimer
<a href="#"><u>S 1377</u></a>	Curricular Materials	Sen. Goedde
<a href="#"><u>S 1232aa</u></a>	School Bus Drivers Liability	Sen. Ward-Engelking
<a href="#"><u>H 578</u></a>	Public School Facilities	Rep. Ringo

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
Room: EW49  
Phone: 332-1148  
email: hedu@house.idaho.gov

MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Monday, March 10, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	Vice Chairman Nielsen
<b>GUESTS:</b>	Senator Mortimer; Rob Winslow, IASA; Harold Ott, Rural Schools; Barbara Jorden, ITLA; Matt Compton, IEA; Karen Echeverria, ISBA; Luci Willits, SDE; Marilyn Whitney and Amy Nelms, SBE
<b>MOTION:</b>	<b>Chairman DeMordaunt</b> called the meeting to order at 8:31 a.m.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of the March 4, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of the March 5, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>SCR 139:</b>	<b>Sen. Mortimer</b> explained the purpose of <b>SCR 139</b> is to request the President Pro Tem of the Senate and the Speaker of the House of Representatives make recommendations to Legislative Council to appoint an Interim Committee to study issues relating to Idaho's Professional Technical Education (PTE) system. The Concurrent Resolution asked that the Interim Committee undertake and complete a study of how to improve and strengthen Idaho's PTE system and that the Committee report its findings and recommended legislation, if any, to next year's Legislature. He indicated the PTE program has a 64 percent "go on" rate, however, dual enrollment is not available in the PTE program.
<b>MOTION:</b>	<b>Rep. Bateman</b> made a motion to send <b>SCR 139</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Bateman</b> will sponsor the bill on the floor.
<b>S 1377:</b>	<b>Sen. Goedde</b> explained that during the discussion on Idaho Core Standards, it was pointed out Idaho Code was in conflict with practice as well as rule in regard to who is responsible for adoption of curriculum. He said the bill clarifies the responsibility of adoption of curriculum lies at the local school district trustee level.
<b>MOTION:</b>	<b>Rep. Gestrin</b> made a motion to send <b>S 1377</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Gestrin</b> will sponsor the bill on the floor.
<b>S 1232aa:</b>	<b>Sen. Ward Engelking</b> presented <b>S 1232aa</b> to the committee. She said the intent of the legislation is to make sure that children are safe and to shield a bus driver from civil or criminal liability in the event he or she comes to the aid of a rider who may be in danger.

**Matt Compton**, Idaho Education Association, spoke in support of **S 1232aa**. He said parents trust school bus drivers are well-trained to drive defensibly and follow all the rules of the road. Parents also expect that the school bus driver will keep their child safe from other physical and emotional harm as they make their way to and from school each day. He said, fortunately, thousands of Idaho children ride the bus to and from school each day without incident. However, situations do occur which cause those in educational circles to pause and consider whether there are adequate protections in place. Prescribed in Idaho statute and rules are directives to keep students safe and protected on the school bus. He explained the board of trustees of each school district is required to establish and adopt a set of written policies governing the student transportation system to ensure safety, efficiency, and economy in the operation of the district's transportation system. Mr. Compton, indicated the local school board is also responsible for defining in writing the duties of bus drivers, but trustees do not have the authority to grant immunity when one of their bus drivers intervenes to protect someone. Only the legislature has that authority. He asked lawmakers to pass **S 1232aa**.

A discussion was held regarding the language of **S 1232aa**, the content of the Senate amendment, the possibility of allowing school bus drivers not to act in the event of an altercation or any other crisis, and the definition of "reasonable." **Senator Ward-Engelking** explained it was the intent to make sure that our children are safe, but that school bus drivers will not face legal penalty. She said it used to be the duty of all to intervene. That has changed. She also explained the reporting or calling of 9-1-1 in an emergency circumstance is to be done within a reasonable time period.

**Barbara Jorden**, Idaho Trial Lawyers Association, was called upon to answer questions regarding their recommendations in the language of **S 1232aa**. She explained her organization helped the sponsors of the legislation. She said the intent of the language was to encourage intervention where possible, but to be held harmless, if a school bus driver's reasonable decision was "not to act."

To further questions from the committee, **Senator Ward-Engelking** said **S 1232aa** does not mandate that people be involved. She said the Senate Education Committee was concerned that school bus drivers not be mandated to help a pupil who is not riding on the school bus. The Senate also addressed a student's medical needs and the size difference between a smaller driver and a large student when intervening in an altercation.

**MOTION:** **Rep. Boyle** made a motion to send **S 1232aa** to General Orders with the amendment attached to remove the words: "or failing to act" from the bill.

**SUBSTITUTE MOTION:** **Rep. Rubel** made a substitute motion to send **S 1232aa** to the floor with a **DO PASS** recommendation. She said if a student is armed or if a student is larger than the school bus driver, those incidents would be reason enough to "fail to act."

**Reps. Rubel** and **Pence** spoke in favor of the substitution motion. They said the attorneys have vetted the language and if the measure is sent back to the Senate, with the deletion of their added language, it would probably be **HELD** in committee. **Reps. Clow** and **Boyle** debated against the substitute motion. They said the words: "reasonably acting" is sufficient to cover the situations that may develop on a school bus.

**VOTE ON SUBSTITUTE MOTION:** **Chairman DeMordaunt** called for a vote on the substitute motion. **Motion failed by voice vote.**

**VOTE ON THE MOTION:** **Chairman DeMordaunt** called for a vote on the motion to send **S 1232aa** to General Orders with the amendment attached to remove the words: "or failing to act" from the bill. **Motion carried by voice vote.** **Rep. Boyle** will sponsor the bill on the floor.

**H 578:**

**Rep. Ringo** explained, legislation was passed in 2006 to set \$25 million aside to help those poorer school districts wherein buildings were unsafe, but the tax base limited passage of additional bond levies. She said the purpose of **H 578** is to extend the Public School Facilities Cooperative Funding Program (PSFCFP) to include the "Public Schools Facilities Cooperative Fund Loan Program." She said money for the loans would come from PSFCFP. The legislation would extend use of the cooperative funding program to allow school districts with enrollment of 2,000 or lower to borrow up to \$200,000 to address facilities issues related to energy efficiency, school security or safety. The districts would be required to repay the loan in five years or less. Rep. Ringo indicated ability to repay may result from savings related to efficiencies, or management of other resources such as lottery funds. Schools may borrow an amount up to one year's income and revenue without a vote of patrons.

**Rep. Ringo** explained PSFCFP has been used once by the Plummer-Worley School District and currently by the Salmon School District. She described a dilemma in the Priest River School District where the building needs energy efficient windows which could cost \$150,000 to replace. The school superintendent indicated the savings would be \$50,000 per year, thus repaying the loan within three years. She said the fund would be there for a crisis situation for the rural schools. She indicated the Attorney General's opinion stated the loan could be made without voter approval. Rep. Ringo said legislative analysts told her there is \$16 million balance in PSFCFP, however, the Division of Public Safety said in reality there may be only \$10 million. She said the entire loan program should not require more than one million at any one time.

In response to a question from the committee regarding diluting of the PSFCFP when adding the loan program, **Rep. Ringo** said she saw it more as extending the funding program. She explained that since the PSFCFP was already in place with an oversight panel, the problems of administration were solved. To another question regarding the school districts indebtedness without the approval of the persons living within the district, Rep. Ringo said the loan fund will give school districts a management tool to deal with unforeseen crisis.

**Karen Echeverria**, Executive Director, Idaho School Boards Association (ISBA), spoke **in opposition** to **H 578** stating the ISBA is against any legislation that has a fiscal note. She said the bill gives preferential treatment to small school districts.

**Marilyn Whitney**, Chief Communications and Legislative Officer, State Board of Education, said the Board has not taken a formal position. She repeated the findings of the use of PSFCFP and the remaining dollar amounts for that funding program. She said as of January 6, 2014, \$16 million is left in PSFCFP that is not allocated.

In summation, **Rep. Ringo** said the school lawsuit which went on for years, was affecting small districts. She said the recent legislation did not solve the problem. To a question from the committee, she indicated before a school district can seek the loan fund, the ability to payback within five years, must be established.

**Rep. Boyle** spoke **in favor** of **H 578**. She stated some school districts have excessive public lands with only a three percent tax base. She said those districts are in need of help.

**MOTION:**

**Rep. Boyle** made a motion to send **H 578** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Ringo** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:36 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Tuesday, March 11, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>RS23123</u></a>	School Subdistrict Bonding	Rep. Boyle
<a href="#"><u>H 599</u></a>	Flexibility to School Districts with Limited Budgets	Jason Hancock, Deputy Chief of Staff, State Department of Education
<a href="#"><u>S 1321</u></a>	Idaho Basic Educational Data System	Jason Hancock
<a href="#"><u>S 1322</u></a>	Instructional Hours for Alternative Schools	Jason Hancock
<a href="#"><u>S 1323</u></a>	Payments from the Public School Income Fund	Jason Hancock

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, March 11, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	Vice Chairman Nielsen
<b>GUESTS:</b>	Robin Nettinga, IEA; Harold Ott, Rural Schools; Kristyn Kirschenman, Risch-Pisca; Marilyn Whitney and Amy Nelms SBOE
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:33 a.m.
<b>RS 23123:</b>	<b>Rep. Boyle</b> presented <b>RS 23123</b> and explained the purpose of the proposed legislation is to clarify that a school subdistrict duly created under the requirements of Title 33-351 Idaho Code may bond for the same purposes for which a regular school district may bond under Idaho Code 33-1102. She indicated if two or three high schools were especially competitive they could seek bonding by establishing a subdistrict, thus allowing those residents within the subdistrict to bond as do regular school districts.  In response to a question from the committee, <b>Rep. Boyle</b> said subdistricts are defined and established in code, however the bonding ability is not. <b>Rep. VanOrden</b> confirmed the establishment of subdistricts. She said subdistricts have never been used, however, she described scenarios where they would be advantageous.
<b>MOTION:</b>	<b>Rep. Harris</b> made a motion to introduce <b>RS 23123. Motion carried by voice vote.</b>
<b>H 599:</b>	<b>Jason Hancock</b> , Deputy Chief of Staff, Department of Education explained <b>H 599</b> is a piece of legislation that has been before the committee for 6 years. It relates to maintenance match. He said it is part of the process of absolving districts and the state from funding commitments they made during the Great Recession of 2008. Mr. Hancock said the bill comes toward the end of the session because it depends on the Joint Finance Appropriations Committee's funding as to the percentages to which each party is absolved.  In response to a question regarding no changes within the script of the bill, <b>Mr. Hancock</b> said it is a session bill and is good for only one year.
<b>MOTION:</b>	<b>Rep. Horman</b> made a motion to send <b>H 599</b> to the floor with a <b>DO PASS</b> recommendation. <b>Motion carried by voice vote.</b> <b>Rep. Horman</b> will sponsor the bill on the floor.
<b>S 1321:</b>	<b>Jason Hancock</b> explained <b>S 1321</b> gives the State Department of Education (SDE) a little more flexibility. He said currently October 15 is the deadline for data from all districts to be filed and used as multipliers to fund schools. He indicated the bill changes the deadline to January 1, in order to accommodate those schools who are in the process of advertising a position. He said this legislation could help prevent such a "use it or lose it" penalty from being applied to a school district that had tried to hire the required number of teachers, had advertised the position, but had not been successful in finding someone to hire until after October 15th.

**MOTION:** **Rep. Harris** made a motion to send **S 1321** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Harris** will sponsor the bill on the floor.

**S 1322:** **Jason Hancock** explained **S 1322** is an unusual bill in that SDE will carry out the wishes of the Legislature whether or not it passes; it is just a matter of seeking adjudication. He said the legislation specifies that alternative secondary schools can operate with a minimum instructional hours requirement of 900 hours. He indicated state law has required 990 hours for grades 9-12 since 1991, although the Administrative Rule which set the requirement at 900 hours did not change until 1996. However, the approval forms used by SDE were not changed in 1991 or 1996, and the programs have continued to be approved at the 900 hour requirement. Mr. Hancock explained this legislation would align state law with the long standing practice. He also indicated that if the legislation is not successful, SDE will inform school districts as to the 990 hour requirement for grades 9-12 in secondary alternative schools, and will begin enforcing this requirement beginning with applications for the 2014-2015 school year.

A discussion was held concerning the stakeholders input, the impact on graduation, and the justification for teaching less hours. **Rob Winslow**, Executive Director, Idaho Association of School Administrators said the alternative schools he was acquainted with adhered to the 990 hours of instruction. **Mr. Hancock** said the school board trustees would be in charge of policies governing graduation. He also said those alternative schools serving grades 7-12 would most likely be those schools out of sync with the 990 hours of instructions.

**Reps. Horman and VanOrden** spoke **in favor** of **S 1322**. They mentioned the extenuating circumstances that exist in the alternative school setting. Some students travel far distances, some have physical or emotional impairments and some are self-supporting.

**MOTION:** **Rep. Kloc** made a motion to send **S 1322** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.

**S 1323:** **Jason Hancock** explained **S 1323** changes the distribution schedule of formula funds for public schools by eliminating the October 1 payment and reallocating the payment amounts to August 15 and February 15. He said this change will reduce the likelihood of an overpayment, because 30 percent of the payment would be based on actual, current year data, rather than the 20 percent of the payment currently in law. He indicated it would also reduce workloads associated with making payments.

Responding to a question from the committee, **Mr. Hancock** stated he had spoken to the Office of the Treasurer and found the impact on school district interest earnings is negligible. **Chairman DeMordaunt** asked that SDE make sure school districts thoroughly understood the changes and the new schedule for cash flow.

**MOTION:** **Rep. Horman** made a motion to send **S 1323** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Horman** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:15 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

AGENDA  
**HOUSE EDUCATION COMMITTEE**  
8:30 A.M.  
Room EW41  
**Wednesday, March 12, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>H 621</u></a>	School Subdistrict Bonding	Rep. Boyle
<a href="#"><u>H 579</u></a>	Staff Allowance	Rep. Boyle
<a href="#"><u>S 1342</u></a>	Professional Personnel	Sen. Lakey

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

Jean Vance  
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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, March 12, 2014

**TIME:** 8:30 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representative(s) Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/  
EXCUSED:** None

**GUESTS:** The sign-in sheet will be retained with the minutes in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Services Library.

**MOTION:** **Chairman DeMordaunt** called the meeting to order at 8:30 a.m.

**MOTION:** **Rep. Mendive** made a motion to approve the minutes of the March 7, 2014 meeting. **Motion carried by voice vote.**

**MOTION:** **Rep. Mendive** made a motion to approve the minutes of the March 10, 2014 meeting. **Motion carried by voice vote.**

**S 1342:** **Sen. Lakey** said **S 1342** provides a change in **S 1150** from last year. It provides a process for augmentation of the record on appeal which is very similar to that found in the Idaho Administrative Procedures Act. He said additional minor language modifications are made for clarification as to the provision of administrative leave addressed in this statute. This statutory language applies only to certificated employees and not non-certificated or classified employees of a school district. In response to a question from the committee regarding stakeholder involvement, **Sen. Lakey** said **S 1342** is a consensus piece of legislation.

**MOTION:** **Rep. Horman** made a motion to send **S 1342** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Horman** will sponsor the bill on the floor.

**H 621:** **Rep. Boyle** explained **H 621** clarifies that a school subdistrict duly created under the requirements of Title 33-351 Idaho Code may bond for the same purposes for which a regular school district may bond under Idaho Code 33-1102. She said this use of subdistricts would be especially helpful in Cassia County where four very competitive high schools can go to patrons within their school boundaries to pass a bond for one specific high school.

**MOTION:** **Rep. Kloc** made a motion to send **H 621** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Boyle** will sponsor the bill on the floor.

**H 579:** **Rep. Boyle** explained **H 579** would allow school districts and public charter schools to receive salary-based apportionment based on the better of their midterm or full-term support unit numbers. Currently, all salary-based apportionment funds are based solely on midterm support units. This would enable the schools that experience enrollment growth as the school year progresses to receive full funding for these students. Rep. Boyle pointed to the charts distributed to the committee showing the fluctuation of student enrollment at Idaho Digital Academy, plus the third of Idaho's disadvantaged schools. (See Attached.)

**Dr. Harold Nevill**, Canyon-Owyhee School Service Agency (COSSA) CEO, explained COSSA is a public school cooperative serving the special education, gifted/talented, professional-technical, and alternative education needs of students from Homedale, Marsing, Notus, Parma, and Wilder School Districts. The school district also has COSSA Academy, described as a public Jr./Sr. High School with fast-track capabilities for Idaho students to receive their high school diplomas. Dr. Nevill spoke to the handout showing COSSA Academy student fluctuation over the past four years. (See Attached.) The attendance for second semester increases from 30 to 48 percent, January through March. He said **H 579** would bring fairness to the funding formula for schools similar to COSSA Academy.

In response to questions relating to the timing mechanism for funding, **Jason Hancock**, Deputy Chief of Staff, Department of Education, explained 80 percent of school funding is distributed in three payments in August, October and November. Those payment are based on actual data from the previous year's average daily attendance (ADA) for the first 10 weeks of school. In February and May, other payments are made, "trueing up" the monies to the actual data from the school current year's ADA for the first 10 weeks. Mr. Hancock said SDE reserves one or two percent of the yearly budget for a sixth payment made in July for any additional monies due a school district. He said if **H 579** were to become law, it would be possible to have gathered data, by that July payment, on the 28 consecutive weeks of highest ADA for any one school district.

A discussion was held concerning ADA safeguards for school districts and the fiscal impact of **H 579**. **Mr. Hancock** explained the use of the Public Education Stabilization Fund (PESF). To another question regarding the action required by the Joint Finance Appropriations Committee (JFAC) upon passage of **H 579**, Mr. Hancock said JFAC could reopen the educational budget, reallocate funds or both. Or JFAC could do nothing. He explained SDE absorbs volatility by pulling monies out of PESF or putting money into PESF. He said currently there is \$63 million in PESF. To an additional question regarding the necessity of passing **H 579** if a funding mechanism is already in place to absorb the \$2.2 million, Mr. Hancock said the bill would be necessary in order to meet statutory obligations.

**Larry Slade**, founder and director of Richard McKenna Charter High School, testified **in support** of the **H 579**. He said attendance during the school year starts low, but increases throughout the school year. For example, in November of 2013 there were 206 students enrolled; today there are 317. He said it would be more equitable for the charter school to use the average daily attendance (ADA) count from the best 28 weeks during the year instead of using the current method of funding from the first enrollment period.

**Maxwell Snoey**, Richard McKenna Charter High School, and **Paris Wilson-Johnson**, Idaho Digital Virtual Academy (IDVA) testified **in support** of **H 579**. They described their positive experiences in the nontraditional school setting and encouraged lawmakers to change the way ADA monies are distributed.

**Petra Jauregui**, board member for Inspire Connections Academy, spoke **in favor** of **H 579**. She described the student populations with whom she has worked and the critical need for a change in the schools' funding formula. **Kelly Edginton**, Head of School, IDVA, stated **H 579** relates to the equalization of funding for students in 30 percent of Idaho's school districts with open enrollment. She encouraged **support** for **H 579**.

**Karen Echeverria**, Executive Director, Idaho School Boards Association (ISBA) testified **in opposition** to **H 579**. She explained the fiscal note is estimated to be \$2.2 million. She said consistent with the ISBA resolutions, it cannot support any legislation impacting the funding until pre-2009 funding is fully restored. She said ISBA supports the Governor's Education Task Force Recommendations which recommends work be done on the funding formula. She stated until the new funding mechanism is in place, other funding requests need to halt. Ms. Echeverria said **H 579** would also allow for double funding of students.

**Harold Ott**, Rural Schools, spoke **in opposition** to **H 579**. He said he is not opposed to charter or virtual schools; he wants kids to be successful. He testified the Legislature recently passed **H 569** which eliminated "double dipping," defined as receiving student ADA funding for the same student in more than one school. He encouraged lawmakers to wait for the new funding formula recommended by the Governor's Task Force.

Responding to questions from the committee, **Mr. Ott** explained de-funding a school when a student left would not be the answer to equitable funding. He said **S 1560** provided the funding formula under which Idaho schools are currently operating. He said it did more for equity and the suggestion of taking it apart piece by piece is not the answer; the entire funding formula needs to be redone. In response to a comment from a member of the committee, **Mr. Ott** said, as an experienced impact aid consultant, the military and reservations districts receive millions of dollars from the federal government. He said school fluctuations from the perspective of military deployments or movement of military families from Idaho schools has no impact on funding. He said federal dollars may be reduced, but it is still a considerable amount.

**MOTION:** **Rep. Nielsen** made a motion to send **H 579** to the floor with a **DO PASS** recommendation.

**ROLL CALL VOTE:** Roll call vote was requested. **Motion carried by a vote of 9 AYE, 5 NAY, 2 Absent/Excused. Voting in favor of the motion: Reps. Nielsen, Shepherd, Boyle, Clow, Gestrin, Harris, Mendive, McDonald and DeMordaunt. Voting in opposition to the motion: Reps. Horman, VanOrden, Pence, Kloc and Rubel. Reps. Wills and Batemen were absent/excused.** **Rep. Boyle** will sponsor the bill on the floor.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:55 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, March 13, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
<a href="#"><u>S 1372</u></a>	Protection of Student Information	Sen. Goedde

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Thursday, March 13, 2014
<b>TIME:</b>	9:00 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Marilyn Whitney and Amy Nelms, SBOE, Harold Ott, Rural Schools; Rob Winslow, IASA; Robin Nettinga and Matt Compton, IEA; Luci Willits and Tom Luna, SDE
	<b>Chairman DeMordaunt</b> called the meeting to order at 9:00 a.m.
<b>MOTION:</b>	<b>Rep. Kloc</b> made a motion to approve the minutes of the March 11, 2014 meeting. <b>Motion carried by voice vote.</b>
<b>S 1372:</b>	<p><b>Sen. Goedde</b> explained <b>S 1372</b> is patterned after a student privacy bill passed by the Oklahoma State Legislature. He said the protection of student information is a paramount duty of the State of Idaho and its local school districts. It must be balanced with the need for information to inform education decision making. It provides definitions, sets forth the procedure for sharing information, sets forth the procedure for changing data collected, and requires reporting to the legislature. It mandates that the Office of the State Board of Education (SBOE) develop model policy for districts and requires districts to develop their own data security policy. Sen. Goedde indicated <b>S 1372</b> contains an emergency clause making it possible to go into effect as soon as it is signed by the Governor.</p> <p>In response to a question regarding the necessity of an emergency clause, <b>Sen. Goedde</b> said it is imperative that we assure student data is protected. To further questions, he said the SDE and SBOE shall ensure that any and all private vendors employed or otherwise engaged by the Board or the Department shall comply with the provisions of privacy in <b>S 1372</b>. He also stated data can be shared with educational institutions in other states when there is a transfer between schools and/or when a student applies to a post secondary school.</p> <p>Responding to additional questions from the committee, <b>Sen. Goedde</b> said the data currently in the system is protected. The difference is that data prior to passage of the bill is in protected status. After the passage of <b>S 1372</b>, future data will also be protected, but will be reported to the legislature. He explained the limited data shared between schools and the Department of Labor is mostly individual data of college attendance and employment. He said the aggregate data would be of little value. Sen. Goedde also explained individual data is more protected than the aggregate data and measures have been taken to ensure privacy of small groups of aggregate data so specific socio-economic or geographic areas are undetectable.</p> <p><b>Joyce Popp</b>, State Department of Education (SDE), and <b>Marilyn Whitney</b>, SBOE, were called to respond to a question regarding student data being passed between agencies. Ms. Popp said SDE does not share any information. Ms. Whitney said SBOE has a memorandum of understanding to share limited data with the Department of Labor for matching purposes.</p>

Responding to questions from the committee, **Sen. Goedde** said in order to receive federal education dollars, the federal survey collects 400 points of data. He said it is all aggregate data except for the portion designated as "migrant." The migrant children are tracked individually in order to assure linkage between the various states of migrant student educational records. To another question regarding specific data shared with the Department of Labor, Sen. Goedde read from an e-mail sent by **Bob Fick**, spokesman for the Department of Labor, stating their collection of data includes demographic information, name, date of birth, and gender. All data is given a randomly generated identifier. To further questions, **Chairman DeMordaunt** pointed members of the committee to page 3, line 9 of **S 1372** which explains what a student's educational record shall not include.

- MOTION:** **Rep. Boyle** made a motion to send **S 1372** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Horman** will sponsor the bill on the floor.
- ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:27 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AMENDED AGENDA #1**  
**HOUSE EDUCATION COMMITTEE**  
**8:30 A.M.**  
**Room EW41**  
**Tuesday, March 18, 2014**

SUBJECT	DESCRIPTION	PRESENTER
<a href="#"><u>S 1396</u></a>	Review Board for Summative Exams	Sen. Goedde
<a href="#"><u>S 1410</u></a>	Education Data	Sen. Goedde
	Career Ladders	Rep. Clow

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

**COMMITTEE MEMBERS**

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

**COMMITTEE SECRETARY**

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

<b>DATE:</b>	Tuesday, March 18, 2014
<b>TIME:</b>	8:30 A.M.
<b>PLACE:</b>	Room EW41
<b>MEMBERS:</b>	Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel
<b>ABSENT/ EXCUSED:</b>	None
<b>GUESTS:</b>	Sen. Mortimer; Phil Homer and Rob Winslow, IASA; Harold Ott, Rural Schools; Matt Compton, IEA; Jason Hancock, SDE; Marilyn Whitney and Amy Nelms, SBOE
	<b>Chairman DeMordaunt</b> called the meeting to order at 8:31 a.m.
<b>S 1396:</b>	<b>Sen. Goedde</b> explained <b>S 1396</b> provides for the organization of a review committee consisting of parents, teachers and administrators representing public and charter schools in all six regions of the state. The committee will be comprised of 30 people serving staggered four-year terms. He indicated the committee will be charged with reviewing and suggesting recommendations to the State Board of Education and the Department of Education to revise or eliminate certain summative computer adaptive test questions. Sen. Goedde said the review of Smarter Balanced Assessment Consortium (SBAC) questions will allow Idaho to reject questions. It will empower Idaho citizens and make the SBAC more Idaho-relative.
<b>MOTION:</b>	<b>Rep. Bateman</b> made a motion to send <b>S 1396</b> to the floor with a <b>DO PASS</b> recommendation.
	Responding to questions from the committee, <b>Sen. Goedde</b> stated <b>Luci Willits</b> , Chief of Staff, State Department of Education, sits on the national board of the SBAC. She reported Idaho can reject up to 20 percent of the questions on SBAC. Sen. Goedde said there are 10,000 questions in the databank presently with the possibility of 80,000 in the final stage. He said the purpose of the committee is to remove questions objectionable to the sensitivities of a culture or region.
	<b>Reps. VanOrden and Bateman</b> spoke <b>in favor</b> of the motion. Rep. Bateman said as a former advanced placement (AP) history teacher, he was frequently concerned regarding centralization of government questions appearing on the AP exams. He said the legislation is urgent.
<b>VOTE ON MOTION:</b>	<b>Chairman DeMordaunt</b> called for a vote on the motion. <b>Motion carried by voice vote.</b> <b>Rep. Bateman</b> will sponsor the bill on the floor.
<b>S 1410:</b>	<b>Sen. Goedde</b> said the purpose of <b>S 1410</b> is to provide a pathway for those districts who wish to opt out of the statewide wireless contract. He said the legislation will keep the state standards for wireless in place, including the provisions outlined in the Children Internet Protection Act which is a federal standard for filtering. He indicated if the state standards are upheld, those districts opting out will qualify for the \$21 per student distribution from the state.
<b>MOTION:</b>	<b>Rep. Rubel</b> made a motion to send <b>S 1410</b> to the floor with a <b>DO PASS</b> recommendation.

In response to questions, **Sen. Goedde** said the legislation will allow districts to receive E-rate dollars. However, districts will have to prepare a request for proposal (RFP) and be ready to meet the application deadline for receiving E-rate funding. He said every citizen is taxed in order to accumulate E-rate dollars, the federal government, however, chooses how they should be used. To another question referencing the federal funds forthcoming to reimburse the Idaho Education Network, Sen. Goedde said the Universal Service Administrative Company is not accepting the decision of Idaho courts. They are conducting their own investigation and if they find that Idaho took the correct steps in choosing an internet service provider, the federal funds will follow.

**VOTE ON MOTION:**

**Chairman DeMordaunt** called for a vote on the motion. **Motion carried by voice vote.** **Rep. Rubel** will sponsor the bill on the floor.

**Rep. Clow** presented a model of a career ladder method of compensation for teachers. He said the Governor's Task Force Recommendations included the change from traditional funding for teachers to a career ladder, but created no concrete structure for implementation. He said the question remains: How do we build a workable ladder including: compensation, licensure and performance evaluation? He gave a Powerpoint presentation (See Attached.) showing a model with estimates of numbers and/or policies, which are not final, but need to be addressed by those individuals and agencies looking to future, and continuous, changes in education.

To a question from the committee, **Rep. Clow** said traditional teacher tenure is a challenge. It may be a school district starts new teachers on a career ladder compensation plan while leaving tenured teachers to finish their careers under the traditional compensation structure. A discussion was held regarding contract non-renewal consequences, keeping the value in the four levels of certificates, and reevaluation of career paths.

**ADJOURN:**

There being no further business to come before the committee, the meeting was adjourned at 9:06 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary

**AGENDA**  
**HOUSE EDUCATION COMMITTEE**  
**9:00 A.M.**  
**Room EW41**  
**Thursday, March 20, 2014**

<b>SUBJECT</b>	<b>DESCRIPTION</b>	<b>PRESENTER</b>
	Approval of Minutes	

***If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.***

COMMITTEE MEMBERS

Chairman DeMordaunt	Rep Clow	Rep McDonald
Vice Chairman Nielsen	Rep Gestrin	Rep Pence
Rep Shepherd	Rep Harris	Rep Kloc
Rep Wills	Rep Horman	Rep Rubel
Rep Bateman	Rep Mendive	
Rep Boyle	Rep VanOrden	

COMMITTEE SECRETARY

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MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, March 20, 2014  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** Representatives Wills, Bateman, McDonald, and Pence  
**GUESTS:** Robin Nettinga, IEA; Harold Ott, Rural Schools; Rob Winslow, IASA  
**MOTION:** **Chairman DeMordaunt** called the meeting to order at 9:01 a.m.  
**Rep. Mendive** made a motion to approve the minutes of the March 18, 2014 meeting. **Motion carried by voice vote.**  
**Chairman DeMordaunt** thanked the House Education Committee for their dedication and accomplishments during the 2014 Legislative Session.  
**Chairman DeMordaunt** recognized the service of Legislative Page, **Chandler Winchester**, who has been assigned to the committee for the second half of the 2014 Legislative Session. He also recognized the service of Education Secretary, **Jean Vance**.  
**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 9:08 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary