

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Monday, March 12, 2012

TIME: 8:30 A.M.

PLACE: Room EW41

MEMBERS: Chairman Nonini, Vice Chairman Shirley, Representative(s) Trail, Block (Block), Nielsen, Chadderdon, Shepherd, Wills, Marriott, Thayn, Hartgen, Bateman, Boyle, DeMordaunt, Nessel, Pence, Chew, Cronin

**ABSENT/
EXCUSED:** Representatives Nielsen and Cronin

GUESTS: Senator Goedde; Senator Keough; Jason Hancock and Luci Willits, State Department of Education (SDE); Erin Lenz, Idaho Teacher of the Year; Phil Homer and Rob Winslow, Idaho Association of School Administrators (IASA); John Eikum, citizen; Bert Marley, Idaho Education Association (IEA); John Watts, Veritas Advisors; Max Greenlee, Risch Pisca; Colby Cameron, Sullivan Reberger Eiguren; Helo Hancock, Coeur d'Alene Tribe

Chairman Nonini called the meeting to order at 8:35 a.m.

MOTION: **Rep. Thayn** made a motion to approve the minutes of March 9, 2012. **Motion carried by voice vote.**

S 1329: **Senator Goedde** presented **S 1329**, which amends provisions of Students Come First that were contained in **S 1110** (2011). **S 1329** was heard in committee on Friday, March 9, 2012, and held to time certain, today, Monday, March 12, 2012, so that Jason Hancock of the State Department of Education could respond to questions.

Jason Hancock, State Department of Education (SDE), responded to questions. He stated that administrators earn twice as many Pay for Performance shares as instructional staff members. The bill states that no employee shall receive more than one local share. There is a provision stating that if a district is unable to or desires not to come up with a local plan, the State plan may be used. The State plan provides twice as many shares as local plans, which could pose a problem; to correct this, the bill states that certificated administrative employees will receive a maximum of one local share.

In response to questions, **Mr. Hancock** said that there is more than one way to max out shares. Approximately two thirds of local school districts and charter schools adopted a local plan last year. Administrative employees are maxed out at one local share. Administrators may receive a maximum of two State shares, and one local share. Teachers may receive a maximum of one of each. Local districts will calculate their own shares when using a local plan. Templates are available online to assist local school districts in determining how many shares each employee will receive. Tim Hill, State Department of Education, is able to understand and explain this legislation. Approximately seventy percent (70%) of State shares will be awarded for growth, and thirty percent (30%) for excellence.

Senator Goedde, responding to a question, stated that he carried this bill on the Senate Floor, and issues related to the distribution of shares were not discussed during debate.

MOTION: **Rep. Thayn** made a motion to send **S 1329** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Thayn** will sponsor the bill on the floor.

S 1323: **Senator Keough** presented **S 1323**, which provides concise procedures to be followed in the event of a recall of Library District Trustees. Currently if there is a recall, procedures follow the recall procedures for county commissioners. In her local library district, there are 1,007 residents who are eligible to vote. Procedures to recall county commissioners require twenty percent of people in a county to vote, which in her area would be 4,578 voters. This represents more than four times the number of people in the library district. In her area, it would not be possible to recall Library District Trustees using recall procedures for county commissioners. **S 1323** establishes recall procedures specific to library districts.

In response to questions, **John Watts**, Veritas Advisors, stated that during a previous year, legislation was brought to the committee because of a problem in Boise County related to requirements of library districts.

John Watts, Veritas Advisors, stated that he **supports S 1323**. He said that it makes sense to work within the area that a library district serves, rather than having to include entire counties when parts of those counties may not be served by the library districts in question.

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

Erin Lanz, 2012 Idaho Teacher of the Year, gave a presentation to the committee. She currently teaches first grade at Winton Elementary School in Coeur d'Alene, Idaho. She quoted Helen Keller who said, "Alone we can do so little, together we can do so much!" She said that the staff at Winton Elementary is a group of dedicated educators who give much of their time and energy to the people they serve. She relayed a story: When she was a student teacher, she was placed in a classroom with a fifth grade teacher who was very well respected. A student named Thomas was bright and charismatic, and participated in depth in classroom discussions. Despite these attributes, he read at a second grade level, and left fifth grade still reading below grade level. When he reached middle school unable to adequately read, there was great concern about his ability to succeed at this higher level where reading was necessary. Ms. Lanz wanted to learn how a student could be in fifth grade and be unable to adequately read.

Ms. Lanz stated that reading is important for success, economic advancement, and social well being. Illiteracy has devastating effects on individuals, such as an increased likelihood of being unemployed or incarcerated. She stated that only thirty percent (30%) of students entering high school read proficiently. Waiting to address a student's inability to adequately read adds in increased burden to schools, and a loss of learning for the student. Identifying at-risk readers and providing interventions during the primary grades dramatically reduce the chance of reading failure. Remediating a kindergartener takes approximately thirty minutes per day. Remediating a fourth grader takes approximately sixty to ninety minutes per day. Over time, the discrepancy between students who read well and do not read well widens. Students who do not read well and do not receive immediate help will eventually give up. People will not continue to strive to do something that they find themselves unable to do.

Ms. Lantz explained that Winton Elementary School began to implement changes in instruction including providing early intervention, being vigilant in identifying readers who needed help, and collaborating about students and their individual needs. Partnerships were created with parents. Paraprofessionals became partners in teaching. As a result of these changes, ninety-nine percent (99%) of their students scored proficient or better on the reading portion of the ISAT last year, despite having a large population of low-income students. She stated that kindergarten and first grade set the foundation for all future learning, and that young students need to be considered and counted. She also mentioned the need for increased communication with colleges.

In response to questions, **Ms. Lantz** stated that third, fourth, and fifth grade students at Winton Elementary School take the ISAT. Approximately sixty-five percent (65%) of students at Winton Elementary School receive free or reduced price lunches. The Coeur d'Alene School District has provided one late-start day which allows more time for teacher collaboration. She stated that this time is extremely important and has contributed to the school's success with their students. First grade students at Winton Elementary School do a lot of singing with charts. They also begin reading book series that are engaging, and they begin writing their own stories, which they share with their classmates. Winton Elementary School is the second oldest school in the Coeur d'Alene school district. It has a very low teacher turnover. **Ms. Lantz** stated that the school is a family.

Responding to additional questions, **Ms. Lantz** stated that the primary years of education are extremely important, especially now that expectations have been raised. Kindergarten is not compulsory, and some students attend sporadically. She stated that this year she had two first grade students with no knowledge of the alphabet. Those students essentially began first grade a year behind. Great gains have been made in identifying at-risk readers in the last decade, however, when staff members and time are limited it is difficult to adequately intervene. Older students require much more time to learn new reading skills. Part of the problem is that these students have already given up. She relayed a story about a student who was reading a Junie B. Jones book and exclaimed, "This is fun!" She stated that literature should be fun to read, that each child has interests and skills that can be discovered and used to find books that are engaging for that child.

In response to additional questions, **Ms. Lantz** said that she wishes Idaho could provide low classroom sizes in every classroom, however, she understands that is not possible. It is difficult when decisions or policies do not take into account the differences in student populations. Reading research in the last decade has grown tremendously; much more is known about the different facets of teaching reading. Letter naming fluency is measured in kindergarten and provides an excellent determination of whether a child is struggling. Later in the kindergarten year, students are tested on letter sounds; this also provides a good look at how a child is progressing in learning to read.

Rep. Bateman recalled receiving star stickers on his forehead for accomplishments in first grade. He stated that a reward that seems small to an adult can be very meaningful to a child.

Responding to additional questions, **Ms. Lantz** said that it is very important for teachers to develop a relationship with each child in his or her classroom. She has a student teacher in her classroom, but is not currently working with any colleges. Providing mentors for new teachers would be wonderfully helpful. Students in her classrooms who did not attend kindergarten were kept out due to issues in their homes.

RS 21397: **Chairman Nonini** presented **RS 21397**, which would remove the additional 2.38% negative adjustment that had been scheduled for the salary-based apportionment funding for public school teachers, administrators and classified staff. This would have the effect of not only keeping FY13 salary-based apportionment at the same level as FY12, as an ongoing funding decision, it would also reduce the total reductions scheduled for salary-based apportionment in future years by 2.38%. It would not address the additional incremental adjustments to salary-based apportionment required in FY14 and beyond.

MOTION: **Rep. Shepherd** made a motion to introduce **RS 21397**. **Motion carried by voice vote.**

RS 21497: **Helo Hancock**, Coeur d'Alene Tribe, presented **RS 21497**. This is a concurrent resolution to honor Mildred Rinker Bailey, who was a member of the Coeur d'Alene Tribe and was raised in DeSmet, Idaho. She performed with big bands throughout America and was a pioneer of American jazz and blues music. Bing Crosby credited Ms. Bailey with beginning his career. **RS 21497** recognizes her artistic contributions and her place in the Big Band and Jazz Hall of Fame.

In response to questions, **Mr. Hancock** stated that April is Jazz Appreciation Month. Ms. Bailey passed away in 1951.

MOTION: **Rep. Wills** made a motion to introduce **RS 21497** and send it directly to the Second Reading Calendar. **Motion carried by voice vote.** **Chairman Nonini** will sponsor the bill on the floor.

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

Representative Nonini
Chair

Mary Tipps
Secretary