

House Education Committee

Minutes
2006



MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 11, 2006

TIME: 10:03 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Shepherd (8)

GUESTS: See attached Sheet

Chairman Barraclough called the meeting to order and welcomed the members. He also welcomed the new member, Rep. Bert Brackett. Secretary Janet Bryant and Assistant Secretary Carolyn Johnson were introduced.

Chairman Barraclough gave a brief summary of future committee hearings. Next week we will be taking up the rules from the State Department of Education and the State Board of Education. Also coming up will be a report on charter schools. The issue of a Super Majority being reduced to 60 percent the day of a primary or a general election—the Governor's suggestion—will be considered. Several school districts may run a pilot "Pay-for-Performance" program produced by a subcommittee of the State Board.

Chairman Barraclough said the Committee needs to have a report ready for JFAC before he makes his presentation. Rep. Trail will spear-head this report.

Chairman Barraclough In his travels around the nation, Chairman Barraclough said he hears about the conflicts between our State Department of Education and our State Board of Education. He said this gives Idaho a bad reputation. He expressed the hope that Committee Members can help these two organizations get along.

He said that relations have improved between the House and Senate Education Committees and thanked Senator Goedde for his role in this. He said that a Boise State University (BSU) survey showed that education is the number one concern of the citizens of Idaho. He said that two out of every three dollars spent from the General Fund goes to Education. There is a problem in that citizens also want to cut state spending. Chairman Barraclough then went around the table and allowed members to express their concerns and items they want to see advanced during this legislative session.

Rep. Rydalch Rep. Rydalch stressed the importance of the rules the Committee will hear

next week. She is concerned about higher education and felt that the emphasis on K-12 has been at the expense of higher education in recent years. She expressed concern that we are pricing college “out of parents’ checkbooks,” but said she is not in favor of higher taxes for higher education. She disagrees with the Governor’s proposal. She would like to see a dual enrollment system for high schoolers to take community college courses. She would like to see community colleges take over the professional technical/vocational education. This would allow our three universities to concentrate on research which pays off economically in grants for research.

Rep. Trail

Rep. Trail said he agreed on many points with Rep. Rydalch. He supports research and the development with INL which he feels has great potential for economic development in our state. On the Supreme Court Ruling on school funding, he said that Mr. Huntly, an attorney in the case, had told him that the bottom line price on the lawsuit was 35 million for bond matching and 25 million for maintenance repair. He is in favor of community colleges doing the technical training. He said that 20% of the University of Idaho (U of I) staff are at the poverty level or below, and 15% of the BSU staff. Idaho is losing some of their best scientists and teachers. Candidates who had applied for two accounting positions at the U of I ended up taking jobs that offered 50 to 60 thousand dollars more a year. The new Dean of Engineering at the U of I is getting more than the President of the U of I. He felt that the Governor’s proposed 63 million for energy and grocery credit could be better spent as scholarship awards for math and science students.

Rep. Bradford

Rep. Bradford said he believed Visual Learning Academy could be a great deal of help to many students, but the program is not being pushed. Some high school seniors are “goofing off” their senior year and this can get them into trouble. If students could get college credits, it would keep them busy and out of trouble, and might encourage them to go to college. He said he wants to keep kids in school, and doesn’t want the proposed graduation changes to force them out of school before graduation. He made the additional comment that sometimes we overlook successful teachers and programs and concentrate on the problems.

Rep. Block

Rep. Block said she believes that education can solve the Health & Welfare problems and the prison problems we face now. The more we can prepare students for a successful life, the more individuals we will keep out of Health & Welfare, and the prison system. She feels that early intervention is important, so every child can learn to read. She said sometimes Health & Welfare and Education are working with the same children, but the departments don’t work together. Substance abuse is a big issue in our schools and is having a devastating effect on our schools and families. She urged scholarships for those high school students who remain drug, tobacco, and alcohol free.

Rep. Cannon

Rep. Cannon said that we do not have a needs-based scholarship system in Idaho, and hopes to explore the issue. He said he feels that education is the key to pull the state into a better financial earning position. He felt the Governor’s proposed 63 million could perhaps be better used giving it to the most needy to send their kids to college. He said the needs of our Native American children are not being addressed. They are falling

behind. He said that state-wide initiatives should not penalize local schools with large Native American and Hispanic populations. He said he will propose legislation to insure the funding of charter schools is fair.

- Rep. Nielsen** Rep. Nielsen said superintendents in his district felt they should not have to compete with other schools as a whole, but individual improvement of students should be the measure of their yearly improvement. Some districts have never passed a bond. Escalating property values are hurting older people on fixed incomes who cannot afford to vote for anything that will raise their taxes. He quoted Senator Cameron who said if things continue as they are now, in 12 years the Health and Welfare's budget will be larger than K-12, and Correction's will be larger than higher education. Health & Welfare increases are at the expense of education. Money spent in education adds to the economic base and helps the state far more than money spent by Health & Welfare. We need to involve families more in the education process and take a hard look at how proposed legislation will affect families.
- Rep. Shirley** Rep. Shirley said he agreed with Rep. Rydalch. He said many states have separate state leadership for higher education, not that he was advocating separation at this time. He said he felt that higher education had taken a hit in recent years. He said he supported community colleges as a good way to start students in college who might be intimidated by a big university. He said we have tremendous professionals out in the field and it "behooves us" to listen to them and observe them when we look for ways to improve.
- Rep. Wills** Rep. Wills said he was concerned about research at our premier institutions which is a great answer for the state's economy. He said we need community colleges and believes there would be fewer in prison if more community colleges were available. He sees great collaboration in his district. He said the school districts in his area are small and suffer from state mandates without the accompanying monetary assistance. He said he hopes that the small school districts will have the same opportunities as the larger ones.
- Rep. Chadderdon** Rep. Chadderdon informed the Committee that a video was made of the North Idaho College Legislative luncheon presentation showing the positive things being done by various departments. She urged the Committee to see this film.
- Rep. Kemp** Rep. Kemp said the input she has received on high school reform has been negative. She asked that the Committee Members be provided with the relevant documents from the Supreme Court decision.
- Rep. Mathews** Rep. Mathews urged committee members to review the minutes from last year as there is a lot of good information in them. He said if we don't solve our problems, history will sneak up on us and teach us a lesson. Education is the key to good-paying jobs for Idahoans.
- Rep. Nonini** Rep. Nonini said he is excited about high school redesign. Manufacturers say students coming out of high school are ill-prepared to fill jobs. White collar jobs comprise only 20% of the job market. We need professional/technical training in high school. Schools and districts need to consolidate

to benefit our children. He said property taxes are a real problem in his area. He said we have thrown money at education, yet we still don't see the test results and scores we want. Education needs to be consumer driven, not provider driven.

Rep. Brackett Rep. Brackett said his district has smaller schools and two one-room schools. They are facing challenges. The idea of community colleges interests him. He believes education is the key to many social problems. Methamphetamine is a real problem in the Health & Welfare system and we must get control of this issue.

Rep. Pence Rep. Pence said there were issues "left on the table" last year. She is concerned about the Supreme Court decision and the funding of interest payments on school bonds. She said we have an obligation and have made a commitment in this area. She wants to see the Super Majority lowered. However, she said that having only two chances a year to pass bonds, schools may have to change their strategies. She said we need a community college system. She said that if property taxes are used to support the community college, it gives the community local control. There is a problem with parents who want the fine arts to continue. We need to meet the requests of parents. She would like the money proposed by the Governor to go to all teachers and reward the best teachers.

ADJOURN: 11:30 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

- DATE:** January 12, 2006
- TIME:** 10:03 A.M.
- PLACE:** Room 406
- MEMBERS:** Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence
- GUESTS:** (See Attached Sheet)
- Rep. Pence** Rep. Pence continued with her comments from yesterday. She is concerned about the high school redesign rules on Page 66.
- Rep. Mitchell** Rep. Mitchell said his intern commented that real life math taught in a Professional/Technical program spurred her brother to major in math. She was also concerned about the arts being cut. Rep. Mitchell asked if there is the ability to phase in the new math and science rules at different times to make it easier on the schools. He mentioned the number of homeless children in the schools and said a child is classified as homeless if there are more than two families living in the same home or apartment. He commented on the number of grandparents raising their grandchildren who have been abandoned by their parents. He said a previous governor had a golf tournament to raise money for Idaho students with straight A grades. He also asked where a school district such as Orofino can go for help when they have gone to a four day school week because of the financial situation due to the high rate of unemployment.
- Rep. Boe** Rep. Boe said she shared the same concerns as many other committee members. She said if the population with the least education continues to grow, by 2020 our state income level will be decreasing. This will affect the state revenues. She said we need to be sure students, who will be supporting "those of us who are getting older," are well educated and can contribute to the system. She said she hopes we can explore ideas together and keep an open mind. She expressed concern about the access to higher education for all students, and said Promise Scholarships only help a few. She said our college tuition rates are lower than Washington state, but we only have one-tenth of the scholarship money available for those with financial needs. She is very interested in Community Colleges, but feels there is a greater need for one in Eastern Idaho than in the Treasure Valley.
- Rep. Shepherd** Rep Shepherd said he is concerned about the gap in compensation for teachers, compared with neighboring states. He said he hopes the Committee will be aggressive in using high tech. He said he believes high tech offers much for the smaller schools. A classroom monitor can work with these programs and free up money for the good teachers. He expressed concern about some of the material he has seen recently that is required reading in colleges and feels it is too far out of contact with the

mainstream values. He is concerned that we need to protect our traditional values and economic system. What students are taught will affect how they vote. He said we should address this as a Committee.

Rep. Trail

Rep. Trail commented that he has been in contact with the financial officers at Boise State University (BSU) and the University of Idaho (U of I). The Presidents of both institutions are concerned that we are losing federal funds because we don't have enough scholarship money to get the federal matching money. He will be gathering information and report back to the committee.

Dwight Johnson

Dwight Johnson, the Interim Executive Director for the State Board of Education, introduced himself at the Chairman's request. He grew up in Idaho Falls and knows the Chairman and Vice Chairman well. His parents and the Chairman are friends, and Vice Chairman Rydalch was his high school typing teacher. He received a Bachelor's Degree in Political Science and a Master's Degree in Administration. He has a secondary teaching certificate.

He introduced Karen Echeverria who will be presenting some of the rules next week and Luci Willits who will be the liaison with the Committee and the State Board of Education.

As to high school redesign, he said a task force was appointed last spring. They met for six months and studied current research, national trends, and other states' best practices. They developed a draft and held six public meetings, then a stakeholders' meeting, which was long and detailed. The Task force met again and made major modifications to the proposed rules. The State Board met and made additional modifications, adding to the phase-in time. Then were then adopted unanimously.

The Chairman left and Vice Chairman Rydalch assumed the Chair.

Karen Echeverria

Karen Echeverria, Policy and Governmental Affairs Officer for the State Board of Education, gave a brief overview of the rules to be considered Monday and Tuesday.

Dr. Jana Jones

Dr. Jana Jones, Chief Deputy Superintendent for the Department of Ed. gave a brief overview of the rules she will introduce next week.

In response to questions, Mr. Johnson said that the members have the final copy in their hands, and this is also out on the internet. Changes made are shown in italics. He said on the State Board's website there is a matrix showing current standards, the first proposed standard, and the final version. The matrix was sent to the members in the mail.

ADJOURN

The meeting was adjourned at 11:05

Representative Jack Barraclough
Chairman

Representative Ann Rydalch
Vice Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 16, 2006

TIME: 9:00 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Rep. Block

GUESTS: (See Attached Sheet)

Chairman Barraclough called the meeting to order at 9:00 A.M. Our page, Nathan Barry, was introduced. He is home schooled and studying graphic design. He will start Boise State University (BSU) full time in the fall.

MINUTES: **Rep. Wills moved to accept the minutes of January 11 as written. By voice vote the motion passed.**
Rep. Wills moved to accept the minutes of January 12 with the exception of changing the word Vocational Technical to Professional/Technical. By voice vote the motion passed.

Rules from the Idaho State Board of Education and the Idaho Department of Education:

08-0202-0501 **Karen Echeverria** introduced this rule which concerned Commercial Driving schools. This new rule reflects the new version of the manual which deletes the four rules that the Committee rejected last year. This manual is now in compliance with the legislature.

In answer to questions, Ms. Echeverria said that the standards for driver's training are pretty uniform throughout the United States. However, some states have no public driver's training classes, others have a mix of private and public funding.

In answer to questions, **Kelly Glenn**, with the Department of Education, said that in Idaho, anyone who wants to get a driver's license before the age of 17 must complete a class in driver's training. Whether it is public or a private class is up to the parents. Students do not have to take driver's education. The State Department of Education reimburses up to \$125 for each students that completes the course, whether they pass or fail. The additional cost, which averages about \$87, is passed on to the students in most cases, but two districts in Idaho fully support and fund the program.

Mike Arnell, a Fraud Examiner with Commercial Driving, spoke and said he had no objection to the current rules. His only concern was if the deleted rules were put back in. He said his group of commercial driving schools had an agreement to meet with the Department of Education, but

was unable to get a hearing. They finally came up with their own rules and submitted them, but they were ignored.

Jana Jones, Chief Deputy Superintendent of the Department of Education, spoke up and said the Department was always willing to meet with the public and hold discussions. She asked Mr. Arnell to contact her office.

Questions were raised that a request for approval of a class to qualify for certification must be received 30 days before the class. **Kelly Glenn** said that all drivers' education teachers must take continuing education classes. If they don't participate in the Department's classes, they can take classes elsewhere. The 30-day ruling allows the Department to approve the credit before classes are taken and money spent by the teacher. (Proof of attendance is also required.)

MOTION: **Rep. Kemp moved to approve Rule 08-0202-0501. By voice vote the motion passed.**

08-0202-0502 Ms. Echeverria said this rule expands the alternative certification route to include teachers who hold state certification in one area, but wish to certify in a different area. This was always the intention of the State Board of Education, and will benefit school districts.

Questions were raised and **Allison McClintick** said the current program is ABCTE, which is computer based. A prospective teacher has to have a bachelor's degree. They first take an assessment, then have to pass a pedagogy test and a content area test. For those with no teaching experience, they encourage student teaching. Ms. McClintick said 67 candidates have gone through the ABCTE. Twenty-three are teaching in Idaho public schools now. Of the others, two have gone back into the university setting, one is currently working as a teacher's aid waiting for an opening, some ended up in private schools, and one went out of state. The Board requires a mentoring program for the first year.

As to the lack of reciprocity with some other states, Ms. Allison said the Department is looking at rules that define how Idaho accepts teachers through reciprocity. She said the required courses will be listed in a more general basis.

In response to questions, she said Item 5 referred to teachers getting an interim certificate, and Item 6 related to those already certified in the state who were picking up additional endorsements.

MOTION: **Rep. Rydalch moved to accept 08-0202-0502. By voice vote the motion passed.**

08-0202-0503 Jana Jones, Chief Deputy Superintendent, said that periodically the rules governing teacher certification are reviewed and modified to keep up with best practices and new laws. She said teams in the content area approved these rules.

MOTION: **Rep. Trail moved to accept 08-0202-0503. By voice vote the motion passed.**

08-0202-0505 Dr. Jones said these changes to teacher endorsement requirements

were made to assure they align with the performance-based teacher standard, among other requirements. Again teams from the content areas reviewed and recommended these changes. After public hearings, 37 comments were received and some changes were made. The Professional Standards Committee approved this rule.

The concern was raised concerning teachers being assigned to teach in areas in which they were not qualified. Dr. Jones said these changes were made to stop this. Under the No Child Left Behind Law, Social Studies is considered a core area, so principals are sticking to the rules.

The rules are a little less specific so that content could be combined in classes at the university level.

In response to questions, she said that the endorsement that were dropped were ones that no one had applied for in the last three years and were covered by other endorsements.

Rep. Cannon said he was concerned that American Studies were being dropped as an endorsement. He said that American Indians want more of their heritage and coursework taught.

Dr. Jones said that Native American content will first be addressed in student standards. Then institutions of higher learning will have to look at their course work. She was not sure that American Studies concerned Native American content.

When asked as to the difference between American Government and American Studies, Dr. Jones said that American Studies had more cultural information in the content, but it is covered in other endorsement areas.

In answer to further questions, Dr. Jones said that drama and foreign languages fall under Humanities.

Dr. Jones said that the Natural Science section has 24 semester credits and has a number of sub categories because in small rural schools, one science teacher may teach a number of subjects. It also helps in the agricultural sciences. She said this rule does raise the standards.

Rep. Cannon asked if there were any Native Americans on the Professional Standards Committee, but Dr. Jones did not know.

Rep. Mitchell said he would like to know who the people on the Professional Standards Committee are, what is their power, how they operate, and how often they meet.

Chairman Barraclough asked for a summary in the near future, and Dr. Jones promised it to the committee.

Dr. Jones said she would get the information to the Committee.

MOTION:

Rep. Nielsen moved to accept 08-0202-0505.

Rep. Cannon said he would be voting against the rule as a protest against the lack of Native Americans in the discussions. He said Blackfoot is 15% Native American and they are feeling left out of the process. He said we need to make it easier for them to be heard.

Dr. Jones said they are making great strides to include the recognized tribes in Idaho, even though it doesn't show in these rules.

Rep. Mitchell said the tribe in his area feels left out as their identity is

not recognized.

ACTION: **By voice vote, 08-0202-0505 passed, with Reps. Cannon and Mitchell voting Nay.**

08-0202-0506

Dr. Jones said the Professional Standards Commission is required to review the ethics rules every year. A section was added this year with the agreement of the Idaho Educational Association and the Professional Standards Commission. Hearings were held, and no public comments were received.

Dr. Jones explained some language was moved to another section so that one section deals with student issues and one with colleague issues. She said the "But is not limited to" is used to cover issues that might arise that are not specifically mentioned.

The issue was raised as to how the rules apply to those feeling pressured to join associations or not to join associations. Dr. Jones said that would fall under harassment.

Chairman Barraclough said that teachers are harassed for not joining a professional association and he would like more clarification.

Rep. Nielsen expressed concerns with part of the rule that reads "The professional educator is committed to the public good and will help preserve and promote the principles of democracy." He said the recent Kelo decision by the United States Supreme Court was an example of "public good" at the expense of the good of a private individual. He also pointed out that we are a republic. He said he would be more comfortable if the rule said the educator was "committed to the individual good and will help preserve the Republic with democratic rules under law." He felt that this would be better wording.

Rep. Nielsen said we need to start taking action as a Committee now. It isn't the majority rules in our country, it is the rule of law. He asked that a rule be proposed next year to address some of these changes.

Dr. Jones said that she would take these comments back to the Commission when they meet in a couple of weeks.

MOTION: **Rep. Mathews moved to accept 08-0202-0506. By voice vote the motion passed.**

08-0202-0507

Dr. Jones said the No Child Left Behind (NCLB) law requires that all teachers in public schools have the proper certification. For Junior ROTC instructors, completion of an Officer Armed Forces Instructor School will qualify for certification for this position. This proposal was initiated by the Idaho Public School Districts.

In answer to the Chairman's question, Dr. Green said only two high schools in Idaho have an ROTC program, Boise High and Wallace High Schools.

Rep. Trail reported that our students went across the state line to Washington to take part in Junior ROTC, and of these, one received a nomination to West Point, and another to the Air Force Academy.

MOTION: **Rep. Nonini, from Wallace, moved to accept 08-0202-0507. By voice vote the motion passed.**

08-0202-0508

Dr. Jones said these changes to the Special Education endorsements were made to update and eliminate unnecessary certifications. Endorsement areas are being eliminated because they are not being used. They really only need a generalist special education certificate for K-12 and special endorsements for those who work with the hearing and visually impaired. They tried to clear up misunderstandings and make the text more clear and precise. They received 5 comments after holding hearings, and 4 were concerned that the rule change would hurt districts. In the past, very few have taken the courses required for these speciality endorsements that are being eliminated, and there is no program in Idaho in higher education that offers these extra 30 hours.

In response to questions about the qualifications for a Professional Interpreter for those with severe hearing loss, Dr. Jones said that currently, educational interpreters are not covered under Idaho law, but legislation is coming this session. The Department has had guidelines for the qualifications of interpreters and they have invested in a program to train interpreters who can pass the national test.

She said if the law passes, temporary rules will be put in place, and then next year the Committee will have these rules to consider.

In response to questions Dr. Jones said the School for the Deaf and Blind does coordinate with the Department. They have an inter-agency agreement to meet the federal requirements. It outlines actual procedures for placement in a residential program or outreach. The outreach teachers provide valuable support and information to the school districts with students with visual or hearing impairments on a consultation basis. They do not actually teach the individual students.

Dr. Jones said that the new blended certificate for birth through third grade was done to help those who serve Idaho's youngest children.

MOTION: **Rep. Trail moved to adopt 08-0202-0508. By voice vote the motion passed.**

Rep. Nonini expressed a concern about a teacher ethics situation that has been called to his attention. In North Idaho there is a club called "The Gay-Straight Alliance." The club is promoting conduct that is against the law in Idaho. A teacher is the advisor for this club. He asked if this situation is reflected in the ethics rules.

ADJOURN: The meeting was adjourned at 10:45 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 17, 2006

TIME: 9:00 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Rep. Block

GUESTS: (See Attachment One)

The meeting was called to order at 9:04 A.M. by Chairman Barraclough. Rep. Boe introduced Karen McGee, and Rep. Nonini introduced Susan Thilo, both State Board of Education members. Senator Goedde was welcomed as well as Representatives Jaquet and Martinez. Tom Luna was also introduced.

Wendy St. Michell, of the State Board of Education, gave a presentation on Limited English Proficiency (LEP) Education. She said districts are concerned and frustrated in trying to assure that LEP students continue to make progress. She said LEP students in the state struggle. Almost every district has LEP students, a total of 20,000 throughout the state. Over 100 languages are spoken in Idaho. There are 80 districts with LEP students and maintaining Adequate Yearly Progress (AYP) is difficult.

She gave an overview of a report the Limited English Proficiency Sub Committee had prepared (see Attachment Two). The Committee made 26 recommendations, and six of these were flagged for potential policy. Only one recommendation is being brought to the Committee this year.

She said there are two sources of funds, Title III under the No Child Left Behind (NCLB) and state general funds. About 7 million dollars goes toward the program. All the state appropriations go to the districts. The state contributes \$241 per student. Money for administration comes from Title III funds (\$175,000). Not all districts receive federal funds as they need at least 100 LEP students to qualify for the program. Most of the funds go towards salaries and professional development. Without help, teachers are not prepared to handle LEP students. In the past, nationally, many of the LEP students have been passed over. All teachers and administrators have to be able to deal with LEP students.

The state receives a little over 2 million dollars for LEP. Under new federal law, the state is required to have a statewide English language proficiency assessment. Not all districts have tested for this in the past, and various tests have been used, some of which have not been adequate. The Office of Civil Rights also says that an annual English language evaluation is required.

The new test, which will be in place by this spring, will meet all these requirements.

Ms. St. Michell explained that the Idaho State Achievement Test (ISAT) measures academic achievement standards, not English proficiency. If involved in LEP classes, a student may opt out of the ISAT test for only one year. If the student is literate in their birth language, one year is enough. If they are not literate, one year is not enough time, and there is some push at the federal level to extend the length of this waiver time.

The Board entered into contract with a test vendor after considerable research, feeling this was the best use of funds. It is a three-year contract with two one-year optional bids. It is a similar program to the ISAT. The total cost will be \$1,798,402 for three years. The cost is necessary as the federal government requires a comprehensive test with a full assessment system. Students will be tracked from year to year, even if they move within the state.

They plan to test 23,000 students this spring, including those who have recently exited the LEP program, to assure they are proficient.

Currently they have a 3-year federal grant under Title II funds (Teacher Quality) of \$350,000 to train teachers in LEP. This grant will end in the fall of 2006.

One representative expressed a concern that his heavily Hispanic district is at a disadvantage in competing with districts with less LEP students. He said it would be better to track the progress of individual students. Another commented that these LEP programs are vital if these students are to be successful in life.

Ms. St. Michell said that more and more teachers, administrators, and the Department realize these students are a large part of our economic future. We can't ignore them. We are making progress, but there is much more to do.

She said there is a huge parental involvement component in the NCLB. It is required that parents be incorporated into their child's education. If the state does not have the funds, they risk noncompliance and loss of all their Title II funds.

As to the question about schools competing unfairly, Ms. St. Michell said that federal law requires that achievement levels be set for schools, not individual students. The fall and spring ISAT can show improvement for individuals during the year.

She said the standards for the LEP test will be set this summer.

Ms. St. Michell said that every class taught in the United States in English is actually an English Language Class as there is vocabulary that is needed. She said using the new methods, teachers are learning how to help LEP students learn. These same methods can also help students at risk.

In response to questions, she said that motivating students who come from limited English families is difficult, however some districts do an excellent job.

She said the Idaho Reading Indicator is a reading assessment. It gives districts an assessment on their students' reading skills, and helps identify LEP students, who usually don't do well on the test. There is an option to give the test in Spanish. The score doesn't go on the record, but it lets the district know if the student is literate in Spanish.

**Rules from the State Board of Education and
the Department of Education**

08-0203-0502 Karen Echeverria, of the State Board of Education said that federal law allows the students to take the ISAT in an alternate language as long as they are in the LEP program and not proficient in English. (The student can only opt out of the ISAT for one year.)

MOTION: **Rep. Trail moved to accept 08-0203-0502. By voice vote the motion passed.**

08-0203-0503 Ms. Echeverria said that the National Assessment Governing Board administers its test randomly around the country in various subjects. Valuable data is gathered from these tests for the "National School Report Card." School districts have no problem with this rule which requires students to participate if they are selected. The National Association of Education Progress test is funded by the federal government, and they contract with people to administer the test so there is no cost to the district.

MOTION: **Rep. Bradford moved to accept 08-0203-0503. By voice vote the motion passed.**

08-0204-0501 Ms. Echeverria said that this rule repeals the old Charter School rules, and that she would talk about the new section.

08-0204-0502 Last year the Legislature passed new laws regarding Charter Schools, and these rules were written for the administration of this new law. They received extensive written comments from Legislative Services which they incorporated in revised rules, and then included suggestions from other sources. Hearings were held at 7 locations October 4, 2005. She said there could still be issues, but they have done their best.

In response to the concern that students outside of the state may be taking advantage of our virtual schools, Ms. Echeverria said that all but one school has been authorized by the Public School Charter School Commission. Schools have been asked to verify the addresses of the students taking the classes. She didn't know what procedures each school uses, but will question them and get a report back to the Committee.

As to the school districts that cross state boundaries, she said existing legislation would cover anything dealing with this area.

In response to questions, Ms. Echeverria said that the Board wanted to ensure that non English speaking students would have the opportunity to apply to Charter Schools, and the rules were written to reflect this. She said that siblings were given preference in admissions in order to keep families together. Preferences are in the following order: returning students, siblings, students in the attendance area, and then others outside the area.

Ms. Echeverria said that the Executive Director of the Board can grant LEA status to a virtual school, or a public school that is referred to the Public Charter School Commission. Other requests go to the Board.

The "Founder Rule" states that preference in enrollment in a Charter School is given to the children of someone who makes a significant

financial contribution to the school.

Bridget Barrus, President of the Coalition of Idaho Charter School Families, said they had input on the rules and she has no major concerns with them. She said there are 8,000 students in Idaho's 24 charter schools. Over half the schools have waiting lists. Four new schools will open for the 06-07 school year.

Ms. Barrus said typically Charter Schools serve the demographics of the area in which they are located. Hidden Springs has had some controversy over the sibling rule. Originally 50% of the students did not live in the Hidden Springs area.

The concern was raised that some charter schools do not offer transportation which make it difficult for single parents to get their children to school.

Ms. Barrus said that the boards of the charter schools are trying to meet the needs and serve those from all walks of life. They do extensive advertising, including in Spanish, to let parents know about the school. She said if parents are desperate for a change, they will apply to the school. She said transportation money comes one year after the attendance. Schools have a choice—desks or transportation. They create carpool lists and work on connecting parents. Some parents provide lunch for those students who don't bring one. They look for innovative ways to meet needs.

The comment was made that last year, two virtual schools ran into trouble meeting the needs of special education students. Chairman Barraclough said the funding was restored to those schools.

Ms. Barrus said every charter school she knows about is meeting the needs of their special education students.

Rep. Kemp said that a new charter school is due to open in Garden City.

Cindy Schiller, a parent from Nampa said she had submitted written suggestions and many had been incorporated into the rules. She said she had a few little issues, but for this year, she thinks the rules look good. She is glad the admission policy stayed in. She would have a concern if siblings were not given preference. However she did not feel the sibling preference should extend to those siblings who do not get their application in on time.

MOTION:

Rep. Rydalch moved to accept the repeal of 08-0204-0501. By voice vote the motion passed.

Brian Crook, a parent who now lives in Hidden Springs spoke in favor of the rule changes. He said he had some concern with the admissions model, but as applied, the rules follow the law. He said he took exception to the reference of Hidden Springs Charter School as being wealthy. His children were admitted when they lived outside of the Hidden Springs Subdivision, but it was their community school. When asked, he said that his two boys are model students and near the top of their classes. They moved to the Hidden Springs Subdivision to get his daughter in kindergarten next year. He said his two boys have excelled dramatically,

and would be so far above the level of the traditional public schools, it would cause a problem if they were moved to one. He said the controversy has created issues in conflict with the founding principles of the school, but the success of the school has been absolutely monumental.

A representative asked what will happen if parents vacate the traditional public schools and leave those schools with all of society's problems to solve. Chairman reminded the representative that charter schools are public schools.

When asked what charter schools have to offer all students, Mr. Crook said they are showing that new ideas can work. Charter schools have the option to enforce rules and expel students who are disruptive to the learning situation, which allows charter schools to excel. Charter schools are held to a very high standard. They therefore have to teach to the highest level, and this sometimes leaves the lower level students behind. Community and family come first. He said he could barely afford his \$300,000 home in Hidden Springs, but he did it to keep his family together in the Hidden Springs Charter School. He said kids in charter schools are safe and are held to a higher standard of conduct than is being enforced in the public schools.

MOTION: **Rep. Wills moved to accept 08-0204-0502. By voice vote the motion passed.**

08-0301-0401 Ms. Echeverria said that last year a Senate Bill created a Charter School Commission. These are rules necessary for the Commission to operate. There are no issues.

MOTION: **Rep. Rydalch moved to adopt 08-0301-0401. By voice vote the motion passed.**

08-0301-0501 Ms. Echeverria said this rule gives further clarification to the petition/submission process to establish a charter school. Legislative Services and others submitted suggestions which were incorporated into the process.

In questioning, it was pointed out that there is a reference to a petition in one place and an application package in another. She said this is the same thing, and probably needs to be reworded. She said that the training on required paper work and procedures is given before a charter school starts up. All employees of a charter school must have criminal history checks

MOTION: **Rep. Trail moved to adopt 08-0301-0501. By voice vote the motion passed.**

Rep. Kemp asked that the record reflect her concerns on Page 115 with the two words—petition, and application package.

08-0203-0504 **Jana Jones**, Deputy Superintendent of the Department of Education, said this rule concerns the curricular adoption cycle. Currently, the State Boards adopts on a five-year cycle. The larger states have a six-year cycle and publishers create their new materials every six years to match

these 15 largest states. If we change to this six-year cycle, we will be adopting the most up-to-date materials. Hearings were held and no comments were received, and there are no outstanding issues.

Comments were made by members that text books are written for the larger states, and smaller states, such as Idaho, don't have much input. One member pointed out that when he objected to his son studying certain topics in sex education classes, his son was excused from that part.

Dr. Jones made the point that the State Board puts out a list of approved textbooks that most closely match the state's goals. Local school boards pick which of those books they choose to buy. She also pointed out that curriculum is far more than just the textbook.

MOTION: **Rep. Mitchell moved to approve 08-0203-0504. By voice vote the motion passed.**

ADJOURN: Chairman Barraclough adjourned the meeting at 10:55

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 18, 2006

TIME: 8:06 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Rep. Block

GUESTS: See Attachments 1-a and 1-b

The meeting was called to order by Chairman Barraclough at 8:06 A.M.

MINUTES: **Rep. Wills moved to accept the minutes of January 16. By voice vote the motion passed.**

Chairman Barraclough greeted the Committee by saying this rule opens a new chapter for education in Idaho. He said the Legislature always gets hit with the idea there won't be any funds. He pointed out that Education gets 63% to 64% of the General Funds. He said the issue before us today is less about money and more about what we want for education in Idaho. Comparing to the national averages, he said our students do well in the fourth grade, moderate in the eighth grade, and poor in the twelfth grade. It is shocking that over 40% of the high school graduates need remedial courses in college. He said this decision will answer the question as to whether we are going to turn out better qualified students and cut the need for remedial college courses, or not. He said in the last 15 years, funding has increased 150% yet the number of students has only increased 20%. We have been putting more money into education the last 15 years than inflation or the increase in student population can justify.

He said the question is "Is this too much for 'Education Incorporated' to work on?" He asked Committee members to keep an open mind. He added that almost every change has met with great opposition. The mood in the Legislature is that if this rule passes, the funding will follow, but there is no guarantee. This is a serious issue and the democratic process will decide.

08-0203-0506

Dwight Johnson, Interim Director for the Board of Education introduced members of the Board and staff who were present.

Jana Jones, introduced those from the Department who were present, as well as the two university presidents.

Rod Lewis, President of the State Board of Education started out the discussion by saying this rule has the unanimous approval of the Board, and addresses a problem unique to Idaho. Idaho graduates 81% of their students, which is good when compared with national averages.

However, only 34% go on to college, where 41% have to take remedial courses. This leads to students dropping out after their freshman year.

Mr. Lewis said research shows the longer students stay engaged in academically rigorous classes, the greater the chance they will go to college. The "Senior Slump" is a real problem, as classes required for the senior year are few. This program could especially benefit minorities as they sometimes don't have the push from home. This will give minority students a better chance at life, be it college or a professional/technical school. This rule is concerned with maintaining English, math, and science throughout high school.

Two additional years of math, and one additional year of science will be required for high school graduation starting in 2012. A fourth year of math will be added for the 2013 graduating class. Parent and students together can opt out of these courses. Other math classes, such as business math, applied math, or statistics could qualify, as well as alternative accelerated courses.

This rule raises the number of credits from 42 to 46 for graduation. Most districts already require more than 42 credits. Only four districts still have 6 period days, but 3 of those are moving to seven period days.

There is also the requirement that 11th grade students take a college prep exam such as the ACT, SAT, or COMPASS. Several states require this test and have discovered that the number of students going to college increased. Taking the tests starts students thinking about college.

Schools will be required to provide students opportunities to take advanced courses either at the school or through a local college.

A Senior Project, requiring an oral presentation and a written report, will be added to the graduation requirements. Many schools already require this.

There is a concern that this will rob students of the experiences received from taking elective courses. This is only an increase of 6 core credits. Students will still have 25 credit hours available for electives. Many students in art and music are already taking math and science.

The fear has been expressed that students will drop out. He said that more students drop out because they are bored, than because the work is too difficult. El Paso schools discovered their expanded, rigorous courses kept more students in school, especially minority students.

All Idaho students may not attend college, but they should have the opportunity to attend professional/technical schools. A student's course in life shouldn't be dictated by the fact one is poor and not pushed by parents to succeed. This may be the last chance for a formal education for some of these students.

This rule has received support state-wide from educators and has the support of many of Idaho's employers. Employees need the problem solving ability that math supplies.

In answer to questions, Mr. Lewis agreed that more days in school could contribute to a better education. He said they are trying to provide the resources for the schools for teaching AP classes. There will be additional training for teachers to qualify for teaching AP classes, dual enrollment, or weekend classes provided by university teachers, are suggestions, as well as the Idaho Digital Learning Academy (IDLA.)

The question of no foreign languages was raised. Mr. Lewis said that students in Japan and China are taking English. Foreign languages are important, but they are not involved in this rule.

The comment was made that languages should be put in early elementary grades as that is the time languages are learned the easiest.

Mr. Lewis said that the goal is to keep students' minds engaged in math solving problems and other courses to keep their minds working all day throughout the high school years.

In response to further questions, he said a number of proposals have been put forth to get the additional teachers needed for math and science. Such things as scholarships to teachers to teach math in Idaho, and recalling retired teachers without penalty to their PERSI benefits, among others. Many students are already taking more than two years of math right now. He said we want to reach those students who are only taking two years of math.

Mr. Lewis said right now there is a disconnect. Students assume if they graduate with the minimum requirements, they will be prepared for college or life, and this isn't true.

Mr. Lewis said he was asking the Legislature to "ramp up" the funds needed to support this rule. He agreed that if problems arise before the full implementation in 2013, districts can come back to the State Board and ask for changes.

In answer to questions about the "C rule", the original version required a C average in junior high school. This was dropped due to complaints. Unfortunately, students in junior high know their grades don't count, and sometimes do not work. However, the section being referred to states that if a junior high student takes a high school level math class while in junior high and gets a "C," that course will count towards graduation.

Milford Terrell, President of DeBest plumbing spoke in support of the rules. He hires 180 people. He showed a huge roll of plans for the one million dollar women's prison expansion. He said plumbing today requires a lot of advanced math, even for houses. He said calculations are done on a computer. His plumbers need algebra and even some advanced math, as well as business math. He said the use of math is increasing in the electrical and framing areas of business too. He said in the near future, the stresses for framing walls will be calculated, and the framing for houses will be done in factories.

Mike Gallagher, Interim President of Idaho State University, spoke in support of the bill. He said that more than ever before, our prosperity as a nation, our democracy, and standard of living in the nation and Idaho depend upon our ability to improve the knowledge and skills of young Idahoans. The National Center for Public Policy has said the income of the work force is expected to decline unless states do a better job of educating their students. This is a very modest proposal which will take seven years to implement. In college, forty percent of the students have to take remedial classes, especially math classes.

A July, 2005 Forbes article said that America produces 1.3 million college graduates a year, and 70,000 are engineers. India has 3.1 million graduates with 350,000 English speaking engineers. China graduates 3.3 million, with 600,000 engineers. We have already lost the quantity game, the only thing left is the quality game. We need to better prepare our high school graduates for post graduate education. Public education moved us from an agrarian society to an industrial society.

In response to questions, he said students seemed surprised and claimed they were unaware of the extra courses needed. He doesn't

know if they had been told, but just didn't listen. He agreed that universities need to put forth greater effort to prepare more capable teachers. The Governor's recommendation for higher minimum salaries for beginning teachers is good. He said our values are not in the right place. The answer to this problem will require tremendous work on a number of levels. While still in high school, 870 students are also taking courses at Idaho State—a dual enrollment situation.

Dr. Gallagher said they are working closely with districts and getting serious in understanding what the needs of the districts are. They are working hard on this in spite of some restrictions in current standards. As to new programs, the fast track nursing program in the Valley has been very successful.

Bob Kustra, President of Boise State University (BSU), said his institution is changing and he was there to brag about it. He yielded his time to Dr. Sona Andrews who worked on the task force.

Sona Andrews, Vice President and Provost for Academic Affairs at BSU, said the centerpiece in this rule is the requirement for more math. A significant number of math students come to college ill prepared to take the necessary college classes in all fields. The lack of a solid math foundation hurts these students in their college work and work readiness. She said math presents the single largest hurdle for the success of their college freshman. Idaho ranks 50th in the number of students who stay in college for their second year. Nationally, 41% of the students have taken a math course beyond Algebra I, but only 23% in Idaho have done so. Dr. Andrews said universities need to work with the teachers they are training, and college courses need to make more of an effort to have students succeed. She said there is a cost to this program, but the cost of students failing can't be measured.

Sam Stone, President of the Idaho Music Educators, expressed his concern about the rule. He has been a music educator for 25 years, teaching band in Caldwell. He said 40% of his band members take upper level AP courses, summer school courses, and classes at Albertson's college. Some take an extra period which starts at 7 A.M. He doesn't believe the other 60% of the students would have the drive or the opportunity to take these extra classes, and this new rule would hurt their opportunity to take band. He said a teacher can make the difference by actively engaging these students. He said the top nations in education also have comprehensive art and music curriculums which strengthens brain development. He said math and science courses aren't the only way to develop the brain.

Sherri Wood, President of the Idaho Education Association (IEA), spoke. She said she taught special education for 28 years. She has a daughter who is a senior at Capital High School. She said the IEA members support rigorous high school education, but they need to know this Legislature is committed to providing a balanced program for all students. She said the cost of implementing this rule is a "deal-breaker" for them. She is concerned as to the ability of small districts to recruit and keep highly qualified teachers or retrain present teachers. She is concerned about the ability to keep music and the arts which help keep kids in school, and fears for the students who may be forced to drop out.

She expressed concern for students who aren't able to take these advanced classes without help, but are not in special education. She said these are the children who live in poverty. She asked the Committee to think about all of the children who are in our schools.

She said if the Legislature is willing to make sufficient funding and provide a support system for all the children, then the IEA will support this rule.

Three seniors from the Liberty Charter School spoke in favor of the rule:

Ren McKnight said his extra math courses helped him get accepted into the college of his choice.

Monica Martin used her math skills in working as a summer intern job at NASA. She said NASA is finding it difficult to get a sufficient number of math and science graduates.

Nick Housh said current requirements for graduation are not sufficient for college graduation, but a balance between the humanities, and math and science must be maintained.

Kevin Kostelnick, Deputy Director Battelle Energy Alliance at the Idaho National Laboratory (INL), spoke in support of this rule. He said INL is a science-based laboratory supporting our county. Half of their staff have doctoral or master's degrees, the other half have a high school or professional/technical training. They have to hire from outside of the state, due to a lack of qualified applicants within the state. They expect to expand and will need even more scientists. He said that having well trained students in math and science will attract new businesses to Idaho.

Mike Vittonet, Chairman of the Meridian School District Board, spoke in favor of these rules. He said he believes these rules will have a positive effect on students. He quoted Einstein "No one rises above the level expected of them." He said anything requiring the effort of his four children will not get done except he makes them do it. He said if the Legislature can raise the standards, it will help support the school districts in raising graduation requirements. He said Meridian School District will do it, regardless of the Legislature's actions, but if they don't have the funding, the task will be daunting. Meridian Schools are committed to raising the rigor of their district. He believes it will be cost effective in the long run by having better trained students.

Linda Clark, Superintendent of the Meridian School District, spoke strongly in favor of these rules and said she was appreciative of the process that engaged the stakeholders. Dr. Clark said she was disappointed about the middle school requirements being dropped where there is now no requirement for grades or attendance. Students feel it doesn't count in junior high, so act accordingly. She said she agreed with the music educator. She said that districts will have to move to seven period days or a block schedule. Arts, music and languages are important. From their district's research, they realize that there is a correlation between students who do not take math in the junior and senior years and those who have to take remedial math in college. The Senior Project will be a graduation requirement in their district starting in 2008. They will be expanding AP classes and dual credit classes. The board has a strong concern that the senior year is not the "Club Med"

year. The challenge of a small district is to find one additional teacher, she has to find 18. With incentives, many of the current staff will take additional training.

Chairman Barraclough commended Dr. Clark for the innovative schools in her district.

Dr. Clark said they are opening two new magnet schools.

Cliff Green of the Idaho School Board Association said he represents 112 of the 115 school boards. He wrote the Committee a letter supporting these rules and believes the time is now to make these changes. He said the redesign pinpoints the shortcomings of a system set up to provide for an agrarian society which has changed. He agreed with Rod Lewis's editorial in one of the papers. He said our kids and grandkids deserve this change. The Board made changes to make the rules more robust and workable. All of us have a choice to either defend what we have or to make broad changes. If we try nothing, nothing will change.

Parra Byron, the Governor's Education Policy Advisor, said the Governor's office has been fully engaged in the process to address these changes, and she was his representative on the Task Force. The Governor acknowledged his support for high school redesign during his State of the State Address and has recommended funding to support these rule changes in his Executive Budget.

The Governor is concerned that students often suffer from "senioritis" and feel the last semester is a time for fun and a reward for 12 years of schooling.

Some districts have already made changes to correct this problem. Many students are often ready to move on to college before the end of their senior year, and providing more dual credit opportunities will promote rigor and bridge the post secondary gap.

Ms. Byron closed with the quote, "If we don't expect more, we will get less."

Pat White, Chief of the Bureau of Education Improvement at the Department of Education, said on behalf of State Superintendent Howard, he wanted to express support for the rule changes provided by the Board. Many schools have already begun planning to make these changes. It won't be easy, and it will require cooperation from all. He said the new Three Rs are Rigor, Relevance, and Relationships. The biggest challenge will be the increase in math and science. Many schools offer these classes to some, but not all students. Many more math and science teachers will be needed—more than are expected to graduate from our universities.

When asked why Chairman received so many hateful E-mails, Mr. White replied that change is difficult and comes at a time when schools have been working very hard to meet ISAT courses. They feel this is too much. He said many superintendents are in favor of these rules. He said it is doable, but will take a lot of work.

Jo Anne Arnold, Vice President of Administration at Micron in the area of Human Resources, said that Micron faces a very competitive work force. There is a continual need to upgrade the skills of the work force. They need math and science skills. Micron has work forces in China and

India. In recent years the United States has seen a 12% reduction in the number of math and science college graduates. They have to hire engineers who are not US citizens. High school graduates have limited career opportunities without continuing education. They do pay for the education of their employees as they need solid skills. They spend about one million a year providing worker readiness training. A highly educated work force is necessary for the well being of our country and state.

Donna Vakili, Director of Idaho Digital Learning Academy (IDLA), spoke in favor of the rule. She said IDLA offers an online alternative to all students, regardless of their geographic location, district resources, or time zone. She said the IDLA has much to offer many students, although they are not the answer for every student. She said that the IDLA can help in this endeavor, and looks forward to this challenge. She said they experienced a 90% enrollment growth for the Fall, 2005, and it is likely this demand will continue to grow.

Dr. Mike Rush, Administrator of Professional Technical (Prof/Tech) Education for the Department, spoke in favor of the new rule. He asked for enough money, and increased opportunity to expand professional/technical courses to offer dual credit—towards graduation as well as the Prof/Tech program. He said the senior project could help. He said school schedules are going to have to change, and seven period days will be the minimum. He said we will need better training for technical teachers to enforce new concepts and to expand academic content in their classes. He said Prof/Tech training can enhance a college education.

John Eikum, Executive Director of the Idaho Rural Schools Association spoke. Idaho is a rural state. Fifty-seven school districts K-12 have fewer than 500 students in their systems, this is half of the state's districts. No member of the task force was from those 57 school districts. There was no Hispanic or Native American on it either. He commended the task force, but said the representation was not complete. He said now 180 more math teachers and 90 more science teachers are needed. Rural school districts are going to have a problem attracting these teachers if they only need one extra period taught a day. He expressed concern for incentives to get young men and women into teaching, as private industry pays more. He said he was concerned about the financial implications, and that IDLA was not the answer for all students.

Mike Friend, Executive Director of the Idaho School Administrators, spoke. Written testimony was submitted to the Committee members. He said the administrators appreciated the opportunity for dialog and hoped it would continue. He said that unanswered questions remain, as not all their concerns were addressed. He did not feel funding estimates have accurately covered the new math and science teachers. He said there needs to be a broader based study to determine the cost. If the funds are not appropriated, he said he hoped the Board would review the rules.

Sue Thilo, State Board of Education and head of the task force, spoke. She thanked those who testified and said this is not a radical proposal, but one based on common sense. She said our students can expect no less than we, as the education community, will see they are

prepared for higher education or the workplace. Some students do not have parents who encourage them to go on to college or further training. This is a modest proposal, but necessary.

In discussion, concerns about the cost of this program were raised.

Dr. Michael Gallagher, Interim President of Idaho State University, asked “How in the world are we going to take care of an increasing population that is getting older and doesn’t have health insurance? We have a unique role to educate a population to take care of us in our declining years.” He said we have to identify those who will need these services and establish a plan. If we don’t have a plan, we will have to limit the supply. He said we will need more nurses, as well as doctors. He finished with a quote from Albert Einstein who said “the definition of insanity is doing the same thing over and over and expecting a different result.”

ADJOURN: The meeting was adjourned at 10:30 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 19, 2006

TIME: 8:10 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: See Attached sheets

Continued Testimony from January 18, 2006 on 08-0203-0506 High School Graduation Requirements

Maureen O'Keiffe, Vice President at St. Luke's, spoke in support of the rule. She said they have facilities all over the state, and the skills addressed in this rule are critical for all. She is in charge of strategic planning and said we as a society will need nurses, pharmacists, doctors, etc. for our aging population. They have stepped in to support Meridian Medical Technical High School. The students there are not just the brightest, but as sophomores, 82% have already passed the graduation math test. As a mother, she told her children they had to keep their options open and take math. Some went for more education several years after high school graduation, some went directly to college.

Stephen Thayn, a Spanish teacher, said the State Board says the problem is not enough math classes. He said he believed the problem lies in the way math is taught. If the teaching is poor, more students will flunk math. He believed that math tables must be memorized, text books must contain more story problems and review in each lesson, and that independent activities must be provided. He said students have to learn how to figure things out by themselves. In answer to questions, he said the use of calculators should be closely evaluated. If students are struggling with math tables, they can't learn new math concepts.

Mark A Neish, Principal of Rigby High School, spoke in opposition to the rule. He said the Board is putting a "spin" on the numbers used. He said Algebra is not the educational panacea. He said parents won't want to sign their children out of math as this would be admitting they were too stupid to take math. He said El Paso was used as an example, but the Texas drop-out rate is between 33% and 42%. He said this rule would increase Idaho's drop-out rate. He said only 2% to 3% of the students going to college need remedial math. He said according to federal guidelines, in 2012, only 5% of the jobs will require higher math. He said he works in research and data and only those in opposition to this rule have used hard numbers. He quoted Voltaire "Those who can make you believe absurdities can make you commit atrocities."

In questioning, he said his high school was going to have a rigorous school to work program in place by next fall. He said one school required students be involved in two activities and found a fairly strong correlation

between good grades and involvement in school activities.

He also said that if the rule passes he will try to implement it, but he would keep his attitude.

A representative expressed concern about rural Idaho. She said she has a problem when faculty and superintendents don't do what the school boards want. She gave the example of the IDLA and home school students being refused permission to enroll in advanced classes in his school.

Mr. Neish said this didn't happen, and someone spoke up and said home school students are now allowed to enroll in Rigby High.

Rep. Shirley read an E-mail from **Phil Baker**, a Trustee for the Fremont County Schools. He said there are unintended consequences for smaller districts with lower skilled students. Staff and some electives will be reduced, and math teachers will be impossible to find. They have so much with the new NCLB rules, they don't know how they will implement this rule if passed. He objected to the top-down manner of the rule and said graduates want more choices in classes. He said rigor can be strengthened in other ways, and that the locals will have to deal with these unintended consequences. He said the Idaho School Board Association members were not polled on this issue and many trustees are outraged by this. He said Madison School District is also opposed to this rule.

Cory Surber, Government Relations for St. Alphonsus Hospital and Current Chairman of the Idaho Board of Nursing, spoke in favor of the rule. He said this will help with nurses' training. He said current new nurses are older and will have fewer years to work. The average age of a registered nurse in Idaho is 48. They expect a 30% vacancy problem in the not too distance future. At the hospital, 2/3 of the jobs require math, often at an advanced level.

The comment was made that nursing programs are full, and this is a problem. He agreed, and said schools need to correct this problem

Brian Samuels, high school principal at Lapwai and representing Idaho Native American Schools, spoke. He said 34% of his students are Native Americans. His organization includes educators committed to quality education and higher education. They meet four times a year. He is concerned about the effect this rule will have on the Native American students. Meeting ISAT, AYP, and NCLB is a problem. Two years ago, 50% of Native American students failed the ISAT and wouldn't graduate under new rules. Students do not seem to be doing any better. Changing the graduation requirements will make it even more difficult. It is difficult to get the caliber of teachers they need who are willing to live near or on the reservation. The tribes want the best for their students. They are all Idaho citizens and want to contribute their best to Idaho.

In questioning, he agreed that it is important to provide a challenging curriculum, but said his students are not at grade level performance. His school has already dropped band and music programs to concentrate on passing the ISAT.

He asked that the state consider counting Native American History as an American History class and Nez Perce language classes for

graduation. He said in Lapwai they have been fortunate in their ability to

hire and retain competent faculty. Ten to fifteen percent of their staff are tribal members returning to teach. This is not true for schools in other Native American population centers. He said they will be losing a number of great teachers due to retirement, and it will take training in the local culture for the new teachers to be effective.

A question was asked as to the number of math vacancies in the coming years. **Dr. Jana Jones**, of the Department, said Special Education positions are the most difficult one to fill, followed by math and music, in that order. Math majors have other opportunities to go into business. She promised specific data to the Committee.

In response to questions, **Sue Thilo**, of the Board, said that Native American History does meet the U. S. History requirement. New standards are being written for Social Studies on this matter.

Ken Piippo, Superintendent of the Glenns Ferry School District, spoke on the rule. He said this is not a reform issue, but a credit and graduation issue. Many school districts have already made changes, and by 2008, Glenns Ferry graduation requirements will be raised. He said that cost analysis of 56 million to implement this rule and 17 million each year thereafter doesn't suggest a wise use of funds. He said there are not enough teachers in the "pipeline" to meet this demand as 70% of our state's graduated math teachers will go to other states with better benefits.

Dr. Piippo questioned the statistics. He said for 45% who do not go on to college it is a cultural issue. He said our large LDS population, many of which put off college to go on a mission, is part of it. He said this proposed rule will have a direct effect on release time—dance, music, drama, and religious education. Putting these students back into the daily schedule will be a huge cost with a sudden need for more teachers and classrooms. He said the state of Maine has reviewed this issue for six years and are just now beginning to develop a plan. There has only been six months development time for this plan, and he feels it is not enough. He asked that the proposal be returned to the State Board for more review. He closed by saying he is not against reform, but he thinks this fast track approach might injure the schools later on.

Rod Lewis, in answer to questions, said the program was announced to JFAC a year ago. He said this rule has been in process for some period of time. He can't imagine taking more time. He said they have done as much work on this program as any other program in the past. He pointed out that the education system will have a 6 and 7 year transition phase-in. He said "Every one at the table said that is sufficient time."

He said in May, 2005, the LDS church said that 300 to 350 in Idaho go to missions in the first six months following graduation.

Chairman Barraclough said the subject of this rule has been a concern of his since 1993.

Other members pointed out that even though JFAC was exposed to this information, it doesn't mean that it was public information, especially in North Idaho.

Another representative asked if going to 54 credits for graduation will meet the needs of their students. **Dr. Piippo** said he hoped so. He said

they will continue to look at the program, but his community is excited. They want accelerated math courses, but they also need to provide the remediation courses for those who do not meet ISAT standards for graduation. He said they have just under 50% Hispanic population, and they make effort to see these students get the needed English skills. Many are adept in math and science, but English is their problem area.

Curtis Gonzales, Director of Technology Intel Group, spoke in favor of the rule. He gave an impressive list of his various work experiences, among which was 12 years at Hewlett Packard in research and development. His company works with intellectual assets. He is also a graduate of a Voc/Tech school. He said it is essential for our college graduates to compete on a global basis. Math and science are broadly applicable to all areas. He said we are moving from an information economy to a concept economy. He said nearly all jobs can, and are being, outsourced. Intellectual assets will be the driving force behind our sustainable business model. He said the trickle down effect of these new requirements will improve the focus on math and science in the elementary and junior high schools. Simply mandating more math won't work, good math teachers will need to help direct this initiative. He closed by saying that this rule is critical as Idaho is lagging in these areas.

Jacob Ferrin, a senior at Skyview High School in Nampa, spoke against the rule. He has been in football and track for four years, and wrestling for one year. He is Student Body President, and will become an Eagle Scout this month. He took welding for two years, but did not take four years of math. His weighted GPA is 4.1 because of AP European History, Biology, and other classes. He is thankful he received the public education he wanted and wants every student to have the opportunity to succeed and choose. Some students have a difficult time meeting expectations that are forced on them. He said there is a significant farm and ag population in Nampa. He took Algebra II. He has been accepted by the University of Utah, but Brigham Young University (BYU) and BSU have offered him football scholarships. He doesn't think that lack of those additional math courses will hurt him. He has started an internship working for a real estate brokerage company, and when he turns 18, he will get his Real Estate license.

In answer to questions, he said he is Pre Med, and will take his math in college. He said without sports, the drop out rate would increase, because some of his friends have trouble with math and science.

One representative commented in a research report entitled "What Matters Most" that involvement is the key to success in high school.

Mr. Ferrin said football kept a friend in high school until graduation.

Tracy Warren, Program Specialist for the Idaho Council on Developmental Disabilities, spoke in opposition to the rule. They do not see success measured by tests. She said a fair assessment of a person's learning can best be made by people who know the individual. Some of their students need special adaptations. She said graduation requirements need to be adapted for these students. She said this rule does not "speak to the students" who face challenges but do not have an

Individual Education Program (IEP.) She said the real difficulty is in the middle school part of the rule where it states that a student must have

taken Pre Algebra before entering Grade 9. Special Education would have no alternative means for meeting this requirement. She asked that part of the rule be changed. (104.04.b)

Rep. Nonini asked that the minutes reflect his disgust with one state agency testifying against another state agency.

Rod Lewis, said that the latest suggestion regarding middle school came too late to be incorporated in the rule. They have tried to provide flexibility and will continue to work on this. He said that the movement was for all students to take Algebra by eighth grade, but after extensive discussion, changed it to Pre Algebra.

He also said the request for funds is in this year's budget.

Rep. Trail read an E-mail from **David Neumann**, Superintendent in Genesee, Idaho, in support of the rule. He said they had been able to implement many of these ideas and found them to be very workable in their situation. He said he was confident they could implement all the reforms, although they would appreciate some financial support in doing so.

He said while every school district is unique, he felt in the long run, it will benefit Idaho students to take additional math and science and to demonstrate their learning in their senior project.

Teresa Molitor, representing Idaho Association of Commerce and Industry (IACI), spoke in strong support of the rule. She said she represented 300 business in Idaho that depend upon a well-trained pool of employees. They do not believe the implementation of this rule will cause the drop-out rate to rise. She said what we don't do in K-12, somebody has to do later, either in college or business. She said the situation in K-12 needs to be improved.

In response to questions, she said IACI has been very careful in their support for particular funding or requests. She said Idaho corporations have been extremely generous in contributing to the stabilizing of education by supporting charter schools, individual districts and schools. They don't want to hand over a "blank check," but want more accountability in education. Math and science are what business and industry want. If we don't spend the money in education, we will be spending it on prisons and Health & Welfare. She said business is willing to send speakers into schools and they would like more interaction with the K-12 system.

Dr. Cliff Green, Executive Director of the Idaho School Boards Association, asked to speak to the charge individual members did not vote on the support for this rule. He said they have a representative form of government with eight regions. Fremont and Madison Counties' board members have a right to their opinion, however, as an aggregate, ISBA voted to support this reform with adequate funding.

Sue Thilo, Chairman of the task force, spoke. She said she sat through all the testimonies, and the majority of them were very

positive—from business, rural and urban districts. She said all students in Idaho deserve the same chance for a rigorous education. The diploma

from a high school should show a student is prepared for the real world. It would be short-sighted to keep our standards low for all students because a few face challenges. She said Arkansas, Mississippi, and Kentucky have raised their standards. Some of our Idaho rural districts have raised their standards. She said research has shown that asking more of our students won't drive them away, but will show them that greater expectations lead to greater fulfillment.

She said there is an opportunity cost if we don't do this. We will lose valuable students. She is concerned about the challenge of not having enough math teachers, but would rather face this challenge than face the challenge of deficient math abilities in our students. She said this proposal essentially increases the rigor of math and science—the protein of an academic diet.

Chairman Barraclough commented that this is a work in progress. We are setting higher standards. As they are phased in, changes can be made. This is not the final word. However, if we don't get started now, how will we know what can be done? He said he doesn't want this to be a "cash cow," and he doesn't want people to fight it. He wants all to try to make this work. He said he will have difficulty if the education system uses this to demand more money, as some of the money now in the system is not wisely spent. This is not aimed at teachers' salaries, but improving the student's education. If this doesn't work, "Education Incorporated" will have to take the hit, but if it does work, we will be blessing a lot of students we will never meet.

He said he would go around the room and allow each member to express his or her thoughts on this rule.

Representative Rydalch said she wants to see this rule pass as it is imperative that we make sure our kids are ready for the real world when they leave high school. If we do not have the support and control of superintendents, principals, school boards, and systems, this won't work. It must be a team effort, not just that of the teachers.

Representative Trail said most of his district support this rule, with the seven year phase-in. Many districts are already involved in innovation. He said we will need scholarships and other incentives to improve the quality and number of our teachers, especially in the rural districts.

Representative Bradford said that he represents four very rural counties where money is always an issue. He said he feels good about what the Board has done. Business has had to make changes, but schools may have been stagnant. It isn't perfect, but all he talked to in his district felt there was some good in this. One district is prepared to do this on their own, regardless of the state's action. Another district is considering scholarships for those students who take four years of math.

Representative Block said she attended the National Conference of State Legislators in Seattle last summer. Every speaker said the United States isn't producing enough engineers to sustain its needs. Our

schools of engineering are importing students from other countries to fill their classes. These students graduate, work a few years in the U.S., and then return to their native country. We need to start in Kindergarten to

address this issue.

Representative Cannon said this wasn't a difficult vote for him to decide, but the difficulty was to convince the Committee he wanted to be a positive force for education. He related some of his personal experiences. He taught chemistry at Blackfoot High. He said teaching Algebra II is hard enough, but if the class have those who don't want to be there, it will hurt the better students. He said we need to work on paying math and science teachers higher salaries.

Representative Nielsen said he was struggling with this issue. He said he resented the NCLB and would have voted against it without the federal subsidy. He said he favors 3 years of math not 4. He said he struggled with doing this by rule, and felt a statute would be a better option, so all the legislators could vote on this important matter. He said the Freemont School District has two high school diplomas—an advanced for those who take the extra math and science, and a standard graduation certificate. Mountain Home Superintendent of Schools has lowered the drop out rate from in the teens to less than 2% with their own program. He said the “Senior Slump” aggravates him. He was motivated by his own goals, and we need to create motivation in the students.

Rep. Shirley said he appreciated the work of the State Board. He said he loves students, and taught for many years, first in elementary, then high school. He was a principal first in an elementary, then high school, and finally spent 34 years as a college administrator in charge of student personnel. As Vice President, his largest job was budgeting and taking care of programs presented to the administration. A new program could only be accepted if there was approval beforehand for funding. He is concerned that JFAC won't provide the funds. He would be more comfortable if the whole House could vote, and there was an SOP which would tell the actual cost, as he feels the number is too conservative. He said while he was in support of increased emphasis on math and science, he was a bit frightened by the number of uncertainties in this rule. He wanted more ownership from the local districts, and suggested waiting a year. He said Senator Hill did a survey of 1300 in their district and found 77% against it, so he will vote against it.

Rep. Wills said everyone is passionate about their side. Only the issue of capital punishment generated more passion in his four years here. He would like to have seen it go before the whole House for a vote. In his 28 years as a safety-education officer in the state's elementary schools, he was in each school four times. He said he could walk into a school and tell in 4 minutes if it promoted creativity and learning or stifled it. He said the Committee was dealing with EQ (Emotional Quotient), vs IQ (Intelligence Quotient.) He said he wanted to vote for it, but wouldn't announce his vote.

Rep. Chadderdon said at the hearing in her community, 60 people testified, and most were afraid they would lose the art and music

programs. After hearing Dr. Kuster speak on the need for 4 years of math, she asked her grandson if he was going to take the extra math. His response was, "Do I have to?" She had a granddaughter who needed to

take precalculus. She said high school is the last chance for many students to take math or science, and farmers need to use bioscience all the time. She said this rule is good for her community and the state of Idaho, and she can live with her vote. She said there is a need to get started now and believes the money will come. She asked industry and business to set up a foundation to attract teachers in math and science.

MOTION: **Rep. Kemp moved to table the discussion so everyone could be heard and vote on the issue.** She said she didn't want to be in a rush.

SUBSTITUTE MOTION: **Rep. Shirley made a motion to continue giving the time necessary to the discussion, but have the members excused from the House Session that was soon to start. By a show of hands, the motion passed.**

Rep. Kemp said she was ready last year to vote on this issue. She attended meetings and supported what the Task Force did. She said she had 48 areas of concerns and 31 areas of support. She said she still needs more information. She said that the plan is not nearly as comprehensive as it needs to be. She asked if this year's budget included the funds for this program.

Mr. Lewis said that it does. It is in the Governor's budget, \$1.4 million has been recommended for the implementation of this rule

Rep. Kemp asked how we will get the teachers we need. She said she wants to see a plan. She asked how the waiver will work. Will it need further rules?

Rep. Kemp said she had more questions, but she felt the Committee did not want her keep going, so she would stop, but would be voting no. (A list of her questions is attached—See Attachment A)

Rep. Mathews thanked those who testified. He said he agreed that the rule as written is not perfect, but the arguments for it were compelling. He said math teaches analytical problem solving, which is necessary in our world. He said it was a matter of priority, and education will solve other problems of prison and Health & Welfare. It offers students a chance at a better standard of living, and gives them choices. Portugal excelled many years ago in math and science, but didn't keep changing. Eventually the world caught up and passed them by. He said we are at a crossroad nationally and as a state. This starts us down the road for a better future. He said he would vote in favor of the rule.

Rep. Nonini said mandating parent involvement would solve all of our problems, but we can't do it! The next best thing is this rule from the State Board. He is comfortable with the implementation of this rule. He said we all have to "step up to the plate." He expressed some mild disappointment that Native American and Hispanic representation was not included in the Task Force, but said it is difficult to include every minority. He said he believes the return on the investment of the money spent for this will be 10 to 100 fold. He said most of the Committee grew up in a different time with only local competition. This is a paradigm shift, and we need to adjust. He said he stood in strong support of the rule.

Rep. Brackett said his district has smaller rural schools who were generally supportive to barely supportive of this rule. These school

districts are concerned about implementation as they have fewer resources. There needs to be flexibility in the math requirements, so more math courses qualify. He is concerned that the smaller school districts will struggle, but believes it can be done.

Rep. Boe expressed appreciation to the State Board for their work. She said she wishes the issue could be tabled for a year. She referred to the speaker who said it isn't the number of math courses, but the way math is taught. The Idaho Reading Initiative was implemented to make sure children are reading at grade level by Grade 3. They put extra resources in. She suggested we do the same thing with math. She spoke in favor of retraining teachers and college teachers in the best methods. She said Maine spend six years on implementing their increase in the graduation requirements

Rep. Mitchell said he has served on JFAC and the State Board of Ed. He asked if the Committee was the place for a major decision to be made by rule. He said other major changes were done by law, and said the members of the Committee didn't represent all of the state of Idaho. He said rural schools have problems, and asked to whom they turn for a special dispensation if they can't find the teacher, or don't have enough classes for a full-time teacher.

Rep. Pence said there has been a lot of talk about different ideas and experiences. What has not been mentioned or discussed is the essential part of this rule with the Individual Learning Plan. Students are not aware of the classes they need for college. She said this program will be a big investment and we don't have enough counselors in place to do the Individual Learning Plan for each student. School districts in her area do support improvement. She said implementing the NCLB is a problem, and this rule will compound the difficulties. If the schools don't get the financial support, it will be extremely difficult to meet these provisions. She said she was being asked to vote for this, hoping the funding would follow.

Chairman Barraclough said the rule was assigned to the Committee, and it was up to them to either accept or reject them—there was no alternative.

MOTION:

Rep. Rydalch moved that Rule 08-0203-0506 be accepted. A roll call vote ended in a tie with Chairman Barraclough and Representatives Rydalch, Trail, Block, Chadderdon, Mathews, Nonini, Shepherd and Brackett voting Aye, and Representatives Bradford, Cannon, Nielsen, Shirley, Wills, Kemp, Boe, Mitchell, and Pence voting Nay.

Some uncertainty arose as to the implications of this vote. A ruling was called for.

Pamm Juker, Chief Clerk of the House and House Parliamentarian addressed the Committee. She said the tie vote had decided nothing as a rule has to be accepted or rejected. She said the rule was still "sitting on the table."

The comment was made if the Senate approved the rule, it didn't matter what the Committee did. The members agreed to discuss this at another time if necessary.

MOTION: **Rep. Mitchell moved to adjourn the meeting. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 11:45 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

Attachment A:

2006 Rules Review – High School Redesign Questions From Representative Jana Kemp

A. Support

Thank you for the opportunity to pose these questions for responses. I'll begin with a restatement of my support for High School Redesign and for the Task Force's work. The 2005 Session made clear to me that Idaho's students and schools need and deserve to see continually improving education systems and opportunities. The list of questions that follows is compiled from my list of about a dozen original questions and from the questions produced in testimony that did not evoke responses during the committee meeting that I now am compelled to ask on behalf of Idaho's students and future students.

B. Questions

Rule-Specific Questions – the bulk of my original questions:

Page 66 in the rules description – before the meetings even began, my question was “Given the financial requirements of these changes, would a law or several laws be fitting to ensure the successful implementation of the recommended changes?”

Page 69 – 008.02 International Baccalaureate – Is this privately owned and is the state endorsing a specific curriculum? (I think Mr. Lewis answered this in committee for me – thanks.)

Page 69 – 008.04 – last line, does it mean “post High School graduation goals” and if so, how about adding that text?

Page 74 – 104.02.a. Middle Schools discussion. The sentence that talks about plan revision – WHO can revise the plans?

Page 74 – 104.02.b – How will the concerns raised by the Idaho Council on Developmental Disabilities be addressed?

Page 74 - 104.02.d – Why is an advisory period only required in middle school and optional in junior high school?

Page 74 – 104.02.old “c” and Page 75 old “b” being stricken. Thanks for speaking to this in committee. I'm still concerned about the two places in the rules that this is being taken out – even though I see that it has been moved to another section.

Just a Note - Page 75 – 105.01.a. – TYPO at the end of the first line – the “s” should come off of the end of the word students.

Page 77 – 107.02 – What percent of kids currently score at the various test levels listed? And what happens if they don't finally pass? Are students kept in 12th grade? Or another grade? Is remediation available – who pays for it?

Page 77 – 107.03.b addition of text. TYPO ? The second full sentence is missing a closed parenthesis from what I can tell – and it seems to affect the “unless” clause.

Page 78 – 06 - If Native American studies fits here, why not go ahead and list it here now?

Page 78 – 07 Humanities – “world” language change. We discussed in committee already.

Just a note - Page 79 – 09, 10, and 11 seem to have italics as a typo. Obviously would be fixed upon final printing.

Page 79 – section 09 – what is the ongoing fiscal impact of offering ALL of these tests to students. In one of the handouts I think I saw a \$25 per student cost. But, what is the annual cost likely to be for all of Idaho's eligible grade students?

Page 79 – section 11 – What happens to students if they don't achieve a proficient or advanced score on the ISAT? (Yes, I see the “not required clauses that follow.) The question is what will a school be expected to do to help students become proficient or higher scoring? What about Native American students, Hispanic, English language acquiring students and all students with special needs and potential cultural challenges – how will their needs be met?

Senior Project - What is the benefit of requiring this across the state? Will there be specific state-set standards that will apply to the completion and grading of the project?

Teacher Availability and Preparation, and specific school level concerns:

How will these proposed rule changes ensure that all existing and future science and math teachers are adequately prepared for the subjects they teach or may end up teaching?
What funding will be implemented to ensure teacher availability and preparation?
How will the school district's high school science labs and lab equipment be assessed to determine whether monies are needed for additional labs and equipment?
How will middle-school and junior high school labs and equipment be assessed to determine whether monies are needed for additional labs and equipment?
What will be done to ensure that math and science teaching in the elementary grades is improved?
Without sound math, concept and science foundations in the early grades, offering more and more advanced math in the higher grades will not see success – as one testifier said “it will be too late.
How can the plan include K-3 improvements for teacher preparation and curriculum and student achievement?

General Concerns and Questions:

We all agree that things need to change – that our education systems need to continually improve and that our students need to be prepared for today's world and its economic, job and life opportunities and challenges. That being said, what would you describe as the problem that exists? Is it that kids don't have skills? Is it that not enough teachers are adequately prepared to successfully and happily teach math and science? Is it that sound teaching methodologies for math and science are not being consistently implemented across the state? Or, what combination of “problems” exists? A solution is being offered, yet a clear statement of all the fundamental “broken” and “not working” places in the system didn't seem clear. Please add clarity.

How will we ensure that this is not another unfunded mandate handed-off to school districts?
Funding: Where will the funds come from to support these rule changes? What are the additional funds needed to fund these changes? For instance, teacher recruitment and retention plans and marketing and hiring dollars. The Rules suggested “approximately \$16M” for a total cost. The presentation handout outlined over “\$17M “for the multi-year roll-out. What is the inclusive-of-all-details expected cost?

IACI, IEA, PTA, School Boards, Principals and several other associations testified that the Funding is a critical part of the process – so just as in business, as accurately projected numbers as possible are critical to sound decision making.

Where is the data that shows that ALL Idaho-based and national-based jobs will require Algebra 2 or higher? Which jobs will require it?

With a consistent focus on rigorous and relevant, is it relevant for ALL students to have to take math? If so, how?

What effect will the “c” requirement in math have on ALL of Idaho's students? Will the drop-out rate increase? Will there be remedial courses and tutoring offered to ensure a “c” or better grade? How will the Math Academies, Charter schools, Limited English Proficient and Special Needs Students be affected?

What will the approval criteria be for “accepting” courses proposed by districts for their class and alternate class offerings? For instance: math, applied math, science, applied science, Native American history, VoTech courses.

What is the Idaho college/university disaggregated data for remedial math courses? A. From which districts are the students coming? B. With the Age of the Students broken out?

What is the correlation between requiring more higher-level courses and student achievement and scores?

Can Idaho yet measure the effects of the 33-1614 through 1616 IRI and NCLB required curriculum changes? If so, what student improvements are we seeing across all subjects? If not, is it premature to overlay yet another round of requirements that will potentially not be funded, be only partially funded, or be fully-funded but not fully implemented?

Are all of the changes in Idaho education made over the last 10 years yet measurable? What are

the measures telling us about our success? Our ongoing need for improvement?
Is it correct that the ISAT can be passed with only Algebra level one? If so, then why is Algebra 2 also being required?
What is the projected impact, District by District on the ability to offer/continue offering electives such as music, band, after school sports and art? Which Districts will likely have to discontinue offering electives?
Which Districts will have to change their class schedules, and class days to meet these rule changes?
How will the 57 districts with less than 500 students be affected by these rule changes?
How will the remediation and waiver processes work?
How does Idaho plan to find and recruit enough teachers for these rules to work? And for ongoing teacher replacement and additions?
What are the College/university requirements and how do these changes help students better meet ALL of the entrance requirements? For instance – what about language requirements?
General observation – 2 to 3 years were spent on just the Driver’s Ed rules successful adoption. It had less detail and nearly no state fiscal impact. So – it seems reasonable to spend 2 years (2006 and 2007) refining this large proposal before approving something that affects every student in Idaho and has a multi-million dollar ongoing impact on Idaho’s resources.

C. Potential Options and Next Steps for Consideration

Should three laws be passed for Math and Science that would mirror the Idaho Reading Initiative approach?
Should other laws be placed into Idaho Code 33-16 to ensure that the real level of endorsement and ongoing support is established for High School Redesign?
Will there be an overall Business Plan for the roll-out, hiring, retention, teacher development, student evaluation and remediation, and all the needed implementation elements required for success? Will that Plan include the full costs (as it appears to be higher than projected based on the various preceding questions)? Who will produce the Plan and will that Plan detail also be in future rules?
Now that an Executive Branch committee has done its due diligence and presented a strong case for changes to be made, does it make sense for a Legislative Branch committee to have an Interim Committee study the given report and additional research in order to report back in 2007 with final legislative and rules recommendations.
Has the overall number of days of instruction been considered as a factor in the successful acquisition of learning and skills? If so, what does the research and data tell us?
Prior 2006 Rule approval for the NAEP looks like it will prove helpful as Idaho’s Grade 4 and Grade 8 scores are strong – with only 13 states’ scores ahead of our students based on the Grade 8 test. Perhaps tracking data on the 12th Grade test as implemented in the next two school years will give us actionable data for continuing to improve High School math achievement and college-readiness preparations. Any thoughts on this?
How will the “c” requirement in math be communicated statewide?
While the Professional Tech program supported the changes – there was also expressed concern about: funding for teachers to be available, expansion of technical content, school scheduling changes and concerns, development of content that is application oriented, a plan for using technical preparation to enhance college preparation. How will these concerns be addressed?
What would be the negative effects, if any, that would occur by refining these Rules for final adoption by the 2007 Legislature?

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 23, 2006

TIME: 9:03 A.M.

PLACE: Room 406

MEMBERS: Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Chairman Barraclough, Representatives Nielsen, Brackett

GUESTS: President Michael Burke, North Idaho College

Vice Chairman Rydalch chaired the meeting. She started by welcoming Representative Elizabeth Chavez, who will be filling in for Representative Mitchell this week.

Representative Chadderdon introduced **Dr. Michael Burke**, President of North Idaho College (NIC), a community college.

Dr. Burke started out telling the Committee that since he has been at NIC since 1998, he is now the senior college president in Idaho. He said he came to Idaho from Texas. During his college years he worked in the shrimp industry out of Galveston Island, Texas, where he was born. He said working there motivated him to get a college education.

He said this was his 30th year in the community college system. At his first school on the Texas/Mexico border, literally one-fourth of the students walked across the International Bridge every day to attend his college.

Dr. Burke said the topic of his presentation was "North Idaho College facts not found in the *Fiscal Facts* book."

NIC was established in 1922, one of the first "junior colleges" west of the Mississippi River. Local women went door-to-door to raise funds. It started with four faculty members and five students on the upper floor of City Hall. The current campus was a former military facility on beautiful Lake Coeur d'Alene. They are a comprehensive community college and serve Idaho's five northern counties. They are the fiscal agent for a number of public service areas and serve almost 8,000 square miles. They have opened outreach centers in Post Falls, Sandpoint, Kellogg, and hope to open one in Bonners Ferry this year. (These outreach facilities are established by the local city and county government and in one case a local Native American tribe also contributed. The rent is paid for the first two years by the agency. NIC brings in all the computers, desks, and other furnishings.)

Dr. Burke said NIC has a comprehensive impact on the area. They have 4,369 full credit students (some of who are enrolled in more than one college on the campus), 12,795 workforce training students, 705 ABE/ESL students, 545 GED graduates, 344 families involved in Head Start, and 8,875 clients in the Aging and Adult Services area.

He pointed out there is a \$301.7 million annual benefit in labor and

non-labor income in Kootenai County, which is 11% of the regional economy. This results in improved health benefits, and reduced welfare, unemployment and crime costs of about \$2.6 million per year. He said taxpayers see a return of 22.6% on their annual investment in NIC, recovering all investments in 6.3 years. He said students realize a 23.3% annual return on their investment of time and money. (This data was provided by CC Benefits of Moscow, ID) He said almost everybody in the community is connected in some way to NIC.

Since 1995, they have seen a 31.9% increase in their fall semester enrollments, however Fall 2005 was down due the excellent economy in his area—an area that has struggled for so long. Unlike four year institutions, when students can get good jobs, they delay going to a community college as most of them are working at least some even while in school.

Workforce training enrollment, which has seen a 276.5% growth in the past 10 years, does follow the job cycle. In good times, employers need to further train their employees.

More and more students are taking the opportunity of distance education, Internet classes, and off-site enrollments closer to their home. This area has seen an 805% growth since 1998-99. Some students in the resident halls take Internet classes because they are more convenient. He said the entire Associate Degree is available on line, including P.E.

There are currently 32 Professional-Technical programs. In response to the changes in business and industry, some programs are dropped and new ones are added. As new businesses moved into North Idaho that needed welding skills, NIC reopened the welding program. The college actually has less money to spend on these programs than they did in 2002.

The medical area is very important. Dr. Burke said that with the nursing shortage, rural areas need to “grow their own” nurses. In August, 2005, the 57,000 square foot Meyer Health & Sciences Building opened. One hundred percent of their nursing graduates passed the National Nursing Board Exam. A bond was passed to build the building, and Dr. Burke raised the money to equip it. Many gave money--one of the first donors was a custodian. They have major partnerships with the Kootenai Medical Center and Inland Northwest Health Services.

There are outreach nursing programs in Priest River and St. Maries—the only way he feels these areas can get the nurses they need.

NIC has collaborated with a number of four-year institutions. The University of Idaho, and Lewis and Clark College have over 700 students taking classes at night on the NIC campus. They also collaborate with Idaho State University, and with Lewis and Clark, and the University of Idaho, the businesses managers worked out a plan so that part-time students at several of the colleges pay no more that the full-time rate at the most expensive of these schools. (Part-time classes are generally more expensive than full-time.) They also collaborate with Spokane Community College, a thriving school.

Avista Power Company laid a fiber optic cable to 13 campuses, including NIC, with enormous band width. For \$10,000 a year per college, the opportunities to serve the public are tremendous. (He said the quality is so good, and the speed so great, that a quartet could play together at four different locations.)

Instructional costs represent 53% of the budget at NIC.

In response to questions, he said their women’s volleyball and

basketball teams are doing great. He said the grade point average for all the teams exceeded NIC average grade point as a whole. They have three or four high school valedictorians on their women's softball team.

In response to questions, he said a community college has an immediate benefit economically to the area in terms of salaries paid and services needed, as any business would. In addition, a lot of "intellectual wealth" is created in the community, so over time there is a cumulative effect. He said the taxpayer benefits will be relatively constant.

As to the rule on high school redesign, he said many of their students are older, haven't done math for a long time, and need remediation. They are happy and proud to do it. He said that students who don't take math in their senior year lose some of their skill, as math and science are the toughest part of any high school curriculum. He said the nurses need rigor in math to continue the 100% success rate on passing the National Nurses Exam, and technical skills also require sophisticated math. We need math to maintain our global competitiveness. However, he said he hates to see fine arts sacrificed as they feed the human soul. He said they see a lot of students who need remediation, and if they don't do it, who will? They are the student's last chance.

Dr. Burke said they have a Technical-Professional high school in Post Falls, but this doesn't serve the other two major school districts in their area that successfully. He said students need to be exposed to Technical-Professional subjects in the 8th or 9th grade, or at least by the sophomore year.

ADJOURN: The meeting was adjourned at 10:17 A.M.

Representative Ann Rydalch
Vice-Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 25, 2006

TIME: 8:03 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Chavez (for Mitchell), Pence

GUESTS: Dr. Michael Gallagher, Dr. Jennifer Fisher, Mike Friend, Dr. Dene Thomas, Provost Anthony Fernandez, Dr. Christine Pharr.

Chairman Barraclough called the meeting to order.

Dr. Michael Gallagher, Interim President of Idaho State University (ISU), spoke. He thanked the Committee for their continued support and interest in ISU and its students, and stated he was proud to be a part of the State's higher education system.

ISU's primary role and mission is in the health professions. In 1981 Idaho designated certain programs to various institutions of higher learning in order to eliminate the high cost of duplication. In 1981 they had six programs and a budget of \$1.8 million. Twenty-five years later, they offer 27 undergraduate programs, and 25 graduate programs in the health sciences with a budget of \$31.6 million and \$6.8 million in physical sciences that support the health science classes. Six of these programs are also offered in the Magic Valley, two in North Idaho, and 17 here in the Treasure Valley. They have students at 124 Pharmacy-Clinic sites in 34 Idaho, and 82 Health Sciences Clinics sites in Idaho. In addition, they operate 11 clinics in Boise and Pocatello. They have expanded and taken seriously their instructions from the State to take the leading role in developing health sciences programs.

Research programs at ISU bring in dollars from outside the state. In one year, they generated \$14 million in funding.

Dr. Gallagher presented a proposal he had made to the State Board of Education and JFAC. For the future, he said we need to educate an adequate supply of practicing healthcare professionals, provide educational opportunities for our citizens in the healthcare professions, and retain healthcare dollars currently spent by Idaho citizens outside the State. He urged the formation of a fact-finding study that identifies current programs and resources, current program costs, State demographics and future healthcare demands and needs. He gave the Committee copies of this proposal. (See Attachment 1). Because of the politics involved, he suggestion a professional outside entity do the study.

A discussion followed on his proposal. Dr. Gallagher made the point that this proposal would have to involve all the "players." He said in 1975, through Washington-Wyoming-Alaska-Montana-Idaho Medical Education Program (WWAMI), we were provided 25 medical slots at the University

of Washington. We have only 26 slots today, and the population of the state has grown. He said he is not recommending Idaho start a medical school, but for the rate of physician per capita is behind Puerto Rico, Guam and every other state. Again he stressed we need to involve all of health care segments in the state.

He said Idaho has a healthy life style and fewer health problems, but he heard an interesting fact from someone at St. Alphonsus' Hospital this week. They are the source for the largest number of organ donations in the Pacific Northwest, as Idaho tends to have a lot of accidental deaths.

One representative said she was told that a residence program is the bottleneck. She said that Wyoming and Montana have each purchased 10 more WWAMI slots. She expressed concerned we could lose our WWAMI slots if Washington State decided to take them all for itself.

Dr. Gallagher said we currently have 18 slots at the University of Washington (WWAMI), and 8 Western Interstate Commission for Higher Education (WICHE) slots in Utah. This was done for political reasons.

Dr. Gallagher said that it is generally agreed that it takes a population of 3 million to support a medical school. He said the first year could be completed at several locations, and maybe the second, but for the third and fourth year with clinic rotations, one has to have a large population to provide the numbers needed for various areas of medicine.

In the rural areas, he said that under supervision, Nurse Practitioners (NP) and Physician's Assistants (PA) can do about 80% of what a physician can do.

This summer, a *US News and World Report* article stated that ISU students had the highest rate of debt upon graduation. Someone misread the questions and gave the combined rate of undergraduate and graduate students. They were asking for undergraduate only, so this skewed the results. The real number is \$18,292 for undergraduates which puts them 30th among state schools, and 78th among all schools. Boise State undergraduate debt is \$17,400 per undergraduate student.

On the subject of math and science remediation, he said 9.3% of the incoming students need remediation in English. Some don't come directly from high school and those are more likely to need English remediation. Those needing math remediation come almost equally from the traditional and the non traditional student populations. He said half of the students fail Math 108, the first college credit course which is 1 year of high school algebra in one semester of college.

Dr. Jennifer Fisher, Dean of Enrollment at ISU, said directly from high school, 1/3 go into remedial math. She said the increase in graduation requirements in 1991 did result in fewer needing remedial math. International students are not counted.

Dr. Gallagher said that they have 25 full-time faculty members teaching remedial classes at a cost of \$500,000, for which the students pay \$180,00 in fees.

In response to questions, Dr. Fisher said these numbers are from a time period before passing the Idaho Standards Achievement Test (ISAT) was required for high school graduation. She said they expect the numbers to go down, since passing the ISAT is required.

Dr. Gallagher said we need to promote the idea that teaching is a dignified and legitimate profession. He said our culture undervalues teachers, and the public tends to “eat our leaders” and “eat our teachers.” He suggested offering scholarships to teachers to stay in the state and teach for a certain number of years.

Dr. Gallagher said he went into the military out of high school. Then went to college on the GI bill, majoring in business. He worked for Phillips Petroleum, then Proctor and Gamble. He started teaching in a community college and discovered he loved it. He said he is unique in that he has worked in industry, taught at the community college level, then taught and been in administration at the 4 year college level.

Although ISU does much that the community college does, a community college is better equipped to offer the support and help those who did not do well in school, or those who have been out of school for a some time, need to get their education started.

As to math, he said it is very important, and good math teachers are absolutely essential. He said he is still sometimes haunted by a dislike for math as a result of a mediocre teacher. He went on to major in business and even taught statistics.

He said it is difficult for a four-year institution to be a community college, four-year institution, and handle the research necessary. He said there are different models, some have a separate Vice President over the Community College (CC) area.

When asked about research, he said ISU has moved from “intensive research to extensive research.”

Students in Idaho Falls pay \$76 a credit course, and the remainder is heavily subsidized by the state. At ISU they pay \$200 a credit. He said one model for a “community college” connected to a four-year college is to have a separate faculty who only teach classes, and are not required to do research.

In response to a question, Dr. Fisher said that the America College Test (ACT) is helpful to them. They use the ACT’s COMPASS test to place students, especially in math and English. The services are quite expensive, but they feel it is worth the money. Students can even make comments on the ACT test. She said a score of 17 or 18 would be considered a low score, and at best, the student would go into Math 108 which is for credit, but is a high school algebra course.

Chairman Commented that 62% of the high school students in Idaho take the ACT test.

MINUTES: Rep. Wills moved to approve the minutes of January 17. By voice vote the motion passed

MINUTES: Rep. Nonini moved to approve the minutes of January 18. By

voice vote the motion passed.

MINUTES:

Rep. Boe moved to approve the minutes of January 23. By voice vote the motion passed

Dr. Dene Thomas, President of Lewis and Clark State College, spoke. She said her school was founded in 1893 as one of the first "Normal Schools." She said it is a small school with a big heart. Their unique target is to meet the needs of the majority. Their emphasis is on preparing teachers. They do not use teaching assistants, and their only research is focused on instruction. In the academic area, a teacher has a teaching load of four courses, and in Professional/Technical a teacher has five courses per semester. The Idaho Professor of the Year for 2005 was one of their faculty members.

The average age of a student is 27 on their campus, and 85% must work to support their families while they go to college. Eighty-five percent of their students receive financial aid, 61% are female, 33% are part-time, and 25% are in Professional/Technical. They have students come from Washington State.

She said Walla Walla Community College feeds into Lewis And Clark and they have a good report with other area colleges. She said they provide a baccalaureate program in nursing on the North Idaho College for those graduating with an AA degree, among other offerings.

Dr. Thomas said they have seen a gratifying growth in their minority students, particularly in the Hispanic population. Their minority population is 14% and they work hard to help them. With the completion of their new Activity Center, a house was made available as a "Gathering Place," where all Native Americans can come with their children and study or get tutoring. Their biggest Native American population is Nez Perce as they are the closest. They have a Native American Awareness week in the spring, and do programs for fourth graders in the school, and bring high school students to the campus for special programs. Once each semester college officials meet with a Native American Advisory Board to help solve problems. Several faculty and staff are Nez Perce.

Lewis And Clark College wants to reach out to help the ordinary citizens of our state. They had 230 distance learning classes in 2005. Their fastest growing programs are in Coeur d'Alene where they have been for 25 years. They had to rent space off campus at NIC as they ran out of room.

They do take under-prepared students, but their standards are high, and those who chose to go on to graduate school do very well. One developmental math student is now getting his PhD in Chemistry at University of California, Irvine.

Dr. Thomas is a member of Valley Vision and other organizations which try to bring new businesses to Lewiston. The college is involved in the economic life of the area.

She said they are training a new generation of teachers. Elementary education majors spend over 1000 hours in the field. Superintendents want to hire their graduates. They have a PACE program for accelerated pathways to teacher education. It takes two summers plus on-line course

work while the student is still working at their regular job. This is set up primarily for those working as teacher aids who want to get their teaching credentials.

Dean Christine Pharr, suggested loan forgiveness for math students if they taught a certain length of time. She said if they started in teaching, they might stay.

In response to questions, Dr. Thomas said that those who are now a teacher's aid would do their student teaching in summer school. Those with no teaching experience would be carefully screened to make sure they have the classroom experience. However, she said that there is a lot of teaching done in industry.

As to the numbers who take remedial courses, 43% need Developmental English, and 47% need Developmental Math. Half of these students are coming directly from high school. She said they take students where they are and do a good job in the developmental area, offering intensive tutoring. Those who pass Developmental English, pass English 101 at the same rate as the regular population. From Developmental Math, students have an option to take Math 130 in the one- or two-semester version. There is a safety net. If the student can't handle Developmental Math, they send them to Adult Basic Education. They do not give up. They do have strict placement policies, and students must test out of classes.

She said their Five-Year Accreditation Report was very complimentary, noting the "good will" on campus among faculty and students.

Chairman Barraclough commented that he receives more positive comments from Lewiston residents about their college than from any other college.

Dr. Thomas is also the Acting Athletic Director, and as such, said the school is thrilled with the new Activity Center, and their teams are doing very well.

In response to questions, she said they hope to have two badly-needed residence halls in place by this fall. She tries to be very thrifty with the State's money. High-cost programs with low enrollment have been cut. For a class of 48 nurses, there were 93 who met the qualifications for admission. To double the program would require doubling the faculty as well as increased classroom space.

She said the financial debt of graduates is between \$14,000 and \$15,000 upon graduation at Lewis and Clark College.

ADJOURN: The Meeting was adjourned at 10:20 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 26, 2006

TIME: 9:14 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Chavez (for Mitchell), Pence

**ABSENT/
EXCUSED:** Representative Bradford

GUESTS: Dr. Timothy White, Dr. Gerald Beck

Chairman Barraclough called the meeting to order at 9:14 A.M.

Rep. Trail introduced Dr. Timothy White, President of the University of Idaho (U of I.)

Dr. White started out by thanking the Committee for their investment in the U of I last year. He said the University did some "tough stuff" his first year. They raised fees and got rid of "inefficiencies." They reduced expenditures by \$5 million, and eliminated 67 positions. Now they are in a position where they can invest in things that matter--things that are at the future and core of the State of Idaho.

He said they were hurt by equity transfer last year--and equity does not mean equal. He said a way must be found to deal with the need associated with growth, but not at the expense of the "flagship institution of the State of Idaho." (See Attachment 1)

Dr. White started his education at a community college. He said every aspect of education contributes to economy, but higher education produces the greatest amount of money per capita to the state. Eighty-percent of the fastest growing jobs in America require post high school degrees.

With three other university presidents, Dr. White went to China to advise them how to build science education buildings--they are building a lot of them. It is sobering to see what the Chinese are doing.

He said Idaho has to summon the will to improve our education system. Our high school students need more rigor. There is a sense of urgency as the rest of the world has "figured it out." He is concerned that in five to twenty years America will face serious challenges to our economy and our security.

There is a need for critical languages, Chinese and Farsi especially. The epidemic of obesity in youth today poses a serious threat to the cost of health care in the future, so P. E. is essential. We also need healthy people for our military security.

Dr. White supports community colleges as a critical part of the "education eco system." He said there is a gap between those who get through high school and those to get a post secondary education. Community colleges can bridge that gap. He said small communities need to be remembered in the planning.

Post 9-11, the rules on foreign exchange students were tightened so much that many were prevented from coming here to study. The rules are going to be relaxed. He said a foreign exchange program with our students also going overseas, helps establish good relations between countries.

The U of I released a "Plan for Renewal—People, Programs and Place" in February 2005 after much research and collaboration. Programs and positions were eliminated and key academic priorities were named.

From the eight academic priorities, two or three will be selected to receive concentrated resources.

Fifty-three of Idaho's 65 National Merit Scholars in 2000-2005 attended the U of I. The number of high school student body presidents increased to 12.5%, the freshman class direct from high school increased 4.4%, first generation students direct from high school increased 11%, and there was an increase in the number of minority students.

Dr. White said they keep in mind their land grant base. They retain 80% of the freshman students for their second year, about the national average, but 20% above other Idaho schools. They have a CORE curriculum where freshman students stay together with only a handful of professors. They also provide a lot of other support, which is expensive, but pays off in retention. Graduation rate within six years is also at the national average of 54%.

U of I needs to attract faculty members who will bring in the research dollars. This gives the undergraduate students immediate exposure to new discoveries, which can be exciting. Although they have reallocated an additional 3% to add to the State's 4% for faculty salaries, there is still a large gap between Idaho and the national salaries.

The Idaho Water Center is fully occupied with a teaching and learning center, a business, and an agency who deal with water issues.

The comment was made that there are students who need financial aid, but are "falling through the cracks." Dr. White agreed and said it is a problem. When he went to school in the 60s, he worked 20 hours a week to pay for his education. Today, it would require 55 hours of work a week to pay for room, board, tuition and books. He said because of financial and cultural issues, there are some who don't even think of going to college. A community college is the place to "put your toe in the water."

Dr. White said that in rough numbers, a high school graduate who gets a job for \$29,000 a year will be in his early forties before he has paid back the cost of his K-12 education in his taxes paid to the state. A college graduate will have paid back the cost of his K-16 education by his mid thirties. The college graduate will have a much longer time after paying for his education to contribute to the cost of roads, prisons, and Health and Welfare.

One representative blamed the colleges and universities for the economic deterioration in the country. As a result of the ecology movement, sighting the spotted owl and the sucker fish in Oregon, manufacturing, mining and timber industry in the state have been hurt.

He said our trade deficit is financing colleges and universities overseas.

Dr. White answered that the role of universities is not to make public policy, that is the federal government's job. Universities have to maintain a level of independence in order to maintain their objectivity. Policy makers rely on a body of knowledge. He said he doesn't see manufacturing coming back to the United States. He sees growth mostly in high tech and health care.

The U of I's "Gateway to Math" initiative was praised by a Committee member as a way to get help to rural math teachers. Dr. White said the challenge with that program is the Information Technology infrastructure of the state, especially access to smaller communities.

In response to questions, Dr. White said the U of I does try to raise money from U of I alumni whom seem to love their school more than any of the four other schools he has worked for.

More attention is being paid to the engineering college and they have an excellent new dean. Micron gave \$150,000 to support her, and new relations are developing between U of I and businesses in engineering and in business and economics. They have a special program for juniors in business and economics that connects with business and industry and better prepares them for work in ways that are astonishing.

In answer to questions, Dr. White said .02 of the credit hours are in remedial English, and that is all they offer. They do have a self-paced, high-tech, tough, computer math class that gives college credit. Students must take this class.

As a Land Grant University, their mission is to make learning available on the "front line." He closed with the comment that public accountability for the public dollar is much more important today.

Chairman Barraclough thanked Dr. White for the way he handled the problems he inherited and his outreach to less fortunate students. He said the U of I has a leader in Dr. White, and hopes he will be able to show K-12 people what the University expects and what they have to provide.

Rep. Block introduced Dr. Gerald Beck, President of the College of Southern Idaho (CSI). She said people in the Magic Valley are very proud of CSI and what it does.

Dr. Beck started with the six major functions of CSI. They want to provide 1) a program of general education; 2) a university-parallel curriculum; 3) a program of technical education; 4) a continuing program of adult education; 5) a program of guidance; 6) community services.

Since 2000, CSI has experienced growth of 8% per year. Even during the hard years, new companies were coming to the Magic Valley, so the economy did not suffer. (See selected pages in Attachment 2). Many of the students at CSI are attending part time while working.

Referring to community colleges, he said all of the state is being served, although some areas are underserved.

Their Professional/Technical program now has the largest head count in the state and is in second place as to the number of full time students.

They want this area to become 30% of the student body. Their goal is to ensure students graduate in a timely manner ready to enter the work force (See Attachment 2 Page 7).

CSI now has 270 students in nursing, up from 67 a few years ago. They have over 100 students on the waiting list, and 300 more have declared a nursing major. Their biggest bottleneck is getting enough clinical slots. They have student all over, including Las Vegas, for trauma/emergency room rotation.

Their largest areas of program growth over the past years has been in Health Sciences and Human Services, Developmental Math and English, English and Languages, Mathematics, Education, and Life Science.

They are proud of their "nimbleness" in closing outdated programs, and opening new programs as labor demands change. Attachment 2, page 9 shows the high demand occupations as predicted by the Department of Commerce & Labor. CSI has programs in many of these areas.

Dr. Beck said they spend \$1.6 in remedial education. They had 258 students taking math and reading in the fall of 2005. None of these courses are credit bearing (See Attachment 2, page 10). Only 1/3 of these are recent high school graduates, the rest are returning adults who have not used their math for some time.

They have 2,639 students taking ESL classes. When asked why so few complete the ESL classes, Dr. Beck said that they have a large refugee population who are urged to go to work as soon as they acquire minimum English skills.

He said the most important part of getting students through remedial education is qualified teachers with heart. The fear of failure when returning to school is huge. Their first criteria is "Can the teacher teach?" They then look at credentials.

He said at age 26, he started school in a local community college. He was "scared to death." He had a wife and two children to support.

CSI doesn't think another community college will hurt them. They expect a positive benefit, hopefully in a change of attitude toward community colleges as a good place to start higher education.

At CSI, the cost of a three-credit class is \$285. They figure a full-time load at 10 hours. Other schools use 8 hours for a full-time load and this makes their part-time courses more expensive. Part-time courses are always more expensive, but they feel their way is fair because it spreads the subsidized money from the state more evenly, and attracts people to take just one or two classes. He said CSI gives a good return for the money spent (See Attachment 2, page 14).

Funding for CSI comes from State appropriation, tuition, fees, and county taxes. Two counties, Jerome and Twin Falls, support CSI with their property taxes. There is a charge for students from outside these two counties of \$50 per credit, or \$500 per semester with a cap on the total \$3,000 This cap works a hardship on CSI as costs have gone up, but the cap hasn't been raised for 15 years. (Out of state and foreign students pay \$265 per credit.)

Dr. Beck said he strongly believes that CSI needs to remain under some local control. Last year JFAC asked North Idaho College (NIC) and CSI to fix the equity situation. He and Dr. Burke from NIC agreed on a formula for dividing the money, even though CSI is growing faster. However, he pointed out the situation could be reversed, so a fair solution was needed.

As to funding requests, they are asking that the Fine Arts building, which was put on hold during the economic hard times, now be finished. They are also asking for enhanced workforce development and expansion of their Student Testing Centers. In addition, they are asking for funding for a Higher Education Center to help expand programs and student access.

Technology changes so fast that they have trained and retrained the Dell workforce three times. They have classes in the middle of the night for Dell employees on various shifts.

In response to questions, Dr. Beck said when Dell announced it was moving to their area, there was general panic for fear all the Information Technology (IT) people would go there. It was a scary time, programs at CSI had to change. He said a number of IT people went to Dell, but now the reaction is overwhelmingly good.

As to jurisdictions, Dr. Beck said several years ago the State Legislature created six community college areas. Most of the students at CSI come from their own area.

Currently, if invited by a sister institution, or a company, CSI can teach classes in another area. Micron couldn't get the lower division math courses they needed locally and were going to go out of state when CSI heard about it and had a program set up in 48 hours, with the approval of the Idaho State Board of Education.

In response to a question about the nursing program, Dr. Beck said there is a real problem keeping nursing instructors. They are running their programs year around, nights and week ends. They have received \$50,000 from the private sector to help pay for faculty and help faculty to get their Master's degree, but once teachers get their Master's, they quickly move on.

Chairman Barraclough closed with the comment that what happens at North Idaho College and College of Southern Idaho will determine the direction of community colleges in the state.

ADJOURN: The meeting was adjourned at 10:48.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 30, 2006

TIME: 9:13 A.M

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell

**ABSENT/
EXCUSED:** Rep. Pence

GUESTS: Robert Kustra, Mark Dunham, Christian Busnardo, Dan Petersen, John Eikum, Jane McClaran, Jim Shackelford, Parra Byron

Chairman Barraclough called the meeting to order at 9:13.

MINUTES: **Rep. Wills moved to approve the minutes of January 19 with the correction to the spelling of a name on page 4. By voice vote the motion passed**

MINUTES: **Rep. Wills moved to approve the minutes of January 25. By voice vote the motion passed.**

Rep. Kemp introduced **Dr. Robert Kustra**, President of Boise State University (BSU).

Dr. Kustra said his 2 ½ years at BSU have been a great experience. He introduced Ross Borden, Mark Dunham, and Christian Busnardo. This fall BSU had 18,599 students enrolled. He expects a further increase this spring and next fall. Since 1977, there has been a 20% growth in BSU as the population in the Treasure Valley has grown. BSU turned away 800 students this fall. The 2005 Fall incoming Freshman class had the highest grade point average ever. The minority population has increased to 4.8% with over 1000 Hispanic students.

Students these days have a difficult time paying for college. Higher education's percentage of the total state budget has been decreasing in recent years. He talked to a counselor in Eastern Idaho who said qualified middle class students and their parents are opting out of college for financial reasons. He said this is a disturbing trend.

Although Promise Scholarships seem like a good idea, he said under this program, money is given to students who can afford college, at the expense of those who can't afford college. He said we need to focus more on need-based scholarships. He suggested indexing scholarships to need. He said Washington and Oregon have a separate scholarship commission that gives out scholarship money separate from the college. Illinois has one that, in effect, it is a voucher for students to use in public or private schools in the state.

This fall they added 37 new faculty members, some laid off in 2002 were rehired.

In the Fall of 2005 the State Board approved their campus master plan which will eventually add 25 buildings. It includes classrooms, and a residential village. Currently they are working on an interactive learning center of 54,000 square feet equipped with the latest in technology. More parking garages are also in the plan. They are focused on building up, as they have no more room to build out.

In Nampa, thanks to the 2003 bonding bill, they are building a 60,000 square foot facility which can serve up to 4,000, but is currently serving 2300. It is on 150 acres with a Professional/Technical building. He feels that is the likely future home of a community college in Treasure Valley.

Dr. Kustra said that BSU is flexible. He said they will continue to do what they are doing right now, or the future could be brighter if there is a community college (CC) on the west end of the Valley. It is not in their plans to own a CC. He doesn't feel it is the best solution. He said he sees the day in three to five years when a CC will be incubated and become independent in the west Treasure Valley. BSU has their mission and would be able to focus more on research. He is proud of his faculty and staff. The Dean of the College of Engineering received the 2005 Presidential award from President Bush. In science and engineering they have a young staff who is dedicated to their students. The FAA gave BSU a second grant in partnership with other universities (Harvard, Purdue, Auburn and Cal Berkeley) to study hazards and terrorism dangers to air quality in air plane cabins.

There is a real spirit of co-operation now among the three university Presidents in Idaho, although the faculty have always co-operated.

He said that funding for any state university must be in partnership with donors who are the "third leg" of the triangle (State funds, student fees and donations.) They are going to start a comprehensive fund raising program this fall. Idaho State raised \$160 million during their recent campaign. They hope to at least match that amount. There is the possibility of a \$2 million building being donated for the West campus, so all the Professional/Technical instruction could be moved there. They take fund raising seriously.

Chairman Barraclough commended Dr. Kustra on the increase co-operation among the university presidents.

Dr. Kustra said that if BSU is to survive as a state university, it must have the support of the State of Idaho. Unlike Colorado, he has never felt that Idaho didn't support higher education. Around 32-33% of BSU's budget now comes from the State, and he feels that is a reasonable level of support. The additional money suggested this year in the Governor's Budget is definitely going to be needed.

He is in favor of the Governor's proposition to incubate community colleges in areas where they don't exist. As a university president, he doesn't want to take a stand on which of the two funding plans--state or local money--should be used. He said he thought a "charge back" to the home county was reasonable. He is more concerned about establishing a community college than the financing mechanism.

In response to questions, Dr. Kustra agreed that retention of faculty is a problem. He said they can compete with newly hired Assistant Professors, but they fall behind as the professor advances through the

ranks to full professor. They try to use internal money and other monies to boost these salaries.

At BSU, 2000 students are in remedial math, and 300 in remedial English. He said a CC could better deal with these students.

He was asked about BSU's plans to encourage the use of bus transportation, rather than build parking garages. Dr. Kustra said he sees the day coming when BSU will not have enough parking space. At that time, other transportation will have to be used. He said that for security and convenience, parking will always be needed on campus for night classes. He said BSU owns property west of Capitol and things will be changing there in the future.

In further questioning, Dr. Kustra said he would support Ada and Canyon County residents paying taxes to support a community college.

Chairman Barraclough thanked Dr. Kustra for his leadership at BSU.

Parra Byron, the Governor's Education Policy Advisor presented the Governor's Idaho College Initiative (See Attachment 1 and 2). She said the vision includes accessible and affordable education, open access and reasonable tuition rates, and academic lower division classes that transfer to a four-year college and Professional/Technical instruction. {The Governor wants a tuition rate comparable to North Idaho College (NIC) and College of Southern Idaho (CSI) of approximately \$100 per credit.}

Ms. Byron said there is a need for community colleges as there is a big gap between high school and college. In addition, there is a need for services such as GED, remedial course work, workforce training, Professional/Technical education, and lower division academic transfer courses. In the ten years from 1992 to 2002, the rate of the State's high school graduates going on to college dropped from 49% to 45%.

The Governor's total proposal for \$5 million is "seed money" to help local areas start their own community college. Several years ago, by code, the state was divided into six regions, which will be used.

To receive the money, a local group would need to form a committee to study the needs in their area. They are to send a Request for Proposal (RFP) to the Office of the State Board of Education who will write and administer the RFP. The minimum requirements for an RFP include a plan for accessibility, a needs assessment and a plan to deliver the courses/programs, a short-term sustainability plan which will include a funding match, a long-term sustainability plan which would cover expansion or spin-off opportunities, and a budget estimate.

The funding match could include such things as local K-12 schools allowing their buildings to be used for night classes, (Boise and Meridian School Superintendents have already agreed to this) or a some other local entity providing the facility. (The City of Kellogg vacated City Hall so the building could be used for classes.)

Jane McClaran, Senior Financial Management Analyst for the Division of Financial Management and the Governor's Advisor for Higher Education, spoke. She said the Governor's budget includes \$3.5 million general fund money--an ongoing obligation, and \$1.5 million one-time economic recovery fund for such things as computer equipment, lab

equipment, supplies and facility remodeling.

In the discussion that followed a number of Representatives expressed concern that local areas would lose control, yet they also expressed the concerns of their constituents over increased property taxes. Those Representatives from the areas with NIC and CSI were particularly concerned about a loss of local control. Ms. McClaran said that those details were being worked out in the Governor's office and should be released soon.

There were a number of references to Rep. Rydalch's plan which has yet to be released, but which would not rely on local taxes. **Rep. Rydalch** said she gave the Governor's people a draft of her proposal last summer, but heard nothing back. However, she has since talked with the Governor's Office about this issue. She said she wants to get our three universities out of the remediation business. She feels strongly that if our universities don't have to concern themselves with remediation, they concentrate on research which can bring in even more revenue to the state.

Several representatives expressed the hope that Representative Rydalch's plan and the Governor's plan could be merged.

ADJOURN: The meeting was adjourned at 10:56 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: January 31, 2006

TIME: 9:02 A.M.

PLACE: Borah Building, 2nd floor Conference Room

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representatives Trail, Block

GUESTS: No sign-in sheet was passed

Chairman Barraclough called the meeting to order at 9:11 A.M. and welcomed the Idaho School Boards Association members. He said he felt serving on a local school board was one of the most difficult elected positions, as everyone has an idea how things should be done. He said 46% of the state budget goes to K-12. It is put first, and the Legislature only asks that it be spent properly.

He referred to the High School Redesign rule and pointed out the Legislature can only accept or reject a rule. He said in a month the Committee will revisit the issue.

He reminded them that our students do well on the national scale in Grade 4. By Grade 8 they are in the middle of the ranking, and by high school graduation they are only in the 23 percentile. More than half of our college graduates are foreign and will return to their countries where they can earn a good salary. He reviewed the various groups who have supported the high school redesign rule. He suggested premium pay for math and science teachers and said Senator Goedde has proposed this suggestion in legislation.

Chairman said with 43% to 48% of the students in some Idaho colleges needing remediation, we need to take action. We are spending the money twice, once in K-12 and again in higher ed.

Renee Sessler introduced the officers of the Idaho School Board Association (ISBA) who were present: Ernest Jensen, Donagene Turnbow, and Wanda Quinn

Ernest Jensen, President, thanked the Legislators. He said this presentation would concentrate on No Child Left Behind (NCLB). He said they were concentrating on that issue that "Day on the Hill." Examples of superior achievement from a large, and a medium sized district would be given.

Dr. Linda Clark, Superintendent of the Joint School District No. 2, Meridian, Idaho, presented. She pointed out some of the challenges they face, one of which is 25.4% growth in the past five years, and said they have over 30,000 students as of this month.

Several years ago, they started a program they called "Mission

Possible...Growth for All Students.” The goal was *continuous* improvement. They received permission from the State Board not to use the current assessment test, but to use one of their own choice—which later became the ISAT. A large grant from the Albertson’s Foundation provided the needed funds. They discovered that although schools from higher economic areas were scoring higher on achievement tests than those from lower economic areas, but they were not advancing as fast. The goal was “annual academic growth for every student” every year. They did some major restructuring.

For the 166 6th graders who mastered 6th grade math in a test at the start of the year, they offered Pre Algebra, and then Algebra in the 7th grade, and so on. The number of Advanced Placement (AP) Statistics students at Eagle High school has tripled as the students have moved through the system.

Those at the bottom in math skills were required to take an elective remedial math class for two semesters, but it didn’t give them math credits.

Several times, Dr. Clark emphasized that without the data, they couldn’t have achieved this success.

One school with over 50% reduced and free lunches experienced phenomenal growth in three years, even though the number in poverty grew. Another school suddenly found themselves with a large number of lower income students and had to revise their program. Their school also made great progress.

She said that even for those students who are below grade level, it is important that they receive grade level instruction every day. She said a total redesign of the education delivery system is needed.

Larry Brown, a member of the Lakeland Joint School District 272 School Board, started the presentation from his district. He said four years ago they organized a committee to evaluate their education system. They set the goal that 90% of their students would meet benchmarks at the end of each year. They have improved ISAT reading, math, and language proficiency every year and have been above state average.

Charles Kinsey, Superintendent of Lakeland, explained that they have approach the 90% goal, but are not there yet. He said they have a collective commitment to every student’s success. He said it was as important to “figure out what not to do as to figure out what to do.” They chose to focus on academic performance. He said everyone is involved and gave the example of a custodian who carries reading flash cards in his pocket and was drilling students at lunch.

He said Lakeland is committed to smaller classrooms in the elementary grades. They overemphasize literacy and require 3 hours a day in reading and writing. He said at the secondary level they “double dose.”

Getting collaboration time for the teachers is a real challenge, and they use a number of different approaches—early release, and 3 to 5 P.M extra sessions were two examples he gave.

They also have a 40 hour pre Kindergarten program in the spring. They charge, but offer scholarships. This is very successful. Jump Start is their August summer school the four weeks before school begins. This is required of students who are behind grade level.

He said the next challenge is to get the parents involved. This is not easy, but will be necessary to make further improvements.

Wanda Quinn, Immediate Past-President of ISBA, spoke of their concerns. She said sanctions will take money away from where it is needed—the students. She said there are some problems with the sanctions posed by the NCLB law in regards to students with Limited English Proficiencies (LEP) and Students With Disabilities (SWD.)

She gave an example of a school in their district, Canfield, which has parents moving their SWD kids to because of their excellent program. Because they have reached the end number of 34, they are in danger of facing sanctions. Two other middle schools have lower scores, but didn't reach the end number of 34. They were required by law to offer transportation to another school which was already full. None of the SWD students asked to move, only those who wanted to move for other reasons. She felt the transportation sanction should only be offered to those in SWD. She said Canfield is not a Title I school

Ms. Quinn suggested several options:

Have separate line for remediation for non Title I schools facing sanctions.

Score LEP differently. Once they have reached proficiency, they leave the program, so scores are always low. They ask that the scores of those leaving the program count for the next three years.

She also asked that SWD students not count for the Adequate Yearly Progress (AYP) until the third year. She said they need more remediation dollars for SWD.

Two other suggested ways for changing the SWD is indexing and competence intervals, very complicated statistical manipulations that couldn't be completely explained to the Committee in the time allowed.

Ms. Quinn referred to the national program Just For Kids. It is a web site that takes compliance data and puts it into a user friendly format. It identifies those schools with best practices based on comparable demographics. Chairman Barraclough is working on a committee to get this operational for Idaho. Parents can use this information to choose their children's school, and once identified, universities will be able to study these schools and make changes in their education curriculum.

Donagene Turnbow, Vice President asked for the Committee's support for a Joint Memorial to Congress requesting the use of growth models to measure AYP. She said they are asking for more flexibility. Senator Crapo and Congressman Simpson have both introduced these bills

She said ISBA's commitment to NCLB is huge. They have seen great strides made across the state. She encouraged the State Board to ask for more flexibility. Plans for this have to be turned in by April 1. She thanked the Committee for the job they do, and said she knows the Committee believes education is important.

Chairman Barraclough said Eric Earling from the U. S. Department of Education will be speaking to the Committee February 7. Chairman added he will be introducing a resolution on NCLB revision that same day.

In answer to questions, **Ms. Quinn** said that there is inequity in that

students who show 50% growth, but still are 10% below grade level will see their school penalized.

Dr. John Murdoch, Superintendent of District 91, Idaho Falls, said the transportation rule rewards districts for reducing their cost per mile, or their cost per rider. He asked for a similar situation where a student could be graded on improvement, or meeting grade level, but not both.

A Representative pointed out that a middle school was forced spend money to mail letters offering parents the opportunity to send their child to another "middle school in the district" when there wasn't one. He said it was a waste of money to send meaningless letters.

Chairman Barraclough commented that the State lost the school facilities court case. He said the decision was vague. He pointed out that Cottonwood School District hasn't tried to pass a bond issue in 10 years. Many schools spend 1.5% of a building's value on maintenance when national standards say it should be 5%. The money is spent on other things. Cassia County has passed several bond issues for new school construction, and it doesn't seem fair to make them also pay for schools in other areas who do not even try to pass bond issues. He said the Committee will be taking testimony on this issue in the future.

Representative Cannon said although he and Chairman Barraclough are good friends, they see things differently. He said he voted against high school redesign, but has a problem with the fact that we are treating all school districts the same and mandating the same standards. He went on to further explain his stand on the issue.

Jean Schultz, Board Member, District 11 said that housing prices have gone up so much in the New Meadows area that teachers can't afford to live in the district.

Jay Hummel, of the Kuna School District, said an option for advance work in another subject area should be given in place of the advanced requirements in math and science. He said he would like an independent third party to validate the scores charter schools claim to have. He said the more expensive students with the problems are in the regular public schools. Charter schools can fill up and say no, regular public schools have to take any student whether they have room or not.

Representative Rydalch spoke, commending those who take obstacles and look at them as challenges. She said we are all basically lazy and do what we have to do to get by. Mediocrity is easy. She said she doesn't want to take music or fine arts out of the curriculum. She said she supports redesign and feels in the long haul it will be beneficial. She said we all have differing strengths, so we need to prepare well-rounded students for whatever path they chose.

Rep. Rydalch said she would be introducing legislation to help train students in science, math and technology. She reminded the audience of school board members that we are looking ahead 5, 10, or 100 years. She said the high school redesign plan is flexible.

Jerry Shively, of Idaho Falls, asked that students be allowed to test

out of the math courses.

Lucy Willits, of the State Board of Education said the State Board currently requires 4 years of English and would like 4 years of math to be required too. The goal is to have all students take Algebra I and Geometry. After that they can take other kinds of math courses. The "Senior Slump" is their concern.

Dave Fullmer, Chairperson for the Kimberly District 414 School Board, said his district has done a lot of analysis on their preparedness for this new rule. He said they are pretty much there except their need for a wet lab. They are a poor school district in terms of property values, but they are experiencing explosive residential growth. He expressed a concern that the money will be given by the state in proportion to how far away a district is from the goal.

Ms. Willits said the money will be given evenly to all districts.

Jerry Wixom, Board member from Bonneville County District 91, said they have some students graduate from high school in three years. He was also concerned that this rule will get rid of electives.

Ms. Willits said that she took four years of math and English in high school, in addition to many other electives--music and yearbook were two she mentioned. She said they need to keep students actively engaged.

Chairman Barraclough referred to research which has shown the learning curve flattens in junior high and high school. He named various education and business organizations that have supported the high school redesign.

Ms. Quinn said that the Idaho School Board Association will be forming an *ad hoc* committee to take input from districts on ideas for implementation. She said wherever one goes with high school redesign, a math initiative needs to be added. She said a math competency is needed for teachers in addition to the current English and technical competencies now required. She suggested a loan forgiveness for those teachers who go to the rural areas.

ADJOURN: The meeting was adjourned at 11:02 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 1, 2006

TIME: 9:04 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Todd Schwarz, Cyndie Woods, Stacy Smith, Sue Woodyard, Kim Nilsen, Jana Jones, Luci Willits, Claudia Hasselquist, Jim Lewis

MINUTES: **Rep. Cannon moved to accept the minutes of January 26. By voice vote the motion passed**

Rep. Pence introduced the presenters and Dr. Lewis

Cyndie Woods, Program Coordinator for the Idaho Residential Construction Education (IRCE), presented first. She said this is a joint project between Blaine County Schools, College of Southern Idaho (CSI), and various members of the building industry. They were one of ten areas to receive a highly competitive grant from the Department of Labor to develop their program. The ultimate goal of this program is skilled labor for the building trade as there is a lack nation-wide in this area.

In the last two years of high school, mornings are spent in the program. The goal is that these students will then continue on for one year at CSI, graduating with a degree in building management. During the junior and senior years, these building courses also receive credit from CSI. (The students have to pay \$46.50—half the usual credit hour price at CSI.)

Stacy Smith, Director of Career Academies, explained that they have eight Career Academies which are "two or three year programs for juniors and seniors in high school with a career focus." The presentation only focused on Carey, and Wood River High School's Residential Construction Education program.

The program has a rigorous curriculum covering all aspects of residential construction. The students in each program actually build a house. In Wood River, they plan to use the house for affordable housing for teachers.

An added bonus to this program is that the students get paid internships with local contractors.

Todd Schwarz, Department Chair for Information Technology and Trade and Industry at CSI, said this program is a hope realized for CSI. The school had a cabinetmaking program, but this is entirely new. He said relationships have blossomed and they are responding to a genuine need in industry. It is truly a partnership. This program will involve some of their other programs such as drafting, engineering, and horticulture, in addition to cabinetmaking.

Pending State Board approval, they intend to start the eleven month program in June, so that their first class will be ready to graduate in May at the start of the building season.

Sue Woodyard, owner of Woodyard Enterprise, Inc., spoke as the Advisory Board liaison between the National Association for Home Builders (the NAHB includes builders, realtors, and others) and the schools. She said the Advisory Board makes this program work. They meet quarterly to discuss the needs of industry and changes needed to meet local demands. The Advisory Board can provide resources for the school; for example, an electrician to teach a specific skill or solve a problem. They also visit job sites and the classroom. They sent 13 students with 11 Board Members who paid their own way to the National Homebuilders Convention in Orlando where they made a presentation.

In response to questions she said they need special facilities for these programs. They had a classroom and a large area which they converted to a workshop. Students started out building smaller things like playhouses.

In response to questions, Ms. Woodyard said the textbooks and curriculum came from the Home Builders Institute (HBI). It is an academic curriculum that includes math and science. She said they would follow up on students, but this will be the first year students will be at CSI.

Kim Nilsen, of Loomis Construction, General Contractors, said he serves as Vice Chairman of District 61 Board of Education. Getting parents to see the value of a program like this and getting students to stick with the program are challenges, but none of them is insurmountable. There is a strong temptation to go to work right after high school. To expand this program, they will need public and private money. Schools have been very cooperative with the integration of various disciplines such as math and English into the program. Students see real life applications of math.

Currently they have purchased three lots for six duplexes and are trying to work a way to allow teachers to buy the houses, and possibly have the district own the land—which is what is appreciating at a rapid rate. Somehow, the appreciation on the houses must be contained. Legislation is being introduced to help facilitate this.

Mr. Nilsen said that seed money is really needed to buy tools and land for the first house when a program starts up.

Dr. Jim Lewis, Superintendent of Blaine County School District #61, said they have seen a student failing in math, suddenly start getting C and B grades when entered in the program.

When asked about the relationship in other areas between colleges, high schools, and industry, **Mr. Schwarz** said this relationship is part of the innovation.

Chairman Barraclough thanked the presenters and said he hoped this program has transfer value to other areas.

RS 15481C2

Rep. Trail presented and said this bill will designate the week of Sept

10-16, 2006 as Bullying Awareness Week. He referred to the lead article in the current issue of Sports Illustrated about a community in Maine that had 5 suicides in 3 years on the football team. This article says that last year 4000 kids between the ages of 14-24 committed suicide, and 86% of them were male. Last year the Committee heard testimony that bullying is a leading cause of suicide among young people. He said he has received support from various educational groups and organizations

In response to comments and questions. Rep. Trail said there seems to be less bullying in charter and private schools, and the reason for that needs to be looked at. He said there are two other aspects of bullying—cyber and cell phone bullying, especially with instant messaging. He said there is also a problem with teachers and administrators being harassed and bullied by students.

The comment was made that some school districts have done an excellent job, and others have not put the emphasis on this that it should have.

In response to questions, Rep. Trail said he had talked to the State Department of Education. They have worked closely with Superintendents and School Boards to develop policies.

Dr. Jana Jones, referred the Committee to Claudia Hasselquist, who is in charge of Safe Schools and Drug Free Schools coordination.

Claudia Hasselquist, said she was excited to talk about this subject. She said it is an on-going program, but the goal is to make people aware of the problem at the beginning of the school year.

A representative recommended members get acquainted with Ms. Hasselquist's program.

MOTION: **Rep. Boe moved to introduce RS 15481C2. By voice vote the motion passed**

MOTION: **Rep. Mitchell moved to send RS 15481C2 directly to the Floor with a do pass, but withdrew his motion** when it was pointed out there would be a chance for more publicity if a regular hearing were held.

RS 15401 **Luci Willits**, presented in place of Karen Echeverria. This RS removes the statute mention of Idaho Student Information Management System (ISIMS) which was being funded by the Albertson's Foundation, but is no longer.

Chairman Barraclough explained that Alberson's Foundation was going to put up \$35 million for a program to track Idaho students K-12 or preferably K-20. They put \$19 million into the program, but discovered it was "over promised and under delivered," so the funding was stopped.

There was a move to adopt the program Ohio already has in place, but now the State Board and Department of Education are looking at developing their own program. They would like to be able to track students as they move within the district, or within the state.

Ms. Willits said they are looking for federal grants for this program. This bill authorizes \$500 to write the rules should funding be found.

Dr. Jones said they have been working very hard since ISIMS closed a year ago. They are trying to keep the best information. Those districts who were participating now have their own student management systems. A data dictionary was used, so across the state, all information is being coded the same. Federal reporting requirements have multiplied greatly and it takes a lot more time because they don't have a system in place. They are trying to gather up "little buckets of money" to fund the creation of a student identification number in Idaho, but it is difficult.

MOTION: **Rep. Block moved to introduce RS 15404. By voice vote the motion passed**

ADJOURN: The meeting was adjourned at 10:45.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 2, 2006

TIME: 9:04 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Bradford

GUESTS: Bob West, Claudia Howell, Michael Graham, Jane McClaran, Randy Tilley

Chairman Barraclough opened the meeting at 9:04 A.M.

Rep. Trail called the Committee's attention to the references the President made in his State of the Union Address concerning math and science. The President called for 70,000 new math and science teachers for Advanced Placement courses.

MINUTES: **Rep. Rydalch moved to approve the minutes of January 30. By voice vote the motion passed.**

GOVERNOR'S K-12 EDUCATION BUDGET PRESENTATION

Randy Tilley presented the Governor's Budget for Education K-12. He commented that the Committee will be asked by JFAC to make a presentation to them on the budget. Rep. Trail has volunteered to work on the presentation.

Mr. Tilley said that K-12 Education is now 43-44% of the General Fund, although in the past it was 52%. He quoted former Speaker Simpson who said it is better to have a lower percentage of a bigger budget, than a larger portion of a smaller budget.

He started out with a brief review of the budget process. He pointed out on the "Comparison of Public Schools Budget Proposals" (See Attachment 1a), that FY2005 ended as of June 20, 2005. The orange shaded numbers were contingently appropriated, should the money have become available. It did, and public school employees got a one-time salary bonus. The school districts determined how the 1% was actually distributed. The first blue-shaded columns are requests from the Superintendent of Public Instruction.

Mr. Tilley said that also included was \$175 million in federal funds for various Title I and other specific, identified populations. There was also money from the Department of Ag for child nutrition. This money just passes through

Line 5—Property tax was capped at \$75 million. Without the cap, it would have been \$95 million because of the increase in property values around the state. The State gives money to make up the difference.

Line 6—This is the transportation money to reimburse public schools, including charter schools and virtual schools, who use the money to deliver education to the students, rather than students to the school.

Line 9–The Floor is an item that is going away. It had to do with property-wealthy districts who were not receiving money for teacher’s salaries. Since these land-wealthy districts don’t really need the money, this is being dropped.

Line 10–Program Adjustments is mainly for the Booth Memorial Home in Boise.

At this point he referred the members to “Public School Salary Reconciliation” (See Attachment 1b). The Superintendent has requested a 3% salary increase, however, the Governor wants to give a 2 ½% salary increase but raise the beginning teacher’s salary to \$30,000.

In response to questions, Mr. Tilley said that although it may look like they are no longer giving raises for continuing education and experience, this isn’t true. Because the teaching population is becoming younger, the average number of years of experience has stabilized. As to the “Steps and Lanes” funding, the districts spend the money, and are then reimbursed by the state up to the formula allowed. Any excess funding remaining at the end of the year goes into the Public Stabilization Fund.

He further explained that the 3% is on the base salary of each teacher. Sometimes districts pay teachers extra using funds from other sources. Individual districts set the salaries for their teachers. The state’s funding formula goes up to 13 years of experience and a PhD.

Chairman Barraclough pointed out that schools are paid on the ADA, or Average Daily Attendance. Because of this, some districts have very strict policies on attendance. He pointed out that in many fields, an employee is not guaranteed a raise every year.

Mr. Tilley said the teacher incentive reward is going down as the 5 year stipend is ending. Not as many new teachers are applying for this.

The cost of early retirement increased \$150,000 from last year as some teachers are still taking advantage of this option.

Line 17–There was a major Powerball winner in Idaho, and the income tax portion of the winnings will go to the Safe and Drug Free Schools.

Rep. Wills commented that the additional money for Safe and Drug Free Schools is really needed as most of the federal funding is going away. As a former State Patrol Officer involved in school education, he said he thought the program has been “hugely successful.” Schools are adopting these programs and like them.

Mr. Tilley said Line 21 shows a slight increase for the Limited English Proficiency program funding.

One representative commented that it is a mistake to combine remediation and technology in the same line item. **Mr. Tilley** said it was a decision of JFAC to give flexibility to the schools. He said remediation needs vary from district to district. He said dividing up the money is always a problem.

Line 26–Schools Facility Funding is from the Lottery.

Under Discretionary Funds, Line 33, the 5% comes from the increase in property values around the state.

Mr. Tilley said that Support/Unit is a calculation based on ADA (Average Daily Attendance). The first reporting period is September

through November. It is used for distribution of salary based on apportionment which is 80% of the total school budget. It is a complex formula in statute. Smaller schools get more support units for less kids. Very small schools under 40 and under 20 get additional support units. A support unit provides for 1.1 instructional staff. The .1% goes toward a librarian, a counselor, or such. One needs 13 support units to get one administrator.

Chairman Barraclough said that teacher pay raises are coming, but teachers are currently under contract, so additional money will not go to them this year.

In response to questions, Mr. Tilley said that on Line 24, money was requested based on the assumption that a rule before the State Board would pass. It was rejected, so that money is not needed now. He said the Governor supports Physical Education and is very concerned about the obesity rate among young children and teenagers and wants to see PE offered to as many students as possible.

Mr. Tilley said some federal money goes to the Department for administration purposes, but the money for schools goes directly to the schools.

Chairman Barraclough mentioned there had been a problem with the Idaho Virtual Learning Academy (IVLA), and the resistance of the Department of Education to allocate funds, until problems were corrected. He said the Superintendent of Public Instruction withheld the money, and gave it to other districts. He said turf protection was involved. The Legislature has asked the Superintendent to be fair. Chairman said he has "hammered" both sides to work things out and not be spiteful. He said he has been modestly successful.

In response to questions, **Mr. Tilley** said the Teacher Incentive Awards money could not be used to encourage math and science teachers unless the statute was changed. This money was only for those who have passed a national certification examination. He said there was a bill in the Senate Education Committee dealing with an incentive for math and science teachers.

Line 26—the Lottery money is divided. One portion goes to schools, another goes to the Permanent Building Fund. Most of the buildings built with the latter money are on college campuses. He said the numbers for FY 2006 were established by appropriation. The Lottery money was used for Bond Levy Equalization Support Fund. This is set in statute, even if more came in from the Lottery than expected.

The point was made that if the beginning salary is raised to \$30,000, the teachers with 3 to 5 years will be hurt. He said that a local school district may need to use some discretionary funds to fill in the gaps.

He said there is no discussion about reinstating the funding for a Community Resource person.

He said the five columns in yellow to the right were a further breakdown of the Education Budget.

The question was asked as to the increase of administrators in

comparison to the increase in the number of students. **Chairman Barraclough** said the Office of Performance Evaluation says that supervision and administration is increasing twice as fast as any other parameter.

**GOVERNOR'S
HIGHER
EDUCATION
BUDGET
PRESENTATION**

Jane McClaran presented the Governor's Budget for Higher Education. She presented each member with a packet of information (See Attachment 2). She said the one-time salary increase was given because of good revenue receipts. She said the Governor has recommended a fully-funded maintenance budget for the first time in seven years, for which college presidents are very thankful.

She said the Governor's Initiative for Science and Technology is on page 2.

In response to questions, she said the one-time needs for capital replacement money came from the Economic Recovery Fund.

RS 15417:

Luci Willits, presented for Karen Echeverria. She said the Work Services program was transferred from the Department of Health & Welfare to the Division of Voc Rehab, which is under the State Board of Education. However, the State Board of Education now needs the authority to create rules for the service providers in this Division. This bill will do that.

One representative commented that in her area, the program is "functioning tremendously" since the change from H & W to the Board of Education.

Michael Graham, Head of the Division of Vocational Rehabilitation, said they need this bill in order make rules, something they will need to do over the course of the coming year.

MOTION:

Rep. Cannon moved to introduce RS 15417. By voice vote, the motion passed.

ADJOURN:

The meeting was adjourned at 11:03 A.M.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 6, 2006

TIME: 9:07 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Block

GUESTS: Dr. Mike Rush

Chairman Barraclough called the meeting to order at 9:07

MINUTES: **Rep. Wills moved to approve the minutes of January 31. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of February 1. By voice vote the motion passed.**

Dr. Mike Rush presented his report to the Committee, entitled "Professional-Technical Education (PTE) in Transition." He said PTE always has to be in transition, because if one is not moving ahead, one is falling behind. However, he said some tremendous changes are taking place in our times as the world changes.

His Power Point presentation was enlivened with pictures of the various Representatives (See Attachment 1).

He said the mission of Prof-Tech is "providing Idaho's youth and adults with the technical skills and attitudes necessary for successful performance in a highly effective workplace."

Professional-Technical Education (PTE) is funded with 2.1% of the General Fund and federal funds. Programs are always being dropped and new ones added to meet the changing demands of the workforce.

He said the program functions are State Leadership, General Programs, Technical Colleges, Underprepared Adults, and CIS (Career Information System).

In the Secondary Schools Program, they have seen a net increase in the number of programs every year for the last five year. The enrollment in high school has increased 7%. (The General 9-12 enrollment has increased only .2%.)

The Professional-Technical Schools' program went from five schools with 20 programs in FY 1999 to eleven schools with 115 programs in FY 2005.

In the Secondary Tech-Prep programs, a total of 10,036 credits have been earned that will apply to post secondary schools, with a total value of \$1,032,078.

In 2005, 33,632 adults were involved in retraining and upgrading their work skills in the program, 4,834 were involved in emergency first

responder training, and 52 state employees took an Information Technology Training Program (ITTP). An example of a collaborative project was the demolition of a building in Northern Idaho. They were able to involve many agencies in practices during its burning and final destruction.

Idaho had a Secondary Winner and Postsecondary Winner in the National Director's Association Distinguished Student Awards Competition.

They are now reaching more than 77,000 high school students in 755 professional-technical programs offered in all Idaho school districts.

He discussed the General Program Budget. He said their biggest problem is a shortage of equipment. Last year they saw a 9% increase in adults served through work place training and technical college throughout the 6 regions of the state.

The Centers for New Directions served over 1,314 individuals last year and 84% experienced educational or employment gains.

They also provided nontraditional career activities to 156 single parents and displaced homemakers.

CIS (Career Information System) provides state-wide career information for a number of businesses, schools and institutions. It was established in 1980. Federal funding has been dropped as of this year. Some states did not have a single system, and were not utilizing the money as well as Idaho. It will be a blow financially, and the hope is that CIS will be able to continue as it is needed.

In answer to questions, he said the Governor did not recommend any money to replace the lost federal funds for CIS.

Dr. Rush said that lump sum appropriations for technical colleges are very helpful. Programs need to be geared up immediately upon the recommendation of governing boards, not 18 months later as is the norm with academic changes. The business world changes too fast for 18 month delays.

Chairman Barraclough reviewed the numbers for Idaho: 81% graduate from high school, but only one-third go to college. He asked how many go to PTE from high school in Idaho.

Dr. Rush said that census data shows Idaho at near the national average of 25 to 30 year-olds who have a BA or BS degree of 25% to 30%. Where we fall down is in the numbers who go immediately to college from high school. The national average is 56%, Idaho's has 33%. He said states with the active community college systems have the highest percentages of those going to college immediately after high school. He said Idaho students need more avenues for college preparation.

He said that virtually every student in the state takes a PTE course at some point. They can handle more students. The program has grown 10% to 24% for the last six years.

In response to questions, Dr. Rush said that the more exposure students have early on to the totality of their options in PTE, or what other academics require, the better decisions they will make in high school. He

said somebody needs to “draw the picture” for the students. He mentioned some programs available in the state. Among them are exploratory programs for 7th through 9th graders, and Lewis & Clark’s program of bringing students to campus for exposure to PTE.

He said they need to do more in planing with the parents and students. This will be even more critical as academic standards increase. Students need to know the reasons for this increase in standards.

If struggling students drop out of PTE to sign up for remedial classes, it would not be good. PTE classes show students the real-life need for math and science, and also keep some students in school. He said he wanted to see more training in math for PTE teachers.

A representative commented that in his district when teachers incorporated math in their Vocational Ag program, the students’ math scores were raised.

Another representative commented that there seems to be a disconnect between information available to students and the information the students actually seem to have.

Dr. Rush said a tremendous amount is going in career guidance these days. However, he agreed that we haven’t done nearly enough. Their department has the Professional Guidance Counselor for the State of Idaho. They are constantly working on strategies to get information to parents and students. Our country has convinced people that a college education is needed for success. However, we are not as good at communicating the various levels of college available. A recent speaker in business said two year PTE is critical to our country’s education mix.

In response to questions about a community college system, Dr. Rush said that they have 6 PTE colleges. A new system wouldn’t change much for them. He said they have seen a dramatic increase in enrollment at the institutions with a two-year focus. The enrollment at four-year institutions have stayed flat at Boise State University (BSU), and gone down at Idaho State University (ISU). BSU should have increase 10 fold with the increase in the Valley’s population.

He went on to explain that there is a different culture between a two-year program and a four-year program. It takes 18 months to make changes in an academic program, but they can’t wait that long for PTE changes. He said the culture of a four-year institution slows PTE down. Also the students are paying four-year college fees which makes BSU the most expensive PTE school in the Pacific Northwest. He said the program needs relief from four-year college involvement.

When asked about the COMPASS (Computerized Adoptive Placement Assessment and Support System) test, Dr. Rush said it is not given at all high schools. It is given by every college and university in the state as a placement exam. At the high school level, the COMPASS test can show a student if he or she can meet the requirements to get into a PTE course. The test is only provided through the Tech-Prep Consortia. It is offered in every region, but not in every high school.

In response to questions, he said they have a responsibility, not all the responsibility for prison education. He chairs the State Committee on Prison Education. He said he is pleased with the Department of

Corrections' attitude on education. They recently switched to a more appropriate accreditation. The number of students in the high school graduation program has gone from 15 a few years ago, to 150. However, there is a long ways to go in teaching job-related skills. He said the private prison has more technical programs available than the public one. He said they are trying to arrange some type of certification, and they are making progress, but are not there yet.

In closing he said on-going education will be absolutely essential for making a living in the future. We need to have an education model that allows people to re-enter PTE at various times throughout their lives. We will never be able to outguess the market. He also said that 30% to 40% of those students enrolling in PTE have a four-year degree, but need PTE training to get a better paying job.

He said we must prepare students to learn. PTE can't provide the exact skills a student will need for the rest of his life, but can provide a general framework.

The cost of a four-year education is so high that students graduate either with a huge debt, or they must work while going to school. He pointed out that for many students, acquiring job skills in PTE can help them pay for their college education as they attend school.

RS 15500C1

Rep. Trail presented and said this is a second try at this legislation. He said he had a letter of support for this bill from the Office of the Secretary of State, Ben Ysursa.

Rep. Nielsen, a co-sponsor, said this is a move in the right direction. He opposed it last year, but is in full support with the wording changes.

Rep. Kemp also spoke in favor of the bill saying that it will raise the level of education, but the funding is from a private source.

In answer to questions, **Rep. Trail** said the Department of Ed and the Secretary of State have identified sources of funding for this legislation.

MOTION:

Rep. Boe moved to introduce RS15500C1. By voice vote the motion passed.

ADJOURN:

The meeting was adjourned at 10:45.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 7, 2006

TIME: 9:05 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representatives Trail, Bradford

GUESTS: Jan Sylvester, Wanda Firman, Mike Friend, Julie Tensen, Jerry Helgeson, Steven Thayr, John Eikum, John Watts, Steven Barnett, John Watts

Chairman Barraclough called the meeting to order at 9:05 and introduced Senator Burkett, who introduced Steven Barnett.

Dr. Barnett said he was an economist who stumbled into the field of early childhood education as a labor economist, interested in developing the human capital, or productivity of our citizens. He said he would be presenting details in the Gold Room later that day. He is head of the National Institute for Early Education Research.

Dr. Barnett said that Idaho is one of only 9 states that does not fund a program for preschools directly or through subsidies to Head Start. He said that this year states will be serving more preschoolers at age 4 than the Head Start program. He said not investing in preschool is more expensive than investing in preschool.

He said we have vastly underestimated the need to invest in the first five years of a child's development, and that we are not developing our education system on a solid foundation. Low income students are starting kindergarten 18 months behind.

He referred to three studies:

- 1) High/Scope (Perry Preschool), a half day school year program for ages 3-4 started in 1962 in Ypsilanti, Michigan,
- 2) Abecedarian a full day, year-round program from 6 weeks to age 5 started in 1972 in Chapel Hill, North Carolina,
- 3) Chicago, a half-day school year program for ages 3-4 in 1985 in Chicago, Illinois.

Dr. Barnett said the benefits of a high quality pre-Kindergarten program are higher test scores, better social skills, less grade repetition and less special education, higher graduation rates, increased earnings, less crime, and less teen pregnancy, abortion, and smoking.

In Chicago the crime rate for the low income participants was cut in half. He said the cost of crime is far more than the cost of police, the judicial system, and prisons, but there is also a cost paid by business and every family.

He said it is cost effective for the state if it has a pre-Kindergarten education. The impact of Pre-K is larger the fewer the resources of the family. However, he said even median income children, where the high

school drop-out rate is 1 in 10, can benefit from this program.

In response to questions, he said it doesn't matter whether it is faith-based, done by the YMCA, or public schools. What is important is the standards, accountability and quality teachers. He said most preschool teachers do not have a college degree or special training and are paid "like parking lot attendants." In New Jersey, 75% of the programs are private, but they have to meet state standards.

No Child Left Behind (NCLB)

Eric Earling, representing the Regional Deputy Secretary for the Department of Education, presented. His office covers Washington, Oregon, Idaho, and Alaska. His job is to be the "eyes and ears of the Secretary." He is to convey necessary information, but also collect feedback on what is working and what isn't. The NCLB is a revised version of a Federal law that dates back to 1965. It is over 1000 pages long and is due to be re-authorized in 2007. An interactive relationship is needed if this is to work.

He said that educational reform is a subject of much discussion, including Idaho's high school reform. He said flexibility is available.

NCLB is a partnership between federal and state governments, but states are in control of the program. More money is provided and more accountability is required under this plan which can be amended. The federal government tries to help each state address their individual situation. The states use a variety of methods to solve their education challenges. In previous legislation, there has been a lot of required paperwork at the beginning and middle, but no paperwork at the end to determine how well the program worked.

He said flexibility is needed in the testing of students with severe handicaps, students with persistent academic disabilities and students with Limited English Proficiencies (LEP). The current requirement is that 95% of the students must be tested, and they allow for a two or three-year rolling average. They are currently looking at increasing the flexibility and ten states are using a pilot program of growth modeling.

There has been an increase in federal funds, \$92 million, or a 64% increase since 2001. Idaho has been ahead of the curve, and is scoring above the national average. Special education has received \$50 million, a 70% increase since 2001. NCLB is a bargain in that money from the federal government, but it is matched with increased accountability.

Mr. Earling said that the United States has fallen to 9th place in the world's high school graduation rates. Much remediation is necessary for many of our college students. President Bush wants more math and science taught at the high school level. He wants to help those that are struggling as a high school diploma is a "ticket to success." He said 80% of the fastest growing jobs in the US in the future will require a post secondary education.

As an example, he said 30 years ago, a majority of manufacturing workers did not have a high school diploma. Today, most do, and many have a college degree.

Congress and the President are trying to do what they can to help the states. By 2014 they want to close the achievement gap. Even those who don't like the NCLB, do like the information the testing provides to focus on professional development of teachers and needed curriculum changes. He said testing at the younger grades is necessary to

determine where students are, so the adults can do a better job of teaching them.

Mr. Earling said the book, *The World is Flat: A Brief History of the Twenty-first Century*, Tom Fiedman refers to one of the 'dirty little secrets' and says "Compared with the young, energetic Indians and Chinese, too many Americans have gotten too lazy."

In response to questions, he said Education Secretary Margaret Spellings has granted every state an additional year to implement the Highly Qualified Teachers program. However, the states will have to live up to the program they produce.

He said they are trying to figure out the best way to measure LEP students and hold them accountable.

Chairman Barraclough commented that both he and former Chairman Tillman believe in "Choice and Accountability." Other programs such as NCLB have been started, but there has never been the money for implementation. He said people still resist NCLB, looking at its first version, not what it is today. High school reform is facing the same problem of being judged on its original version, not the current one. He said remediation in our colleges and at Micron shows that many of our students have gaps.

Mr. Earling said change is difficult. He said this is a potential change in our culture, and some have had to change more than others. The mind set of the school is important. Do they do what is right for kids or what is comfortable for adults? There is some confusion as to who is responsible for what. He said bad news gets reported more than good news in the media. He also said that money does not equate with quality. The largest expense per student is in Washington, D.C. and New Jersey which have very poor results.

In response to questions, he said he didn't know how federal money would be impacted by the registration of homeschoolers. He said many states require registration and said he would provide the information.

He said NCLB requires high schools to give equal access to military recruiters if they allow businesses and schools access to the student data base.

As to Americans being lazy, a representative said at the state Dairyman's convention last year, a speaker said when in Japan or China, the parting comment is "work hard!" while here in the United States it is "take it easy." He also said that rather than putting schools in the "AYP Jail," schools should be rewarded for each individual student making progress (AYP-Adequate Yearly Progress).

In response to further comments, **Mr. Earling** said that getting information to parents is important, but agreed that offering a "transfer to another school" in the district when there wasn't one, was meaningless.

He also said that 50% of the 17 year-olds in this country do not have the math skills to work on an American auto assembly line. He said in the aerospace industry in Seattle, a factory worker makes \$50,000 to \$70,000 a year with a nice benefit package. This does not require a high math

degree.

Mr. Earling said there is intense discussions about teachers' salaries, especially in math and science. The suggestion has been made that math and science teachers should receive more money.

As to the issue of all students taking more math and science, he said this is a national issue where states are taking the lead. He said he personally would expect a child of his own who didn't particularly like math and science to still take a rigorous standard of classes. He pointed out that there can be a high level of math content in vocational education.

Chairman Barraclough thanked Mr. Earling for his interest in Idaho and his reputation of being supportive of our programs.

Rep. Rydalch assumed the Chair.

RS 15771

Rep. Barraclough presented RS 15771. He said there have been few praises and many criticisms of NCLB. He said that if a school has 900 students and all but five are doing well, it doesn't seem fair, practical, or make common sense to put the school "in prison" for those five.

John Watts, representing Dr. Cliff Green and the Idaho State School Boards Association, spoke. He asked that this RS be printed and brought back for a full hearing. He said this legislation has to do with the struggle with LEP and Special Ed being held to the same standards as regular students

MOTION:

Rep. Wills moved to introduce RS 15771. By voice vote the motion passed.

A representative suggested that in the Statement of Purpose (SOP) the words "general fund" be stricken and the statement would be more accurate if it read "There is no fiscal impact." The Committee all agreed to this change.

ADJOURN:

Chairman Rydalch adjourned the meeting at 10:30.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 9, 2006

TIME: 9:10 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: See Attached Sheet

Chairman Barraclough called the meeting to order at 9:10 AM.

MINUTES: **Rep Wills moved to approve the minutes of February 2. By voice vote the motion passed.**

MINUTES: **Rep. Shirley moved to approve the minutes of February 6. By voice vote the motion passed.**

Christa Hansen, President of Idaho PTA, opened the presentation saying that PTA was 100 years old last year. She said their mission was to speak on behalf of children and youth, to assist parents in developing needed skills, and to encourage parent and public involvement in public schools.

She mentioned their cultural arts program, and their program with the Attorney General on internet safety. They have trained presenters and have programs and materials in Spanish. She mentioned the benefits of parental involvement in schools on their children's lives.

Sherry Fiist spoke on the PTA's Legislative Priorities which she said were voted on at their annual Advocacy Conference. She listed Educational Funding, Graduation Requirements, State Achievement Standards and Accountability, Charter Schools, Bullying, Notification of Sexual Offenders, Adolescent Tobacco Use and Exposure, and Obesity.

When **Chairman Barraclough** asked for further clarification on PTA's stand on Charter Schools, it became evident that there were some hard feelings as a result of perceived inequity between regular public schools and charter public schools. The issue of public charter school students participating in sports or other programs at the regular public schools seemed to be the main issue.

When asked **Ms. Feist**, said PTA was in one charter school. She said some charter schools have developed innovative programs, and that different children respond to learning in different ways.

The discussion again returned to charter schools and what the PTA members felt were inequities.

Ms. Feist said that the money goes to only one school. If a regular public school receives no money for a charter school student's participation, the school is put under stress by the student's participation in an activity. She said the school the home school students attends,

does get funding for that student.

Chairman Barraclough commented that we can't make life completely equal, all we can do is use common sense to try and make things fair. He said he didn't want to become involved in turf protection. He said the PTA should set an example of doing what is best for the student.

Angela Treasure, a pediatric nurse and president of her local PTA said charter schools have an unfair advantage as the parents of their students take an active interest in their children. She said she sees sick children whose parents drop the child at the hospital, and are not heard from again until called by the hospital to come pick up their child. She said it wasn't fair as these children would be in the regular public schools. She claimed charter schools only take parents who care, so this make them an elite group. She said the regular public schools are left to flounder with parents who are not involved. She said this is a frightening trend.

Lyn Misner lamented the fact that sports do not pay for themselves. She mentioned a number of ways money is raised to pay coaches. She said parents should chose either a regular or charter public school.

Rosemary DeMond said she wanted public regular schools protected from public charter schools.

Chairman Barraclough pointed out that regular public schools can do a great job, and described the program at Taft Elementary which the Committee visited yesterday. He said that PTA could be a force for good. He mentioned high school reform and said he believes we can do better than we are doing.

Rep. Kemp described what it is like to serve in the Legislature and on the Education Committee. She said the members have a passion for education. She mentioned some of the members' education expertise, and referred to various bills members are sponsoring that are on the PTA's request list.

Chairman Barraclough said he was sorry for the debate as to whether charter schools are good or bad. He closed with a plea to identify the real enemies of education.

RS 15586: **Rep. Kemp** presented. This bill is to remove the reference in Idaho code (33.208) which states kindergarten is optional. Since all districts offer kindergarten the law needs to match current practice.

MOTION: **Rep. Mitchell moved to introduce RS 15586. By voice vote the motion passed.**

RS 15783: **Rep. Kemp** said this bill would allow school districts to dispose of property under \$500 in value. Dr. Cliff Green of the Idaho School Boards Association asked for this law to expedite the process of doing business.

MOTION: **Rep. Boe moved to introduce RS 15783. By voice vote the motion**

passed.

RS 15866

Rep. Trail said although there is a practice of requiring proof of Idaho State Residence for the public virtual schools, there is no law or rule. The Department of Education would like this.

Dr. Bob West, of the Department of Education spoke in support of the bill. He said even if a parent is out of state with the children for employment or medical treatment, a student could keep their enrollment. He said that Idaho has been labeled as an easy mark with regards to group homes. Students come and live in these home from out of state, placing an unfair burden for special education expenses on the local district, since no tuition is charged back to the home district or state.

MOTION:

Rep. Boe moved to introduce RS 15866. By voice vote the motion passed.

RS 15789

Rep. Shepherd presented. A school district in northern Idaho discovered that the waiver they had students and parents sign before participating in after-school activities was only valid if signed by a judge before the activity began. This bill has been requested by the Idaho School Boards Association.

MOTION:

Rep. Mitchell moved to introduce RS 15789. By voice vote the motion passed.

Chairman asked Darrel Deidi to speak.

Darrel Deidi said he had been in education for 45 years. First as a teacher, then science teacher, counselor, and finally Superintendent of Caldwell for over 20 years.

After retiring from Caldwell, he became a State Senator, lobbyist for the Governor, and now is State Chairman of Idahoans for Excellence in Education, which seeks to expand educational choice for Idaho families.

He closed with the sign on his desk during his superintendent years, "If you are making a decision that is best for children, you are on the right track."

ADJOURN:

The meeting was adjourned at 10:30 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 13, 2006

TIME: 9:02

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Emily Hecleer, Mike Tobiason, John Eikum, Mike Friend, Dan Schara, Jan Sylvester, Marilyn Sword, Ann Joslin, Karen Echeverria,

Chairman called the meeting to order at 9:02

MINUTES: **Rep. Shirley moved to accept the minutes of February 7. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to accept the minutes of February 9. By voice vote the motion passed.**

Rep. Trail pointed out a current issue of *Time* Magazine on the subject of science in the United States.

RS 15402C1: **Ann Joslin**, State Librarian, presented. She said this bill reflects the changes that have taken place in the State Library agency starting in 1985 when the Legislature changed the State Library's rules. The organization is now more a library developing agency, rather than a public library. Their mission is now to help the libraries in the state. The governing board members will now be called commissioners. Some obsolete language is removed and a new section added.

MOTION: **Rep. Mitchell moved to introduce RS 15402C1. By voice vote the motion passed.**

RS 15778: **Rep. Henbest** presented. This bill would remove vending machines from elementary schools and provide standards for the nutritional content of food and drink in vending machines in junior high and high schools. At least 20 states are looking at similar legislation and a number of states have already passed similar legislation. She said the cost of obesity in Idaho alone in terms of health consequences born by private insurers, Medicaid and out of pocket expenses is \$2 million. Obesity also is related to heart disease and Type II diabetes. In the last 15 years, milk consumption in schools has decreased by 29% and soda pop consumption has increased 1000%. A large number of students consume over 3 cans of pop a day. The bill follows the guidelines set up by Action for Healthy Kids in Idaho, except she made the rules on salt more stringent because of cardiovascular disease and hypertension.

In response to questions she said for the last 10 or 20 years there has been a suspicion of a link between diet and hyperactivity. She promised to look for a study when the bill is heard before committee.

MOTION: Rep. Boe moved to introduce RS 15778

In response to further questions, **Rep. Henbest** said the decision to remove vending machines from elementary schools is to encourage children to have three healthy meals a day and not snack. She allowed vending machines in junior high and high schools because money from them is used as a source of income for extra curricular activities.

One representative pointed out there are vending machines for pencils and notepads. Rep. Henbest said she would have no problem amending the bill to exclude non-food vending machines.

When asked if schools might sign long term contracts before the deadline of July 1, she said she hoped not.

ACTION: By voice vote the motion passed.

RS 15625C1

Rep. Rydalch presented. She said that 75% of our employees in the field of nuclear energy will be eligible for retirement by 2010. This bill is to encourage Idaho young people to enter this field, whether as a technician, college graduate, or a college graduate with an advanced degree. This bill is in partnership with the Center for Advanced Energy Studies at the Idaho National Laboratory. As to funding, she said the States's Kilowatt Hour Tax has existed since 1931, and the exemptions will stay the same.

MOTION: Rep. Wills moved to introduce RS 15625C1.

It was pointed out that the fiscal note should include the information that the general fund will lose the \$1.5 million. Rep. Rydalch agreed.

ACION: By voice vote the motion passed.

RS 15739C1:

Rep. Trail, presented. He said this bill revises the alternate certification requirements for teachers under the American Board for Certification of Teacher Excellence (ABCTE). This program has experienced a 25% drop-out rate, while a regular college program has a 12% rate. There has been some problem due to a lack of teaching experience for some of these alternatively certified teachers. This bill will insure that ABCTE teachers are getting supervised practice teaching experience of one semester. There is flexibility for some who have had teaching experience to opt out of the practice teaching.

MOTION: Rep. Mitchell moved to introduce RS 15739C1. By voice vote the motion passed.

H 547

Karen Echeverria presented and explained that the Division of Vocational Rehabilitation (Voc Rehab) was moved from the Department of Health and Welfare to the Department of Education. The authority for making rules is now needed. This bill allows the Prof-Tech Education Division to write rules, too.

MOTION: Rep. Shirley moved to send H 547 to the floor with a do pass.

In response to questions, **Dan Schara**, of the Div of Voc Rehab, said there is no fiscal impact, just the transfer of authority to write rules from one department to another.

No one knew what the reference that read “acquire, hold and dispose of water rights” meant, but it was in the original law. The Committee was promised an answer.

Rep. Rydalch spoke for a person in the audience who runs a sheltered workshop and said it has been a good move to put Voc Rehab under the State Board of Education

Marilyn Sword, Executive Director of the Idaho Council on Developmental Disabilities, spoke in support of H 547. She said she hoped all parties could work together to create new rules that will demonstrate outcomes and products.

ACTION: **By voice vote the motion passed. Rep. Rydalch and Nielsen will carry the bill.**

Jason Hancock, of the Legislative Budget Office, presented information on the Public Schools Budget for FY 2007 and answered questions. (See Attachment 1)

Some of the comments he made were that the value of homes in the state has increased 15.6% this past year. Four districts in the state are so wealthy, they raise more money for Maintenance and Operation (M & O) than they are entitled to receive under state guidelines, so they receive nothing from the state. (Blaine County and the McCall/Donnelley area are two examples.) He said revenues from the lottery came in higher than projected, so there are funds that are being carried forward. These funds can be used for anything that a school bond can cover.

Mr. Hancock said there are a number of bills and RS proposals “out there” that could substantially change the numbers on his presentation.

On Page 2 he pointed out examples of the equalization process. The lower dark portion is the amount raised locally, and the white part is the state’s contribution. Butte County is relatively poor, while Coeur d’Alene has more money, so the state doesn’t provide as much. Liberty Charter gets no M & O money, as it is a charter school.

When questioned why Meridian School district does not provide that much money for M & O, Mr. Hancock said they have less property value per support unit than the state’s average. It is a function of the huge growth in residential property which tends to be of lower value than commercial or industrial properties. (For instance, Micron and the Boise Mall are in Boise City.) Along with the suburbs come young families with lots of children.

Mr. Hancock said that the state does not take possession of local property tax dollars and redistribute them as some states do. Local property taxes stay with the school district, but they are used as a credit against the total amount of money the district is entitled to receive from the state.

He said the growth in support units is almost unprecedented. Only one year in the past exceeded this last year’s growth. This means \$8 million more will be needed for support units. There were some savings, and \$2 million in the Public Education Stabilization fund, but the Superintendent has asked for \$5 million more.

In response to questions, Mr. Hancock said that if a district suddenly finds themselves losing students, they have a year of “cushion.” They are funded as if they had 99% of their actual Average Daily Attendance (ADA)

of the previous year. The support would drop the following year, but the district would have time to plan.

When asked why the state uses ADA rather than enrollment for state funding, Mr. Hancock said that ADA provides a powerful incentive for districts to get the kids in school. There is also some concern that some districts might potentially “play games” to boost their enrollment numbers. He said ADA is more “fool proof.”

In response to a question about dual enrollment, Mr. Hancock said he would have to consult with the Idaho Code, but he felt there was provision for this. (Dr. Friend, and Dr. Jana Jones of the Department nodded their heads in agreement.)

As to a “support unit,” Mr. Hancock said that the same number of dollars go to each support unit. What changes is the number of students required to make a support unit. For example, in Meridian a support unit is 23 students in grades 4 to 6. In a small school district, it might only take 12 secondary students to make a support unit. Economy of scale is factored into the equation. He pointed out in a graph that Meridian experienced a 36.6% growth in units mid term this year, all other districts experienced only 27.9% growth total, and all charter schools experienced a growth of 35.5%.

Mr. Hancock pointed out that as the base salary goes up, Line 7, the benefits also increase, Line 9. He said that the recent state employee salary increase was 3%. The Change in Employment Compensation (CEC) Committee has requested more money for certain positions where the state is considerably behind the market, and the state is having difficulty keeping them filled. He said this would compare to the proposed increase of the minimum salary to \$30,000.

When asked how funding in the various departments works, Mr. Hancock said salary savings (from an experience person retiring and being replaced by a younger worker hired at a lesser amount) can be used to pay other employees in the department more. If the department receives a lump sum, they can use that for salaries. However, money marked for other uses cannot be used for salaries. Salary savings can be used for equipment such as computers.

Mr. Hancock said that if the base salary is raised to \$30,000, there will be a “depression” of sorts in that those teacher may not see an additional raise for a couple of years.

MOTION: **Rep. Shirley moved that the Committee recommend to JFAC a 3% salary increase for all teachers. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 10:58.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 15, 2006

TIME: 8:35 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Block

GUESTS: Vickie Scheuffele, Cody Claver, Don Lynn, Ben Buckendorf, Suzanne Schaefer, Gayle O'Donahue, Bridget Barrus.

RS 16029 **Rep. Denney** presented RS 16029. He said they have tried hard to reach a balance between local control and state responsibility in the area of school buildings. He said the Statement of Purpose (SOP) explains the proposed bill very well. It removes the cap on the Bond Levy Equalization fund so poor districts can receive more money. Schools are required to set aside 2% of the value of their buildings in a maintenance fund each year. (There is state help with this set aside of .5% to 1.5%, depending upon the wealth of the district as defined in the bill.) The last part of the bill is a "fail safe" method for those schools who cannot, or will not provide safe schools for the students in their districts. Cost of this legislation will be \$25 million the first year and after that \$8 to \$10 million per year.

MOTION: **Rep. Nonini moved to introduce RS 16029. By voice vote the motion passed.**

The co-sponsor was asked to speak about the bill. **Rep. Bedke** said this bill is a good attempt to recognize that things need to change in Idaho with regard to the state and what it does for school districts. This expands on the Bond Levy Equalization Fund bill passed last year. The Supreme Court has made it quite clear that the state is the provider for thoroughness at last resort. The requirement of a "fenced off" maintenance fund, and the state's contribution to this fund is a big step in the right direction. Districts have to report their square footage to the state in order to participate in this program, so the Department will know the square footage. The "fail safe" section is to encourage districts to try and solve their own problems.

Rep. Bedke said that this bill does not address the "super majority" currently needed for bond issues to pass. That will be a constitutional amendment and there are a number of proposals "floating around" on that issue.

Chairman Barraclough thanked the Representatives for their hard work on this legislation.

RS 16070C1 **Rep. Ringo** presented. She said she was part of a different group

working on this same problem. She said RS16070C1 provides a mechanism for the state to participate in school construction and uses the Bond Levy Equalization Fund. Each district has an index number based on its wealth and will receive from 5% to 50% of the 2% of building value required for building maintenance. The state will develop guidelines for safe schools, and 5% of the sales tax revenue will be used for this project. They expect things to change over time, and hope to use the cigarette fund tax revenues to fund this. They also provide some property tax relief in this bill.

Rep. Rusche spoke. He said since both bills have the same target, it is not surprising there are similarities. He said they anticipate using the Idaho State Building Authority to implement their proposal. Right now the State Building Authority cannot bond or interact with schools. This bill would define an unhealthy school that required immediate action. This bill provides for the state to pay the interest on the bond if the district cannot. This bill would also cover districts who have recently "bitten the bullet" and passed bond issues. They will participate equally with those who will be helped with new bonds. He said it promotes efficiency by also using the State Building Authority to decide the plans used for these schools. He said there is a small amount of property tax relief included.

MOTION:

Rep. Trail moved that RS 16070C1 be introduced. By voice vote the motion passed.

Don Lynn, Chairman of the Idaho Virtual Academy (IDVA) Board of Directors, presented. He said board members and students come from all over the state. He gave a report on the Vision and Mission, as well as described the school. He said 45% of the student body qualify for "Free and Reduced Lunch," and 6.3% are special education students with service delivered "face to face." They are not an elite school. At the beginning of the school year, a student receives 3 boxes containing a computer, monitor, printer, and all the books and materials needed for the year. (For example in art a student might receive clay, and the tools necessary to mold it. In science they might receive the rocks to study and test tubes.) In addition, the school pays a certain amount towards the family's internet connection. They serve students who can't get to class every day because of distance or other reasons. He did say that IDVA is not for every student, but it is a great choice for some.

Mr. Lynn said students do not spend 6 hours a day in front of a computer, they are physically involved in learning. They provide the tools on line to allow parents and teachers to maximize the student's learning.

Testing sites are regional and students take all the tests traditional Idaho public school students take. They often take all three tests on one day, rather than three separate days, but still do very well compared with the state averages.

In response to questions, Mr. Lynn said that they do facilitate dual enrollment with local regular public schools so their students can participate in music and sports, and most regular public schools welcome these students. In addition, many of their parents get together in order to provide enrichment. For instance, there is a student chess club.

He agreed that special education does pose a hurdle, but they have overcome it. He said the Department has been helpful. He said "face-to-face" means just that. Either students get together as a group and the teacher visits the group, or the student comes to the teacher.

Illuminate Live is the online real-time classroom program. The students have headsets and microphones and can communicate with each other and with the teacher. This works especially well for classes such as languages.

If a student leaves the program, the books and materials are sent back. (Books are returned at the end of the year and reused as in any other public school.)

Cody Claver, Head of the IDVA, responded to questions. He said he taught in and spent 9 years in administration as a principal at the elementary, junior high, and high school level in District 92, Idaho Falls. Since coming to work at the IDVA he said he has developed a real appreciation for the parents of these students who have the best interest of their kids at heart. These parents love their kids. He said IDVA is a choice for those families that want to take that deep level of involvement with their children's education.

He said they do not receive complaints from their parents on the curriculum, but if there is a problem, it is very easy for parents to communicate with the school, and they do it regularly.

He said it costs about \$5300 to educate a child at IDVA, as compared with \$6000 to \$7000 in the regular public school system. One advantage is that there is a seamless matching of curriculum between content areas such as math, history, and science.

Many students do come from families where the parent or parents are working full time.

In response to questions, he said they do not have any Limited English Proficiency students, but they do have curriculum ready.

Gayle O'Donahue, of Idahoans for Excellence in Education, said her PAC was formed two years ago in response to requests from parents and educators. Their agenda is to encourage choices in education. She said the Charter School Law revision two years ago has improved charter schools dramatically. She said some families will have one child in a charter school, one in traditional public school, and a third home schooled. Parents can choose the option best for each child. She said charter schools can cut through the bureaucracy established over the years and try out new methods of teaching. She told of some examples of students whose lives were turned around at a charter school.

Rep. Rydalch assumed the chair.

Bridget Barrus from the Idaho Charter School Families organization, spoke. She said they support Senator Goedde's bill increasing the number of new charter schools each year from 6 to 12. She said the cap of 6 concerns a lot of foundations who provide money to charter schools. With the cap of 6, Idaho is viewed as not being particularly friendly towards charter schools.

In response to questions, she said that every charter school has an authorizer who works with the board of directors to make sure they carry out the charter. A charter can be revoked, and with the clarification of the new law, there is a better understanding of how to work together and better interact to solve problems.

Ms. Barrus said she and her husband took in a relative's children and they attended regular public schools. At the same time she had one child in a charter school, and another was in a different program.

When asked about the problems with the IDEA, she said she didn't want to speak for the school, but her understanding is that there is a question about the definition of virtual education and whether or not IDEA qualifies for transportation dollars. She said members are working with JFAC to solve the problem.

Rep. Trail said this school is located in District 6, and is in the White Pine School District. The problem is in determining under what category IDEA falls. There was a meeting last Thursday and the Attorney General has been asked for an opinion to decide reimbursement.

Someone asked what will happen if the Attorney General rules against IDEA. There was general agreement among the members that legislation will be proposed to change this.

ADJOURN: The meeting was adjourned at 10:30 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 16, 2006

TIME: 8:35

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Brad Compton, Cliff Green, Jana Jones, Christian Zimmermann, Brent Reinke, Glenda Rohrback

Chairman Barraclough called the meeting to order at 8:34 AM.

MINUTES: **Rep. Pence moved to approve the minutes of February 13 with the correction of names as noted. By voice vote the motion passed.**

Brent D. Reinke, Director of the Department of Juvenile Corrections, presented. He started out with the good news that there has been a 25% decrease in recidivism between 2002 and 2005. He said that 94% of juvenile services are provided at the local level. A disturbing trend is that the age of juvenile offenders is getting younger.

They have seen good results from holding accountable both the family and the juvenile offender. During the week a juvenile will see a judge within 24 hours of an arrest, over the weekend it will be 48 hours. They work with the offended party. If a juvenile shoplifts, he will have to pay for the item, and then spend time doing community service like scrubbing grout in the floor tiles at the mall.

Last year 6,094 juveniles were placed on probation, saving the state \$11.5 to \$12 million dollars in confinement expenses. With the county partnerships, 206 received suspended commitments, \$567,000 in restitution was collected and 150,377 community service hours were completed.

They are seeing an increase in the very young offenders under the age of 10. These very young offenders should not be with the older juveniles and by law are turned over to Health and Welfare for possible placement in a foster home.

They are also seeing an increase in the number of drug and alcohol convictions, mental health issues, and female offenders. He said meth is a huge problem, and is responsible for much of the increase in numbers. Over the past 5 years they have also seen an increase of 26% in the arrests for sexual offenses, and 26% are in custody for a sexual offense.

They are seeing an increase at the county and state level of those with serious emotional disturbance (SED) problems—33% of the juveniles in IDJC custody have this diagnosis. If they are on medication, there is a problem receiving access to the drugs once they leave the system.

Parents are charged on a sliding scale while their child is in detention. That money is being used to assist juveniles with re-entry into communities by working closely with local faith-based organizations and families. They also have a voluntary program with foster grandparents

under the faith-based programs at St. Anthony. Some of these juveniles at the correction centers have never known good grandparents.

In response to questions, Director Reinke said they have a "fairly decent" level of trained staff members. He said they have a very low incidence of successful suicides, with only two in the last 10 years. However, they have seen an increase in suicide attempts.

He said over half of those in custody have no idea where their father is. They try to work with what every family the juvenile has, be it uncles, aunts, or grandparents.

Rep. Wills said that meth is a massive issue and is being used by younger and younger children. He said this is going to be a continuing very serious problem. Unlike any other illegal drug, there is a 98% addiction rate after just one use. The second time, permanent brain damage occurs. He said that 90% of the meth is coming from Mexico.

Director Reinke, agreed and said last night at a drug awareness program, some Buhl students said they could buy good quality meth for \$8 or \$10 at school.

Dr. Glenda Rohrback, head of the Department of Juvenile Corrections Educational Program, gave an update. She said their excellent teachers are getting older and they will lose one-third of them in a few years. St. Anthony is a small town, and finding replacement teachers will be difficult. They do not have to meet the No Child Left Behind laws, but they do try. It is difficult to find math and science teachers. They are trying to help current social studies teachers re-certify in math and science.

Students in their correctional facilities have low verbal IQ ratings. They work much better with their hands, and process information more slowly than students in regular high schools. Teachers have to learn to give them more time to respond, or they respond in inappropriate ways. Unlike many other states, most students have a fairly high reading ability, and are able to read at the 7th or 8th grade level.

They have tried to adopt teaching methods and programs more like regular high schools to ease the return of these students back into them.

Their students lack social skills, and the Department of Juvenile Corrections works on it. They now have a test that measures social skills.

In closing she said they spend \$11,000 per student, with most of the money going to teacher salaries. She said they have a great student to teacher ratio.

Christian Zimmermann spoke to the Committee. He is retired from the Air Force. During his 12 years on active duty and 18 years in reserve he served in all three major air commands. While in the Air Force Reserve, he flew for TransWorld Airlines. He figured out that he has spent three years of his life flying above planet Earth. He taught flying, and had a Master's Degree, but not a teaching certificate.

Upon the death of his brother-in-law, he and his sister decided to return to China, the land of their birth, and teach an English program last summer. They went to teach conversational English to heads of English departments in secondary schools. He mainly spoke of his impressions.

He said that first graders start to learn American English in China. The

get an English name. His students all had cell phones and E-mail addresses.

The Chinese people have a great fondness for America because Americans volunteered to defend China from the Japanese before World War II. Keeping the Burma Road open and driving the Japanese bombers away earned the lasting appreciation of the country. He saw a lot of Chinese television showing old films of the Flying Tigers on the Chinese history channel. The Chinese people still hate the Japanese.

Mr. Zimmerman predicted that China will never bomb Taiwan, as General Chaing Kai Shek took all the Chinese dynasty artifacts in 34 box cars and shipped them to Taipei ahead of the invading Japanese Army. China values its history and would never destroy those items, he said.

He has now received his Chinese teaching credentials, and hopes to return for a school year this fall and really learn the language.

RS15525C4:

Rep. Block presented and said that one of the best things we can do for our children is to give them an opportunity to get a college education and be drug, alcohol, and tobacco free. She gave some statistics. She said 85% of the prison population is there because of drugs and alcohol, and 83% of children are in foster care because of drugs and alcohol in their homes.

She said if we can keep students from using drugs, alcohol, or tobacco until they are 21 years of age, it is virtually certain they will never use them.

Starting with 2007, ninth grade students can sign up for the program and put their name on the list for random drug testing. Each year they remain free of these substances, they can earn a semester at an Idaho college, for a maximum of two years. This program has wide support across the state, including the Department of Juvenile Corrections, Health & Welfare, the State Board of Education, the Department of Education, and the Governor.

The record keeping will be done by the local school district. A student must participate in the program all four years. They cannot go in and out of the program. A student moving into a school could start at the beginning of a year.

MOTION:

Rep. Mitchell moved to introduce RS 15525C4.

When asked, Rep. Block said no school currently tests for alcohol.

ACTION:

By voice vote the motion passed.

ADJOURN:

The meeting adjourned at 10:40.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 17, 2006

TIME: 8:07 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Nancy Laman, Rachael Nuttall, Nancy Gray, Matt Ellsworth, Jana Jones, Dan Prinzing, Erin Bennett

Chairman Barraclough called the meeting to order at 8:07

RS 16042C1

Senator Goedde started the presentation. He commended Representative Rydalch for working since last summer on drafts. He said he wanted to see that counties with community colleges were allowed to keep things as they are now if they wished.

He said that right now we have a dual system. Two areas in Idaho have community colleges supported by local property taxes, and one area has a community college not supported by local property taxes. The other areas have four-year colleges. He said we now have a "camel, it would be nice to have a race horse."

In response to comments he said the hottest meetings on tax reform were in Coeur d'Alene, so he is not sure Kootenai County voters will want to keep the support of North Idaho Community College on their tax rolls.

Representative Rydalch continued the presentation. She said the portion of the Liquor Fund that goes to the counties for the support of community colleges will stay the same. She said she appreciated the Governor's proposal, but didn't feel property tax should be used after K-12. She said she felt the "apron strings should be cut." She said that North Idaho College (NIC) and College of Southern Idaho (CSI) will be able to stay as they are if the voters choose. (See Attachment 1 –Statement of Purpose--for explanation and details). Even under the new system, half of the Board of Trustees for a community college will be from the local counties, and each county must be represented on the board.

In response to questions, Rep. Rydalch said they estimate \$43.9 million in revenue from the sales tax money. The schools already get \$30 million so this is an increase of 13.9 million. They expect that additional money will come from the Liquor Fund as well as tuition and fees.

Rep. Rydalch said the program will phase in slowly, and students can go to any college in the state. She said the four-year colleges will not be adversely affected by this bill.

MOTION: **Rep. Wills moved to introduce RS 16042C1**

In answer to further questions, **Rep. Rydalch** said nothing will change for the two existing community colleges should the voters chose that option.

It was mentioned that JFAC may change the formula for redistribution of the Liquor Fund monies. Rep. Rydalch commented that formulas can be changed by the body at any time.

She said a college could vote to join the new program, but they cannot go in and out of the program. She stated that by code, 50% of the liquor money is for community college tuition. Not all counties use this money for that and it has become a "slush" fund in some cases.

She said four-year college presidents are supportive of this issue as they would rather not do the remediation at their institution as it is so much more expensive.

ACTION: **By voice vote the motion passed.**

H 351 H 351 was pulled from the agenda at the request of the sponsor.

HCR 32 **Rep. Trail** started out by saying that there were 4000 teenage suicides last year, 89% of which were male. Bullying is a leading cause of suicide. With the changes in technology, cyber bullying has become a serious problem.

There is an additional problem in our very mobile society as parents and neighbors don't know each other or what is going on with kids. Bullying disrupts classes and interferes with learning. He said more information would be coming from the State Department of Education.

Nancy Lemas, a concerned parent, spoke of her daughter's experience. Using instant messaging, a girl in her daughter's circle of "friends" assumed the daughter's identity and started sending hateful messages about others in the daughter's name. The daughter's friends stopped talking or eating with her which was devastating, and she had no idea what the problem was. It wasn't until the grandmother received a suicide threat in the daughter's name that the situation was discovered. The daughter has recovered and was elected class president. (The mother graciously did not "out" the culprit as she is now under the care of a doctor and on medication.)

Rachael Nuttall spoke. She is the mother of a 3 year-old autistic child and a corrections officer in Idaho working with female prisoners. She said 50 to 75% of the inmates are bullies or have been bullied. Those who bully are kicked out of school, and those who are bullied tend to drop out of school. Both groups end up in prison. She said if 10% of the bullying could be eliminated in schools, it could reduce the prison population by 1600. On a daily basis she sees the trauma of bullying that occurred in the teenage years, but the effects are still felt by women 40 and 50 years old.

Nancy Gray, Idaho Director of Bullypolice.org, spoke. She told of the founder of her organization who had a 13 year-old son commit suicide. She said bullying occurs because adults let it happen. In a work situation, the offender may be fired, or the employee may move. Students in school are trapped. There is a price to pay in poor grades and opportunities for college and a good future lost. She mentioned one lady who has become obese and a shut-in as a result of bullying.

Erin Bennett, of Idaho School Boards Association, said they support

the bill.

Rep. Nielsen said at first he was assured by local school districts that they were taking care of bullying, but he recently discovered an incidence of bullying in his family. He said he believes this is more than a “feel good resolution,” but hopes it will serve notice to people that this issue is not going to be swept under the rug. He said we need to set notice that the Idaho Legislature takes this issue seriously.

MOTION: **Rep. Mitchell moved to send HCR 32 to the floor with a do pass. By voice vote the motion passed.**

HCR 33 **Rep. Trail** said HCR 33 requests a summit for a civic learning. He said American students rank 10th in the world in their knowledge and understanding of the democratic principles in their country. He said Civics education needs to be discussed in Idaho’s schools, families and other groups. The Secretary of State endorses this resolution.

Co-sponsor **Rep. Nielsen** said this resolution is near and dear to his heart. He said that students need to understand that we have a republic form of government with democratic principles. The rule of law is associated with a republic. It is proper for the new generation to understand the differences between a democracy and a republic in application. He said the 8 principles of the Thoroughness Doctrine need to be reinforced.

Co-sponsor **Rep. Kemp** said our students need this information to understand our government and be prepared to participate in our global economy in this 21st Century.

Dan Prinzing, of the Department of Education, said that the funding is coming from the Campaign for the Civic Mission of Schools managed by the Council for Excellence in Government in Washington D.C. He said that Idaho has already been recognized for their work in civics education. He said that with HCR 32, Sept 10-16 will be Bully Awareness week, and will followed by September 17 which is National Constitution Day.

MOTION: **Rep. Mitchell moved to send HCR 33 to the floor with a Do pass.**

A representative requested the Statement of Purpose be changed to name the organization providing the funding for the summit. Members agreed to do this.

ACTION: **By voice vote the motion passed.**

ADJOURN: The meeting adjourned at 9:20

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 20, 2006

TIME: 8:00 A.M.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Rep. Rydalch

GUESTS: Please refer to the presenters highlighted below and the attached committee sign-in sheet.

Chairman Barraclough called the meeting to order at 8:07 a.m.

MINUTES: **Rep. Kemp** moved to accept the minutes of February 15, 2006 as printed. **By voice vote the motion passed.** **Rep. Wills** moved to accept the minutes of February 16, 2006, with corrections. **By voice vote the motion passed.**

RS 15957 **Robert Vande Merwe**, Executive Director of the Idaho Health Care Association (IHCA), said that nursing home facilities in Idaho's smaller communities often have difficulty in attracting licensed administrators because of current license requirements. Rules of the Idaho State Bureau of Occupational Licenses require that a nursing home administrator from another state must have a valid license from the other state as well as one year of apprenticeship *and* one year of experience. RS 15957 would require a valid license, one year of apprenticeship *or* one year of experience.

MOTION: **Rep. Mitchell** moved to introduce RS 15957. **By voice vote the motion passed.**

RS 15922C2 **Rep. Trail** handed out a concept paper painting the broad spectrum of the scholarship and loan program as he envisions it. See the attached paper titled "Needs Based Scholarships and Loan Programs For Idaho Institutions of Higher Education." The program would help students complete their college education with some financial help and would relieve the debt load on graduates. Rep. Trail summed up RS 15922C2, which would create a needs-based scholarship fund. A representative asked why payback was not being required. Rep. Trail said the next two RS's would answer the question.

MOTION: **Rep. Nielsen** moved to introduce RS 15922C2. **By voice vote the motion passed.**

H531 was again removed from the agenda at the request of the sponsor.

RS 15924C2

Rep. Trail next presented RS15924C2 which creates an Idaho Opportunity Loans program for post-secondary education loans. An endowment would be established for needs-based loans at colleges and universities. Financial aid directors need various tools and greater flexibility; the endowment would be another financial tool. Students would be obligated to make repayment back into the loan fund to keep it operating. Repayment rules would be developed by the State Board of Education.

MOTION:

Rep. Boe moved to introduce RS 15924C2. By voice vote the motion passed.

RS 15923

Rep. Trail presented RS 15923. He said this RS addressed the shortage of math and science teachers and the need for a needs-based loan program for math and science students who commit to teach in Idaho schools on graduation. Specific guidelines for repayment could be 20% forgiveness of the loan for each year of teaching in Idaho. The legislation would also provide opportunities for current teachers to gain certification in math or science. Several representatives asked about the interpretation of "science," for example, could science include special education or nursing? Rep. Trail responded that the answer depended on how broadly one wished to interpret "science." He further stated that these RS's are a first step and future legislation might specify additional science-related professions. Rep. Trail indicated that he had reviewed his concepts with the Idaho Association of Commerce and Industry (IACI) and with hospitals. Several representatives asked if nurse practitioners and physicians assistants would be included and Rep. Trail agreed. A representative said that allowing nurses to participate would solve a problem for North Idaho as all nursing programs are full and there are long waiting lists.

MOTION:

Rep. Mitchell moved to introduce RS 15923. By voice vote the motion passed.

ADJOURN:

The meeting was adjourned at 9:04 a.m.

Representative Jack Barraclough
Chairman

Mary Betournay
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 21, 2006

TIME: 8:10

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Block

GUESTS: Cliff Green, Maria Salazar, Jerry Helgeson, Jana Jones

Vice Chairman Rydalch called the meeting to order at 8:10.

RS 15997C1

Karen Echeverria, of the Idaho State Board of Education, explained that Idaho's current law dealing with the registration of profit and for not-for-profit institutions offering academic credit is too vague. If an institution has any kind of an office in Idaho, they will fall under this bill. She said some "schools" are offering a degree for a fee with no work. If necessary, at some point in the future they will add an additional staff member to handle the registrations.

In response to questions she said a registration list will offer prospective students a way to find out if their credits, diplomas, or degrees will be accepted by other institutions before they pay money.

MOTION: **Representative Wills moved to introduce RS15997C1. By voice vote the motion passed.**

RS 16051

Senator Goedde started out the presentation by saying this proposal compliments some of the sex offender bills currently under discussion. The purpose of this bill is to limit access to public schools by sex offenders. There are provisions if the sex offender is a student in the school. If the sex offender is a parent, drop off and pick up is permitted and a parent-teacher conference is allowed with 24-hour notice to the principal. The safe zone is set at 500 feet from schools or school functions.

Rep. Nonini said he and the other sponsors of this bill had worked on it as a result of the unfortunate circumstances in North Idaho this last summer.

Rep. Chadderdon said they made some revisions at the suggestion of the Attorney General. He raised the issue of voting at a school. Rep. Chadderdon said the sponsors felt the 24 hour notice to the principal might work, and that absentee voting was always possible.

The issue was raised as to businesses located near a school such as a restaurant across the street, or the saddle shop next to a school in one

community. **Senator Goedde** said he felt this bill would not stop a visit to such businesses, but would prevent loitering.

MOTION: **Rep. Nonini moved to introduce RS 16051.**

SUBSTITUTE MOTION: **Rep. Nielsen** said he thought it was a good bill, but he didn't want to wait until July 1 for it to go into effect. **Rep. Nielsen moved to add an emergency clause so the bill will go into effect immediately upon the Governor's signature. By voice vote the motion passed.**

H 624 **Rep. Kemp** presented this bill at the request of the Idaho School Boards Association. Current law makes it very cumbersome to dispose of property valued less than \$500. This will streamline the process and save paperwork. She said the school board would have to authorize the employee to dispose of the item, so there is accountability.

MOTION: **Rep. Cannon moved to send H 624 to the floor with a do pass.**

Maria Salazar, a trustee for District 221 in Emmet and a member of the Executive Board of the Idaho Association of School Boards, spoke in support of the bill. She gave an example that occurred in her district. The Tech Director had a number of donated computers, and bits and parts. He wanted to get rid of the unuseable stuff and donate the rest to Computers for Kids.

When she was questioned, she said that she expected there would be the usual notifications to the public. She said the superintendent would be the authorized representative in most cases.

ACTION **By voice vote the motion passed.**

Vice Chairman Rydalch assumed the chair.

HJM 13 **Rep. Barraclough** said he has supported No Child Left Behind (NCLB) since its earliest inception. He has always focused on the theme that we need to improve education. He said \$177 million is involved in this, and we are not saying we always know better than the feds, but experience "on the ground" has shown the bill needs some "tweaking." He said it is not fair that if a school has 900 students who are doing well, and 6 who are not, the school ends up "in jail." He said he is not trying to undermine the NCLB, but people who work with this bill want these changes. NCLB will be reviewed when it comes up for re-authorization next year.

Dr. Cliff Green, of the Idaho School Boards Association, said this is not an attempt to tear down NCLB. He thanked the Committee for listening to their presentations on the "Day at the Hill" in January. He said the presenters tried to show positive feedback and the successes as a result of NCLB. He mentioned that we saw a presentation from the Meridian School District, a large district, and another smaller district. He said HJM 13 takes a three-step procedure. (1) States that Idaho supports and is committed to make NCLB work. (2) Asks for some pragmatic changes that will benefit both the schools and the students. He said they are not beating up on NCLB or just paying lip service. (3) Emphasizes that the boards have tried hard to provide accountability.

Dr. Green said one could hold discussions as to whether or not 100% of the students will ever make the goals, but there has to be a goal. He said NCLB has identified deficiencies which is painful, but they must be found before they can be corrected.

At a national convention in Columbus, Ohio this last year, "Lighthouse Districts"—those who were doing outstanding jobs, were reviewed. Meridian School District was one of those "Lighthouses" mentioned.

He said there are over 100 different languages spoken by Idaho school children. He said there are 37 languages spoken in the Meridian District and 84 in the Boise District. He distributed a handout showing some of the problems populations. (See 2-21 Attachment).

He said the expectations for Limited English Proficiency (LEP) students is unrealistic if they are illiterate in their native tongue, which many are. Currently the U. S. Secretary of Education, Margaret Spellings, has given Idaho one more year to make the goals, They are asking that this extra year be made permanent.

He said as far as Adequate Yearly Progress (AYP), both the Department of Education and the Board of Education agree that it should not be tied to an individual student. Currently states are allowed to have 1% of the severely disabled students not meet the goals. Secretary Spellings has given an additional 2% flexibility to Idaho students to take a different test, or be tested in a different way. They would like this change to be made permanent. Under this temporary provision, 13 more districts made AYP. His group would like this provision made permanent, too.

He said Dr. Friend was unable to be there, but that Dr. Friend and the Idaho Association of School Administrators support this bill.

Dr. Jana Jones, Deputy Superintendent of the Department of Education, answered a question on Native Americans. She said they do not recognize the Native American tribes' languages as those spoken in Idaho. However they are the third largest group showing AYP deficiencies. The scores of these students are significantly lower than all the other cultural areas within the state.

MOTION:

Rep. Boe moved to sent HJM 13 to the floor with a do pass. By voice vote the motion passed.

Rep. Boe suggested that all members might like their names added to the Statement of Purpose. All the Committee agreed.

Chairman Barraclough assumed the chair.

One representative said he is getting E-mail messages that teachers may not get the 3% the state intends that they have. A discussion followed.

Dr. Jones said the 3% the State gave State employees was not a 3% across-the-board raise. That is not allowed. The raises must be based on merit. She said it will probably be the same for school teachers, however she hasn't seen the intent language yet.

Chairman Barraclough said he has received E-mail messages and letters from teachers who say they haven't had a raise in 6 years. He said it is frustrating when the Legislature increases the money to schools, and

teachers don't get a pay raise.

Dr. Jones said Tim Hill could describe it much better. She said if the increase raises the salary base, then the teachers might all get a raise. She said it is possible for someone not to get a raise the last five years, with the Steps and Lanes program in place. This year a 3% raise to the base is being proposed by her Department. She said this does not mean that every teacher will receive a 3% increase in pay.

Dr. Green, from the Idaho School Boards Association, said it depends upon the Master Contract each district has with the teachers. He said that the funds are typically distributed to the districts to use at their discretion as far as the State is concerned.

In answer to questions, he said each districts has their own system or pay plan and can distribute the money any way they chose under the Master Contract.

When members suggested more intent language, Dr. Green said it could cause lawsuits and urged the Legislature not to do that.

When asked if he relayed the Committee's vote to recommend a 3% raise for teachers to JFAC last week, **Chairman Barraclough** emphatically said he did.

ADJOURN: The Committee adjourned at 9:00

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

- DATE:** February 22, 2006
- TIME:** 8:04 AM
- PLACE:** Room 406
- MEMBERS:** Chairman Barraclough, Vice Chairman Rydalch, Representatives Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence
- ABSENT/
EXCUSED:** Representative Trail
- GUESTS:** Becky Young, Nancy Gregory, Steven Thayn, Tani Theiler, Sherri Wood, Sherrie Feist, Barry Peters, Res Peters, Lisa Hilde, Mike Friend, Susan McKean, Sally Skinner.
- MINUTES:** **Representative Wills moved to approve the minutes of February 17. By voice vote the motion passed.**
- MINUTES:** **Representative Wills moved to approve the minutes of February 20. By voice vote the motion passed.**

Becky Young, Chair of the Boise School District Parent Community Advisory Council (PCAC), presented. She thanked the Committee for their work for education. She said PCAC is a parent and community advocacy organization representing every one of the 54 schools in the Boise School District. Members are deeply involved in their children's educational achievement and advancement. In 2004-5, 10,000 Boise parents logged over 300,000 hours of service in the district. They also raised over one million dollars. They have implemented an elementary school program called Parent Assisted Learning (PAL) which provides monitors and helpers for students with their homework before school. It is now in 8 schools five days a week with over 1,000 children attending.

She said a Title I school has more than 40% of its students registered for the free and reduced lunch program. A non-Title I school has less than 40% or less registered for the program.

The No Child Left Behind Law (NCLB) was designed for Title I schools. However, Idaho was one of two states that chose to extend the Act to its non-Title I schools. This has created a problem in that Title I schools receive remediation money, but non-Title I schools do not. This has created some bad situations.

Lisa Hilde, an Elementary school parent and volunteer at White Pine Elementary School, a non-Title I school, spoke of her child's experiences. Last year the third grade teacher worked exclusively with those struggling, leaving the others to do work sheets, while not being allowed to ask questions of the teacher. She said the teachers were trying. Better students were being asked to help the lower achieving students. She said the kids who were doing well are robbed of their teacher.

Tani Theiler, an elementary school parent and volunteer at Longfellow spoke. She said teachers volunteer lunch time and lab time to work with the needy students. In addition, there are many parent volunteers, but as a non-Title I school they are struggling. Teachers are held accountable if their lower students do not make progress. They teach “from the bottom up” so as not to be responsible for the school ending up in “jail.” She has a student in first grade with a number of non-native English speakers who moved to the US within the last year. Her son’s fourth grade class has 30 students, and 5 to 7 that need remediation. The top students are being neglected. He son used to get up early and loved going to school. Now he doesn’t want to go because all he does is work sheets and then reads when he finishes. He is bored. She said the teacher can’t work with the top kids and they are being neglected. She said there is a huge dead space for those in the middle or at the top. She said remediation funding for non-Title I schools would help all the children. If there is no funding, she asked for a moratoriums on punishments for failure to meet the goals.

When asked, **Ms. Young** said Superintendent Marilyn Howard said last year it would cost \$5.4 million to provide remediation for non-Title I schools—this figure came from 50% of the amount used for Title I schools. Last year remediation and technology money was combined. They are asking for a separate line item this year.

She said there are unintended problems. Timberline High School scored 88% in math, well above the state score of 78% and 92% in the reading, again above the state score of 83%. However the entire high school did not meet Adequate Yearly Progress (AYP), because 5 special education students stayed home test day and so more than 2 students failed to “participate.”

In closing, Ms. Young said that they support academic rigor, especially in math and science, and the high school redesign, providing the funds are made available for new teachers and programs.

H 623

Rep. Kemp presented H 623. She said in 1965 Kindergarten and Head Start became part of the national discussion. She said she believes that Kindergarten is an important part of our education system. This law repeals the section making Kindergarten optional. She pointed out that Kindergarten attendance counts towards Average Daily Attendance (ADA). She said this bill validates the usefulness of Kindergarten. She said it won’t be mandatory for a child to enroll in Kindergarten. She said this legislation simply says that Kindergarten is important and that it counts.

When asked about home schoolers’ fears, she said the mandatory school age in Idaho is 7 to 16 years of age. She said repealing this section does not make the reverse true, and a new law would be required.

In response to questions, she said she believed five or six was the best age to start school, but that wasn’t part of the bill. She said most states have a compulsory age of 7 or 8 for starting school.

Steven Thayn, a former Emmett teacher spoke in opposition to the bill. He said too often the question is not asked “How will this legislation impact the family?” He said in the last 40 years since Kindergarten has become prevalent, the SAT scores have gone down 10%, the divorce rate has gone up 350%, and teenage suicide has gone up 450%. He asked

why this law should be passed and said it showed a lack of respect for parents and local school boards. He said if Kindergarten is as good as claimed, it should be allowed to be optional. He said by fourth grade, the academic benefits of Kindergarten tend to fade out. He said Kindergarten takes time away from the family, and he would prefer that a child stay with its mother. He said Finland doesn't send children to school until age 7.

Sherri Wood, former teacher representing the Idaho Education Association, spoke in favor of the bill. She said she felt that Kindergarten is important for a child's success. She said those who attend Kindergarten are less likely to repeat a grade, drop out of school, or get in trouble in later years.

In answer to questions, she said she thought 5 was the proper age to begin school. She mentioned her experiences in Caldwell with disadvantaged kids. She said the quicker they could get them to school, the better it was for the kids, as for the most part they were home alone.

Sherrie Feist, of the Idaho Parent Teachers Association (PTA), said she supported the bill for the reasons mentioned previously. In 1998, the PTA voted to support Kindergarten. This bill will have no fiscal impact on the state.

Barry Peters, an attorney, resident of Eagle, and member of the board of legal advisors for the Idaho Coalition of Home Educators, spoke in opposition to H 623. He said by removing this section from code, Kindergarten is no longer optional. He urge caution as he said this is a shift in policy. He said there is no long-term benefit from changing the wording. Kindergarten is functioning and doesn't need validation. He suggested an alternative to this bill which would mandate Kindergarten, but not that parents put their child in Kindergarten.

He referred to a 2002 study and said that extra achievements of those who take Kindergarten starts to decline by fourth or fifth grade and attributed this to burn out.

When one representative expressed concern over the parents that don't care, Mr. Peters responded that this bill does not put one child in Kindergarten. He again stressed the importance of this bill as a philosophical educational change.

He agreed this would not stop a parent from home schooling or putting a child in a private school

Dr. Mike Friend, of the Idaho Association of School Administrators, spoke in favor of H 623. He agreed with Mr. Peters that this bill is not about validation, as Kindergarten is already validated by the budget. He said if the bill fails, nothing changes. He said the last district added Kindergarten about 10 years ago. He said it is a way to update Idaho statute and asked for a yes vote.

A representative quoted his mother-in-law as saying half way through the first grade year, she could not tell the difference between those who had and those who had not been in Kindergarten. He said boys do not mature as quickly as girls and said he held one of his boys back a year. He said we need to be very careful as we are taking away a safety net by passing this bill.

Another representative said, as a former Kindergarten teacher, she felt that Kindergarten was valuable in starting children on the path to learning. She said math and reading are taught in Kindergarten now.

MOTION: **Representative Mitchell moved to send H 623 to the floor with a do pass. By roll call vote the motion failed. Representatives Block, Cannon, Shirley, Wills, Kemp, Boe, Mitchell and Pence voted AYE, and Representatives Barraclough, Rydalch, Bradford, Nielsen, Chadderdon, Mathews, Nonini, Shepherd, and Brackett voted NAY.**

RS 16123 **David Lehman**, from the Governor's Office, presented RS 16123, which sets up a system of community colleges. It empowers the State Board of Education to establish a network of community colleges only in the areas of the state where post secondary education needs are underserved, not where ones currently exist.

In response to questions, Mr. Lehman said that existing institutions could work together across current established areas boundaries to form a community college. As time was running short, Mr. Lehman said he would answer questions when the legislation comes back as a bill.

MOTION: **Rep. Nielsen moved to introduce RS 16123. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 9:23 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 23, 2006

TIME: 8:04 AM

PLACE: Gold Room

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: See Attached Sheet

Chairman Barraclough called the meeting to order at 8:04 and commented that this is a serious issue of 15 years' standing. A recent Supreme Court decision said that Idaho was failing to provide thoroughness. He said there were two proposals now before the Committee. He asked how the State rewards districts that have stepped "up to the plate" and taken care of their buildings with maintenance and bond issues, and how to punish districts that have not even tried to pass a bond issue. He said conventional wisdom says we can't go back and make everything right. Life is not fair. We just do the best we can. He said if there was enough time after looking at the two proposals, the Committee would vote,

H 690

Rep. Denney began by presenting two hand outs (See Attachment 1 and 2). He gave an overview of the bill. It has three parts.

To help with the differing levels of "wealth" among districts, this bill provides for a fully-indexed, securely-funded Bond Levy Equalization program. This removes the cap and allows districts to receive more than 100% of the interest. This is a departure from previous legislation.

School districts will be required to put aside 2% of the value of the instructional square footage in their buildings each year in a Maintenance Fund which can only be used for maintenance and repairs. Depending upon the wealth of the district, the State will contribute from .1% to over 1% of this amount.

The last part deals with the failsafe mechanism and provides \$25 million for those districts who cannot take care of their own safety issues.

Rep. Bedke continued the presentation. He said it is clear that the Legislature and Governor are resolved that this is the year they will try to address this issue and give it "good faith to put it to bed." He said there is no problem in the vast majority of the districts. He said this is not about settling the case with the plaintiffs, but settling the case with the Supreme Court. He said this is about the system for financing school buildings in the state, and we need to focus on our resources. He gave an example of his small town of Oakley in Cassia County, District 151. They have passed bonds to build three new high schools and renovate the fourth. They have also built five new elementary schools, and support Cassia Regional Technical Center. They have a Newcomers Center to help people learn English and an alternative high school. He said his constituents do not feel any obligation to use their tax dollars to build

facilities in any other school district. He said Cassia is in the bottom third of the wealth category state-wide.

He said this bill needs to be fair to those who have taken care of their needs. He said members of the Legislature have told him they do not feel the Legislature should build every new school building in the State.

This does not address the issue of a super majority. That will have to be addressed in an amendment to the State Constitution

They were using some of the lottery money for the Bond Equalization Fund, but now the Bond Equalization Fund will be financed from a stable source—the General Fund and some dedicated funds. The lottery money will be used for building maintenance.

The disparity in ability of districts to finance their school buildings will be equalized by help from the State as they are already doing in other areas. The “Wealth Index” or whatever one wishes to call it depends on the assessed value per support unit, the per capita income, and the unemployment rate.

Attachment 1, page 2, has a flow chart showing the way an unsafe school situation would be addressed. Already in code is the provision for appointing a supervisor for a district that cannot meet its obligations. This supervisor would only be in charge while the building is going on. If the State has to go in and build a building, levies equal to the average state levy will be imposed on the district for 20 years maximum. An example was given of Cottonwood School District and Prairie High School on page 3.

Jason Hancock, from Budget and Policy Analysis, went through the bill and pointed out the various features. He said if the Division of Building Safety identifies safety hazards and if, after going through the process of notification the district cannot or will not correct the situation, eventually the Division of Building Safety can step in and submit an application on behalf of the district. He said the levy can only run for 20 years, and at that time, the State will “eat” any money not paid back. He said it is not technically a debt as a debt never goes away.

The replacement value is set at \$80 per square foot. However JFAC can review this number annually and change it to keep up with costs.

H 691

Rep. Ringo thanked those who worked on this legislation—Senators Werk and Marley, and Rep. Rusche. She said the Governor acknowledged that the backlog of safety problems and unresolved safety issues is unacceptable. She said the legislation does the following:

One, it provides a state match for construction and uses the indices in the Bond Equalization Fund to provide a 5% to 50% match of State funds. She said the Department of Education will work to determine safety issues and work with local districts to decide how they want to fix the problem. The Department will use funds to move forward right away to take care of the issue. The Department will then work with the district to repay the cost of repairs minus the state match. Immediate action is the issue

Two, maintenance protects the investment in buildings and is a critical piece of the program. Delayed maintenance can later become a major expense, so this legislation asks the Department to work with appropriate agencies to develop a program and then work with the districts. The State will pay half of the 2% maintenance money to be set aside each year.

Three, for new construction, the state will provide 5% to 50% of the cost of a reasonable building. (Swimming pools won't be included.) The State will set up a plan for what is reasonable.

The final part of the legislation addresses fairness. For those districts who have already passed their bond issues, the existing indebtedness will be covered based on the parameters. (See Attachment 4)

Rep. Rusche said as a doctor, this issue has been an incredible learning experience for him as it was out of his area of expertise. He started out by thanking the other sponsors and the Supreme Court. He got into this legislation through his study of the property tax issue. He said for new construction the target amount for the State to pay is 33%. He said current school bonds are guaranteed by the School Endowment Fund to get the best rate. However, that fund is fully utilized, and new bonds can no longer get the best rate. He said a new mechanism is needed and they are proposing using the State Building Authority. He said they haven't been able to pass a bond in Lewiston, his area.

When asked, he said they really do not know how much money will be needed to repair unsafe schools. They say \$35 million, H 690 says \$25 million. He said there are no hard numbers. (See Attachment 3) This legislation also returns the lottery money to the schools as before. They anticipate that 5% of the sales tax revenue will cover the maintenance match money.

He submitted a sheet with five major policy issues for consideration (See attachment 5)

When asked, he said his comment thanking the Supreme Court was sarcastic.

In response to questions, he said that \$93 million is the total indebtedness now. In six or seven years, he said it will start to decrease.

In response to questions, **Rep. Bedke**, said H 690 is not retroactive as far as current indebtedness, but H 691 is. He said the approach of H 690 is to make sure that no child or district falls through the cracks again. He said this is not about distributing government largess retroactively.

In response to questions, he said the language concerning the appointment of a supervisor for a health and safety issue was already in code. This bill just references the code. He said it has never been used, and they hope never to have to use it.

He said the implementation of both bills could be helped by reducing the super majority, and the effective date of both bills would be July 1, 2006.

In response to questions, **Rep. Ringo** said the Department of Education and the Department of Building Safety already have people dealing with these issues. They would now have to work together.

In response to further questions, **Chairman Barraclough**, said the Supreme Court is holding the lawsuit there, waiting to see what the Legislature does.

In response to questions, **Rep. Rusche** said that if Garden Valley had a health and safety issue, it would be addressed by both bills. If they were to pass a bond, they would be eligible for state support of 11.1% state match for those parts that met the standard state utilitarian design.

Stan Kress, Superintendent of Schools at Cottonwood Joint District 242, spoke. He said that Cottonwood District did try to pass a bond issue several times, but failed to get the super majority. Each time they got 907 yes votes which was a majority, but the total of no votes kept increasing. He said they passed override levies and have done \$2 million worth of repairs to buildings. They have received donations in time and money to do the repairs. He said that H 690 takes away the 10% guaranteed interest payment. He said H 690 is an effort to punish the districts who participated in the lawsuit.

Mr. Kress was very angry and made sure the Committee knew it. He said using Cottonwood as an example offended his school board last night when they met. He said no one will apply for the funds as an outside supervisor could come in and fire the superintendent. He said H 690 was a punishment, rather than a help. He said H 691 had many of the right characteristics, but was still short of what is needed.

Dr. Cliff Green, of the Idaho School Boards Association, said his group works with Legislators to help create solutions. They were not a party to the lawsuit, but ended up in the middle of it. He thanked Rep. Bedke for taking the time to walk through H 690 with their Executive Board and listening to their comments. He said it wasn't a perfect bill, but it was a start. He said he appreciated the Legislature providing additional money and every district will get something.

Bob Huntley, the attorney in the lawsuit, said for 16 ½ years he has been working with people he felt were pretty good people, all highly dedicated. He asked to meet with the Legislators. He complained that no one has asked him for data or insight, and in spite of requests, neither the House nor Senate Education Committees let him address them. He advised the sponsors of H 690 to get the Attorney General's opinion on their bill. He questioned the constitutionality of their bonding plan.

When asked about H 691, he said he had no input, but \$50 million is needed each year for the next 10 years. He said H 691 should pass.

Dr. Mike Friend, Executive Director of the Idaho Association of School Administrators asked for his comments to be added to the minutes. (See Attachment 6) He suggested that the free and reduced lunch count be used as one of the factors to determine the "wealth" of a district. He said that neither bill addresses the issue of those districts without the capacity to meet their bonding with the 5% cap on market value. He suggested the cap might be removed.

Wayne Meuleman, Executive Director of the Idaho State Building Authority, spoke. The State Building Authority issues bonds to fund building projects on State-owned buildings throughout the state, but not for K-12 schools. He said under H 691 a local district will be able to tell the patrons if they vote a bond issue for \$2.5 million, they will receive another \$2.5 from the state. He said H 691 would provide incentives districts have not had before. The Idaho State Building Authority has funded buildings on the State's college campuses, school for the deaf and blind, etc.

Teresa Molitor, Vice President of Resources for the Idaho Association of Commerce and Industry (IACI) said they support H 690 and oppose H

691. She said they believe H 690 is a good, balanced way to deal with the Supreme Court decision.

In response to questions, she said they did not explore the issue of the use of the Building Authority in the two bills.

In response to questions, **Rep. Bedke**, agreed that H 690 is a work in progress, but he believes this bill has a fighting chance to pass judicial muster.

Rep. Rusche agreed his bill, H691, is also a work in progress.

When asked about the Attorney General's input on 690, **Rep. Bedke** said that the Attorney General was an integral part of drafting this legislation, but he didn't want to speak for the AG.

When asked about merging the two bills, Rep. Bedke said that the two bills could be merged, but that the state is ill equipped at the moment to provide the \$62 million. He said the cost of H 690 will ramp up as new debt is incurred. He questioned the ability of the State to pay for past indebtedness. However, he said anything can be merged.

Rep. Ringo said if the Committee wanted the two groups to work together, they would be willing to do so. She said baby steps have not gotten us to the point where we need to be. Additional funding is needed.

In response to questions, **Dr. Green** said he was unaware of 691 until it went to print.

MOTION: **Rep. Rydalch** moved to send H 690 to the floor with a do pass.

SUBSTITUTE MOTION: **Rep. Kemp** moved that H 690 and H 691 sponsors be given the time to respond to the questions that remain in the Committee so they could make the best and right vote. She asked it be held at the Call of the Chair.

ACTION: The substitute motion passed in a roll call vote with Representatives Trail, Cannon, Nielsen, Shirley, Wills, Kemp, Mathews, Boe, Mitchell, and Pence voting yes, and Representatives Barraclough, Rydalch, Bradford, Block, Chadderdon, Nonini, Shepherd, and Brackett voting no.

ADJOURN: The meeting was adjourned at 10:15.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 24, 2006

TIME: 8:06AM

PLACE: Gold Room

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: See two attached sheets

Chairman Barraclough called the meeting to order at 8:06 AM.

H 681

Rep. Henbest started her presentation saying that obesity is the fastest growing disease in America. She said at the rate obesity is increasing, the current generation will not live as long as its parents. She said obesity has huge implications in the rise of cardiovascular disease and Type II diabetes. The cost of these two diseases is around \$227 million a year. She said only 2% of the children in the US are getting a balanced diet. Milk consumption has decreased by 30% and soda pop consumption has increased 1100%. Poor nutritional foods have replaced good nutritional ones. This bill would eliminate vending machines in elementary schools, and limit the choices of foods in junior high and high schools to health choices.

She said that some concerns have been raised that school programs will lose funding. She said when healthy foods were put in vending machines in Coeur d'Alene, there was a temporary dip, but the level of sales soon returned to normal. She said this was true of other school districts in other states, except one.

She said the ultimate local control is in the houses and kitchens of families. If food parents don't want offered are available at school, it is difficult for the parents. She pointed out that these foods were not in the schools when the Committee members were in school.

Since smoking cigarettes has been banned in many areas, she said the smoking rate of adults is half of what it was a generation ago. She hoped this bill would start a healthy trend with our students. She said government has a responsibility as we will all, as tax payers, pay for the ill health of our population. She said we have a role in leading policy decisions in this area.

She mentioned several issues had been raised, and she would be willing to have amendments added to the bill to put in an emergency clause, to limit the scope of the bill to food and drink vending machines only, and to add cheese to the list of acceptable foods. (Cheese has a higher fat content than the bill specifies.)

In response to questions, she said 15 states have enacted similar laws. She said this would only address one part of what kids eat, but it sends a powerful message that as policy makers we care what our kids are eating. Consciousness about choices in food goes along way.

In response to further questions, she said the Idaho Dairymen have been working on this issue. She said she would be willing to see beef

jerky added to the list of approved foods.

When asked if a memorial would be as effective, Rep. Henbest said she did not want to do that.

She said only 10% of elementary schools have vending machines, and was firm on her stand against them. If there are any, she said they should be limited to milk.

In response to further questions, she said if children are fed healthy diets, they will be more likely to choose healthy food. She agreed that the school has no control over what the student buys on the way to and from school.

SeAnne Safai, nurse and President of Action for Healthy Kids, spoke in support of the bill. In co-operation with 50 organizations they developed guidelines for solving obesity problems in the US. They want to improve children's nutritional habits and promote an increase of activity. She said students learn about health in class, and then pass vending machines in the hall with unhealthy choices. This gives a mixed message. She said a number of students drink two to three sodas a day.

Dave Duves, Deputy Director of Treasure Valley YMCA, spoke in favor of the bill. He said the Y is a member of the Activate America Partnerships. He said we are not teaching children how to live a long healthy life.

Don Kemper, Chairman and CEO of Healthwise, spoke in support of H 681. He said his organization is a member of the Activate America Partnerships. He said through Healthwise, Idaho has become a primary producer of health information for the United States, much through various web sites. He said there has been a dramatic rise in obesity since 1991. Now 20 to 25% of all Idahoans are considered obese. For a small person that would be 30 pounds or more overweight. He said the implications are catastrophic. He said if we don't control obesity, we will never get control of Medicaid. He said nothing in the history of mankind has changed this fast.

Caroline Morse, registered dietitian and educator with the Boise School District, spoke in favor of H 681. She said the school lunch program is regulated through the United States Department of Agriculture (USDA) to offer one-third of a child's nutritional needs. She said individual foods from vending machines doesn't make a balanced diet.

Cheri Storey, representing the dairy farm families, spoke in strong and whole hearted support of H 681. She said the Dairy Association has put coolers in schools to keep the milk cold, and they are working with a local processor to introduce milk in trendy plastic container that children prefer. She said most kids are not getting their required 3 servings of dairy products a day.

Dr. Colleen Filmore, from the Department of Education, said a new program has been authorized by the federal government that is to start the first day of school, 2006. There will be more emphasis on nutrition and foods offered in schools.

In response to questions, she said the Department has no position on the bill. They feel it is a local decision for the districts to work through.

They do support healthier items in vending machines.

Sherri Feist, representing the Executive Board of the Idaho PTA, spoke in support of H 681. She said there is a connection between food, physical activity, and academic development. She said even the national soft drink association says that healthy meals are necessary. She said she wants better nutrition for her kids than she had.

Lynn Darrington, representing Blue Shield of Idaho, spoke in support of H 681. She said they have been tackling the subject of obesity for a year now. This bill is one more step in teaching children the right principles for eating.

Christine Packer, a health educator at St. Alphonsus, said St. Al's supports this bill. She said the number of obese children and young adults is growing. They are also a member of the Activate America Partnerships. She said school nutrition is a vital part of childhood obesity problems. She said nutritious meals make anyone feel better.

Steve Thomas, representing the American Beverage Association and the Idaho Soft Drink Association, spoke in opposition to the bill. He said H 681 goes too far too fast. They produce bottled tea, water, and fruit juices, in addition to soft drinks. He said picking a single "scape goat" as the sole solution to the problem is unreasonable and contrary to common sense. He said their policy, announced at their 2005 August meeting, is as follows:

1) Provide only bottled water and 100 percent juice to elementary school students. 2) provide nutritious and/or lower calorie beverages to middle school students. No full-calorie soft drinks or juice drinks with five percent or less juice provided until after school hours. 3) Provide a variety of beverage choices to high school students such as bottled water, 100 percent juice, sports drinks and juice drinks. No more than 50 percent of the vending selections will be soft drinks.

Rhiannon Avery, Project Co-ordinator at Terry Reilly Health Services, spoke in support of H 681. She said in Homedale and Caldwell, over 40% of the students are at risk of becoming overweight. They sponsor an Active Kids Club after school to introduce various activities and provide nutrition. She said if offered healthy foods, kids will eat it. When they purchase something, a child feels empowered.

Dr. Cliff Green, of the Idaho School Boards Association, spoke. He said with the obesity problem, there is a need to monitor the intake of foods during school hours. He said the ISBA is working with Action for Healthy Kids and have created a model for local policies (See Attachment 1). He asked if there was a real need to codify this at the state level because it will soon be required by the federal government. He asked that school districts be allowed to set policy and give it a year to see how things work. He said they do not oppose the spirit of the bill, but feel it is not necessary at this time.

SueAnn Reese, of the American Heart Association spoke in support of H 681. She said diet and lack of exercise is a major cause of cardiovascular disease. She said this is a positive first step, and the

federal wellness policy doesn't have any "teeth," which concerns her.

Dr. Mike Friend, Executive Director of the Idaho Association of School Administrators, spoke. He said his organization supports a comprehensive wellness program in school for students and staff. He said H 681 offers a positive step. He listed possible consequences: 1) Control choice option at school during school hours, and 2) Loss of revenue to school programs. He said most schools have already started a movement towards healthier choices in vending machines. If this bill, or a memorial passes, his organization will work to implement either one.

Steve Tobiason, representing Idaho's Association of Health Plans, spoke in support of H 681. He said it is good policy and supports good parental choices. He said if we can get the younger generation to make good choices, they will have a healthier life.

Pam Eaton, President of the Idaho Retailers' Association spoke in opposition to H 681. She said she represents manufacturers and distributors as well as retailers. She said she felt the answer is education, not regulation. She suggested limited advertising of less healthy food to kids. She said she believes an age appropriate mix of vending machine choices should be determined by the school system, but H 681 goes too far. She suggested good choices start in elementary schools, and said secondary students should be allowed to make their own healthy choices as they grow and mature. She said the focus should be on the entire diet rather than specific foods, and added her organization will continue to develop and offer more healthy choices.

Richard Musslerwright, a parent, spoke in support of H 681. He said vending machines should not be allowed in elementary schools, and all options in the upper grades should be good nutritionally.

Carol Buchelder said the first role of government is to protect the public, even when they don't want it. He pointed out we ban dynamite from unlicensed hands, make people wear helmets, and make citizens obey traffic laws. He said he believed this bill fell in the same category. Health care costs are soaring, but people don't make the connection between the food we eat and health. He mentioned a bumper sticker that read, "Fast food is slow death." He said TV advertising and other advertising oppose the message of this bill

Chairman Barraclough thanked the presenters and said it was one of the best he had ever heard with diverse views.

A time of questions for those who gave testimony followed.

When asked if the obesity guidelines had changed between 1991 and 2004, **Don Kemper** agreed they had changed. He agreed the Body Mass Index (BMI) is not accurate for body builders as muscle is more dense and weighs more.

Specific items were listed, and Rep. Henbest said that "carbonated, sweetened, or otherwise flavored" would include those drinks.

Rep. Henbest said she appreciated the testimony from parents,

insurance companies, health advocates, the dairy industry, etc. She said we need to integrate classroom teaching with what is available in the hall. She said we cannot continue to chase medical bills, but have to positively affect the population for which we provide education, not just pay the bills at the end. She said parents are asking the Legislature to do the right thing and put the right food in front of their kids.

When asked, she said she felt the bill could be made better with amendments which would clarify some items.

Several members thanked Rep. Henbest for bringing this issue to the attention of the Legislature, but were concerned that local districts be given a year to make changes themselves.

MOTION: **Rep. Nielsen moved to hold H 681 in Committee.**

SUBSTITUTE MOTION: **Rep. Mitchell made a substitute motion to send H 681 to the amending orders.**

Various Representatives expressed their concern over a loss of local control, while others spoke in favor of amending the bill. One representative pointed out that seven amendments had been suggested during the hearing.

Again the suggestion was made that this issue should be solved with a resolution, but Rep. Henbest did not want that.

ACTION: **By Roll Call Vote the substitute motion to send H 681 to the floor failed with Representatives Trail, Bradford, Boe, Mitchell and Pence voting yes, and Representatives Barraclough, Rydalch, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd, and Brackett voting no.**

ACTION: **By a Roll Call Vote, the motion to hold H 681 in Committee passed with Representatives Barraclough, Rydalch, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd, and Brackett voting yes, and Representatives Trail, Bradford, Boe, Mitchell, and Pence voting no.**

RS 16124 **Rep. Rydalch** presented and said this RS replaces H 699 which had a mistake as to the number of board members needed. She chose to use a new RS to save time. A typographical error on page 16 was pointed out.

MOTION: **Rep. Nonini moved to introduce RS 16124 with the typographical correction made. By voice vote the motion passed.**

Chairman Barraclough said we will hear both Community College bills on the same day in order to compare the bills.

RS 16026 **Rep. Miller** said this memorial asks for the State's support of Congressman Simpson's Bill, HR1177 which makes some changes in the NCLB. She said this gives more specific direction than the memorial the Committee passed a few days ago. She said this RS is a result of a teacher in her district who teaches Limited English Proficiency (LEP) contacting her. The teacher told her how frustrating it was for a child who comes to the US with no grasp of the language and has to take tests in

English. She said she has three elementary schools in her district with over 100 LEP in each one. Boise School District had 1600 LEP students last year. This year they are testing 2300. Some of these will be proficient, but there will be more than 1600 to teach this year.

Jim Shackelford, Executive Director of the Idaho Education Association, said there are lots of ideas this year for changes to the NCLB. This RS speaks specifically to LEP requirements, the NCLB, and HR 1177 co-sponsored by Congressman Simpson. It asks Congress to amend the law to allow states to exclude from Annual Yearly Progress (AYP) testing, any LEP student who has not been enrolled in the state for three full years and whose parents and educators agree that the exclusion is in the best interest of the child. He said this adds specificity to the Joint Memorial passed earlier this week.

MOTION: **Rep. Mathews moved to send RS 16026 to print.**

The concern was raised that this ties into specific legislation in Congress. Also concern that student data cannot be used to evaluate the teacher was mentioned as well as similar legislation that had resulted in lawsuits.

ACTION: **By voice vote the motion passed with Rep. Nonini voting no.**

RS 16025C1

Rep. Miller said this bill deals with Idaho laws. Rather than going for three years, this bills states that children who have been in the state less than two years, and receive a 4 on the proficiency standard can be excluded if the parents, guardians, and teachers agree it is in the best interest of the child. The goal is to help the student succeed, not have them fail an exam and start down a path of failure.

In response to questions, she said there is a Spanish version of the reading test, but it is not in the other languages spoken.

Another representative felt students should be encouraged to at least try.

Jim Shackelford said they would bring in experts if it is heard as a bill who will explain the process.

MOTION: **Rep. Block moved to introduce RS 16025C1. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 10:15 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 27, 2006

TIME: 8:04 a.m.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representatives Block and Brackett

GUESTS: Ann Joslin, Glenna Rhodes, Betty Ammon, Dr. Bob West, John "Mick" Sharkey, Jim Norton

Chairman Barraclough called the meeting to order at 8:04 a.m.

RS 15980 **Donna Vakili** presented RS 15980. RS 15980 would make the Idaho Distance Learning Academy (IDLA) a state department for insurance purposes. The current statute is vague on this point. In response to questions, Ms. Vakili said that IDLA has the funds to cover the cost of health insurance and that five employees would be covered.

MOTION: **Representative Wills** moved to send RS 15980 to print. **By voice vote the motion passed.**

H 684 **Ann Joslin**, State Librarian, presented H 684, a bill that would change the name of the Idaho State Library to the Idaho Commission for Libraries. The bill would also change the mission of the library away from direct patron services to collaboration with the Idaho library community. This collaboration is described in Attachment 1. She stated the library's highest priority for FY 2007 is LiLI. LiLI is the acronym for the Libraries Linking Idaho system.

Glenna Rhodes, Electronic Resources Librarian for the Boise Public Library, presented LiLI (Libraries Linking Idaho) Unlimited. Using the LiLI portal at www.LiLI.org, a patron can access a catalog of books throughout Idaho and the world. LiLI is used by historians, students at every level and the reading public. She demonstrated how LiLI works.

A representative said he tried LiLI at a small library in his district and it is a tremendous cultural enhancement.

Betty Ammon, Director of the Coeur d'Alene library provided several examples of how patrons had made use of LiLI, including a patron researching medicinal plants, an international chess champion who needed information beyond what Idaho libraries could provide, and a patron asking for books in a particular Chinese dialect. She said LiLI gave people more access to more information.

A representative asked if there was an increase in older patrons using the system and if library staff helped them to use the electronic resources.

Ms. Ammon said they even show them how to turn on the computer, how to use the mouse and provide whatever other assistance they need. A representative was concerned about plagiarism. Ms. Ammon said LiLI discourages plagiarism because teachers can use it to check for plagiarism if they suspect the student has copied from reference books or other sources on LiLI. Glenna Rhodes stated she always discusses ethical use of the system in her classes for LiLI users.

A representative asked why more schools aren't linked to LiLI. Ann Joslin responded that the State Library has no jurisdiction over school libraries. There's a growing trend to staff school libraries with individuals who are not certified teachers. These individuals are doing their best but are not trained in the best ways of obtaining information for students and teachers. LiLI implementation in the schools faces very slow going when only a few schools at a time can be reached through annual library labs. State staff would like to work more systematically with the Department of Education to let school superintendents know about LiLI. Joining LiLI costs about \$300 for a small library.

Ms Joslin discussed the proposed code changes in H 684.

Representatives discussed the rationale behind removing the Superintendent of Schools as an ex-officio member of the State Library board. Ann Joslin indicated this was an anomaly. A representative explained the reason: The Superintendent has representation on the Library Board because she is a member of the State Board that appoints the Library Board.

MOTION:

Representative Mitchell moved that H 684 be sent to the House floor with a Do Pass recommendation. By voice vote the motion passed. Representative Cannon will sponsor H 684.

Dr. Bob West introduced **John "Mick" Sharkey**, the Idaho Teacher of the Year. He also introduced Jim Norton, Superintendent of District 137.

Mr. Norton said that Mick Sharkey has been a biology teacher for 18 years in the Parma School District. He has been a mentor to beginning teachers and a leader in Parma High School. He has fostered numerous technical developments and children at Parma High School can take post-secondary classes at Northwest Nazarene at a much-reduced cost. He is also a winner of the Bell Award for his achievements in his subject area.

Mr. Sharkey said Jim Norton is more than a manager, he is a leader and has done great things with the school. The new Parma High School was recently finished and has a lunchroom and state of the art equipment. (Before the new school was built, students ate lunch in front of their lockers.) Another reason for the school's and his success is that the community supports the school to the nth degree. The community passed a bond levy for the new school by 81%, shows up at all sports events, buys fund-raising items and partly subsidizes college for graduates with a 3.0 GPA and a letter of recommendation from a staff member.

Mr. Sharkey said he was able to spend time at the Cold Springs, New

York, genetics lab boot camp He was involved in real experiments and, developed a middle school curriculum that he implemented when he returned home. He teaches advanced biology and operated a genetics lab for students.

He attended a recent conference of Teachers of the Year and gave examples of teachers who had taken their schools back from drug dealers and kept corrupt superintendents from siphoning off funds intended for schools The big question at the conference was how do we change our schools? He spoke of a teacher who, after retirement from teaching and state government, decided to open a school in the poorest part of Memphis. She asked the Tennessee Timberwolves NBA team to contribute \$1.5 M They met with her and asked her if the money would be spent on the students. She said she planned to use it to hire the best teachers available. She wanted high quality male teachers who were black, like the population of the ghetto the school served. She paid them enough to make it worth their while to move to and live in the poorest part of Memphis. She believed the way to change is to have the best teachers and the men she hired served as positive role models to their students.

Mr. Sharkey said the objective of getting the best teachers needed to be part of the education culture. He said a school in Maryland had trouble achieving Adequate Yearly Progress. It had a principal who didn't care and teachers who came in late and went through the motions. The teacher got the good teachers together to assemble the best curriculum and pressure the other teachers to come up to the standard. The school turned around in two years. He said five strengths are necessary to change the culture of a school:

- Have a moral purpose
- Understand the change process
- Develop relationships among different individuals
- Foster knowledge
- Strive for coherence

To accomplish this, education should use its greatest resource-the teachers who are leaders. A leader is more effective than a manager. He also said the Legislature needs to work toward making public school teachers feel valued.

Chairman Barraclough said a school also needed parents and the community to support it.

A representative asked how the Education Committee could work with him and his visionary teaching methods. Mr. Sharkey said in other states, the Teacher of the Year receives cash awards, sits as a member of the Board of Education and works with legislative committees.

A representative discussed the decreased emphasis on math and science and the need to do a better job at it. He asked to hear Mr. Sharkey's comments.

Mr. Sharkey said he hears parents excuse their child's poor math grade, claiming the child doesn't have the "math gene" and is just like them. If he can convince the parents and child that the child can do math, he does better. His school has tried to get a chemistry teacher and hasn't had much luck. The State of Virginia has outsourced its math and science programs to teachers brought in from Viet Nam and the Philippines.

A representative asked if the Committee could send a letter to the State Board to invite Mr. Sharkey to board meetings as an advisor.

MOTION: **Representative Nielsen moved to send a letter to the State Board suggesting that Mr. Sharkey attend their meetings as an advisor. By voice vote the motion passed.**

A representative suggested that funds be available for Mr. Sharkey's per diem and lodging when attending State Board meetings. **Luci Willits**, Office of the State Board of Education, said Mr. Sharkey would qualify for the Board's per diem and lodging reimbursement.

Jim Norton said Mick is a premier example of a good teacher. He added that vision can come from stability and from student support of their instructors.

A representative asked for the math and science graduation requirements from Parma High School. Mr. Norton said it is 6 credits in math and 6 credits in science. Fifty-four credits are required for graduation. These credits include arts, humanities and history. Parma requirements are higher than those of most schools and 86% of students graduate. He said most of the Parma graduates go to college.

RS 16099 **Representative Rydalch** presented RS 16099, encouraging the creation of a task force for development of bioscience in Idaho. The biotechnology task force developed 11 recommendations. She has notified each committee member that the task force report is on her computer and can be accessed from there.

MOTION: **Representative Mathews moved that the resolution be sent directly to second reading. By voice vote the motion passed.**

ADJOURN: The meeting adjourned at 10:00 a.m.

Representative Jack Barraclough
Chairman

Mary Betournay
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: February 28, 2006

TIME: 8:04

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Cliff Green, Sherri Wood, Mike Friend, Sherilyn Paris, Robin Nettinga, Sam Byrd, Julie Tensen

Chairman Barraclough called the meeting to order at 8:04

HJM 18

(Throughout these minutes English Language Learner (ELL) and Limited English Proficiency (LEP) are use interchangeably.)

Rep. Miller asked that HJM 18 be sent to the amending order to delete the references to HR1177.

She said that teachers find that the testing experience for those who do not understand English is humiliating and embarrassing. This bill says that if a student has been enrolled in a state school for less than three full school years, the parents and teachers may choose to have the student excused from mathematics, reading, and language arts tests.

In response to questions, Rep. Miller agreed that there is a mistake on the SOP. AYP stands for Adequate Yearly Progress, not Annual Yearly Progress.

Sherri Wood, President of the Idaho Education Association spoke in support of HJM 18. She said approval for this legislation passed in their delegate assembly with a unanimous vote. She referred to HJM 13 which passed the floor of the House unanimously yesterday. She said Idaho is a diverse society, and we have children in our communities who do not know English. They have been working with Congressman Simpson. She gave two examples of children taking the tests on computer. One just clicked on a random answer to make the "test go away fast." Another sat at the computer for hours trying to read the English. She became physically ill and ended up in tears.

Sherilyn Paris, an English Language Learner teacher at Franklin Elementary spoke in support of HJM 18. In her 4 and one-half years as an ELL teacher, she said she has seen a dramatic increase in the number of students entering her classroom. She has 15 different languages in her classroom, and a tremendous variety of student ability and backgrounds. She said this requires flexibility, but that is being taken away with the new testing requirements. She said she has had highly educated students from Viet Nam and then those from African countries who are 4th or 5th grade age, but have had no schooling whatsoever.

She said if the student has only been there one day, they have to take the test and she is not allowed to give any help. She gave the example of a bright student who was educated in his own language, but broke down

during the math test as 80% of the questions required a knowledge of English since they were word problems. Another one just chose to answer choice four in every case and he scored higher than a girl who honestly tried to understand the language and take the test.

She said she wasn't against testing. She gives weekly tests to assess the student's progress, and tell her what she needs to do with the student. Those are the important tests.

Ms. Paris stressed that accountability and a rigorous academic curriculum is needed, but that until they can understand English, the tests are meaningless.

In response to questions, **Ms. Wood** said that HJM 18 goes into more detail and is more specific as to what changes are wanted.

Sam Byrd, Director of the Center for Community and Justice, spoke in favor of the bill. His organization is holding meetings once a month from St. Anthony to Fruitland to help Hispanic parents understand what their children are doing in the English Language Learner classes and to encourage parents to push their children to master English. He said a mastery of English is essential for success in life. He said it is almost unethical to force students to take a test they have no hope of passing. He pointed out that not all ELL are aliens or from another country, some are raised here in homes that don't speak English, including Native Americans. He encouraged the Committee to stand fast on teaching English to children, and said going to school is more than just learning English. A rigorous curriculum is also needed.

In answer to questions, he said he had no problem with the ISAT being given in Spanish, but that doesn't work for those who do not speak Spanish. He said this bill allows a student to be excused from the test upon the agreement of teachers and parent. Those students who progress rapidly, can take the test sooner.

In response to questions from the Committee, **Julie Tensen**, from Congressman Simpson's office said that Congressman Simpson encourages these HJMs as it shows him how his state feels. She said one HJM does not negate another.

MOTION:

Rep. Boe moved to send HJM 18 to the amending order with amendments attached. By voice vote the motion passed.
Representatives Miller and Boe will carry the amendment.

RS 15998

Rep. Mathews presented. He said the need for more math and science teachers has become apparent in recent weeks, regardless of the disposition of the high school redesign issue. This RS proposes 20 million dollars for grants to college students who agree to teach math or science for four years in Idaho upon graduation. He said he hoped after four years, these new teachers would fall in love with the process and stay. This money will be in the form of a grant and will be distributed by the State Board of Education.

In response to questions, he said he figured on approximately \$6,500 each for 3000 students, as that is the number he has heard for math and science teachers right now. This money is to pay for "student costs for tuition, fees, books, expenses related to reasonable commuting and such other expenses reasonably related to attendance at postsecondary

educational institutions...”

Chairman Barraclough expressed concern that this late in the session JFAC may not find the \$20 million to fund this bill. He said it is the job of the Committee to set policy.

In response to further questions, **Rep. Mathews** said there is no way to recapture the money if the student does not teach in Idaho, and the State Board and the University of Idaho will dispense the money. (The University of Idaho is set up separately under the Idaho State Constitution so that is why it is listed in addition to the Board of Education.) He said that the criteria is a “C” average and a signing of the affidavit.

MOTION: **Rep. Cannon moved to introduce RS 15998. By voice vote the motion passed.**

RS 16014 **Rep. Trail** presented RS 16014. He said this is a math and science teacher loan program, one of five he has sponsored this year. He said if they were going to succeed this late in the session, sponsors would have to come in with funding sources from commerce, industry, universities, and foundations besides the request for state funds. He said he had talked to these people and challenged the universities to come up with matching funds. If he had other funds, he said it would enhance his chances with JFAC.

Chairman Barraclough said the K-12 budget has already been set and said that JFAC gets irritated when bills come through this late in the session

Rep. Trail agreed, and said he may be just setting the stage for next year. He said this bill would be funded by \$5 million in one-time funds. The State Board would implement and distribute the loans. This bill would also help teachers who wanted to recertify in math and science. For each full academic year taught, one-fifth of the loan and interest will be forgiven.

Chairman Barraclough suggested that next year all of those sponsoring these scholarship bills could get together and come up with a total package.

Rep. Trail agreed but said he would like to “run the chase to the sine die finish line.” He said at least this has created an awareness by the Legislature of this need.

MOTION: **Rep. Bradford moved to introduce RS 16014. By voice vote the motion passed.**

RS 16106 **Rep. Trail** presented and referred back to the discussion in Committee on the problem of student harassment, intimidation, and bullying. He said during the past five or six weeks he has worked with Dr. Green and other groups to strengthen the bullying policy in state statute. He said he worked closely with the Idaho School Boards Association to preserve local district control.

Dr. Cliff Green spoke in favor of the bill and commended Rep. Trail for his work and revisions to express their concerns. He said they believe this bill is simple, clear, and provides for local control by the school boards. He said it places the enforcement of this law with the police where it needs to be.

MOTION: **Rep. Rydalch moved to introduce RS 16106. By voice vote the motion passed.**

RS 16118 **Karen Echeverria**, of the State Board of Education, presented RS 16118. She said this is a replacement for H 531. She thanked the Committee for their patience. She said they worked with the Department of Education, Dr. Green, and Dr. Friend, and believes they are all in support of this language. She said it removes all references to the Idaho Student Information Management System (ISIMS.) The ISIMS project was originally been funded from a Albertson's grant, but the money was stopped last year.

She said this RS gives the State Board the authority to draft rules for a student information system should funding be found for one. This would make it possible for a system to be up and running as soon as money is found.

In response to questions, she said that the Department of Education had some concerns about this legislation, but since they are now working together on applying for a grant, those concerns have been alleviated. She said some of the sections were renumbered after the one section was removed.

MOTION: **Rep. Rydalch moved to introduce RS 16118. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 9:24 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 1, 2006

TIME: 8:07 AM

PLACE: Gold Room

MEMBERS: Chairman Barraclough, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Vice Chairman Rydalch

GUESTS: See Attached Two Sheets

MINUTES: **Rep. Bradford moved to approve the minutes of February 23. By voice vote the motion passed.**

H 698: **Rep. Block** started the presentation by saying that two of the most noble things Idahoans can give their children is the opportunity for a college education and encouragement to stay drug, alcohol, and tobacco free. She said in Idaho, only 37% go on to college, but the national average is 75%. She listed some of the statistics on substance abuse in Idaho. The average age to start drinking is 12.9, 63% of graduating seniors admit to "serious drinking," and one in five reported binge drinking (5 or more drinks at one time) in the last two months. The increase in the use of meth is alarming as it is 98% addictive after one use and causes immediate brain damage. Drug and alcohol abuse is responsible for 85% of the children in foster care. Prevention is the answer, not foster homes and prisons. If a student stays substance free to the age of 21, there is a high probability they will remain that way through the rest of their life.

This scholarship starts in the fall of 2006 when 9th graders and their parents will be able to sign an agreement and put the student's name into a voluntary drug testing pool. Each year drug free earns \$600 for one semester of post secondary training. If a student fails a drug test or has a conviction, they lose all previous credit, but may appeal to start the program again.

She said no money will be needed for four years, and then the Millennium Fund would be the perfect source for these funds. The Fund heard her report, but won't be able to commit until they receive their funds. She said if that fails, the money would come from the General Fund and that the first year funds would be needed would be the 2010-2011 school year. She estimates 1000 students would qualify. If so, \$1,200,000 would be needed for the first two years and believes a 3% increase would result in \$72,000 a year more needed after that.

She said the bill has the support of the State Board of Education, the Department of Health and Welfare, the Farm Bureau, and Juvenile Corrections among many.

The issue was raised concerning Catholic children taking communion which includes wine. Rep. Block said it was up to the local school districts to make the contract. It was finally decided that the State Board

of Education when writing rules, could exclude the use of wine used in religious services.

In response to questions, she said that no other state has a program like this and the Chicago Tribune wrote a story on this legislation last summer.

MOTION:

Rep. Nonini moved to send H 698 to the floor with a do pass.

In answer to questions, Rep. Block said currently schools do not test for alcohol and tobacco, but the capability is there. About 53 of the 114 school districts do any kind of drug testing. She said home schoolers or those in districts with no testing could have the testing done by a physician or at a hospital. It would be up to the parent to decide how it should be done.

She said a state wide testing mandate was not done as local districts wanted to maintain control.

Brent Reinke, Director of Idaho Juvenile Justice Corrections, spoke in support of the bill. He said with 7000 students in the system, he was for anything that would help.

Ken Deibert, from Health and Welfare, Division of Family and Community Services, said he deals with substance abuse. He spoke in support of the bill and said we need to begin efforts to discourage substance abuse through education. He said this bill was supported by regional substance abuse authorities.

Parra Byron, the Education Policy Advisor for the Governor, spoke in support of the bill. She said Idaho scored a D- in higher education affordability. She said this bill promotes partnerships with schools, parents and higher education institutions for students to remain drug free and earn scholarships. She pointed out that students do better in school if they remain drug free.

Brad Hoaglun, representing the American Cancer Society spoke in support of the H 698. He said this bill provides incentives to students and parents for the students to remain tobacco free.

Dr. Mike Friend, of the Idaho School Administrators, spoke in support of H 698. He said he had worked with Rep. Block on this bill. He said he couldn't give numbers, but it was time to try something different, as what we are currently doing isn't working.

Dr. Cliff Green, of the Idaho Association of School Boards, spoke in support of the bill. He too has worked with Rep. Block in refining this bill for the last three years. He said she has worked hard to address the problems.

Luci Willits, of the State Board of Education, said that Rep. Block has been diligent in promoting and refining the scholarship program in H 698. The Board already oversees several other scholarship programs and would be prepared to request funds for this one if the Millennium Fund doesn't work out.

In the questions and discussions that followed, it was pointed out that even though there is no testing during summer, any conviction along these lines would be the same as a failed drug test.

ACTION: By voice vote the motion passed. Rep. Block will carry the bill.

S 1316: **Rep. Pence** started the presentation. She said this bill establishes the minimum standards for educational interpreters of the deaf and hard of hearing. Ninety percent of Idaho's deaf and hard of hearing attend local schools and rely on an interpreter. There is no standard in K-12. In testing, 62% of Idaho's interpreters couldn't interpret more than 60%, and 40% were only able to interpret 50% or less. She said the stakeholders are deeply aware and concerned about this problem. This bill establishes reasonable minimum standards and doesn't require any more money. A three-year grace period is allowed for current interpreters to meet the standards. That is enough time. She said this bill will lead to equal access for the deaf and hard of hearing.

Senator Jorgensen, the sponsor of the bill was asked to speak. He said this is not certification or licensure, but a setting of minimum standards.

Wes Maynard, Executive Director of the Council for the Deaf and Hard of Hearing, spoke in favor of the bill. He headed up a consortium of parents and others who came together to address these issues. He said the deaf and hard of hearing kids are being short changed. They are seeking to establish a minimum standards so these kids have an equal chance. He said no level of skill is required in Idaho, and Special Education Directors are not qualified to hire interpreters. He said this is conservative legislation, and an interpreter only needs a C- grade to pass.

In response to a question as to what Helen Keller might have needed, he said she would have needed someone good in tactile communication.

Holly Thomas-Mowery, parent of a hard of hearing child, spoke in support of the bill. She made sure her son started early with sign language taught by qualified interpreters. Now he is in school he will participate if he has a qualified interpreter, but sits back and withdraws if the interpreter isn't able to keep him informed as to what is going on. She said many deaf kids have never been around qualified interpreters so they just become passive. She said the school years are hard, and having to guess what is happening, makes it so much more difficult.

Emily Turner, who is an interpreter/educator and teaches at ISU, spoke in support of the bill. She worked 10-15 years in public school and has seen the difference between qualified and unqualified interpreters. She said there are plenty of training resources available throughout the state, but that some interpreters are apathetic and do not take advantage of the training opportunities. She said there is a complete program at Idaho State University, College of Southern Idaho has a sign language program, BSU has several classes, and North Idaho College has classes too.

Sandra Koster, a public school teacher in Idaho with previous experiences as an interpreter spoke. She is responsible for scheduling

interpreters at her school. She said that to be most effective, an interpreter should alternate between harder signing classes—math, science, and language arts—and easier “hands-on” classes such as PE. Because of underqualified interpreters, the qualified ones are overworked and at the end of the day may be fatigued and not at their best. She said an underqualified interpreter will fill in with whatever word they can get by with and the student misses vocabulary that is going to be on the tests, or will be behind in a future class on the same subject.

Brenda Brooks, the mother of a deaf child, spoke in support of the bill. (They came from Bonners Ferry to testify.) Her daughter is a senior and will have a hard time graduating because of unqualified interpreters. She had a qualified interpreter for 1 ½ years and was on the honor roll. Now she comes home from school and works until 11 at night trying to understand the assignments. She is up at 5 and works until she goes to school at 6. She thinks she is stupid as she has to struggle to get a passing grade, while others just sit there and pass easily. She was devastated to discover she will have to take a sign language class in order to continue her education as she has had so many unqualified interpreters who have made up signs. She said some parents have pulled their children out of local public school and sent them away from home in order for them to get a good education.

Breann Dunham, Ms. Brooks’ daughter, signed and used an interpreter. She said her interpreters are unqualified and don’t know how to sign long or difficult words. They finger spell. When she asks the teacher a question through the interpreters, they change the question and she doesn’t get the correct answer.

Later Breann’s mother said her daughter was having difficulty understanding the interpreters at the meeting as she had unqualified interpreters at home. She is upset that she doesn’t know American Sign Language.

Deserie Baker, a parent, spoke in favor of S 1316. At the age of 3 months, her daughter’s hearing loss was discovered. She has made phenomenal progress. She will use an interpreter when she goes to school, and deserves a good education. She said even the most skilled teacher is limited by the skill of the interpreter.

Walter Jastremsky spoke through sign language interpreter. He said he had lived in Idaho for 43 years. He said if we reversed rolls we would find out how difficult being deaf is. He said he can read a book and pass a test, but needs an interpreter for spoken words.

Sue Bassiri, an interpreter in a local school district spoke. She said the test is used and scored at the national level. She said it is a two to three hour video test and is returned with a diagnostic report of deficiencies showing exactly what is needed for improvement. She found the test results the best feed back she has ever received. She said workshops now target the needs of the interpreters shown by the tests. She said she was excited about the possibilities of this bill. She said students respond to good interpreters. She urged support of S 1316.

Ray Lockary spoke in favor of the bill. He received a cochlear implant

a few years ago. As a parent he asked for an interpreter for a parent-teacher conference, but the one assigned was unqualified, so the conference has to be rescheduled. He asked the Committee to imagine how difficult it would be for a student.

Jennifer Zahorik, a student at BSU, spoke. She is hard of hearing and graduated from Borah High School. She has seen qualified and unqualified teachers. It is frustrating because she misses out on things with unqualified teachers. She gave an example of the difficulties in a high school chemistry class with a substitute interpreter who was incompetent.

Sherri Wood, of the Idaho Education Association, said there is no exception in the requirement of a quality education for all. When teaching in special education, she saw the difference between qualified and unqualified teachers. She said NCLB is designed to leave no sub group behind.

John Eikum, Executive Director of the Idaho Rural Schools Association, spoke in support of S1316. Rural districts have told him they will be able to meet the need.

Dr. Mike Friend, Executive Director of the Idaho Association of School Administrators, expressed his concerns and support. He said there is a concern about getting the numbers of interpreters needed. He said this is not certification, but establishes standards. He said his group will watch closely over the next three years to see how this bill plays out. He said he supports the bill.

Dr. Jana Jones, Chief Deputy of the Department of Education, spoke in support of S 1316. She said the Department has been part of creating the minimum standards and will continue to provide agency resources when it becomes law. She said there may be some problems for the smaller districts, but it was the right thing to do for our children.

Tracy Warren, Program Specialist with the Idaho Council on Developmental Disabilities, spoke in support of the bill. She said she shared the concern expressed about the lack of qualified interpreters in the classrooms.

Jim Baugh, Director of Comprehensive Advocacy, Inc., spoke in support of the bill. He said his organization provides advocacy and legal services to Idahoans with disabilities. He mentioned the case of a intellectually gifted deaf six year old whose parents did not want him sent away to school. He thanked the consortium for quantifying the problem. He said this is a better way than having lawyers, who do not know what good interpretation is, decide the case. He urged passage of the bill. He said this bill may not go far enough, but it is a huge step in the proper direction.

Dr. Cliff Green, Executive Director for the Idaho School Boards Association, said it was an honor to support this bill. He was contacted about working on this legislation. His group sees this bill as a simple bill which assures students have a qualified interpreter. He agreed that it is a

good first step. He said standards are a key to quality. He said the sponsors have been very professional in carrying this bill. He asked for a yes vote.

Chairman Barraclough thanked those who presented and thanked them for limiting their time.

When the question was raised, **Mr. Maynard**, explained that this bill only covers K-12. It could possibly be expanded later. The situation would be a bit different in post secondary schools.

Paula Mason, from the State School for the Deaf and Blind, spoke up. She also works at College of Southern Idaho (CSI) as they have students from her school there. This bill will affect CSI, as they hired the K-12 interpreters for their evening classes.

MOTION: **Rep. Wills moved to sent Senate 1316 to the floor with a do pass. By voice and signed vote the motion passed.**

RS 16089: **Rep. Trail** presented. He said there is no fiscal impact with this RS. It urges the establishment of programs to train elementary school teachers in math and science. In visiting schools in his district, he and Rep. Ringo perceived a lack of science and math skills in the teachers. He has had conversations with Dr. White of the U of I who is currently working with his College of Education to improve their teaching of math and science skills to elementary teachers. He gave an example of a qualified and enthusiastic 3rd and 4th grade teacher whose students were talking about becoming engineers and biology majors.

MOTION: **Rep. Mitchell moved to introduce RS 16089 and move it to the second reading calendar. By voice vote the motion passed.**

RS 16169: **Rep. Boe** presented and said this is a resolution to establish an interim committee to study community colleges. She said there are two pieces of legislation in the system and senses a lack of consensus as to which one should succeed. She said there are questions of governance and funding. She has heard of a third proposal. She said other states use other systems which the interim committee could study. She asked the Committee to print this RS and send it to the second reading

Rep. Saylor said that a thorough study of the need should be made before a community college system is established. He acknowledged the work done by Rep. Rydalch and others on this issue, but said he believed a more collaborative effort should be made. He went briefly through the bill and said that governance and finance, and the loss of local control are areas that need to be resolved. He added that there are regional efforts that also need to be addressed.

In response to questions, he said it was an oversight that the Department of Education and the Division of Professional Technical Instruction were not listed as serving on the committee and he had no problem adding them. He said he hoped that there would be members from the business community. He said the appointment would be made in May, and that the work must be done by December. He said a similar idea worked well with property taxes last year.

Rep. Saylor said that the Speaker thought the interim committee was a good idea. He said he had talked to Senator Goedde, but not the Governor about their respective bills. He said members of both parties have agreed this is a good idea. He also said there is a similar move in the Senate to create an interim committee.

In response to questions, he said the Department of Education does not deal with secondary education, so that is one reason they were omitted as members of the committee.

When asked, **Dr. Jones** said the Department of Education would participate if asked.

In response to questions, **Rep. Saylor** said this legislation would be a fall-back position if the other community college bills fail to pass.

Further questions were asked about the impact of this RS on the community college bills, and **Chairman Barraclough** said the resolution would have no impact on the bills currently in Committee.

Concern was expressed that a "turf war" might develop in the interim committee as a result of competition between state colleges.

MOTION: **Rep. Mitchell moved to introduce RS 16169 and send it to a second reading.**

SUBSTITUTE MOTION: **Rep. Shirley moved to introduce RS 16169 and have it come back to the Committee.**

After it was pointed out that the Committee could call a bill from the second reading calendar, Rep. Shirley withdrew his substitute motion.

ACTION: **By voice vote the original motion passed.**

RS 16120 **Rep. Cannon** presented and suggested the Committee pick one or two scholarship bills to send to the floor. He asked that his be one of them. He said unlike other states, Idaho lacks a need-based scholarship program. Wyoming is establishing a \$400 million endowment fund. In this plan, the districts would award the scholarships, but would need to get matching money from the community. A hospital could give money and request it go to a math and science major, another firm could specify their scholarship money go to a welding student.

There would be other limitations placed on the recipients.

MOTION: **Rep. Nonini moved to send RS 16120 to print. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 10:05.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 2, 2006

TIME: 8:03

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Richard Orr, Bob West, Tim Hill, Jack Rayne, John Eaton, Jayson Ronk, Luci Willits, Dave Lanz

Chairman Barraclough called the meeting to order at 8:03

MINUTES: **Rep. Wills moved to approve the minutes of February 27. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of February 28, By voice vote the motion passed.**

Luci Willits, of the State Board of Education said that two years ago the Board put in place the Idaho PLATO Learning Network with the aid of federal dollars. This is a tool for remediation and advancement, especially for at-risk students. She introduced Dave Lanz, who is the Senior Project Manger for PLATO. All but 4 of the 114 districts are using the program.

Dave Lanz said the PLATO Program had only been fully operational since the beginning of this school year. He said PLATO has been in the software business for 44 years, and all they do is make software for schools. PLATO carries a more extensive offering than any other company. His group spent a lot of time last year getting the system up and running in the various school districts. At this point they are set up in 550 schools. (See Attachment 1.)

The material is age appropriate. A junior high student will not see second grade cartoons, even if working at the second grade level. Almost 10% of Idaho's public school students are using the system.

The State, and districts, have a permanent license to use the software. A great advantage is the flexibility. It can be Web based, LAN based, or Client Hosted, depending upon the district's capability.

In addition 9 prison education facilities, 26 charter schools, the North West Children's Home facilities, Idaho Youth Ranch, Colleges of Education, 21st Century Learning Centers, Canyon Owyhee School Service Association (COSSA), Idaho School for the Deaf and Blind, and juvenile detention centers use this program.

Chairman Barraclough commented that COSSA combined services in 5 school districts and has saved over \$2 million.

In response to questions, **Mr. Lanz** said they serve alternative high

schools across the state and Shoshone Bannock High School which is under the Bureau of Indian Affairs.

Mr. Lanz said the initial investment was for two years to pay for licenses and get the program up and running. The on-going costs for technical support and upgrades run a little over \$500,000 a year, and there is a grant to pay for the next three years.

He said he had to work to convince the school districts it was truly free service. He said the more school districts use the program, the more they want to use it.

Although they don't have a full year to test the increase in scores, anecdotal stories are very gratifying as to the increase students have made in short time spans.

In response to questions, he said this program offers average and advance students profitable options to work sheets and reading once their work is finished while their teacher is spending a majority of her time with the below average students.

In response to questions, Mr. Lanz said this program can be used to keep up math and science skills and also helps small school districts who run short of teachers for the high end math courses.

In response to questions, Ms. Willits said that IDLA offers classes, but this program is a supplement to classes.

Dr. Green, Executive Director of the Idaho Association of School Boards, said they have had workshops and speakers from PLATO at their annual conventions.

H 690 & H 743

Rep. Denney asked that H 690 be replaced with H 743. He pointed out that three clarifications or revisions were made in H 743. The floor on the ability of a school district with a value index of 1.5 has been removed and they will still receive a subsidy of 10% on the interest of their bonds. They added a new section which was borrowed from H 691 and did not have a huge fiscal impact. He asked the Committee to hold H 690 in Committee, and to continue discussion on H 743. (See Attachment 2.)

MOTION:

Rep. Mathews moved to hold H 690 in Committee. By voice vote the motion passed.

H 743

Rep. Bedke went through some possible scenarios of districts with differing wealth indexes and how they would be helped by this legislation. Nearly every school district that passes a bond will receive help from the state to pay interest. (See Attachment 3)

In response to a question he said the Attorney General has said there is no violation of the State Constitution in this law.

Rep. Bedke said that many of the problem building situations in the original lawsuit have since been taken care of.

In response to further questions as to lottery funds and the now required maintenance fund in this legislation, Rep. Bedke said last week JFAC passed the first of a four-part education fund. Rather than increase the operations budget 5% as requested, this bill returns all of a district's lottery funds to it for maintenance and then offers help besides. By freeing discretionary money for the districts to use elsewhere, the net effect will be the same as the 5% increase.

H 691

Rep. Rusche said he believed H 743 made some improvements, but said he felt that there were still five advantages to H 691. 1) The maintenance funds and lottery funds will be more generous to the districts, 2) The bond payment support will go to more districts, 3) Accessing the Emergency Fund will be easier, 4) Using the State Building Authority will provide the best rate for loans and 5) Helping existing bonded indebtedness is only fair.

He reiterated that accessing the Emergency Fund will only require unsafe schools, not failed bond issues. He said districts will be able to work out how they pay back the money. No specified plan is provided for in the bill. He also said the Department of Education will make the determination as to whether a school is unsafe and the repayment plan.

When asked, Rep. Rusche agreed it would be difficult to find funding in the existing budget for H 691 and said taxes would have to be raised.

In response to questions, he said he had not conferred with Robert Huntley, the attorney in the lawsuit, however, he had attended a Democratic Caucus where Mr. Huntley spoke.

In answer to questions, both **Rep. Bedke**, and **Rep. Rusche** agreed that the issue of the Super majority of two-thirds is a constitutional issue and said there is legislation proposing a change, but that was not part of H 743 or H 691.

Rep. Mitchell addressed the Committee on the lottery funds, and provided some history on funding. He said the original 3% sales tax was to help public schools. He said he felt that H 743 could be harmful as it specifies that the lottery money can only be used for maintenance. He said he was afraid this decision was being rushed.

John Eaton, of the Idaho Association of Realtors, said they support H 743. He said schools affect the price and the ability of homes to sell.

Several representatives spoke of their appreciation of the extra time to do further research and indicated their readiness to vote on the subject. They also said which bill they were going to support.

In closing, **Rep. Bedke** said they do not want to distribute money to where the problem isn't, and this bill is not about distributing government largess.

In closing **Rep. Rusche** said they took the larger view and considered the tax payers that pay property tax as well as those who pay sales tax. Under H 743 old buildings will not be replaced unless they are unsafe.

Chairman Barraclough said in closing that this bill may not be perfect, but when we meet next year, we will have the opportunity to improve it.

MOTION:

Rep. Shirley moved to send H 743 to the floor with a do pass.

SUBSTITUTE MOTION:

Rep. Boe made a substitute motion to send H 691 to the floor with a do pass. In a roll call vote, Representatives Trail, Boe, Mitchell Pence voted yes, and Representatives Barraclough, Rydalch, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd, Brackett voted no.

ACTION: In a roll call vote, Representatives Barraclough, Rydalch, Trail, Bradford, Block, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd, Brackett, Boe, and Pence voted yes, and Representatives Cannon, Mitchell voted no.

Chairman Barraclough thanked everybody for their participation in the process and said he felt very good about the progress that had been made that day.

ADJOURN: The meeting was adjourned at 10:15.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 3, 2006

TIME: 8:00

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

Chairman Barraclough called the meeting to order at 8:02 a.m.

GUESTS: Dwight Johnson, David Tolman, Dan Davenport, Doug Severs, Donna Vakili, Mark Van Skiver, Travis Galloway, Frank Gallant, Eric Exline

Two sign-up sheets are attached.

MINUTES: **Representative Wills moved to approve minutes of February 28, 2006 with a correction noted. By voice vote the corrected minutes were approved.**

RS 16157 **Representative Cannon presented RS 16157.** This legislation changes the formula for funding buildings for charter schools. The proposed funding mechanism creates a fund based on a formula where each elementary school student is allowed 100 square feet at \$6 per square foot. Each secondary student is allowed 150 square feet at \$6 per square foot. The \$6 per square foot allowance would be paid by the state and would be used for a building fund. This change in the funding formula would not have a retroactive effect.

MOTION: **Representative Mitchell moved to send RS 16157 to print. By voice vote the motion passed.**

H 702 **Representative Trail presented H 702.** This bill calls for an endowment of \$10 million from the State Treasury to fund needs-based scholarships. With interest, the endowment fund would generate annual funds to continue the scholarship fund beyond the first year. Representative Trail handed out "Needs Based Scholarships and Loan Programs for Idaho Institutions of Higher Education" (see Attachment 1) which contains his detailed remarks.

A representative asked if there was a limit on the number of hours covered by the scholarship and would a certain Grade Point Average (GPA) be required to approve the scholarship. Representative Trail said these details would be worked out between the State Board of Education and the institutions but he expected it to be similar to the requirements for the Idaho Access Program -- the student would need a 3.0 or higher GPA and academic promise.

Several representatives had questions about the status of GEDs in this program. Representative Trail said a GED would qualify as graduation from high school for those aid applicants who had not graduated with their class. After responding to additional questions, Representative Trail

stated we are all striving toward the same goal of scholarship funds and the need is well documented. If the legislation is not funded this year, it will be brought up again next year.

H 703

Representative Trail presented H 703. He stated that H 703 establishes a needs-based loan program for post-secondary students. The program would be funded by a one-time appropriation of \$5 million. Rules for the program would be promulgated by the State Board of Education and the loans granted would be another tool in the financial aid package for low-income students. Repayment would be required after graduation.

A representative asked if there were penalties for defaulting on the loan and a repayment schedule. Representative Trail said that testimony from the State Board of Education and financial aid staff would answer that question.

A representative asked if a student had to have a certain GPA to apply for a loan. Representative Trail said the student must qualify for at least \$10,000 in federal student funds and that other qualifications would be determined by the State Board of Education.

A representative followed up with a question about the bill's provision for a two-year gap in education. Representative Trail said the gap can occur when the student first begins the academic period and that the provision could apply to students who go into military service, on a church mission, into the Peace Corps and so on, right after high school.

Dana Kelly, State Board of Education Student Affairs Program Manager, spoke. Ms. Kelly said one of her duties is to manage state aid and state scholarship programs. She said even with the Robert R. Lee Idaho Promise Scholarships, unmet need still remains. The Idaho Promise Scholarships help but unmet need remains. Over 7000 students each year are not eligible for scholarships.

Students who are selected for the Idaho Promise Scholarship A receive \$3,000. These students must have a 3.5 GPA, be in the top 10% of their graduating class and have a score of 28 or higher on the American College Test (ACT) to apply for this money. They must also be selected. The requirements for the Idaho Promise Scholarship B are less stringent and students who qualify receive \$600. Ms. Kelly's office also supports the Leveraging Education Assistance Partnership (LEAP) Program, as well as H 702 and H 703.

A representative asked if anything is available for middle income families. Ms. Kelly replied that a middle income student can receive a Pell grant. She agreed that the lack of scholarship programs is a crisis for both low and middle income students. The rate of Idahoans with a Baccalaureate (BA or BS) degrees is 22%, the national average is 28% and the rate of Utahans is 28%.

David Tolman, Financial Aid Director for Boise State University (BSU), spoke about the costs of education, including tuition and fees, books and supplies, room and board, transportation and personal costs such as utilities. (See Attachment 2.) The expected family contribution is the amount the family should contribute to meet these costs. Students help fund their educations by working more hours. A student with a freshman loan would need to work 55 hours per week to self-fund his education. (See Attachment 3.) The hours these students work take up too much of

the time they need for school and some drop out. The costs of obtaining an AA degree, a BA or BS degree, a master's degree, a doctoral degree and a professional degree are displayed in Attachment 4.

Dan Davenport, Director of Admissions and Financial Aids at the University of Idaho, spoke. He said everyone should work together to assist as many students as possible – the federal government, state government, the family and the student. He told about a student with a 3.84 GPA. The student's father was disabled, his mother worked at two jobs and there were 3 other children in the home. The student worked during the summer. The family's annual income was \$31,000. The student taking the ACT test received some help from a Pell grant and an Access grant. He maintained a 3.6 GPA at the University of Idaho but he dropped out to work during the spring semester to repay his education loans and hopes to come back in the fall. According to Mr. Davenport, 78% of Idaho high school students said they needed assistance to go to college. Only 44% went on to college. Families use an average of 20% of their income to pay for college. Needs-based scholarships covered 6% of costs. Nationally, these scholarships pay 7% of costs. Mr. Davenport continued painting the statistical picture of scholarship programs and unmet needs in Idaho.

Doug Severs, the Financial Aid Director at Idaho State University (ISU), spoke. At ISU, 9000 of the 14000 students receive federal, state or institutional financial aid. With scholarships, 10000 get help going to school. It has been 5 years since Pell grants were significantly increased. 2006 will be the last year that Pell grants can pay \$4000 unless Congress moves to continue this grant maximum. Congress may increase the 26/25 loans to \$3500 but this still won't cover tuition.

A representative asked if there was a way to find out ahead of time that a student has financial problems and won't attend the next semester.

Mr. Severs said they wait about 2 weeks into the semester and try to call students to see if they are coming back in the fall. The calls are repeated every three weeks. They do the same with veterans.

MOTION

Representative Mitchell moved that H 702 be sent to the floor with a do pass. By voice vote the motion passed.

H 703

Representative Trail presented H 703. This legislation would give Idaho colleges and universities a one-time appropriation of \$5 million. This money would be used for low income loans and repayment would be administered by the State Board of Education working closely with the institutions.

MOTION

Representative Kemp moved that H 703 be sent to the floor with a do pass recommendation. By voice vote the motion passed.

There was discussion concerning the number of scholarship bills being sent to the floor. Some representatives felt this sent a bad signal and that JFAC was not likely to fund these bills. Some representatives suggested that a study committee could look at all the bills and come back next session with a synthesis. Others were in favor of the motion and felt that these programs needed to be in place and perhaps the funding would follow.

H 751

Representative Trail presented H 751. Representative Trail said the idea for this bill came from discussions with educators. It is intended to remedy a critical shortage of math and science teachers by providing education loans to students who commit to teaching math and science in Idaho schools. Loans would also be available to teachers who want to be certified in math and science. The State Board of Education would implement and administer the loan program with a one-time \$5 million appropriation. Grants and donations from the private sector would also be used to increase the fund. Representative Trail spoke to the loan repayment schedule and criteria for obtaining a loan.

Mark Van Skiver, Director of Student Services for District 3 Joint in Kuna, spoke. He said his district has problems in recruiting and retaining math and science teachers. His district is trying to upgrade their math and science programs. Kids who are strong in math and science don't think about going into teaching because there are more lucrative careers waiting for them. A person must not only have math and science knowledge to teach, they must have the heart of a teacher.

Frank Gallant, math teacher and Superintendent of District 72, the Basin School District in Idaho City, reiterated the difficulty schools have in finding math and science teachers. He supports H 751. The \$5 million endowment would generate \$250,000 per year and that would support more students. Mr. Gallant said he would like to see a requirement that the teacher has to teach in the same district for 5 years because it would be great for rural districts that have trouble attracting and retaining teachers.

MOTION

Representative Nielsen moved to send H 751 to the floor with a do pass recommendation. By voice vote the motion passed.

Dwight Johnson, Executive Director of the State Board of Education, spoke. He said he supports this bill as a good step to retain math and science teachers. The Board of Education will be crafting the rules so they cover recertifying existing teachers in math and science. The Board will also seek private funds for the endowment.

A representative asked Mr. Johnson to explain the difference between this legislation and earlier legislation that failed concerning salary differentials for math and science teachers. Mr. Johnson said they are looking at all opportunities to expand abilities to teach and increase the quality of instruction. These opportunities include better use of technology like PLATO and long distance learning so instruction can become more individualized.

Erik Exline, Public Information Officer for the District 2, Meridian Joint District, spoke. He said his district had to hire 110 teachers just for growth. The district can find elementary teachers, English, and social studies teachers but not math and science teachers. The district is expanding its math and science requirements. He said he strongly supports H 751.

A representative asked why H 751 mentioned nursing practice. Representative Trail said the President of Lewis-Clark College, the Idaho Medical Association and the Idaho Hospital Association all agreed that nursing practice was a critical component of the legislation.

H 682 **Representative Rydalch** presented H682. This legislation would establish a scholarship fund for the next generation of scientists, engineers and technicians to fill vacancies when the current generation retires. Up to 75% of employees in the nuclear energy field will be eligible for retirement in 2010. She wants to attract technicians because many of the jobs at the Idaho National Laboratory require skills that can be taught at the Center for Advanced Energy Studies. Representative Rydalch would like the State Board of Education and the Center for Advanced Energy Studies to work together on ongoing training. She explained that the Center for Advanced Energy Studies is an academic research institution where many different entities cooperate to collaborate and instruct, including the international community. The Idaho universities are also involved. Building will start shortly. This bill would be funded by the Kilowatt Hour tax and would reduce general fund by 1.5 million.

MOTION **Representative Kemp moved to send H 682 to the floor with a do pass recommendation. By voice vote the motion passed.**

H 742 **Representative Boe** called on Donna Vakili, Director, Idaho Digital Learning Academy (IDLA) who presented this bill. Ms. Vakili noted that the IDLA was established by an association of school administrators in 1992 and provides supplemental courses that students can take on line. It was created by statute and is funded annually. Idaho was a pioneer in the area of a state virtual school. Last year 1800 students were enrolled and 3000 were enrolled this year. This bill clarifies that the IDLA is a state entity for risk management insurance, but not for group insurance.

MOTION **Representative Rydalch moved to send H 742 to the amending order. By voice vote the motion passed. Representative Boe will carry the bill.**

RS 16185 **Representative Roberts** presented RS 16185. This RS seeks to amend statutory language on the staff allowance in Idaho Code 3310-1004 to add two additional staff to each separate instructional school. (See Attachment 5.) He gave an example of School District 241, Grangeville, a small district in number of students but covering a territory larger than Rhode Island, Delaware and Connecticut combined. (See Attachment 6.) Currently, secondary separate schools don't have enough students to generate the staff allowance necessary to teach all instructional staff units.

MOTION **Representative Shepherd moved to send RS 16185 to print. By voice vote the motion passed.**

RS 16187 **Representative Roberts** presented RS 16187. This bill on performance dollars came out of a previous bill that was drafted with a team of teachers. The bill was revived at the request of individuals who were concerned about the issue.

RS 16187 creates new language in Idaho Code to establish the Educational Support Program for instructional staff. Classified staff are not included.

The first two-thirds of the funds will be sent to districts and will be based on test results. Two-thirds of the original two-thirds will be distributed to schools with the greatest increase in the Idaho Standards

Achievement Test (ISAT) scores from spring to fall. The remaining one-third of the original two-thirds will be distributed to schools with continually high test scores.

The other one-third of the original 100% goes to the districts to adopt a pay plan with the district board of trustees.

A pilot program will precede full implementation. In FY 2007, five districts will participate on a voluntary basis. In FY 2008, 10 districts will participate on a voluntary basis.

A representative said this was an exciting and innovative approach asked how many districts would be eligible for the last one-third of the funds. Representative Roberts deferred to Jason Hancock of the Legislative Budget Office. Mr. Hancock said the proportionality is based on the number of full-time equivalent administrators and instructional personnel and gives them funds to design their own plans.

MOTION

Representative Nonini moved to send RS 16187 to print. By voice vote the motion passed.

ADJOURN:

The meeting was adjourned at 10:22.

Representative Jack Barraclough
Chairman

Mary Betournay

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 6, 2006

TIME: 8:04 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Shepherd (8), Brackett, Mitchell, Pence

**ABSENT/
EXCUSED:** Vice Chairman Rydalch, Representatives Block, Nonini, Boe

GUESTS: Sherrie Feist, Mike Friend, Cliff Green, Marilyn Howard, Karen Echverria, Steve West, Marilyn Davis, Tracy Gustafson

The meeting was called to order at 8:04 by Chairman Barraclough.

MINUTES: **Rep. Wills moved to approve the minutes of March 1. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of March 2. By voice vote the motion passed.**

H 750 **Rep. Trail** started the presentation by reporting that HCR 33 which establishes a Bullying Awareness Week Sept. 9-16, 2006, passed unanimously on the Senate Floor. He referred the Committee to the minutes of February 17 and the testimony given then as to the problem of bullying.

He said H 750 is supported by the PTA, School Boards Association and other groups. This bill includes cyber bullying in the definition of bullying, which hasn't been included in previous laws.

The concern was raised by a former Idaho State Trooper that breaking this law would be a misdemeanor, a crime, which can result in jail time. He pointed out that an infraction would be a civilian penalty and while there could still be fines and community service, there would be no jail time. He asked if Rep. Trail had talked to law enforcement people about this, and Rep. Trail said he had not.

This former Idaho State Trooper said that a misdemeanor can go to a jury trial and that it can be a long drawn-out process.

Rep. Trail said he would trust the judicial system to be fair and equitable with children who come before it.

It was pointed out that current law does give the judge a number of tools to deal effectively with bullying.

Rep. Nielsen, a co-sponsor, said there was an incidence of bullying with a grandchild. This situation was covered under current law, but cyber bullying is not covered.

Some members expressed concern that if the bill was to be sent to

amending orders, it might not get out. Others expressed concerns about the “misdemeanor,” and wanted it changed to a “citation.”

After further discussion, **Rep. Trail** and **Rep. Nielsen** agreed to send the bill to Amending Orders. On the last page “misdemeanor” will be changed to “infraction,” and “shall be charged” will be changed to “may be charged.”

MOTION: **Rep. Mitchell moved to send H 750 to Amending Order with amendments attached. By voice vote the motion passed.**

H 752

Karen Echeverria said this bill is a clean-up bill to remove all references to ISIMS. It also gives the State Board the ability to draft rules for any student information management system in the future should funding be made available for such a system. She said they need a student identifier for NCLB which they are working on now.

In response to questions, she said the Board of Education makes the rules as the Department of Education doesn't have the authority to do so.

She said right now the Department and the Board are working on a grant they hope will be available in the spring. She said the Department has control of K-12, and the Board controls the post secondary years 13-20.

She was asked if the Legislature would see the rules before the purchase of the software. Ms. Echeverria said that the rules will be made right away for security purposes and that the Board will want some kind of security in the way information is gathered and released.

When a representative asked for someone to speak about the CRI Advantage Product, **Dr. Marilyn Howard**, State Superintendent of Schools, stood. She asked several individuals to respond to questions.

Steve West, of Central Consulting, said CRI was a client of his firm. He said he had a productive meeting last Friday talking about the product with the Department. The product under discussion is a data warehouse. There are questions as to the stage of completion of that data warehouse. He said there has been charges that money was wasted in ISIMS and that there has been miscommunication and misunderstanding. He said some said the Department spent \$1 million and the time of 7 full-time employees. He said the money was loaded into the public schools budget and has been spent.

In response to the question of how much money has been spent by the Board, and the Department on this component, he said \$5 million for the data warehouse. Of that \$2 million came from CRI, some came from Albertsons, and some from the Department

Dr. Howard said she asked for the meeting because of the information being sent to Committee members, and the questions they were asking the Department. She repeated Mr. West's numbers and said the Department had money which could be used for testing and was expiring, so they placed it towards a data warehouse. She said it was \$750,000 and that there has been no duplication of effort. She said the Department has carried forward the next, and most important step, a data dictionary. She said that there needs to be consistency as to how everyone enters their information into the system. She offered the Committee a 20 minute

presentation on the data dictionary. She said it serves as a base for the data warehouse which has a roll-out date of May 1. Then they will take a more holistic look at the system. Their goal is to have a system totally integrated across all bureaus, so that information is only entered once. She said they are poised to move forward to the next step. She said for many years they had various data warehouses they kept in "silos." She said this is an effort to combine the "silos," and asked the members to bring their questions to the Department.

In response to questions she said each school district has chosen their own data system, but they are working so that the "boxes" or programs will be able to talk to each other. She said K-20 is the new buzz word, and that they need to be in close communication so things don't go on separate tracks. She said she doesn't want to see the State Board take over implementation.

In response to questions, **Ms. Echeverria** said they would have the capability to make temporary rules when this law goes into effect July 1. She said the Board has the ability to enforce and administer in several areas, but doesn't. They adopt the rules and give the authority to the Department in drivers' education, course materials, and other such items. She said the Board would take the broader authority on how the system should look and be implemented.

MOTION:

Rep. Wills moved to send H 752 to the floor with a do pass. By voice vote the motion passed. Rep. Wills will carry the bill.

Dr. Friend said he supported H 752.

Sherri Wood, of the IEA, said they supported H 750

H 712

Ms. Echeverria, presented and said there is a need to more clearly define a registration process for those institutions in Idaho, profit and non-profit, proprietary and non-proprietary, who offer post secondary classes and diplomas. The current law lumps them all together, and the rules are very confusing. She said Idaho is one of only a few states that does not have a vigorous registration process. She mentioned that some schools are offering diplomas with the payment of a fee and no course work.

Dr. Marilyn Davis, of the Board of Education, spoke on the bill. She said there is a real need to provide greater clarity. This bill separates proprietary schools from non-proprietary ones. Hopefully this will make the rule writing process easier, and as a result, schools coming into Idaho will understand exactly what is expected of them.

MOTION

Rep. Mathews moved to send H 750 to the floor with a do pass. By voice vote the motion passed. Rep. Pence will carry the bill.

Ms. Echeverria introduced her daughter, Tracy Gustafson who was chaperoning a group of government students to the Capitol that day, and asked her to address the Committee.

Tracy Gustafson said this is her 6th year of teaching. She teaches at Mountain View High School, coaches cheerleading at Lewis & Clark Middle School, and works part time at Eddie Bauer. She said she doesn't feel that she should have to work a second job. She said teaching takes

50 hours a week, she spends 15 hours coaching, and 15 hours working at Eddie Bauer. She said she is also taking classes Monday through Thursday until 7 p.m. to move up on the pay scale.

In answer to questions, she said she graduated from Boise State University in 2000.

When asked about the morale of the teachers, she said Mountain View High School is a new school with mostly young teachers. They are very proud of their school and morale is high.

ADJOURN: The meeting was adjourned at 8:57

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 7, 2006

TIME: 8:04 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Mitchell, Pence

**ABSENT/
EXCUSED:** Representatives Wills, Boe

GUESTS: Stephanie Bennett, Deborah Long, John Eikum, Cliff Green, Jana Jones, Erin Bennett, Luci Willits, Mike Friend, Sherri Wood

Senator Goedde introduced the two presenters and pointed out that they came from his area.

Stephanie Bennett, principal of Bridge Academy in Coeur d'Alene, presented the work of her school. She said there was an alternative high school in town, but it was filled and some drop-outs were not coming back.

She changed a dog grooming store and a BMX bike store into a computer lab. They wanted to make it "a classy place." It is rather like a one room school house with 32 computer stations. They have four three-hour sessions during the day Monday through Thursday. Students attend one session daily. Friday is the day for make-up sessions and staff meetings. (See Attachment 1).

Students work on one subject during their three hours on the computer. It takes the average student about a month to complete a course. The Curriculum is called Nova Net and provide every core class required by the state of Idaho, and is aligned with the state standards. All students are required to obtain employment or volunteer at least a certain number of hours a week in addition to completing two elective classes outside of their computer class.

There have four certified teachers and two assistants, and Ms. Bennett also teaches. The school needs special teachers who can work together and have strong levels of trust, and humility. Although they have endorsements in different areas, they need to be able to help students with questions on any subject. They also have to model calm, positive emotions.

If a student has to drop out, they keep the credits earned to that point.

Weekly staff meetings are set up by a different staff member every week, and focus on ways to increase student performance. Parents are called on Friday afternoon or evening and given a report on their student that week.

Many of their students have lost credits and are far behind. The school only takes juniors and seniors, ages 16 to 21 who have at least 20 credits.

Rewards are important. Each month 12 students are selected as

special stars and given awards. They get a privileged parking spot, their picture is posted on a bulletin board and a post card is sent home. Some of these students have never had positive feedback. If the whole school does well, an educational field trip on some phase of Idaho culture is scheduled. (They visited a mine in Kellogg, Idaho and often go to events on North Idaho College campus.)

Their student body consists those with health problems—cancer and diabetes for example, those who have completed drug rehabilitation programs whose parents want them in a smaller school, drop outs returning to finish high school who are working days, and those referred from high school counselors, and juvenile probation officers. They also have Special Education and Limited English Proficiency students.

Ms. Bennett said that they don't have discipline problems in the school. They seem to get the "nerdy" kids who have been bullied and picked on. These students wouldn't go to a regular alternative school. There is no dress code, but students soon realize they don't have to dress in strange ways and start to wear more normal clothing.

Students must receive 80% on tests, or they have to redo the section—with different material and questions. Some students will choose to redo a section they have passed in order to raise their grade. Ninety-five percent of the parents show up with their students for conferences.

They constantly push college, and last year 65% went to post secondary colleges, 8% went into the military, and 27% went into the workforce.

The local Rotary Club has been very helpful with Senior Projects to interview two people who might become mentors for the student.

In addition, each student must volunteer in one community activity, and visit a city council meeting and a school board meeting.

This year they may have 120 students graduating with diplomas, not just getting a GED.

In response to questions Ms. Bennett said the elective packets are humanities courses not covered in the computer lab.

Students are encouraged to participate at the two regular high schools in athletics, proms, dances, games, and senior parties.

Debbie Long, Principal at Betty Keifer Elementary School in Rathdrum, spoke. Her school is K-6 with over 500 students. (See Attachment 2) For seven years they have been recognized as an Idaho School of Merit. They strive for excellence and high achievement. She said to be successful one needs a systematic plan of action, not hopes and dreams. Instructional time is their most precious commodity and they guard against interruptions and distractions. She stressed a need for accountability for the students' knowledge, attitudes and skills. For her teachers, certain things are non-negotiable. Teachers in her building need to collaborate and need to be content experts in the fields taught. Fidelity to the curriculum is also important.

She said students must be engaged in learning and not be passive. They are told they need to meet and exceed grade-level targets and their personal targets. Students are expected to have good attendance, be good citizens, and be punctual—necessary life-time habits. They have 100% attendance at parent teacher conferences.

Since some students come from homes where they do not see collaboration practiced, so it is important they see it modeled at school.

They have a leadership team which consists of a teacher from every grade level, a Special Education teacher, four parents with students of

varying abilities, and the principal. Teachers also attend a grade level conference once a week, and the entire staff meets once a month from 5:30 to 7:30 p.m. They encourage other schools and districts to visit and observe.

Every morning from 9 to 10, the primary grades have reading. Ms. Long uses every available instructor in the building to get small groups and each teacher is assigned to the group she is best suited to help. Although at different levels, the subject matter is the same every day. In the primary grades, students spend 3 hours in language arts, and 1 hour in math every day.

Students are tested the first week of school and the parents are informed of the results. She has a conference with every first grade parent to let them know about the Idaho Reading Initiative (IRI) and the ISAT. For the parents of students who are not proficient at grade level, she has individual conferences to teach parents strategies for helping their student.

Every year they focus on an issue school-wide. Several years ago the issue was reading in order to help every teacher become proficient in the newest teaching methods. This year the topic has been bullying. The goals are written and published.

Report cards are standards based by quarter. For example for a first grade student it might be that the student can read a certain number of words accurately within one minute. Students know what these goals are, and parents are glad to know what the exact standards are and how their child measures up.

To make volunteer parents most effective, each teacher has a basket in the back of the room with packages of skill cards, and the names of the students who need to work on those skills. Parents can chose what they wish to work on, so they feel more worthwhile.

Chairman Barraclough thanked the presenters and said that the principal leads in a school, but everybody needs to work together.

RS 16116

Rep. Mathews presented and said this RS emphasizes local control in public schools while also addressing the need for preparing our youth for tomorrow in the local, state, and national market place. He said this RS confirmed the education policy found in the State Constitution.

In the discussion that followed, several members said they did not object to the language he added, but wanted the language he had struck out left in.

ACTION:

Rep. Mathews asked that RS 16116 be returned to sponsor.

H 749

Rep. Mathews presented. He said that this establishes a scholarship for those who promise to become science and math teachers in Idaho schools for a minimum of four years. This bill would amend the Robert E. Lee Scholarship to create a new category. He went through various parts of the bill and concluded by saying there were a lot of good qualities in the bill and that it would help the state get caught up in the local market place.

In response to questions he said the student did not have to go to an Idaho college. He said he chose the amount of \$20 million to grant 3000 scholarships as he has heard Idaho needs 3000 math and science teachers. He said the plan would be administered by the State Board of

Education and the Board of Regents of the University of Idaho.

A couple of representatives expressed concern about the large amount of money (\$20 million), and that it was too late in the session to get money from JFAC.

Several representatives also expressed concern that there was no mechanism for recapturing the scholarship money if a student took the money, but did not teach in Idaho. They were also concerned that this bill would cover teaching in a private school.

MOTION: **Rep. Cannon moved to hold H 749 in Committee.**

Chairman Barraclough commented that the bill had a lot of merit, and suggested working with the State Department of Education and the Board of Education to find out the exact number of math and science teachers needed, and adjust the cost to meet that need for next year. He said it was a good idea, and that the bill made valuable suggestions.

Rep. Matthews said he appreciated the comments and hoped to continue working with the Board and the Department on this subject.

ACTION: **By voice vote the motion passed.**

H 702 **Rep. Trail** presented amendments for H 702. These amendments take out the funding requirement for this scholarship program. He commented that the Promise Scholarship program was not funded the year it was passed, but was funded the next year. He said he felt that requiring the money for this year would have a negative effect on the bill's chance on the floor.

MOTION: **Rep. Mitchell moved to send H 702 to the amending orders with amendments attached. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 10:05

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 8, 2006

TIME: 8:07 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Shepherd (8)

GUESTS: Mike Friend, Cliff Green, Vickie Simmons, Larry Harris, Jan Sylvester, Erin Bennett, Matthew Cardon, Bob West, Jerry Lynch

Chairman Barraclough called the meeting to order at 8:07

MINUTES: **Rep. Wills moved to approve the minutes of February 21. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of March 6. By voice vote the motion passed**

Rep. Boe introduced Dr. Larry Harris.

Dr. Larry Harris, Dean of the College of Education at Idaho State University (ISU), spoke on recent developments in teacher education. He said he has been the Dean for the past 9 years and has had a great group of faculty, and a wonderful cadre of students that have gone through their program. (See Attachment 1)

He said teacher preparation at ISU has undergone a tremendous reformation process in the past decade. They have significantly changed the manner in which they prepare future teachers. He covered the new curriculum, new admissions criteria, and new exit requirements among other things.

Before admission to the College of Education, candidates are required to complete course work in 1) Development and Individual differences, 2) Families, Communities, and Cultures, and 3) Preparing to Teach with Technology. The aim of these classes is to give the candidates a basic knowledge of the diversity of students (including Special Ed and Limited English Proficiency students), an understanding of the impact of families and communities on learning, and the knowledge and skills necessary for using technology effectively.

The grade point average for admission is 2.75, with a "B" grade in some classes. Passing scores on the Praxis I Academic Skills Assessment in Reading, Writing, and Mathematics is also required. Starting in September they will be doing a background check as this will be required by the districts before hiring.

Course work in the program has been changed to meet the changing needs. They cover such subjects as "Inquiring, Thinking, and Knowing,"

classroom discipline; "Instructional Planning, Delivery, and Assessment;" and classes specifically for elementary and secondary future teachers on learning styles, language and literacy.

Dean Harris said every teacher is a teacher of reading, whether they teach math, physical education or other subjects.

Secondary education candidates are required to complete a broad field major, or an academic major and an academic minor.

For the elementary candidates, they are focusing on content with students taking English, science, math and fine arts. He commented that teachers have to know the subject in order to teach it.

Before student teaching, the candidate must pass the entire Praxis II test. The pass rate is 95.2% on the first-time attempt.

Dean Harris said he is working on a national plan to track teachers and their success over time. He is one of 10 deans in the nation working on a research plan to track this data and said that it should be very beneficial for the state.

He said they are deeply involved in alternate routes to certification. There will be new rules in place July 1 of this year. He also said there is a shortage of special education teachers and they are working on cooperative ideas across the state.

They have an education lab with 6 babies, and preschoolers through 4 years of age. There is a K-3 student body of 24, with 8 students per grade, in cooperation with the Pocatello School District. There is one teacher and students are chosen by lottery which has provided a good mix.

They did a major revision to the Administrator Preparation Program (See Attachment 2). The business skills needed are defined, and subskills shown. Further breakdowns on the subskills are in the remainder of the attachments.

He mentioned again the brochure (Attachment 1) and said rather than focus on the High School Redesign issue, they chose to focus on math and science this year which is also a national issue.

In response to questions, Dean Harris said any student coming from their program who wants a job and is willing to leave the area, can find a teaching position. Some individuals from small communities will return to that community and substitute for several years while waiting for a position to open up. He said Washington, Oregon, California, and Texas districts will come with contracts in hand at their coming career fair. He said the entire state graduated a maximum of 15 math teachers last year.

In response to questions from the Chairman, Dean Harris said that their new president, Dr. Vailas will "hit the ground running."

He said the State Board has asked the Deans of the Colleges of Education to put together a plan for the Academic Affairs meeting in June on the shortage of math and science teachers and that they were going to work on that subject the next day.

In response to further questions he said that he is in favor of "pay for performance," and believes it is coming, but it will be a difficult thing to measure.

Chairman Barraclough thanked Dean Harris and said he wanted to cheer on Dean Harris and the education program at CSI.

He then introduced Charlie Clark.

Charlie Clark said he wears many hats. He is a lobbyist for the Union

Pacific Railroad, but also has been the Chairman of the Idaho Association of Commerce and Industry Education Committee since February 1, 2006. He commented that as assistant to the Dean of ISU a number of years ago, he helped hire Dean Harris's predecessor. He works with the Union Pacific Foundation. In the last few years they have given \$1 million in the Pacific Northwest, about \$300,000 of that money in Idaho.

The Foundation President, Bob Turner, felt they needed to do a better job and decided on a signature program to help education. Feeling that the most important person in a school is the principal, they chose to support secondary principals of the schools in the districts their railroad crosses. Mr. Clark said, "You can't have a good school if you don't have a good principal."

In the five years the program has been running, they have touched 48 Idaho principals, including those in charter schools.

He said they have two reasons for this program. They want to have a well educated work force in the future—they hired 5000 people last year. Secondly, they wanted to help education in the United States. He introduced Jerome O. Lynch, a consultant.

Jerry Lynch has been in public education for 32 years, and has been working with business partnerships for 15 years. He presented the rest of the program. He said their mission is "To enable and assist public high school principals in Union Pacific service regions meet their leadership needs."

They do not tell the principals how they should do things, but rather ask the principals what their needs are.

All expenses for the program are covered by the UP Foundation. There is no cost to the districts or principals involved.

Each summer they host a four-day Summer Institute at a lovely conference center in Phoenix for over 800 principals. Keynote speakers are chosen after a survey of the principals' needs. This year's speakers will be William Daggett, Darrell Scott, and Louise Flodez. The meeting will provide a time for networking among peers, an opportunity to participate in staff development, a time to reflect, and a presentation of successful programs from their own schools. Principals are also grouped by the size of their schools for one meeting since their student body numbers range from 24 to 4800.

They also provide a team of personal consultants to assist each principal to identify and pursue professional growth objectives, identify staff development needs, connect with colleagues, establish peer discussion groups, and research pertinent issues. These meetings are held in the evenings, or in summer as principals do not like to be away from their buildings during school hours. Not every principal can attend the Summer Institute, so the Foundation comes to them. In Idaho, four or five times a year, they hold peer discussion groups.

For example, if a principal E-mails a request for information on a subject, within 10 days he will have a brief on his desk with resources—books, papers, or web site information. Again, the UP Foundation will pick up any costs for books or papers.

The program was only supposed to be for three years for any one principal, but in response to heartfelt requests, it has been continued. The only restriction is that after 3 years, principals can only come to the Summer Institute every other year. There are simply too many who want to attend.

They have a web site which has 500 new visitors a month, and over

5000 downloads. There are over 1 million hits per year.

The Foundation also works to give principals and schools the recognition they deserve for doing a great job.

In response to the wish that more principals could participate in states or districts where where Union Pacific Railroad lines do not run, Mr. Lynch said there is a limit on funds, but anyone can access the web site.

Chairman Barraclough thanked Union Pacific for the presentation and for their partnership with Idaho principals.

S 1379

Dr. Cliff Green, Executive Director of the Idaho School Boards Association, presented and said that under current law the local district is required to pay the PERSI and FICA funds from discretionary dollars. Since the local districts already pay more than enough to match the federal dollars, this bill allows them to pay PERSI costs for school lunch personnel from any excess in the school lunch fund. FICA will still continued to be paid from the General Fund—discretionary dollars.

Dr. Vickie Simmons, Deputy Superintendent of the Independent District of Boise City, spoke in support of this bill. She presented a letter of support from the Department of Education written by Peggy Temple, the Chief Accountant. (See Attachment 3)

MOTION:

Rep. Mitchell moved to send S 1379 to the floor with a do pass. By voice vote the motion passed.

RS 16116C2

Rep. Mathews presented. This is a redo of the RS he presented yesterday with the corrections that Committee members asked for.

MOTION:

Rep. Nielsen moved to introduce RS 16116C2 and send to the Second Reading Calendar.

The issue was raised that this would by-pass the opportunity for a public hearing in Committee.

SUBSTITUTE MOTION:

Rep. Mitchell offered a substitute motion to introduce RS 16116C2.

In response to questions, **Rep. Mathews** said he had an opinion from the Attorney General that this re-affirms current standards and policy that already exist. It doesn't change the law

ACTION:

By voice vote the substitute motion passed.

A delegation of students from Jefferson Montessori School—a private school that serves the Rigby, Idaho Falls, and Rexburg area—were introduced. The co-founder, **Matthew Cardon**, spoke briefly to the Committee. He said the students were here for the Academic Decathlon.

There was a short discussion regarding the E-mails the Committee members had received from the Idaho Distance Education Academy (I-DEA) in Latah County. They were upset that I-DEA had not received transportation funds from the state for their students.

Dr. Bob West, of the Department, was asked to speak to the issue. He said the Attorney General had written a letter saying the I-DEA did not fit the definition of a school because they do not have a defined curriculum (such as the Idaho Virtual Learning Academy has.) He said there is very little activity between the teacher and student. Legislation would have to be written to further define that they would be covered under the transportation money.

Chairman Barraclough commented that I-DEA has too loose an arrangement at this time. He said hopefully they can survive without this money. The I-DEA will have to decide what they are and how they fit into the educational process.

When **Dr. West**, said there had been a news release on the subject yesterday, a representative commented that she hoped this information would be communicated to the parents so she would not be receiving so many E-mails on the matter.

ADJOURN: The meeting was adjourned at 10:09 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 9, 2006

TIME: 8:05

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Shepherd (8)

GUESTS: See attached sheet.

HCR 61

Rep. Bradford introduced HCR 61 by saying the Speaker and the Senate Pro Tem asked him to serve on an Ad Hoc Committee on High School Redesign and appointed him Chairman. The committee faxed the 114 superintendents in the state four questions; 42 replied. The information in the report came from these responses, testimony in the Education Committee meeting, and others they have talked to. (This report is at the end of this day's minutes.) He said most of those who responded agreed that the changes needed to be made, but wanted to "do it right the first time." He said he believed that with time, problems can be overcome. He said he wanted all to feel at least "somewhat good" about the program when it is implemented.

Rep. Kemp continued the presentation. She said HCR 61 is an executive summary of the report. It asks the State Board and the Department of Education to work together to gather input from the 114 school districts, the virtual school district, charter schools, alternative schools, and juvenile corrections. (These other schools are covered in the report.)

Rep. Boe, also a member of the Ad Hoc Committee thanked Rep. Kemp for all her work and for writing the report. Rep. Pence and Rep. Brackett also served on the committee as did Senators Pearce, Jorgenson, and Goedde. Because of scheduling conflicts, the Senators were not present at the meetings, but a couple of them did try to stay in touch with Rep. Bradford.

One representative echoed a comment from testimony in January that making students take more math classes does not assure that the students will learn more math or that they will like the subject.

Chairman Barraclough commented that there is a difference between making students happy and educating them.

Rep. Kemp said that when students see their personal progress and achievement, the happiness factor tends to rise as goals are reached.

In response to Chairman's question, **Rep. Kemp** said HCR 61 does

not mention the rule. She said the bill voices the concerns that need to be in the on-going discussion.

In response to further questions she said with these concerns voiced in the passage of HCR 61, Boise and Meridian school districts would favor the high school redesign rule's adoption.

Rep. Bradford added that "win, lose or draw," the information has been brought up and that makes people think. He said he felt more time needs to be taken as concerns still exist. He said he would have a hard time voting for the rule even if the resolution passed. He said maybe later he could vote for the rule.

In response to the Chairman's question, Rep. Bradford agreed that students can do more than many think they can. He said we haven't seen the effect of the ISAT, but believes the quicker we can implement, the better, but also felt that having a better relationship and making a smooth change-over will help everybody.

The question was asked if the superintendents and others realize that the rule won't go into affect until 2013. **Rep. Kemp** said changes would actually start in 2007 as it concerns the 2013 graduating class.

Chairman Barraclough said that even when money is earmarked for the classrooms, teachers tell him they do not receive it. He said the Legislature has made a "workman-like" effort to provide funding, and said the Legislature has indeed provided a lot of funding for education. Districts should not fear the money to fund this rule won't be there.

Rep. Kemp referred to testimony from PCAC parents who said as a result of the Idaho decision to put all schools under the NCLB, non Title I schools don't get the money for the lower performing students. The parents say their middle/average and higher performing students are not getting the support they need. Those kids are being held back. She said her committee has been asked that the State not send another unfunded mandate such as ISAT.

Chairman Barraclough responded that ISAT is a measuring tool to show where a student needs help. He said he did not see it as a standard, but a measuring tool.

A couple of representatives said their superintendents had asked for a delay in implementing the rule.

Rep. Bradford said that many appreciated the chance to respond to the E-mailed questions. He said every school is different.

In response to comments that the local superintendents were not involved in the high school redesign rulemaking process, the Chairman asked **Luci Willits**, of the State Board to respond. Ms. Willits said that the original task force was broad based, including the Governor's office, the Superintendent of Public Instruction, as well as educators from across the state. The staff went to every superintendents' regional meeting, School Boards Association meetings, and the IEA among others. She said in response to concerns, the "big ticket" items were taken out. She added that she felt a lot of concerns are being raised about the original

version, not the current version.

In response to questions, she asked that the rule be passed, so that the Board will be able to “dig in” on implementation. She said this report brings up points that may still need to be addressed, however some issues raised by the report are not in the rule, so it would be very difficult to address them.

Chairman Barraclough commented that there were suggestions to wait three to five years before implementation of ISAT. They did not put the implementation off, and time has been proved it was a good decision.

In response to a comment from a representative that the Committee doesn’t do anything, Chairman Barraclough pointed out that the House Education Committee started ISAT, Charter Schools, the Charter School Commission, and Idaho Reading Initiative (IRI) with the help of others.

MOTION: **Rep. Mitchel moved to send HCR 61 to the floor with a do pass.**

Pat Burnam, of the Idaho Eagle Forum, spoke concerning the bill. She said she supported a delay in implementation for further study.

SUBSTITUTE MOTION: **Rep. Nonini** said that although the report was dated March 1, he was just seeing it then, over a week later. He felt it has been withheld from the Committee. **Rep. Nonini moved to hold HCR 61 for one day.**

Rep. Kemp replied that the bill came through the Ways and Means Committee on Tuesday and followed the process. She said it was not an issue of withholding.

Chairman Barraclough said an HCR is just a recommendation and is not binding on the State Board or Department. He said good ideas will be implemented, bad ideas won’t.

In response to a suggestion, he said that withholding the vote a day and then delaying the rule another day was not a good idea. Another representative suggested waiting until HCR 61 passed the Senate.

Chairman said the Committee has had a special dispensation to hold the rule for a month—longer than any rule he could remember. He said the Committee doesn’t have the time. Even if put on the “fast track,” which he did not feel would happen, it would take at least a week to get HCR 61 through both houses. He asked the Committee to address HCR 61 then, and vote on the rule the next day.

ACTION: **In a roll call vote, the substitute motion to wait a day failed with Representatives Rydalch, Trail, Chadderdon, Kemp, Mathews, and Nonini voting yes and Barraclough, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Brackett, Boe, Mitchell, and Pence voting No. Rep. Shepherd was excused.**

ACTION: **In a roll call vote, the original motion to send HCR 61 to the floor with a do pass was approved with Representatives, Barraclough, Rydalch, Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Brackett, Boe, Mitchell and Pence voting yes, and Rep. Nonini voting no. Rep. Shepherd was excused.**

H 769 **Rep. Roberts asked the Committee to hold the bill subject to the**

call of the Chair.

MOTION:

Rep. Kemp moved to hold H 769 at the call of the Chair. By voice vote the motion passed.

H 770

Rep. Roberts presented and referred to the handout. (See attachment of March 3.) He pointed out that the Grangeville Joint School District #241 has the 8th largest school district area in the continental United States, yet only has 10,921 students. The land size is equal to the combined area of the states of Rhode Island, Delaware, and Connecticut. There is a problem with these districts not having enough students to qualify for the variety of teachers needed to cover all the required subjects. This is narrowly focused to help those districts most in need. It will be part of the Equalization Fund.

Wayne Davis, Superintendent of Grangeville spoke. He said his schools are in two communications areas and a T-1 line costs about \$1500 a year. Their district is a combination of a number of former small districts. Because of the decline in the timber industry, jobs have been lost and families have left. In one case, they pay for a family to attend school just over the border in Montana.

He said high school reform would be a real struggle, but they will support it.

Becky Hogg, Business Manager for the district, spoke. She said their goal is to provide "Educational Excellence for All." Eight years ago they had 1940 students, but this year they have just over 1300 district-wide. They try to live within their means as a district. They have had to "ratchet down" every year as they have lost students. With the loss of 630 students, 37 teachers were displaced. She assumes they will lose another 30 students and 3 teachers this year. She said they are reaching a point where they are not able to effectively allocate resources to small schools. They have formed their own "co-op" for special services and maintenance. One man holds down four positions in the district. There is a growing discord in the population as the number of teachers, electives and offerings have decreased.

Bobbi Bodine, a school board trustee, spoke. She said she was elected when times were good. As enrollment dropped, they had to adjust the teaching staff. Often when they lost a teacher, they lost a program in the arts or humanities—programs not required for graduation. Also dropped have been elementary music, industrial arts, honors programs, and programs for accelerated students. The support staff has been cut, or their hours have been cut so they don't qualify for benefits. This hurts the community as a whole. She said they struggle to offer the necessary courses for high school graduation. She said they have been creative, but it now is to the point of being extremely difficult for them to meet these needs.

Robin Tellis, Principal of Salmon River High School, spoke. She said they have a great shop, but no one to teach classes. She convinced the math teacher to teach two shop classes a day, but students are not allowed to use all the machines—only the ones the math teacher used when he worked in construction. Core class teachers have tried to fill in

the gaps. A new science teacher teaches a different grade level every period, but also coaches track and has taken on an after school music program. They only have two art classes, but a lot of business classes. Students end up taking business classes as they are the only thing offered during their elective time. They use the IDLA. One student is trying to take Spanish for college entrance, but it is very frustrating. She is trying to work out a time for a lady in the community who speaks Spanish to converse once a week with the student.

Sarah Barber, Student Body President at Salmon River High, spoke. She tried taking Spanish through IDLA three times. The first time she dropped and this hurt her grade point average (GPA.) She said she passed the class, but can't speak Spanish. One time she started with a teacher who left, so again she lost a credit and her GPA was hurt. She said the people in her community like "hands on" and the students would really like drama and music classes. Sometimes students can't take an elective because their core courses are only offered one period a day. She goes home two period early as there is nothing left for her to take.

MOTION:

Rep. Wills moved to send H 770 to the floor with a do pass. He thanked the speakers for coming and said they gave us good insight. He said most of Idaho is still rural, and this is a serious issue. He said we will likely hear more about this in the future, and hoped this bill would give the schools some relief.

Dr. Mike Friend commended the district for their creative solutions. He said some high school faces unique challenges, and Grangeville is one of those. He said this bill will have long-term impact directly on classrooms.

In response to questions, he said five school districts and seven schools would be impacted by this bill.

Rep. Roberts closed the presentation. In response to questions, he said the district had a supplemental levy in the past, but the last two attempts have failed. The federal statute that stabilized payments in lieu of the taxes for the federal forest land will sunset next year. The problem is the vast amount of federal land in these districts.

When asked, Rep. Roberts said he has talked to JFAC and asked them to hold a place for these funds. He said they are prepared to do.

ACTION:

By voice vote the motion passed to send H 770 to the floor with a do pass. Rep. Roberts will carry the bill.

ADJOURN:

The meeting was adjourned at 10:01

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

Summary Report from the House Education Committee Ad Hoc Committee on High School Redesign – March 1, 2006

Representative Larry Bradford, Chair

Representatives Bert Bracket, Jana Kemp, Donna Boe and Donna Pence

INPUT Sources regarding the RULE Docket 08-0203-0506, 2006 Legislative Session

- 114 Superintendents were invited to submit input and 41 did.
- House Education Committee members, Senate Education Committee members.
- House and Senate Committee testimony in January 2006.
- Office of the State Board of Education (OSBE) information packet and presentation to committees in January 2006.

PART 1: Summary of Support for and Concerns about the Rule

Statements of Context

We the members of the second session of the 58th Idaho Legislature agree that continuously improving the educational experiences and opportunities of Idaho's K-12 students is important.

We believe that the State Board of Education's 2005-2006 research and sub-committee efforts have created a strong beginning point for discussing improvements for Idaho's High School offerings.

We agree with the goals presented from the OSBE's Statewide Task Force on Accelerated Learning and Preparation for Post-Secondary Education:

- a. To increase the number of students prepared for and attending post-secondary institutions.
- b. To increase opportunities for and involvement in accelerated learning programs (including AP, dual enrollment, concurrent enrollment as appropriate)
- c. To increase academic engagement by senior level students through a relevant and rigorous curriculum.

The Idaho Office of the State Board of Education 2006 Pending Rule Docket No. 08-0203-0506 (referred to hereafter as "Rule") has been presented to both the House and Senate Education Committees and no clear resolution has been reached about approving or rejecting the Rule.

We contacted all of Idaho's School District Superintendents for input and have taken input from emails, phone calls, and meetings with stakeholders on this Resolution.

The Legislature would like to see an approach that incorporates the views of all of Idaho's education stakeholders and the best educational delivery practices for K-12 education.

We believe that any business decision maker, in any field, given the limited amount of information given to the House and Senate education committees would have asked for more

detailed information, plans, budgets, and business implementation strategies, and we believe that children and young adults are human variables and not mechanical inputs and outputs.

We support raising the expectations for all students, which has been done through ISATs and No Child Left Behind.

We recognize that the 21st Century brings different demands on citizen and workforce preparation for success in life.

The general consensus seems to be that more rigorous, relevant, achievement oriented and skill provision for the 21st Century is all important.

We believe that the research for this Rule and this proposed Rule have encouraged needed dialogue about how to improve K-12 education and graduation success in Idaho and student preparation for the future.

We agree with the Idaho State Board of Education that there is a need for redesign, based on: the requirement of this century's jobs for education beyond high school; the need for having a skilled and educated workforce in Idaho; and Idaho's high-school to college entry rates; and on students deserving a well-rounded, relevant and rigorous education.

Some Idaho districts have been working on raising graduation credits and requirements and report that they have not seen a dropout rate increase.

Concerns

Constituents and stakeholders across the state have communicated their concerns about the Rule and have indicated their frustrations about not feeling heard (even though we acknowledge the OSBE did make changes based on gathered state-wide input), and not feeling included in the decision-making process for the establishment of the Rule, and about the accuracy of "facts" used to demonstrate what is wrong with Idaho schools.

Unanimous or even majority school district support seems to be lacking, and as a result state-wide buy-in to the successful implementation of high school redesign seems lacking.

School district, superintendent and teacher and staff commitment to the implementation of the redesign effort is critical.

We believe that all stakeholders need a place at the plan development discussion table.

About a dozen of Idaho's school districts report having already moved toward the course offerings and requirements proposed by this Rule.

Relevance includes professional technical education, agricultural classes, arts and music classes as well as extra-curricular offerings.

It is unclear whether requiring more classes and/or raising the bar for student expectations, and/or improving teaching delivery is the way to achieve student success.

Supporting Statements and Concerns

The Idaho Education Association supports the goal of the State Board's proposal to ensure that every student has access to a rich and rigorous high school curriculum, it does however have the following cautions: 1. the accuracy of the estimate of cost of the initial implementation for the first year of \$1.4 million seems unclear – and will it be funded in FY 2007? 2. Recruiting and retaining highly qualified math and science teachers will be critical – are the estimates for getting these teachers included in the ongoing costs? And will the Legislature commit to providing the necessary resources to fully fund these new teaching positions? 3. Electives: Will districts be required to divert resources from other equally important course offerings to meet the financial demands of this new proposal? Will school districts be able to develop schedules that will allow students interested in studying the humanities and participating in elective offerings? 4. Remediation: Will the Legislature provide sufficient moneys for school districts to provide targeted assistance to students who are unable to successfully complete the new math and science requirements without remediation?

The Idaho PTA supports Idaho public schools which require the completion of courses that will prepare an “intelligent people” and citizenry as stated in Article IX, Section 1 of the Idaho State Constitution, and supports all efforts of public schools to provide every child with an education that prepares him/her for a future as successful adults and citizens, and supports course and graduation requirements that create well-educated and well-rounded graduates, and supports requiring physical education in elementary, middle/junior high, and high schools, and supports adequate funding to local schools and districts before any rules or requirements are adopted or established.

We recognize that the Idaho PTA supports the additional graduation requirements, including but not limited to science and math, it also encourages the Idaho Legislature to provide adequate funding to local schools and districts before any rules or requirements are adopted or established.

We agree with the PCAC group of parents and community members that a well-educated populace is a cornerstone of the continuing economic vitality of the State of Idaho and the businesses and industries of this state require a well-educated work force, and Idaho must prepare its students to become citizens who can compete in the global economy, and Idaho's colleges and universities cannot sustain the burden of providing excessive remedial classes to students entering their freshman and sophomore years of post-Secondary education and school districts should encourage the maximum utilization of the existing math and science curriculum.

We recognize that the Idaho School Boards Association supports High School Redesign and funding for it.

The flexibility allowed in the Rule allows for districts to submit alternate course offerings for approval in math and science and to establish course waivers.

Some have commented that they like the timeline of the Rule roll-out for implementation.

We support increasing the number of credits required for high school graduation to 46.

Everyone seems to support improvements in High School, however the challenge is that there is not clear agreement on what the actual improvements should be and on how the improvements should be implemented.

Everyone seems to support making the Senior year of High School more rigorous and valuable and we support the idea of and approach to making the senior year more rigorous, valuable and relevant.

Things to address

We recognize that apparently “World language” is the politically correct term for “foreign language” instruction. We still however want a list of what the World Languages are.

Attitudes toward math and science are not changed by requiring more classes but rather by improved teaching strategies and methods in all grade levels.

There are questions about whether every student needs to pass an Algebra II class.

We recognize that not all students learn the same way, and that lessons from No Child Left Behind include this recognition.

Teachers, parents and school board members have asked that ISAT testing for second graders and the Direct Math Assessment be eliminated (which would free up funds for use in High School redesign).

We recognize that Idaho is ranked 46th in the nation in terms of college graduates per capita and desire to encourage Idaho’s students to consider college attendance and graduation.

We recognize the considerable concerns expressed statewide by students, parents, teachers, and administrators about the rule change – including concerns over loss of electives, increasing drop out rates, curriculum selections such as the International Baccalaureate being in the Rule. The Idaho Council on Developmental DisAbilities has expressed general support and one area of concern about how the needs of special education students.

We’ve received mixed feedback on the value of senior projects, we none-the-less support the idea and want to see initial implementation in the 2006/2007 school year.

Offering more math and science classes in high school has received about a 50/50 in favor of and against position from constituents and stakeholders.

Things to celebrate and protect?

We recognize that districts around the State have initiated and maintain innovative educational and professional technical programs (Blaine County and others).

We support the ability of school districts maintaining local control and having the option to submit alternate class offerings in math and science for OSBE approval and for district implementation.

The Governor in his 2006 State of the State address proposed to train 70,000 high school teachers to lead advanced-placement math and science courses.

We recognize that improved education is dependent on a variety of factors, including courses offered, number of courses offered, electives, strong and certified teachers, administrators and principals, instructional methodology, curriculum used, experience-based learning experiences; and responsible and responsive budgeting for education.

We recognize the information shared by Dr. Tim White, University of Idaho, on February 20, 2006 that: “80% of jobs are projected to require post-secondary education,” and that “context relevancy” and grade level rigor in academics and critical thinking is important, and that “we should press on in parallel with K-6, 7-9 and 10-12 improvements in math and science, and the National Academy of Science and the National Academy of Engineering Institute of Medicine report that about 1/3 of US fourth graders and 1/5 of eighth graders lack competence to perform basic math computations.

None of Idaho’s students will be harmed by taking the time requested and suggested by concerned stakeholders to further research and refine the Rule and the overall approach to educational redesign in Idaho.

PART 2: Responses and Recommendations Requested:

We therefore are resolved that the Office of the State Board of Education in collaboration with the State Department of Education shall act to gather input from all 115 of Idaho’s School Districts, to research and provide reports and recommendations on the following items for the 2007 Legislative Session and especially to be presented to the House and Senate Education Committees in January of 2007, so that Rules, Code and Budgetary changes can be approved to the desired end of achieving Idaho’s High School Redesign and ever improving student achievements:

1. FUNDING and BUDGETING CONCERNS

- Unless funding for High School Redesign efforts is made available, the efforts should not be undertaken because an undue hardship will be placed on many of Idaho’s School Districts. Provide a full and detailed business plan that includes budgets, implementation steps and costs, communication plan details and comprehensive plan details (as requested in the parts that follow) so that the Legislature can justify funding and fund the full plan and its implementation. If the schools are not able to hire the necessary additional teachers, they may have to take money from other programs like electives to secure teachers – this would negatively impact electives and Professional Technical Education programs and ultimately the ability of the state to provide a “thorough” public

education.” Identify both the funds needed and a specific funding SOURCE. Don’t pass unfunded mandates.

- Not only is funding for teaching and curriculum needed, so is Facility Funding. Portables or new building space may be required.
- FUND districts so that they can be able to hire teachers who will be needed, but will only be needed for partial days to teach the additional courses.
- A clear budget is needed for the annual costs associated with every student taking a college entrance exam. Provide more details on how Grade 11 students will be able to choose which of the required tests they will take, and include a detail of the actual costs of each test and a new projection of the costs of the tests and who will pay for them;

2. GENERAL CONCERNS

A. One Size does not fit all Districts: What kind of plan will best meet the needs of students and school districts in this type of a breakdown of district sizes.

Actual availability of teachers for ALL districts in the state to provide great experiences for students

Large – Meridian, Boise, CDA, Pocatello, Idaho Falls over 5000 students

Boise projects needing 11.5 additional FTEs (7 in math and 4.5 in science) at a cost of about \$805,000; and projects that students will have as many as 6 fewer electives than under current graduation requirements; and projects that at least one additional science lab will be needed at each high school, under the current schedule at a \$725,000 cost for converting five regular classrooms to lab spaces.

Medium – 1,000 to 4,999 students

Small – Under 1000 students (majority of districts fall here) What lessons exist from other states’ small districts? And, what are small districts (Castleford) with small school buildings to do with limited classroom space and a limited number of teachers? For instance, Bruneau-Grand View indicates they’ll need at least a half-time science and a half-time math teacher and how will we find money to pay them? If signing incentives are offered in bigger districts, we’ll lose teachers in the small districts. If online instruction is the only way to fulfill a class requirement, is there really proof that the student will be prepared for college math? How will small districts find the teachers? Butte county says they will need a .2 certified and science endorsed teacher and another for math – how can they recruit for that?

B. Flexibility –

- a. Local Control – in schools, districts and with school boards
- b. Senior project implementation
- c. Course offerings – let districts determine courses and get them approved through the state process
- d. At the district level to improve the math and science offerings we already have and to support ongoing teacher development
- e. Managing increased rigor and electives so that electives are not lost.

- f. Allowance for students with Special Needs and who are LEP students
- g. Don't name classes to be taught, instead identify the standards and outcomes and let the school districts develop the appropriate curriculum. Some commented that the OSBE has been striving for standards-driven graduation requirements and that the move to credit-driven and class-specific requirements is counter-productive. Focus on skills and competencies needed to be successful in math and science ongoing education and careers and then develop classes accordingly.
- h. Funding from the state needs to match district needs. Ie: Districts with a high percentage of ESL students have different needs, as do remote districts, as do low market value districts, as do fast growing districts
- i. So that districts can ensure high rates of high school graduation
- j. Not all students learn in the same way, at the same rates, and in the same courses – so flexibility is needed to ensure skill gain and academic achievement
- k.

C. Finding and Retaining Teachers:

- 1. How find?
- 2. How recruit and retain?
- 3. New teachers don't have the skill and expertise expected by the proposed rule.
- 4. How find and develop "highly qualified" teachers?
- 5. Reduce the cost of graduate credits for practicing teachers at Idaho public universities, thereby enticing more math, science teachers to attain a masters level, resulting in better educated more knowledgeable instructors throughout K-12 education.
- 6. Create scholarships for funding the top 100 math/science students attending Idaho public universities. Upon graduation they commit to teaching 5 years in an Idaho public school.
- 7. Finding teachers: Murtaugh School District reports that two years ago when hiring for a math teach, they didn't get even one application.
- 8.

D. Remediation –

- a. handle remediation at the high school level and not in the colleges
- b. to prevent drop-outs
- c. need to be sensitive to the needs and abilities of ALL students.
- d. Rather than the AYP Jail approach, focus more on incentives for success and achievement.
- e. Create positive partnerships with schools that praise achievement and improvement.
- f. How will we meet the needs of students who are not proficient in their own languages, let alone in becoming proficient in English?

E. How Community Colleges and Colleges and Universities can help:

- g. don't allow students to enroll if they don't meet entrance standards, that way students will be encouraged to take more rigorous classes in High School.

- h. Prepare teachers for K-12 teaching success (Details to be determined by school districts and the higher-education institutions.)
- i. Be affordable so more students consider attending and actually attend.
- j.

3. CURRICULUM CONCERNS

- A clear plan for course approvals – for math, science, applied math and applied science classes that will meet the proposed rule standards. Provide a plan for Course approvals. What are the process, and the criteria for courses to be approved? Include: Native American History and Culture course, applied course, Professional Technical courses, and so on.
- To Offer all the courses:
 - need block schedules which requires more teachers
 - need teachers
 - need to know what happens to electives
 - offer a plan for remediation that doesn't hold back the middle and high performing students
 - what is the suggested plan for staffing the administration of the Senior Project. Bonneville apparently dropped it because of not being able to staff the Project.

4. MORE RESEARCH NEEDED

- A complete Profile of the state's 114 School Districts is to be presented that includes: the number and names of Districts already meeting or exceeding the proposed Rule requirements and a listing of how many credits are required to graduate; the number and names of Districts that will have to change their class periods and days in order to offer all of the math and science classes being proposed; and the number and names of Districts that indicate they will lose electives (such as Agricultural Science and Technology according to Castleford, and such as arts and music as expressed by parents and students around the state), which electives and at what cost to their students and what additional staffing each district would need, and what additional facility needs would exist. In other words, provide a profile of ALL 114 districts and how they'll be affected by the Rule. And indicate which districts are already achieving the goals of this Rule.
- A statewide report on how electives will be affected in all 114 Districts as a result of requiring the additional math and science classes.
- Provide the data that shows that a senior project has bearing on or impact on the student's post-secondary success and indicate where the expected responsibility falls in the curriculum. Many support a senior project. And yet some have suggested that it not be implemented unless the data show effectiveness of the senior project requirement.
- Provide an analysis of whether alternative testing options to ISAT are appropriate and viable in Idaho. Both Colorado and Virginia have pursued alternate testing approaches to ensure that students not succeeding at and not learning by text-based tests have an equal

chance of success in graduating from high school with the appropriate levels of competency.

- Provide a list of all of the options for improving student K-12 achievement and high school graduation rates with a recommendation on what actions need to be taken in Idaho. Include the input of teachers, administrators and school boards and recommendations on pedagogy and instructional methods that improve education.
- Provide options for applied courses, electives and Professional Technical Education courses to qualify as math and science classes. Respond to how applied math courses (such as construction math being taught in Blaine County) can be counted as meeting math requirements. Thereby allowing students the flexibility to meet the requirements in ways that best meet individual student needs.
- Provide a report on how High School Redesign will affect the 16,747 Juvenile corrections students and students at alternative schools.
- Provide a report on how the OSBE Rule recommendations fit with the High Schools That Work reform model that the Idaho Department of Education has been implementing and about a dozen schools in Idaho have implemented, including how the principles of high school reform outlined in this model can be implemented in Idaho. Also comment on how schools around the state are doing with the KEYS program being used in Council.
- Provide a report on what competencies are needed by students who can graduate and thrive in the 21st Century. Include, language skills, math and science skills, problem-solving, decision-making, money-handling, speech-communications, customer service and any other competencies that can be taught as a part of High School curriculum.
- Provide a report on how lengthening the school day, the number of school days per year, and on year-round school calendars to demonstrate how these changes might be equal to achieving the goals of the Rule.
- Provide an analysis or report on:
 1. adding and funding an extra 30 minutes per school day and how learning is improved.
 2. adding and funding an extra 10 days (or more) to the school year augments the instructional process.
 3. an allowance for 10 elective credits in the high school graduation credit requirements.
 4. High schools with Majors and Minors – such as is being explored in Florida
 5. Adding ½ cent to 1 cent sales tax to increase funding for school employees and teachers.
 6. Approving courses that acknowledge the equally important role of math, science, English, History, Humanities, vocational education and other studies in the lives of students.
 7. Require a certain number of credits to be taken in the Senior year to keep students engaged?

5. RECOMMENDATIONS and IMPLEMENTATION PLANS NEEDED

- a. Provide an implementation plan that shows what the State Department of Education and separately what the State Board of Education will be responsible for.
- b. Provide a plan for reducing Idaho's high school drop out rate – include Professional Technical Education (which reduces drop out rates) and other curriculum, program and counseling approaches in the plan. Requiring students who are not inclined and not

interested in taking classes that are being required by this Rule may harm overall student achievement.

- c. Provide a plan for addressing the dropout and graduation rates of Hispanic students in Idaho.
- d. A recommendation on Language (World or Foreign Language) requirements for graduation achievement in Idaho. Some have suggested a two year requirement and one district suggested a four-year language requirement.
- e. A recommendation on how Wellness, Health and Fitness courses fit into junior high, middle school and high school.
- f. A recommendation on how many credits a student should take each year of high school.
- g. A recommendation on how the wording in IDAPA 08.02.03.107 section 02 can be adapted to work for this initiative and the increase of required credits, while leaving more local control for the selection of actual courses.
- h. A business plan for recruiting and retaining the projected number of teachers needed by Idaho's K-12 schools in the next three to ten years.
- i. A business plan for Principal training so that strong and innovative educational leadership, teacher development and student achievement can occur in every school workplace;
- j. A business plan for recruiting and retaining the projected number of math and science teachers needed to implement the High School Redesign Rules proposed to the 2006 Legislative session.
- k. A plan for improving teacher preparation in all subjects and especially Math and Science in Idaho's institutions of Higher Education.
- l. A plan for ongoing teacher pre-service and in-service training that will be critical to the ongoing development of teachers who can deliver the level of courses and instruction needed. "Support the improvement of existing staff and programs before increasing more expectations on students and school districts." Vallivue School District suggestion
- m. A communication and business plan for involving teachers, parents, administrators and school board trustees in the decision-making and roll-out of changed High School curriculum and graduation requirements.
- n. A business plan for remediation when Idaho students are not achieving their grade-level benchmarked standards. Include budget needs. Provide a plan, including projected costs, for remediation in order to successfully pass the ISAT, and for non-Title 1 schools to be funded for remediation in order to meet the ISAT AYP standards. Remediation? Tutoring? Programs to help students achieve success? How will the lower 25% of students who are struggling to meet current graduation requirements now going to be assisted to reach standards and requirements?
- o. Provide a communication plan for letting Idaho's students know how they can take college level courses for credit.
- p. Provide a plan for Teacher training and development for all grade levels in Math and Science teaching skills and curriculum development;
- q. Provide a proposal for how middle school, junior high and high school counselors can provide improved post-graduation career and further education counseling. Provide a plan for career counseling improvement for junior high, middle school and high school students. Include an Academic Career Plan of sorts that involves parents, students,

teachers and counselors in discussing what can best meet the needs and future needs of students. The plan should be developed by both the OSBE and the State Department of Education and should include Academic Career Planning approaches, methodologies, curricula and counseling techniques that ensure students are aware of options and can plan for their futures. Funding additional career counselors to guide children into post-secondary institutions would be an improvement to the Rule.

- r. A recommendation and potential piece of legislation for a Math initiative that would be similar to the Idaho Reading Initiative that is currently in Idaho Code.
- s. A recommendation and potential piece of legislation for a Science initiative that would be similar to the Idaho Reading Initiative that is currently in Idaho Code.
- t. A recommendation for amending the Teacher Pay Steps and Lanes pay grid in Idaho Code – such that all teacher pay scales go up and teachers in all fields can be recruited and retained.
- u. A review of and recommendation on how ISAT testing in Grade 2 helps students achieve more and teachers to work more effectively with students
- v. Provide a report on the districts around the State that have initiated and maintain innovative educational and professional technical programs (Blaine County and others) for high school students.
- w. A plan for assessing the adequacy of Idaho's k-12 Science equipment and labs.
- x. Provide a plan that includes Idaho's teacher preparation programs so that we can ensure that graduating teachers are prepared to and able to stay and teach in Idaho.
- y. Provide a plan for encouraging Professional Technical Prep to enhance college participation.
- z. Provide a plan for retired teachers to re-enter Idaho's schools to teach k-12. Include Persi implications and any other ramifications that need to be considered when determining whether this is a viable approach to securing teachers in our schools.
- aa. Provide a plan for a college scholarship fund for needy students.
- bb. Provide a plan for college scholarships that support students pursuing a math and/or science K-8 or 8-12 teaching certificate followed by actual teaching in an Idaho elementary or secondary school.
- cc. Provide a plan for K-6th grade math initiatives – similar to the Idaho Reading Initiative. If foundational skills are acquired in the early grades, greater success can occur in the upper grades, as has been seen with the Reading initiative.
- dd. Provide a plan for K-6th grade science initiatives – similar to the Idaho Reading Initiative. If foundational skills are acquired in the early grades, greater success can occur in the upper grades, as has been seen with the Reading initiative.
- ee. Provide an analysis of how starting with High School rather than elementary school students is the best route to improvement.
- ff. Provide a plan and process for students being able to attain graduation through dual enrollments in professional technical courses and in college-credit courses.
- gg. Provide a plan for ensuring that every graduating senior has taken and passed at least one on-line course of instruction and be sure to incorporate the Idaho Virtual Learning Academy and Idaho Digital Learning Academy courses ((SAME ??))
- hh. Provide a plan for ensuring that Charter Schools follow the same path for school redesign and student achievement.

- ii. Provide a plan for better reporting on who takes remedial classes in college, for instance which Idaho secondary schools did the students attend, what is the age of the students, are they entering immediately from High School or after one or more years out of high school?
- jj. Provide a plan for collecting better data about who actually goes from high school on to college so that Idaho is tracking both Idaho's higher education institution attendance and enrollment in non-Idaho higher education institutions.
- kk. Provide a plan for providing improved ISAT information to parents, students and teachers before each assessment concerning what students should know and be able to do. Include in the plan that the ISAT test provider must offer item analysis to teachers so they can focus their intervention and remediation. And then provide a plan for timely sharing of ISAT results to parents, students and teachers so that ongoing student development and student remediation can happen immediately and appropriately.
- ll. Provide a plan for assisting districts' success in implementing new math, science, project and curriculum in their high schools, it might include grants and other supporting tools and mechanisms.
- mm. Provide a plan for the use of aids who can supervise small classrooms using internet instruction;
- nn. Provide a plan for learning for credit through internships and on-the-job work.
- oo. Provide a report that indicates whether mandating taking math in the Senior Year correlates to future math success.
- pp. Demonstrate how waivers and/or the waiver process will work.
- qq. Advanced Placement coursework – Describe how it fits into this Rule how? Boise District has 9% of the student population and gives 31% of the AP tests. The AP results from Boise bring the State's performance averages up, what is happening to help all districts excel?
- rr. Offer a report on how Title 1A students who may have difficulty getting to 3 or 4 years of math and science can be helped?
- ss. An analysis of how will these changes will interact with NCLB and AYP?

PART 3: HOPED FOR RESULTS to take action on in 2007 Legislative Session

- Allow districts who are already meeting the requirements to continue doing so and think about the entire K-12 system and how student experiences and achievement will be reached.
- Gather district plans including their funding needs for implementing changes and allow the districts two years to implement agreed upon plans.
- Any Rule offered in place of this Rule in 2007 will restore the Middle School Local Control clause, as both the Elementary and High Schools have a local control clause (for instance in sections 103.01, 103.03b. and 103.02e.). And will speak to what happens after 2012 (pages 76 and 77 of the Rule). Will include definitions of the words Academic and Humanities.
- Provide an option or approach for Districts to submit their plans for high school redesign to the OSBE for approval by a selected date in 2007.

AND:

- Create Improved Tracking of students after graduation so we really know what is happening to them and what the “graduation results” really are.
- Provide a list of potential Idaho Code changes and sample language for those changes that pertain to: Teaching scholarships, middle school science initiatives, middle school math initiatives, elementary school science and math initiatives, changes in the Teacher pay steps and grades chart, discipline in schools, high school math and science and language initiatives.
- An overall Plan for High School improvements in academic achievement, improved graduation rates and rates of going on to college.

PART 4: QUOTES of Interest from around Idaho:

“Waiting a year won’t hurt anything or any students. Work for a multilaterally supported approach and have complete plans and budgets.” – several superintendents, principals, teachers and parents

“Getting more engineers may be more of a function of career counseling than increasing math credits for ALL students.” Bob Larsen, Superintendent Melba School District

“It is inappropriate that unelected Board Members can make decisions affecting every student in Idaho without input from elected School Board officials, superintendents, principals, and teachers.” – Anonymous District quote, but the sentiment was expressed about half a dozen times.

“The plan is asking for outcomes for which there hasn’t been emphasis on input.” Joel Cordell, Notus School District Superintendent

“The amount of time and money spent attempting to raise students’ level of achievement in areas that they do not have aptitude will be counter-productive and wasteful.” Cliff Walters, Bear Lake School District Superintendent

“Let’s not do an ISMS again. Let’s do it right.” Dr. Amy Pancheri, Superintendent Butte County Joint School District

“The Rule doesn’t take into account the personal dreams of enough students. It doesn’t recognize that many students will be successful in their chosen endeavors.” – Gary Larsen, Nampa School District Superintendent

“Just adding more of the same doesn’t equate to being better.” – from several districts and from testifiers during the hearings

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 10, 2006

TIME: 8:00 a.m.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Shepherd

GUESTS: F. Willard "Robbie" Robinson, Sherri Wood, Maria E. Cortez, Sherilyn Paris, Brenda Southwick, Mike Friend, Sam Byrd, Jana Jones, Wendy St. Michell

Chairman Barraclough called the meeting to order at 8:04 a.m.

The Chairman announced a change in the agenda. Leadership on both sides of the aisle asked that the High School Redesign rules be held pending the passage of HCR 61. He gave the Committee's apologies to those who attended for the High School Redesign rule.

Chairman Barraclough asked **Representative Rydalch** for the status of the Community College legislation. Representative Rydalch reported that the draft bill was progressing very nicely. The problem is that she and the co-sponsor, Senator Goedde, had very little time to meet.

H 739

Representative Miller presented H 739. This bill gives specific instructions to HJM 13 and HJM 18. It exempted children from the writing and math assessments if they had enrolled in U.S. schools in the past two years. A child's parent and teacher had to agree to wait two years. Representative Miller said there are many different languages spoken by Idaho students, particularly in Boise and Twin Falls. H 739 would allow those students to learn more English so they could pass the writing and math assessments. ELL students would no longer feel like failures because they couldn't pass the assessment.

Sherri Wood, President of the Idaho Education Association, asked for the Committee's support on H 739. She stated that H 739 is different from HJM 18 because HJM 18 went to Congress and H 739 addressed local Idaho school children. She brought an example of writing from a 5th grade child she once taught. She had asked her students to write about a lesson they learned from their family. The example was difficult to interpret so Ms. Wood "translated" it for the Committee. The child who wrote the story later told her he graduated from high school for his grandmother and his aunt. Today he is a successful man.

Maria E. Cortez spoke in support of H 739. Ms. Cortez is a first grade teacher in Dist 91, at A.H. Bush Elementary School. She asked the

Committee vote yes on H 739. She said as an English as a Second Language (ESL) teacher, she knows that learning colloquial English can take 3 to 5 years. The ability to compose in English can take up to 7 years. She believed the lift these children need is the two year exemption from the assessment. For these children, everything is new – the language, the food, the school. Many children are overcome by the walls in the school building because they never had anything like that where they came from. She said it's like teaching a child to swim – it's best done in degrees. These children need the extra two years to learn enough to pass the assessment.

A representative asked how many languages were spoken by students at Bush Elementary. Ms. Cortez said she wasn't sure but Spanish was the most common language. The representative then asked if their parents were literate in Spanish. Ms. Cortez replied that most of the parents she works with are not literate but many are taking English classes at local technical colleges.

A representative asked if there was an assessment in Spanish. Ms. Cortez said that they had used the Woodcock-Muñoz test but that they weren't allowed to use it anymore.

A representative asked Ms. Cortez if the schools had a bilingual approach, that is, teaching Spanish to English speakers in addition to teaching English to Spanish to speakers. Ms. Cortez said she conducts the morning meeting for her first grade class in Spanish and English. She said bilingual programs were wanted but it would take time to develop them.

Representative Chadderdon introduced her daughter and granddaughter, Annie. Her granddaughter said all the Hispanic students in her middle school speak English.

Brenda Southwick, an ESL teacher in Blaine County, spoke in support of H 739. She said she was on the "front lines" and worked with ELL students every day. She said it was very difficult to give a child a test that she knew the child would fail.

A representative asked if Blaine County still had a bilingual program. Ms. Southwick said yes. Teachers teach academic Spanish and would love to see a Spanish ISAT so they could compare the students' academic skills in Spanish with their skills in English. She said this would help her to modify instruction where necessary. She said the ELL students were overwhelmingly Spanish-speakers, and there was also a very small population of Vietnamese and Russian students.

Chairman Barraclough read a selection from F. Willard Robinson's Navy Wings of Gold. He then introduced the author, "Robbie" Robinson. Mr. Robinson said he came to Boise 10 years ago, after 60 years of building educational models. He said he represented only himself. He said can never bring excellence to educational programs until one appreciates differences. Mr. Robinson said he supports what other people have said this morning. He has had a long history in education and participated in the development of the Scholastic Aptitude Test

(SAT). He wrote his first doctoral thesis on administration and education of gifted and accelerated students and it was the first thesis of its kind. He said he had a very emotional morning with the Committee. His advice to teachers was to support the children with compassion and help them.

Sam Byrd spoke in support of H 739. He said parents from the Center for Community and Justice support H 739 because they are the parents of many of the students we were talking about today. He quoted Robbie Robinson who had said we need to work through our differences. He said the focus should be on Idaho's 18,500 Spanish speaking students, and not on the children Boise school system who speak other languages.

A representative asked the Committee to look at Line 13 of the bill. She said this bill did not pigeonhole students and was well written. She asked that Luci Willits take a message back to the State Board of Education that the Committee would like to see the implementation plan from the State Board and the Department.

Wendy St. Michell said the plan was in the materials handed out with her January presentation.

MOTION: **Representative Nielsen moved to send H 739 to the floor with a do pass recommendation. By voice vote the motion passed.**

ADJOURN: The meeting was adjourned at 9:24 a.m.

Representative Jack Barraclough
Chairman

Mary Betournay
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 13, 2006

TIME: 8:00 a.m.

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representatives Block and Shepherd

GUESTS: Sherrie Wood, Dr. Cliff Green, Luci Willits, Dr. Jana Jones, Bridget Barrus, Cody Claver

Chairman Barraclough called the meeting to order at 8:03.

MINUTES: **Representative Wills moved to accept the minutes of March 3, as corrected. By voice vote the motion passed.**

Representative Wills moved to accept the minutes of March 7 as written. By voice vote the motion passed.

At the Chairman's request, **Luci Willits** read a letter from Rod Lewis, President, State Board of Education, to the Committee members, which said the State Board is fully committed to HCR 61. A representative said he appreciated the letter and a second representative said she would like it to appear in these minutes. (See end of document for letter.)

S 1395 **Representative Bilbao** presented S 1395. He stated the purpose of this bill was to allow school districts the option of competitively hiring individuals with career experience in the subjects they would teach. Representative Bilbao provided an example of a man with a Master's degree in Science (MS) and a career in the sciences, who returned to Emmett to retire. He asked the school board if he could help in the schools. The school board wanted to hire him as a teacher. This bill would give him a factor that would count his career experience in setting his salary. Representative Bilbao said the \$930,000 fiscal impact is probably quite high but he and his co-sponsor, Senator Little, didn't know how many people with private industry experience wanted to teach and how many of those would be hired. The Representative said these individuals would need to have alternative certification before they could teach.

Representative Trail asked whether university graduate assistants working on advanced degrees had contacted Representative Bilbao about teaching, as they have some teaching experience at the University level. Representative Bilbao said he had received no inquiries. He wasn't sure if graduate assistants would qualify.

Representative Mitchell asked if Representative Bilbao would be taking a second look at the fiscal impact because JFAC couldn't act without a firmer figure.

Representative Shirley said he didn't think a graduate assistant had the background and intensity of teaching experience required of a public school teacher. He asked if anyone would testify to this issue.

Representative Kemp asked why the amendment to S 1395 refers to 2005-2006 instead of 2006-2007. Representative Bilbao said they wanted the change to cover individuals who were hired to teach now for the next year.

Dr. Cliff Green said his organization supported this bill. He continued that the school system continued to need qualified science, math, special education and professional-technical education teachers. He said a teacher must be certified and qualified under No Child Left Behind. In his experience as a graduate assistant, his exposure to teaching was limited to one or two classes and he was not an employee of the university. He also stated that 2005 - 2006 was in the bill because schools are starting now to hire for the next school year.

MOTION: **Representative Mitchell moved to send S 1395 to general orders with Committee amendments attached. By voice vote the motion passed.**

H 789 **Representative Mathews** presented this bill which he said added clarity and brought parties together on the issue of local control in the public school system.

Chairman Barraclough said he had put a lot of thought into the issue of local control. He asked what would happen if the State Board of Education and the State Department of Education proposed a rule and the local district didn't like the rule.

Representative Mathews said the Idaho Constitution requires that students be thoroughly educated. The State Board of Education is required to promote the academic curriculum. Where there is flexibility, people on a local level would address local concerns and students. He stated programs should be built from the bottom up.

Representative Boe asked why Representative Mathews hadn't put his ideas forth in a resolution, instead of a bill. Representative Mathews said he didn't think he could accomplish as much with a resolution. He said he worked with the Attorney General and with Luci Willits at the State Board of Education. In the Attorney General's opinion, this bill did not change the law; it clarified the law.

Representative Wills said that Line 13 read "locally controlled public school system." He stated there was already a rule stating that the school system is local so adding the word "control" was redundant.

MOTION: **Representative Mitchell moved to send H 789 to the floor with a do pass recommendation.**

Representative Shirley stated that his uneasiness with this bill could be explained partly through the redundancy in Lines 38 through 43 on the first page and Line 4 on the second page. He also said local control is already in statute.

Representative Mathews said when rules are promulgated, they should be developed in consultation with local school districts and boards and that policies must make sense on a national and international basis. He explained that his reason for putting "control" in the bill reaffirmed the constitutional requirement and that he was trying to achieve balance. He agreed to the amendments suggested by the Committee.

The amendments to Page 1 were:

Line 13 - Strike "locally controlled"

Line 20 - Strike "free common"

Line 41 - Strike "local"

Line 42 - Strike "local"

Line 43 - Strike "local"

The amendments to page 2 were:

Line 4 - Strike "local"

**SUBSTITUTE
MOTION:**

Representative Nielsen moved to send H 789 to general orders with Committee amendments attached. By voice vote the motion passed.

H 625

Representative Trail presented H 625. He said that in January, he asked Karen Echeverria how the State Board verifies state residency for students in virtual schools. She replied that they requested a local utility receipt in the family's name. He found out that this was the practice but there was no requirement in code to verify residency. H 625 would require the State Board of Education to promulgate rules setting out a uniform standard for documenting residency.

Chairman Barraclough asked if he were an employee of a company based in Boise and was transferred to Japan with his family for 6 months, would his child qualify for virtual school in Idaho. Representative Trail deferred to Dr. Jana Jones. The Chairman asked how many virtual schools there were in Idaho and if IDEA qualified as a virtual school. Representative Trail responded that there were 4 or 5 virtual schools, including IDEA, according to an Attorney General's opinion.

Representative Rydalch referred to Line 36 and asked why verify residency twice in the school year.

Representative Trail said everyone knows students are attending Idaho schools from out of state but no one has proof yet. He said many families move frequently and it's difficult to know where they actually live. He didn't think asking for a utility receipt twice a year was burdensome.

Representatives continued to discuss the value of verifying residence and the methods for doing so.

Sherrie Wood, representing the Idaho Education Association, said she supported proof of residency for virtual students because proof was required for public schools.

Dr Jana Jones referred to a memo from Dr. West which said the State Board of Education and the Department of Education would get together to define “temporary absence.” If a child moved within the state, there would be no problem. If the child moved out of state and the parents didn’t retain their Idaho residency, the definition would clarify their status.

Bridget Barrus, Executive Director of the Coalition of Charter School Families, said her organization does not support H 625. She asked that the Committee oppose this legislation.

Representative Shirley remarked that public and charter schools have defined boundaries while virtual schools do not. Ms. Barrus remarked that the virtual schools do have a defined boundary: the State of Idaho. In response to other comments, she said they do contact families when they report a move.

Representative Cannon said schools need to keep track of students when funding is attached and that families who leave the state start paying taxes to support schools in the other state, not Idaho.

Ms. Barrus said she hoped a family would report their moves to the charter school and that she didn’t appreciate the insinuation that charter school families are “gaming” the system.

Cody Claver, Head of School for the Idaho Virtual Academy, said he opposed H 625. He said his school followed same process as regular public schools, including charter schools, and that teachers were in constant contact with families. School materials shipped to families only go to Idaho addresses. He said the rule should be made for all schools, not just virtual charter schools. In response to a question from a representative, Mr. Claver said the rule would create another level of bureaucracy within the school, and was disrespectful to the parents.

Representative Rydalch referenced Dr. West’s memo which stated that recruiting meetings had been held out of state. Mr. Claver said the only out-of-state orientation session he was aware of was in Ontario, Oregon. This orientation was conducted by another virtual school, not IDVA.

Dr. Jones said the reference in the memo was not to Idaho Virtual Academy (IDVA) but to other virtual schools.

Representative Rydalch said she wanted the Department to provide her with actual names and dates for the allegations in paragraph 2 of Dr. West’s memo. She said she also wanted information on recruiting meetings held out of state – dates and which schools sponsored these meetings.

Representative Shirley said he wanted to echo the feelings of the Committee that the members were not trying to cast doubt on the reputations of virtual schools. He asked Mr. Claver if children in regular public schools registered more than once a year. Mr. Claver said public high school students registered once a year and that there was a check each spring at the elementary level. When asked, he said the duration of

courses at IDVA was one year.

MOTION: **Representative Kemp moved to hold H 625 in Committee until the information requested by Representative Rydalch became available on Tuesday, March 14 or Friday, March 17.**

Representative Nielsen asked Dr. Jones questions related to the status of children at military bases when their parent is transferred to another station in mid-year. Dr. Jones said that this legislation would define “temporary absence” for virtual schools and the Department would be supportive of these schools.

A representative asked Representative Trail if he would be amenable to striking the language Line 36 that read “and at least once more during the school year.” Representative Trail agreed to strike that language.

SUBSTITUTE MOTION: **Representative Nonini moved to hold H 62 in Committee. By roll call vote the substitute motion passed. Voting yes were Representatives Barraclough, Rydalch, Bradford, Cannon, Nielsen, Shirley, Chadderdon, Kemp, Mathews, Nonini and Brackett. Voting no were Representatives Trail, Wills, Boe, Mitchell and Pence. Representatives Block and Shepherd(8) were excused.**

ADJOURN: The meeting was adjourned at 9:57.

Representative Jack Barraclough
Chairman

Mary Betournay
Secretary

IDAHO STATE BOARD OF EDUCATION

650 W State Street • P.O. Box 83720 • Boise, ID 83720-0037

208/334-2270 • FAX: 208/334-2632

e-mail: boord@osbestate.id. us

March 9, 2006

Dear Hon. Donna Pence:

Thank you for your careful consideration of the State Board of Education*’s high school redesign efforts. We appreciate and recognize the Legislature*’s work to further the education of our students and commit to join with the Legislature in seeking continuous improvement. We also wish to convey the following:

1. We understand that the House Education Committee approved House Concurrent Resolution #61 instructing the Board to continue to gather input as the rules move forward. The State Board of Education fully supports this resolution and commits to undertake the efforts set forth in its directives. We look forward to working jointly with the State Department of Education to communicate and coordinate with the 114 school districts in Idaho to address implementation needs as we increase credit requirements. We fully support moving the rule forward to provide the resources desired and needed for implementation. In the event the vote on the rules takes place before the resolution continues through the Legislative process, please know the Board is committed to

fulfilling the tasks set forth in the resolution,

2. There has been significant discussion on the need for funding of the rules. The State Board's original funding request is \$1.4 million for teacher training and more advanced learning opportunities for students. As the implementation process continues, more state funding will be needed. However, the rule must be passed before the Joint Finance and Appropriations Committee will appropriate the needed dollars. We have said verbally and reaffirm that if the Legislature does not fund the high school redesign rule, the State Board will pull the rule.

Thank you again for your consideration on this important topic to the State of Idaho. Sincerely,

Roderic W. Lewis

President, State Board of Education

CC:

House Education Committee members
Speaker of the House Bruce Newcomb
House Minority Leader Wendy Jacquet

MINUTES

HOUSE EDUCATION COMMITTEE

- DATE:** March 14, 2006
- TIME:** 8:05 AM
- PLACE:** Room 406
- MEMBERS:** Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Brackett, Boe, Mitchell, Pence
- ABSENT/
EXCUSED:** Representative Block, Shepherd (8)
- GUESTS:** Craig Dalton, Daryl Bertelsen, Tim Hill, Jason Hancock, John Eikum, Paul Powell, Jenna Beck, Elijah Beck, Bridget Barrus
- MINUTES:** **Rep. Wills moved to approve the minutes of March 8. By voice vote the motion passed.**
- MINUTES:** **Rep. Wills moved to approve the minutes of March 9. By voice vote the motion passed.**
- RS 16243** **Rep. Trail** presented. The Idaho Distance Education Academy (IDEA) (Whitepine School District) did not receive a transportation allowance last year. When challenged, the State Department of Education asked the Attorney General (AG) for an opinion. The Department claimed that IDEA did not fit the current definition of virtual distance learning, so they could not pay IDEA the transportation allowance.
- The AG's ruling says that IDEA does not have a required curriculum and enough teacher-student involvement to qualify. He also pointed out that the definition of a "public virtual school" would have to be changed for IDEA to qualify for transportation funds.
- The charge has been made that IDEA is more of a home schooling situation, than a true public virtual school.
- Rep. Trail said that 78% to 80% of the IDEA students are home schoolers.
- This RS rewrites the definition of virtual distance learning so that it would accommodate IDEA's approach.
- IDEA teachers and members claim that there is a great deal of student-teacher, and teacher-parent involvement, and that the school should qualify for the transportation allowance.
- Rep. Trail said the Legislators have sponsored these innovative learning systems and approaches. He pointed out that the ISAT scores for IDEA students are going up as the school is in its second year. He said if the results are good, we should approve the program.
- When the point was made that the fiscal impact statement wasn't correct, Rep. Trail said the money had already been appropriated for this year and was in the budget, even though the school did not receive it. In future years, there would be an effect if it were part of the education budget.

Dr. Daryl Bertelsen, Superintendent of IDEA, spoke. He said his school uses the state's standards for curriculum. An Individual Education Plan (IEP) is made for each student. The teacher and parents go through the standards, look at the level of the student using ISAT, or whatever test scores are available, and then determine the learning materials that will be used. A plan appropriate to the student's learning styles and level is selected, rather than a particular text book. It is very time consuming to do the assessment for every child. The teacher works closely with the parents to develop, guide, frequently assess, and help the parent make changes as needed. They look at what works for the individual student.

Chairman Barraclough, commented that there are differences between the Idaho Virtual Academy and the IDEA. There is less control with the IDEA plan. He said the state does not provide funds for home schoolers. He said there isn't enough curriculum control by the state, and this is a concern to the state. He suggested the problem could be a lack of communication.

Dr. Bertleson agreed that it was a lack of understanding. He said his teachers are aware of what the students are learning. They are limiting their enrollment next year so they can improve and better monitor students. He said as to accountability, he can look at the on-line logs and tell where each student is in his studies. He said parents and teachers are held accountable.

In response to questions, he said they have 937 students and 10.5 full time teachers. That works out to 90 students per teacher. Since there are 2.5 students per family, a teacher is only working with 42 families. (He said in high school he taught 180 students a day.)

In response to further questions, Dr. Bertleson said enrollment for their school followed the Charter School rules. They have had informational meetings in communities, but most of their growth has been by "word of mouth." He referred to the blue sheet which lists the school's innovations (See Attachment 1).

He said the student can stay in the program as the family moves within the state.

IDEA uses all the standardized tests that Idaho public schools use, including the ISAT. He said the goal of IDEA is high achievement for their students.

Dr. Jana Jones, of the Department was asked to speak to the situation. She said the Department has received word that possible litigation was pending, so she preferred not to speak.

Elijah Beck, 6 years old and in the second grade, read a complicated statement very well. He said his teacher was Mrs. Mary Thompson and he used the computer and internet every day. He said his mother gets lesson plans from the internet and she and his teacher E-mail a lot about his classes.

Jana Beck, Elijah's mother, said this is her second year teaching him. Last year she did the IDVA, and she was his teacher at home. She said she had a 2-3 minute phone call once a month. She was required to log in hours in schooling every day, but cooking counted as math, and bike riding counted as PE. She said they left IDVA as it didn't suit her son's

learning style and he said he hated school.

She said with IDEA Elijah has more contact this year with other students. They are close enough to use the resource center for the school. She said the family representatives are great resources, and parents are great teachers. She said as long as a school beats the Idaho Standards in the tests, she doesn't understand the complaint. She said many parents of regular public school children spend a couple of hours every night helping their children with homework.

Jason Hancock explained the original reason for the use of transportation funds started two years ago. Since a traditional brick and mortar school receives 85% of their transportation costs, but the virtual school brings the education to the student, the suggestion was that transportation funds could be used to bring the classroom to the student—computer, modem, internet connection, etc.

He said that in the AG's opinion, IDEA does not qualify as a virtual school. It isn't about teacher contact, hours, or test scores, but the educational model. He said IDEA is more of a home school education model rather than a virtual education model. There is not as much of an internet component. The IDVA requires computers and on-line learning.

Rep. Trail asked why they received transportation money one year, but not last year.

Tim Hill, of the Department said IDEA has never received money for transportation. He said under the formula, only IDVA meets the requirements for transportation money.

MOTION:

Rep. Rydalch moved to send RS 16243 to print. By voice vote the motion passed.

H 768

Rep. Cannon presented. He said he has been working with Tim Hill and Jason Hancock for three years to get the numbers, but emphasized they are not endorsing his bill. He pointed out that the state student population is not rising dramatically, and that many school districts are losing population due to economic hard times in rural areas, the move to the urban areas, and charter schools.

Charter schools are small districts and, as such, are entitled to a smaller number of students per support unit. In effect, this may give them more dollars per student than if they received the support units of the larger district that surrounds them. He expressed a concern that we are creating small districts within large districts, and this has resulted in an additional 54.8 support units in the state.

He said Meridian took advantage of this by creating two charter schools within its district. They built a building, and rented it for \$1 to the charter school. He said he felt this was taking an unfair advantage of the system.

Current charter schools would stay as they are. This will would only affect new charter schools.

This bill would give new charter schools the same support units as the district that surrounds them, but would give each charter school student a building allowance. One option is that the regular public school could offer a building and receive the new charter school's building allowance, if the charter school agreed. However, the new charter school could take

the money and build a building. He said the idea is to quit financing and building schools in districts where the enrollment is going down.

If the patrons of a district pass a supplemental levy, a new charter school would receive the money for their students from that district.

In response to comments he had made in the past which showed enmity towards charter schools, Rep. Cannon said he was concerned about funding. He admitted he gets upset when he hears that charter schools are saving money and believes the "jury is still out." He said he wasn't apologizing for bringing a new perspective and that he stands up for "traditional" education.

One representative said her school district has had a successful charter school from the beginning. Another one is scheduled to open next fall. Her districts is losing students, closing buildings, and reducing staff. Her district is very concerned about the new charter school because it means" their own money is being drained" from their limited school budget. She said that since some charter schools have had difficulty finding a suitable place for a school, this bill trades a charter school's support unit funding advantage for the advantage a traditional school has on buildings.

Rep. Cannon said the debatable issue is not more support units, but whether the building allowance is a fair amount. He said he didn't want to kill the charter school effort and believed this would help them. He said the present path is not financially responsible.

In response to comments, he said a charter school and a regular public school might have to learn to share a building in a smaller district.

The suggestion was made that if the real problem is a regular public school forming charter schools, that should be taken care of in a separate bill.

Rep. Cannon said he was not being critical of Meridian. He suggested his own districts do the same thing, but they were not interested.

As to the savings, he said the extra support units are hidden in the general education budget. He said again that the question was, "Is the building allowance fair?"

Chairman Barraclough pointed out that except for Meridian, all charter schools have less to spend than the regular public schools as they do not receive property tax money.

Paul Powell, Executive and CFO of a group of companies which includes Intermountain Gas, Board Chairman of Hidden Springs Charter School, and on the Charter School Commission, spoke against the bill. He said he had extensive knowledge of charter school financing. He met with Rep. Cannon yesterday about the bill. He said although Rep. Cannon raises some issues which do need to be discussed, he is concerned about unintentional consequences to this bill. He said he agreed that districts and charter schools should be encouraged to work together more cooperatively, and approved the idea of state funds for charter school facilities. He said the federal government provides matching funds for school buildings, and should the state chose to fund charter school buildings, they might be able to take advantage of some of

this money. He found the idea of a supplemental levy following the child interesting. He said he appreciated the concerns that some districts have created charter schools to receive more support units.

Mr. Powell said the effect of this legislation would be to reduce the funding a charter school receives from 78% of what a regular public school receives, to 70%. He presented a hand-out detailing this (See Attachment 2). He said the \$6 per square foot allowance was based on \$80 a square foot. Hidden Springs paid \$125 a square foot for their building, and in the election that day, Boise School District is asking for over \$100 a square foot in their bond issue.

He suggested that the issue of a district forming a charter school be solved outside of the funding formula.

When asked, Mr. Powell said he was not contacted about the bill until yesterday.

Bridget Barrus, of the Coalition of Idaho Charter School Families, spoke in opposition to the bill. She said yesterday in a meeting with herself and Mr Powell, Rep. Cannon said that the primary objective was to limit a district's ability to "game the system." She said she crunched the numbers and realized that this formula wouldn't work for her school. She said the building allowance is unrealistic and \$100 per square foot is a more realistic number.

In response to questions, **Rep. Cannon** said under this bill, charter schools would lose their divisor advantage, but get a supplemental allowance for buildings. From their perspective, it seems not to be enough.

In response to further questions, **Mr. Powell** again expressed his concerns over the bill and said it starts down a "slippery slope."

MOTION: **Rep. Boe moved to sent H 768 to the floor with a do pass.**

SUBSTITUTE MOTION: **Rep. Nonini made a substitute motion to hold H 768 in Committee.**

AMENDED SUBSTITUTE MOTION: **Rep. Mitchell made an amended substitute motion to send H 768 to the floor without recommendation.** He commented that others outside this Committee need to hear about this issue.

ACTION: **In a roll call vote the amended substitute motion passed with Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Boe, Mitchell, and Pence voting yes, and Representatives Barraclough, Rydalch, Kemp, Mathews, Nonini, and Brackett voting no.**

ADJOURN: The meeting was adjourned at 9:59 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 15, 2006

TIME: 8:02 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Shepherd (8),

GUESTS: Harvey Lyter, Ross Borden, Mark Dunham, Parra Byron, Cindy Schreiner, Kathy Skippen, Patti Anne Lodge, Cliff Green, Ned Parrish, Jana Jones, Luci Willits, Kent Kunz, Jason Hancock

Harvey Lyter, Superintendent of the Idaho School for the Deaf and the Blind (ISDB) in Gooding, spoke. He said currently there are 19 recommendations on the table for changes to the School. He said they have a busy schedule set out to redesign the entire delivery of services for the deaf and the blind throughout the state. The new plan calls for cooperating with the local school districts to form stronger ties. They intend to carry out all of the State Board's recommendations.

In response to questions, he said currently they operate a statewide outreach to 800 students. They plan to close the residential school, and if the current campus doesn't become the day center for the Magic Valley, another state agency might use the campus. He said the decision would probably be made within the next 2-3 years. In the meantime, there is a lot to work out with local school districts.

Mr. Lyter said the Gooding Campus supports an entire K-12 campus program. There have 70 students, half are residential, and half are day campus students. They have seen a consistent decline in enrollment for the school, and they would like to better utilize the campus.

In response to questions, he said the Meridian School District runs a successful program for children with cochlear implants which has grown from 7 to 21 students. There are 5 or 6 full-time teachers/aids helping in the program. This is a model for what can be done around the state and in the country.

As to the 10 general recommendations from the State Board Subcommittee, he said each year will bring forth legislation to work on more pieces of the puzzle, one or two items a year. This will be an on-going process to eventually change over the entire statewide service model.

In response to questions, he said he was aware of the legislation to be introduced later. He had looked at it and provided comments through the State Board Office. This RS was not developed in conjunction with the State Board or his agency.

As to the Subcommittee, he said the chairman will be the same as the previous committee, and there is a short list of candidates, but he didn't know the exact number.

In response to questions, **Luci Willits** of the State Board said they are still working on the subcommittee members. As these members will be “working in the trenches,” the Board wants to be sure to choose the right people. She said it would be 2008 before any large package would come before the Education Committee.

RS 16248

Jason Hancock presented. He said he was given the job of reviewing this report from an official subcommittee of JFAC (See Attachment). He said this report is not a criticism of the ISDB. In fact, satisfaction ratings for the campus and outreach services provided by the agency are quite high. This report does not suggest that the agency is not doing a good job.

The report is an evaluation of the service delivery model and a discussion of whether or not a different model needs to be developed for the 21st Century. He said the residential model of education was perfected by the British aristocracy and was transferred to the US, especially for the population of those who were difficult to educate. The cost per resident is now \$82,000 per year at ISDB. Over 40% of the ISDB children in the Gooding area attend the day program school which is only available in that area.

Parents seem to prefer raising their children in a home environment, and only 8% of the children can take advantage of the Gooding facility, so this report recommends moving the day schools to five regions in the state. The cost of this program would only be slightly greater than what is being spent now, but would serve many more students. This is a reallocation of resources. The ISDB in Gooding would be closed.

The original 20 acres of this beautiful campus in great condition was given to the state by former Governor Gooding. There is a condition that the land be used by the state as a school for the “deaf, dumb, and blind” or some other state institutional purpose. The land will return to the heirs of the Governor if it isn’t used. An additional 10 acres north, and 10 acres south of the original land were purchased and buildings are scattered across the campus.

Prior to this report, the Office of Performance Evaluation studied the situation at the request of Joint Legislative Oversight Committee and others.

When it was mentioned that some older students at the residential center had not been successful in a regular classroom, Mr. Hancock said this proposal does not recommend simply closing the school and throwing the children back into mainstream classrooms. Regional day programs in the area would be hosted by a school district. They would hire the teachers and provide services under a negotiated service agreement with the agency who would help oversee the contract and make sure the services were being provided. The state would provide the funds for these additional services.

When asked about jobs, Mr. Hancock said some would be retained in the area and others could find jobs if they were willing to move.

In response to further questions, he said these plans are not so prescriptive as to specify what a regional day program would look like. The Treasure Valley and Magic Valley have over 60 students in each area, so they would be more likely to have a regular school. In other areas with maybe a dozen students spread over K-12, the money might be used for translators.

In response to questions, Mr. Hancock said the teachers would be paid according to the pay scale of the host school district, which may be

higher than current salary at ISDB.

In response to comments from a representative, Mr. Hancock agreed that one of the reasons for declining enrollment at ISDB is that local districts are doing a better job providing for these students. In this proposal, blind students would be mainstreamed, because they can function much better in a normal environment if given the appropriate training with Braille and mobility skills. They are able to communicate.

On Page 8 of the report, multihandicapped students are discussed. Most of those students in the state are currently served in the local school district, group home, or hospital. Services would continue to be provided for these students but in an outreach program.

This RS provides the authority in statute to make these changes.

A comment was made that no one was sure about the exact numbers. **Dr. Jana Jones**, of the Department of Ed said they did have numbers, but she didn't have them with her.

Ned Parish, of the Office of Performance Evaluations, said the difference in numbers comes from the fact that ISDB serves birth to 21, and the Department counts children age 3 to 20. Also he said that ISDB serves some children who don't meet the definition of Special Education student.

Rep. Rydalch said it seemed to her that different groups weren't talking to each other. She said the Legislators are doing one thing and the State Board is doing something else. She expressed concern that this type of activity was counter productive and duplicates effort.

Mr. Hancock said he prepares reports and takes on assignments when requested. As he works in JFAC with the education budget, so he was asked to work on this. He attended the State Board meetings on this issue and doesn't think this RS is at cross purposes with the State Board. The effective date for this legislation is July, 2008, so there is still time for the State Board to "flesh out" the details.

In response to questions, Mr. Hancock said that the extra money (\$150,000 per year) would not be needed until FY09.

Rep. Skippen spoke and said the history of this RS started in JFAC last year because of concerns as to the cost per residential student at Gooding. She said the State Board of Education has done their part. Last year, Senator Lodge, and Representatives Henbest and Skippen visited the ISDB. She said it is a beautiful facility and well taken care of, but a large portion is not being utilized. She said JFAC could not justify keeping 6 cottages open that could hold 72 students, with only 38 in residence. She said the support personnel has to be decreased—cooks, maintenance staff, and teachers. She said the Education Committee, not JFAC, sets policy but there is a money issue. JFAC wants to provide the best services for these students. She said the facility is an important source of jobs in the Gooding community, and if the facility were better utilized, there would be more jobs.

Chairman Barraclough said the Education Committee has been concerned about the school, too, and welcomed any input from any legislator.

Senator Lodge said they received tremendous cooperation from the staff at Gooding. She commended the office of Performance Evaluation for their report. She said with so many children receiving cochlear implants, there is a need for the special education necessary to help them join the regular school community. She commended Mr. Hancock for his help in putting this report together. She said all over the US the old model residential schools are closing.

In response to comments, **Mr. Hancock** agreed that the numbers would suggest parents moved to be near ISDB so their children could attend the day program.

MOTION: **Rep. Shirley moved to introduce RS 16248.**

SUBSTITUTE MOTION: **Rep. Pence moved to return RS 16248 to sponsor. In a voice vote the motion failed.**

ACTION: **By voice vote the original motion to introduce RS 16248 passed.**

One representative expressed concern that the facility will not be used if the ISDB is closed. He said when the tuberculosis hospital was closed, it was never used again.

Another representative commented that they are looking at the system as a whole. Screening is done at an earlier age, and the treatment is more holistic.

RS 16254

Senator Goedde started the presentation by saying this is a consolidated bill. It does not provide the property tax relief that he and Representative Rydalch wanted. It does take the framework of the Governor's bill and fleshes it out a bit more. The \$5 million the Governor proposed will be divided among 6 community college districts through a process. Any money not used in an area will go back into the pool and other districts may apply for it. This legislation sets forth the duties of an Advisory Board in a state sponsored community college district.

Rep. Rydalch said this legislation does not allow the establishment of a community college in an area that already has one in existence. This bill will allow new community colleges to go into existence immediately. She said the technical college in Southeast Idaho should become a community college.

Kent Kunz said he saluted the leadership of the legislators. He said it was a long and difficult negotiating process in an effort to reach consensus. He said most people in Idaho will support this bill.

Rep. Rydalch said this bill is a work in progress and changes will be made in future years.

In response to questions, all three presenters agreed that the money was requested by the Governor in his budget and JFAC has the money set aside to appropriate monies requested in this bill.

Kent Kunz pointed out that among other things, the bill changes the word "junior" to "community" college. Those interested in starting a

community college will submit a Request for Proposal. These funds will only go to those community colleges authorized and established by the State Board of Education.

MOTION: **Rep. Wills moved to introduce RS 16254.**

Chairman Barraclough announced that the hearing for this bill will be held in the Gold Room on Monday.

It was stressed that this bill only establishes community colleges in areas that do not have them currently.

Senator Goedde said a good process as started. They will work to bring more equity to the program next year.

In response to questions, **Kent Kunz** said schools can offer classes outside their area if invited into the area by the host institution.

Rep. Rydalch said that CSI will still be able to participate in training at Micron.

In response to questions about U of I classes offered at University Place in Idaho Falls, she said the U of I has withdrawn funding support from those buildings. The complex is now mainly run by ISU. She said University Place could present a Request for Proposal should they desire to do so. She said she hopes that within 5 years, our three universities can become premier research institutions which would benefit the Idaho economy.

She said she doesn't want to weaken professional/technical education (PTE) in the state, which needs to be in a community college system. She said federal laws require that PTE funds be kept separate from the regular four-year program.

ACTION: **By voice vote the motion to introduce RS 16254 passed.**

ADJOURN: The meeting was adjourned at 9:45

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 16, 2006

TIME: 8:00

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Bradford

GUESTS: Allison McClintick, Dr. Cliff Green, Anne Stafford, Stefan DeVries

Chairman Barraclough called the meeting to order at 8:03. The Chairman prefaced the presentation with the comment that mentoring is an important issue. Mentoring came up when he was in JFAC and they heard testimony from teachers about need for mentors and the problems with some mentors spending very little time in the classroom and collecting large salaries.

The mentoring money wasn't spent effectively and, as a result, funding for mentoring has been off and on. Until a mentoring program has accountability, money will not be budgeted for mentoring.

A committee was formed to study mentoring and their report is today's agenda.

Allison McClintick, Office of the State Board of Education, and **Dr. Green**, Executive Director of the Idaho School Boards Association (ISBA), presented the Mentoring Project. This project was developed by the State Board and the ISBA following the passage of HCR 20 in the 2005 Legislative session.

Chairman Barraclough introduced Allison McClintick, and asked her about the make-up of the committee, frequency of meetings and so on.

Ms. McClintick began a PowerPoint presentation on the project. The purpose and scope of the project was to follow up on HCR 20 that established the task force to develop a test program for modeling mentoring.

Dr. Green said there were incidents where mentoring lasted only a few minutes and was very expensive, but there is some good mentoring going on. He referred to an article in "Slate", a publication of the ISBA. (See Attachment 1.) This is part of a two-year look at mentoring programs throughout the U.S. He also referred to H 215a which moved the requirement to provide the powers and duties of mentoring to the State Board of Education.

Ms. McClintick and Dr. Green took turns presenting the project. The next part of the presentation dealt with purpose and scope of the work. The purpose was to research, formulate and implement models to pilot and evaluate teacher support programs. The scope of work was to investigate and test the relationship of professional development, effectiveness and cost efficiency, and student achievement.

The State Board subcommittee on mentoring includes legislators, members from business and industry, local trustees, administrators, teachers, teachers' union members, higher education people, the Governor's office and staff of the Department and the State Board.

Committee members include, among others, Senator Gannon and Representatives Block, Garrett and Pence representing the Legislature, Teresa Molitor representing the Idaho Association of Commerce and Industry, Mike Friend representing school administrators, Dr. Larry Harris representing higher education, Parra Byron representing the Office of the Governor, and Robin Nettinga of the Idaho Education Association representing teachers.

The working committees are:
Current Idaho programs - Chair, Robin Nettinga
Current National programs - Chair, Parra Byron
Effectiveness of Mentoring - Chair, Dr. Green
Efficiency of Mentoring (cost effectiveness) - Chair, Dr. Mike Friend
Integration of Santa Cruz model- Chair, Allison McClintick

Chairman Barraclough commended Dr. Green on the way the project was set up. He stated this is what the Committee envisioned and the people on the project did a great job.

The working committee on Idaho programs found that current Idaho mentoring programs vary according to the size of the district and that mentoring is an informal process. The committee intends to study the issue over the next year.

The working committee on national programs was excited by the Santa Cruz New Teacher Project that originated in Santa Cruz, California and has spread to other states. The Santa Cruz New Teacher Training Center has worked with the Charlotte-Mecklenburg School District in North Carolina and New York City school districts, among others.

The working committee on effectiveness of mentoring has contracted the effectiveness study to two statisticians at the University of Connecticut. The committee wanted to use impartial individuals with strong statistics backgrounds. Districts were selected for the pilot using stratified convenience sampling – small, medium and large districts were selected.

Six districts were selected: 3 districts with new teachers who did receive mentoring and 3 districts with new teachers who didn't get mentoring. The study would look at students in all 6 districts over time and then compare them.

Dr. Green drew the Committee's attention to the blue box on the first page of his article on Teacher Mentoring in "Slate." (See Attachment 1.) This box describes the multilevel method of analysis of relationships between teachers' mentoring experiences and student achievement.

A survey was sent out to measure the amount of exposure teachers had to mentoring. The results are back and the comparison will be made

between the group with mentoring and the control group.

The cost survey looked at the amount the districts put into mentoring programs and the responses varied widely.

The last slide in the PowerPoint presentation concerned data from a 2000 teacher attrition survey by Richard Ingersoll. A representative was concerned that this data was too old to be correct now that mentoring has increased. Ms. McClintick explained that the way this data was used took this into account.

Ms. McClintick continued her report with a discussion about Idaho teachers participating in academies from the New Teacher Center (NTC) in Santa Cruz in August, November and February. Here in Idaho, the academy provided 7 days of intense training with 14 districts and 32 trainees participating along with 2 NTC trainers. Participating districts included Gooding, North Gem, Council, American Falls, Idaho Falls, Lewiston, Boise, Coeur D'Alene, Kimberly, Bonners Ferry, Meridian, Post Falls, Emmett, Parma and Payette.

The Academy One subject was the foundation of mentoring, Academy Two was coaching and observation strategy and Academy Three was analysis of student work. Teachers attending the academies gave them high praise.

Anne Stafford, a full-time mentor from the Boise district spoke about her experiences. She was followed by Stefan DeVries, a new teacher who has benefited from mentoring.

Ms. Stafford said she loves her job. Before becoming a full-time mentor, she taught math and science and a little bit of physical education. She was a traditional mentor to new teachers as an amateur. When the opportunity to be a peer coordinator came up, she was thrilled to take the job. She said the mentoring academy had given focus and direction to mentors and allowed them to work with mentors and new teachers on-site. She said she met three times with the Academy and they were excited to let Idaho teachers adapt their materials, with proper credit to the Academy.

Some elements covered were managing the classroom, lesson planning, district curriculum and use of community resources, such as Boys and Girls Clubs and Scouts. She said the teacher must engage students. The management class at the NTC provided a form for student profiles. Ms. Stafford said knowing your student makes you a better teacher.

Other elements included instruction - the Boise model is the Madeline Hunter model - and professional development.

Participants also receive a Mentor Log for keeping track for the month with talking points for each month. District standards are used for this activity, not California standards. She gave an example for March. She said in Spring, students start getting restless so the teacher has to go back to the beginning - Managing the Classroom.

The mentor is also available to discuss personal issues with the novice teachers - how to dress, how to act, someone to talk with about non-school problems. She said that a junior high student said "Here comes Nanny 9-1-1" when he saw her enter the classroom and a new teacher called her his guardian angel.

Stefan DeVries spoke from the perspective of a new teacher. He teaches language arts to sophomores at Borah. He first talked about the professional benefits of mentoring. He knew all about education theory, but nothing in his education prepared him for a classroom with 35 kids and 25 chairs. He said his mentor offered the little tricks and information a new teacher needs. He says he has to be observed to get better at teaching and he loves the immediate feedback from the mentor. He said he wouldn't be comfortable trying new things in front of principal but he's comfortable trying new ideas with his mentor. He also benefits from getting together with other new teachers to share ideas and grievances.

On a personal level, he benefits from establishing a relationship with his mentor outside of class. He can call his mentor to chat about things going on in his life. He said he appreciates whoever was behind mentoring and is in favor of statewide implementation and furthering the program.

In response to a representative's question, Stefan said he gets great support from his principal who will arrange for a substitute to take the class when Stefan goes to a mentoring meeting.

A representative asked Anne Stafford if she had enough time to mentor. Ms. Stafford said mentoring was her full-time job. Another representative asked how many first-year teachers she dealt with. The answer was 27 new teachers and some 2nd and 3rd year teachers. She also mentors in classrooms and teaches a class once a month.

In response to a question, Ms. McClintick said mentors get together periodically to share what is going on in their districts. A website is set up for all participating districts.

Allison McClintick said you can go out and do your work, but if you take a little time to sharpen the saw, you do a better job. This is how she sees the mentoring program – a method of sharpening teaching tools.

Representative Rydalch asked Anne Stafford and Stefan De Vries what they would like to see added, changed, deleted or left alone if they could be in charge for a day.

Stefan DeVries said he would like to bring more accountability into the profession without the use of standardized tests. With accountability, quality and salary go up. He thinks standardized testing dilutes the curriculum so the teacher goes for breadth and not for depth.

Anne Stafford said she would make a safe environment with high academic standards and remove children's "baggage" when they enter the school. She said a child doesn't learn as well when he's worried about what's going on at home.

Chairman Barraclough said in the time he's been in the Legislature, he never seen as good a response as this. He wishes there could be more Legislature-agency interaction like this. He said this brings back into perspective what we're here for and this is the way things should work. He said this Committee has been an instrument of change but there's more to do. The Chairman said the Mentoring Project is a beautiful example of what people can do when they work together and don't concern themselves with turf and name-calling.

Representative Rydalch said to make sure superintendents and principals are “on board” with mentoring and do their share of the “lifting.”

Chairman Barraclough commended the Education Committee. He said they have made more changes than he expected but fewer than he wanted.

ADJOURN: The meeting was adjourned at 9:20

Representative Jack Barraclough
Chairman

Mary Betournay
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 21, 2006

TIME: 8:02 AM

PLACE: Gold Room

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Nonini

GUESTS: See attached sheets

Chairman Barraclough called the meeting to order at 8:02 AM.

MINUTES: **Rep. Wills moved to approve the minutes of March 10. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of March 13. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of March 14. By voice vote the motion passed.**

H 821 **Chairman Barraclough** thanked those attending the meeting, and pointed out that some had traveled great distances to be there.

Rep. Skippen presented. She said a previous session had discussed a white paper on the deaf and blind school, so she would be just going through the bill. (See attachment in March 15 Minutes.)

She pointed out that H 821 would create a Division for the Deaf and Blind Education. The ISDB would no longer exist as we know it, nor would it be a school district. Regional programs would be established with the funding provided for in this bill. There will be a division manager rather than a superintendent of a school district. The division will contract with schools for services to the deaf and blind students. The home district of the student will provide the IEP, and cover transportation costs for the student to reach the host school. (There will be no current transportation cap for these students.) Technical grants will be made available for these students' needs. The effective date will be July 1, 2008.

Rep. Skippen said this appears simple, but it is a major change in the way this schooling will be handled. She said it is up to the Legislature to set policy and change direction. She pointed out that the Legislature this year is dealing with community colleges and the standards for high school graduation.

As JFAC members, it is up to her and her co-sponsors to look out for

the tax payer dollars. They have cut five positions at the ISDB this year because of declining enrollment. Now the cost per student is \$78,754.66 per student. For the resident students it is \$159,000 per student. She pointed out that 9.8% of the Deaf and Blind population are served by these funds. For students in their own districts, a little over \$3,000 is spent per student.

She said students would be able to live with their families, and still socialize with their peers.

Senator Lodge spoke in support of the bill and referred to a young lady who had testified that she had not been well served by her deaf interpreters in northern Idaho. She mentioned another who received a cochlear implant and has been well served by an outreach program from the ISDB. She mentioned the Treasure Valley early childhood programs. She said we need to move from an 18th Century model to a 21st Century model.

Rep. Henbest said the issue came to the sponsors from a budgetary standpoint. They were concerned that the needs of the children at home in the various regions were not being met. The Office of Performance Evaluation (OPE) did a report. ISDB campus enrollment is down 40% in the last 15 years. Increasingly children are being served in their home district, and less than one half of the school's facility is currently being used. She said she wanted to move resources to where they can do the greatest good.

She said that newspaper articles have suggested that various uses for the facility have been planned, but that is not part of this bill.

Dwight Johnson, Executive Director of the Board of Education spoke. He said he appreciated the excellent work done by the sponsors and their sincere and good efforts to improve the education of the deaf and blind population across the state. He agreed that changes need to be made in the delivery method and pointed out that the State Board set up a study committee last year that developed general recommendations. This summer they plan to form a coalition of stakeholders in this issue to decide how best to carry out the plan that will be introduced as legislation next year. He referred to the OPE Report and said the consensus is that a change needs to be made. He said the Board agrees with much of the general content of the bill, but feels that there are details that need to be solved on the implementation. He invited the sponsors of this bill to serve on this committee. He said the Board agrees with the approach, but not with the timing.

Rakesh Mohan, Director of the Office of Performance Evaluation, spoke at the invitation of the Chairman. He said they were asked to make the report which had been referred to in testimony. Enrollment is declining, and parents are concerned about the new training needed with cochlear technology. He said they met with the various stakeholder groups and surveyed them, they talked to staff of the ISDB, surveyed each school district and parents of children who received services either at ISDB or at home. He said the demand for services has increased. He said that people say ISDB is doing an excellent job of providing services and the staff was wonderful to work with.

Harvey Lyter, of the ISDB, said he agreed with the comments from the Board of Education.

JoAnn Dobecki Shopbell, a retired teacher with 40 years experience, 23 of them as a College of Southern Idaho (CSI) sign language and in interpretive education instructor, spoke. She said she is the only interpreter to have legal certification in Idaho. She also served on the Council for the Deaf and Hard of Hearing and said they have received calls from school districts asking how to provide services for deaf students. She questioned the readiness of the local districts to provide services in July of 2008. In 1970 when the law mainstreaming students was passed, school teachers were not prepared to meet the challenges of the deaf and hard of hearing students, as a normal classroom functions mostly on auditory information. She expressed concerns about the legal problems when students' IEPs state they should receive residential services, and the school is closed.

Rep. Brackett introduced his daughter-in-law and her mother.

Kathy Williams said she is the service coordinator in the Magic Valley. She said she represented the parents of four students in the residential program and others in the outreach program. She said that parents are concerned that a curriculum similar to the public school's curriculum be maintained so that the graduates have the option of college or a technical school. She said the current project-based learning curriculum is not what parents want as it doesn't contain the strong academics. She said those in the outreach are doing fine academically, but also mentioned some examples of safety situations that have happened. Her children attended ISDB and also attended an outreach program. These children now have advanced degrees. She said she does not see putting children in the outreach program as a negative.

Kimberly Brackett spoke. She said she has moderate to severe congenital hearing loss. She attended grades 2 through 11 partially at ISDB and partially in regular classes in the Gooding School District. By her senior year she decided to totally be mainstreamed. In her early years, her parents provided speech therapy and tutoring in phonics outside of ISDB. (She spoke very well.) Although an administrator at the school had told her she would never be able to write fluently in English, she has a BA in Journalism with a minor in Speech Communications and a Master's Degree in Business Administration.

She mentioned a concern that students are not required to wear their hearing aids in class.

Heather Fultz, spoke in opposition to the bill. She said she spoke for the deaf and blind students in Idaho, and closing ISDB will hurt some students. She expressed concern that the public schools will not be ready by 2008 to teach these students, and said full inclusion is naive and may do irreparable harm. She said that students who must communicate through an interpreter will only have superficial relationships with hearing students. She said 90% to 95% of the deaf children are born to hearing parents, and 85% of these parents do not learn to sign above a preschool level. She asked the committee to avoid making any hasty decision.

Wes Maynard, Executive Director for the Council for the Deaf and Hard of Hearing, spoke. He said they exist to support and inform the government in areas concerning those who are hard of hearing. He said he believes the state needs a continuum of services for this population. They oppose this bill. He said the process through which the state makes decisions needs to be careful and the details must be “fleshed out” before the system is changed. He commented that we have lived with this system for over 100 years and to change things overnight is unrealistic and somewhat dangerous. He said he supports a plan that would include deaf individuals with knowledge of the needs of the deaf and experience in administration. He said the deaf feel they have been left out. He said he supports a careful, deliberate approach that plans for implementation prior to legislation.

Walter Jastremsky spoke as a deaf citizen who has lived in Idaho for 43 years. He first learned sign language, then written English. He has never heard and has been involved with the deaf and hard of hearing community. He went through the deaf school and has survived in the real world. He asked if the deaf school would go away, what would happen to people like him? He said we need to make careful decisions. He said it takes time to see the perspective of the deaf.

LaVona Andrew said the bill is premature. She said the task force would be the most appropriate way to handle this. As a former school teacher, she was not educated in the best ways to teach these deaf and blind students, but she had family experience to assist her. She said time is needed to teach the teachers.

She said if the ISDB were to close, they would need 50 new interpreters statewide. It will take three years to get the current interpreters up-to-date with requirements in a bill passed previously this session. She expressed concern about the legal ramifications of this bill and said that the state may end up spending money on fines, rather than saving money if the school is closed prematurely.

Ray Lockary also expressed concerns that the Individual Education Plan (IEP) may state “residential training” is required. The parents could sue if the school were to be closed. He was concerned that all the services of the specialists in hearing at ISDB could not be duplicated across the state.

Paula Achter, State President for the National Federation of the Blind in Idaho, spoke. She is concerned about the loopholes. She agreed that the blind need to be mainstreamed, but said she knows there are some real inconsistencies in the teaching methods of blind students. She says they receive calls from school districts looking for a substitute when the certified teacher is absent or on leave. She said she thinks the task force is a great idea, but would like to see blind people on the board. As a para-professional she would be willing to work with the State Board.

Thelma Franek, grandmother of a boy at ISDB, spoke in support of the ISDB. She moved from Weiser to Gooding so her grandson could attend the school and have a chance at life. Inclusion in the local school did not work out. Her grandson cannot speak and is blind, but he has made more progress than was ever expected. She said others have

moved to Gooding to put their children in that school. She works at the school and said it is amazing to see them taught. Students are also taught how to live on their own. Older students learn to work after school in stores. She had a petition with 1200 signatures from Gooding asking that the school not be closed which she showed to Rep. Henbest.

Jerry Wilding, from the Idaho Association of the Deaf, spoke through interpreter. He is a 1955 graduate of ISDB. All of his 9 children are involved in the program. He said there is a word "audism" which is defined as having a passive attitude towards deaf people and a failure to communicate with them. He said "audism" is like being racist towards various ethnic groups. He said that not having a deaf person on the task force was an example of "audism." He said ISDB graduates have better coping skills. There is a higher rate of suicides among day program students.

He said the critical "mass" number of students in each class is 8 to 12. Outreach programs will not reach this number. He said it takes 10 years to be adequately qualified as a deaf interpreter. He said the deaf population and their parents are so widely scattered across the state that they couldn't show up in great numbers to testify. He asked that the residential school concept be continued somewhere. He said the ISDB needs a new superintendent now.

Deserét Baker, the mother of a child with a substantial hearing loss, spoke. She is against closure of the school. Her husband couldn't find a job in the area, so they were unable to move to Gooding, and she knows other families in the same situation. She suggested moving the school to Boise where families could more easily find jobs and the students could live at home. She said it would be easier to attract and retain qualified professionals. She said the ISDB offers children a chance for the least restrictive environment.

Rep. Jaquet, who also represents the Gooding area where the ISDB is located, said she supported the State Board of Education's more deliberate approach on the issue of ISDB. She said she did recognize the problem of no deaf representation on the task force. She would also like to add a representative from the Gooding City Council and Dr. Jana Jones from the Department of Education to the task force. She said that legislation at this time is premature and that we should wait until the children who are there now finish their education. She told of a girl with a cued speech interpreter who costs the Blaine County School District about \$50,000. When she starts her higher education, she will have a note taker and won't need the cued speech interpreter.

Rep. Jaquet stated that local people are worried about the future of the school facility if it closes. There has been talk about a rehabilitation center for women and there is concern as to the type of individuals this program would attract to the area. A charter school and a park department facility have also been suggested. She said the decision should be made from the bottom up. She asked that H 821 be held in Committee.

Rod Darcey, a former Superintendent for 20 years of ISDB spoke against H 821. He said he is the parent of a blind child who attended a school for the deaf and blind in Montana, then the ISDB, and then was

mainstreamed. He said that ISDB is 100 years old and has been a pioneer in outreach. He is opposed to H 821 because it doesn't provide adequate services for the blind population of Idaho. He said blind children need much more than basic Braille reading skills and they get it in the ISDB setting. He asked the Committee not to jump into a situation that in the long term will effect how deaf and blind children are taught.

David Newman signed his opposition to H 821. He signed that a school for the deaf is needed. A school can offer the opportunity for deaf students participate in sports, and social activities to a greater degree than possible through outreach.

Heidi Cook said while working on her master's program, she started going blind from a genetic eye condition. She said it was difficult for her to learn Braille later in life. She said Braille is essential for a successful life for a blind person and daily instruction is needed. If fluent in Braille, blind students score at grade level or higher on English tests when compared with sighted peers. In a 1998 report, Dr. Ryles of Louisiana Tech said 70% of blind or visually impaired are unemployed if they are not fluent in Braille. Those with Braille skills have a 76% employment rate. She asked that the bill be held in Committee.

Mel Magnelli, on the City Council of Gooding, spoke against H 821. He said quick change is almost always disastrous. He said the city is also concerned about the facilities and don't want another "TB hospital debacle" in their neighborhood. He said before revamping the program, a lot more thought needs to go into it. He said change is good, but quick change is not.

Bill Andrew, an instructor at ISDB who is profoundly deaf, spoke. He said H 821 assumes too much. He said he cannot see things in place for these changes by July, 2008. He said the cost of \$50,000 per student is unrealistic. He said people assume mainstreaming is the least restrictive environment, but that is not true for all. The necessary research has not been done. He said a task force is needed to thoroughly investigate this situation.

Michael Graham, Administrator of Vocational Rehabilitation, spoke. He served on the task force this last year. He said excellent process was made and some members had to rethink their ideas. He said blaming the past for today's program is not a good reason to change. He said he is opposed to H 821. Under this legislation, children would have to give up summers and after school time to learn compensating skills, and this is not always appropriate.

Tim Pierson, a Trustee from the Gooding Joint School District, spoke in opposition to H 821. People have moved to Gooding to put their children in the ISDB. He is concerned about the consequences if all these children were suddenly mainstreamed into the Gooding School District.

He said the \$50,000 budgeted per child wouldn't pay for two deaf interpreters per child, and certainly not the teacher of the subject. The money simply won't cover these students. He said there are far too many variables that must be considered before revamping the system. He said

the State Board hasn't hired a full time superintendent for the ISDB. He asked the Committee to slow down and thoroughly consider this bill.

Kathy Pierson, a certified audiologist previously at ISDB, spoke in opposition to H 821. She said the large increase in demand for interpreters will drive the cost of salaries up. Also there will be an increase need for language therapists, audiologists and the specialized, state of the art equipment that ISDB has. In addition there are many other services that will be needed at each regional program. She said this bill has not allowed any implementation of the OPE's recommendations, although she agreed that changes need to be made.

Clara Allred, the liaison between ISDB and Special Education in the Gooding School District spoke. She said teachers in the regular schools do not know how to teach these students and look to ISDB for help. They don't have the certified interpreters. They have no one with knowledge of Braille in their district. ISDB provides services such as the enlarging of books for students. They use the services of the school and send the parents there for training. She said \$50,000 per student will not cover the costs. Students also learn skills in their cottages such as cooking. She said mainstreaming these students into unqualified districts with unqualified teachers won't serve them.

Pam Vannoy, a parent, spoke and agreed that careful consideration must be taken. She said she was only commenting on the auditory/oral program. She has a profoundly deaf four year-old with a cochlear implant. She said early intensive intervention and high expectations are needed for a child if they are to enter the second grade at grade level. If they are behind at this time, they can't catch up. She said students need to be allowed to stay in the school for the remainder of their school years. Keeping in the same close school makes it easier for them to socialize. Every regional program in the bill will have to hire fully trained auditory personnel and must offer the salaries to attract these people. She said the Universities also need to start programs for the teachers that will be needed.

MOTION:

Rep. Pence moved to hold H 821 in Committee

Rep. Skippen closed with the comment that 660 students are being provided services without the bulk of this funding. She said that 96% of the students are receiving only 26% of the budget amount. She said the sponsors wanted to bring this issue to the Committee. She said the State Board has had a year of study, and now is recommending another year of study. She said they felt someone not personally involved could provide a clearer look.

Rep. Henbest said that change is always uncomfortable, even if it is for a greater good. She said there are misconceptions about the bill. It is not about saving money. The goal is to provide services for children with some uniformity throughout the state. She said this is about creating day campuses so parents don't have to move. She said the Committee has heard from parents on both sides. She said the OPE report said that test scores for the students at ISDB have shown a marked decline in the last

few years. She said they could have a day program in the Treasure Valley like the day program in Gooding under this bill. She said \$50,000 is adequate for those districts taking care of their own children.

Rep. Brackett thanked the sponsors for taking on this issue and said he would be voting against the motion.

ACTION: **By voice vote the motion to hold H 821 in Committee passed.**

ADJOURN: The meeting was adjourned at 10:05.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 22, 2006

TIME: 8:10

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Becky Young, Bill Young, Mike Friend, Jan Sylvester, Janet Orndorff, Tani Theiler, Cindy Schiller, Ron Eandley, Dan Petersen, Nancy Gregory, Laurie McCurdy, Cindy Fox, Lisa Hilde, Phoebe Smith, Luci Willits, Rod Lewis

MINUTES: **Rep. Wills moved to approve the minutes of March 15. By voice vote the motion passed.**

Ken Mackie presented the National Guard Youth Challenge Program. He said he was there as a volunteer with material provided by the National Guard Bureau. He worked with the program in Louisiana for several years before returning to Idaho and would like to see the program established here. He said his goal is to spread his passion for this program. (See Attachment 1)

He first showed a video of a program in Louisiana. This program lasts 22 weeks and is designed for at risk youth between the ages of 16 and 18. It is followed by a 12 month Post-Residential Mentoring Phase.

The Eight Core Components of the program are Leadership/Followership, Responsible Citizen, Service to the Community, Life Coping Skills, Physical Fitness, Health and Hygiene, Job Skills, and Academic Excellence.

One year after the program 89% of the cadets are doing something productive, either attending college, working at a job, or in military service. The cost is \$14,000 per student with the Department of Defense paying 60%, and the state 40%.

Many of these students have never had a success in their lives, and many come from dysfunctional families. They develop strong bonds during this time.

This is not a boot camp. The cadre, or leaders, do not touch the cadets, and are trained as to how to deal with teenagers.

Students find the academic part the most difficult, but many go up four grade levels in the four months.

RS 16270

Speaker Newcomb presented RS 16270. He said he is not against NCLB, it is important to achieve its goals, but these goals should not be achieved at the expense of some of the kids in our schools. He said the result of NCLB has been a "pushing towards the middle." He said the proficient students at the top are being neglected in order to help the students who are behind grade level. He said we want to see all of our kids achieve their potential, but non Title I schools should not be punished and schools should be given the resources needed to address the

problem. The Idaho scores after the fourth grade go down in comparison to the national averages. He said that NCLB is a good thing, but at the same time, we want to make sure we don't "average down." He said he feels this is an important resolution.

He reminded the Committee that his daughter is a member of the group PCAC, which is asking for this legislation. (See minutes of February 22.)

In response to the cost of providing the resources for the non Title I schools, Speaker said it would be about \$5 million.

MOTION: **Rep. Rydalch moved to introduce RS 16270. By voice vote the motion passed.**

08-0203-0506

Chairman Barraclough opened the discussion by saying that 14 years ago when he came on the Committee he looked at the numbers. He said costs were going up per student, but scores were declining. He wanted to provide a better education for the students of Idaho. He said the question is "Who's in charge? Who's minding the store?" He said the Legislature has given the State Board the authority to set the curriculum, but the superintendents have considerable leeway.

In January he and Chairman Goedde of the Senate Education Committee attended the American College Test (ACT) convention in Chicago. They learned that of the 60% of Idaho's students who took the test, only 21% were ready for college--only one in five. Micron spends \$1 million each year to teach employees subjects they should have learned in high school. He said our youth are better than we give them credit for and said he believed our youth need more of a challenge than some of them are getting now.

Chairman Barraclough said that we need to start training teachers now and with the phase in, there will be time to implement the rule. He said it is time to take a stand for what is right. He closed with the comment that "We are here to make tough decisions. There isn't a 'maybe' button on our desks."

Luci Willits of the State Board spoke. She said she spoke as a seminary graduate, and pointed out that the new rules require 31 core credit hours. Most of the few high schools still on six period days are changing over to seven periods. Depending upon the schedule, the total number of credit hours range from 48 with six periods, to 64 credits in a block schedule. This leaves enough time for seminary and other electives.

Chairman Barraclough said at few times in our life do 18 people have a chance to decide something as important as this. He said he had tried to give the committee members time to study the situation, and has waited until the "eleventh hour" to reschedule a vote.

Dwight Johnson, Executive Director of the State Board of Education, spoke in appreciation for all the work done on this subject. He said he testified on behalf of HCR 61 in the Senate, and regardless of the Senate's action, the State Board is committed to responding to the concerns expressed in HCR 61. The Board will come back next year to the Committee with changes. He said he had talked to the Co-chairs of JFAC and funding might be difficult, but they would try. If the funding is

not there, the Board will pull the rule. He said misinformation was communicated yesterday and the result was a record number of calls received in the Information Center.

In response to questions, Mr. Johnson said the State Board had engaged in many difficult processes in the past and will continue to work for change in the future. He said it would make it more difficult if the rule failed to win approval. He said the Board is committed to a well-rounded education. He is a graduate of seminary, and also took debate and band. He said math, science and English skills are important so students are prepared for life and work in order to support their families and contribute to society. He said the students with supportive parents are taking the extra classes, but the ones who do not have the support from home need to be engaged and need to know they need the skills. He said we need a "floor" that we get kids above.

He said the request is for \$1.4 million, eventually growing to \$17 million as more teachers are hired. Of the initial \$1.4 million, \$500,000 is set aside for teacher training for middle school math teachers. Many middle school teachers are certified K-8 and don't have Algebra teaching skills. He said we need better skills to more effectively teach math at all grade levels. The rest of the money would be divided between increasing IDLA money for distance learning to help rural schools, and money given to schools on a per student basis to help advanced students. If they receive less money, they will move forward with whatever funds they have.

In response to further questions, he said this program is a "home grown reform effort for Idaho students." They did look at what other states have done and best practices, but there is no connection to any international program that he is aware of.

He agreed with a representative's comment that the goal is not to make all students scientists and engineers, but that these skills are extremely important for certain occupations and skills and are critical for our work force and the competitive global economy. He said the process of learning critical thinking taught in math and science is important in any field. Logical process skills are necessary for making good decisions in life. He again stressed the need to keep students engaged academically throughout the entire four years of high school. He reminded the Committee that students don't have to take calculus, there are other math classes such as business math. They can even opt out of the program. He said the more a student is engaged, the greater probability they will go on to postsecondary education, or be successful in a career.

In response to further questions he said they can't start the implementation process without the rule first passing.

Rod Lewis, President of the Board of Education, spoke. He said at the end of the day, the Board is trying to do the right things for our kids. He said through his own experiences he has seen a red flag indicating that our Idaho kids are not adequately prepared, especially in math and science in Idaho. He said we since we require four years of English, Idaho students generally test well when compared to the rest of the US. We have the lowest math standards, and our students do not do well on math tests. He said our society and economy is changing and these skills are needed. He said the Board has a desire to continue to work in concert with the Committee and the Legislature to make refinements on the rule if it is passed.

He said the Board has spoken with foundations requesting

scholarships for math and science teachers, but without the rule they won't help, even though they are interested in helping. The passage of the rule is very important to obtaining private money.

In response to comments, Mr. Lewis said he can't think of an initiative the Board has worked on and brought forward that really makes progress and moves the educational system forward in the state where there hasn't been resistance. He said there has been an uphill battle over almost every proposal. However, he said at the end of the day we have all come together and found solutions and achieved good things for our kids.

He said he doesn't think there will be polarization over this rule. If it is put in place, people will focus on the best way to solve the problem. He predicted good will come of this rule and people will work together. He also said at the end of the day, everybody will want to take credit for the good results for our kids.

If the rule is passed, he promised to go to work immediately on the funding. He said the Board is not interested in an unfunded mandate.

MOTION: **Rep. Bradford moved to reject rule 08-0203-0506.**

SUBSTITUTE MOTION: **Rep. Rydalch made a substitute motion to accept rule 08-0203-0506.** In a roll call vote, Chairman Barraclough, Representatives Rydalch, Trail, Chadderdon, Kemp, Nonini, Shepherd, Brackett, Boe, Mitchell, and Pence voted yes, and Representatives Bradford, Block, Cannon, Nielsen, Shirley, Wills, and Mathews voted no.

ADJOURN: The meeting was adjourned at 10:04.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 24, 2006

TIME: 8:05 AM

PLACE: Gold Room

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Block

GUESTS: Becky Young, Phil Kelly, Sherri Wood, Nancy Gregory, Tani Theiler, Seana Young, Lisa Hilde, Linda Clark, Karen Echeverria, Luci Willits, Cliff Green, Susan McKean, Janet Ordnorff

MINUTES: **Rep. Pence moved to approve the minutes of March 16. By voice vote the motion passed.**

Rep. Trail presented the draft of an RS and an SOP in an effort to get those interested in scholarships to work with the State Board during the interim and be prepared to offer a package that deals with scholarships for students of low income families, and other needs covered in various legislation this year.

Suggestions were made from committee members that Professional/Technical Education (PTE) training should be included to meet the growing need for technicians at the Advanced Energy Studies Lab at the Idaho National Laboratory. Rep. Trail said PTE was included.

Also mentioned was that it should clearly state that these scholarships were for Idaho high school graduates at Idaho colleges.

Also mentioned was that this future legislation should include grants, or incentives for math and science teachers.

HCR 66 **Becky Young**, of Parent Community Advisory Council (PCAC), introduced the Dr. Kelly. (See Minutes of February 22 for more details.)

Dr. Philip Kelly, Professor of Education Policy at Boise State University (BSU), spoke. He has three girls in Boise public schools. He said applying NCLB to all of the state's schools was a noble effort, but it had the effect of an unfunded mandate for the non Title I schools.

Questions were raised as to what constituted a Title I school. Dr. Kelly said a Title I school had a 40% to 50% of their children receiving free or reduced lunch

Dr. Jana Jones, of the Department of Education, said that applications are sent home through the schools for the parents to fill out. Depending upon the family income, the students qualify for a free or reduced lunch. For schools that do not participate in the school lunch program, there is a similar form, but lunches are not involved.

Dr. Kelley said that there is some flexibility in the definition of a Title I school at the district level. As an Assessment and Accountability Commissioner, he worked on the ISAT, and strongly supports standards. They are not trying to avoid having all children achieve at high levels, but it is an issue of fairness. Students at Non Title I schools don't have access to the funds the Title I schools receive. They are looking for a mechanism to help defray the costs. He again stressed that they are not trying to avoid accountability. He said he expect that all principals and teachers will work in dedicated fashion to improve the learning of all students.

Chairman Barraclough asked if his numbers were correct that over fifty Non Title I schools made Adequate Yearly Process (AYP) and 13 did not.

Dr. Kelly said that there are 50 Non Title I schools that are in Stage 1 or 2 of the sanction process.

Ms. Young said this resolution is not about schools that have or have not met AYP, but about fairness. The less proficient students are getting help at the expense of the proficient and the above proficient students.

She stressed that this is only a temporary answer to the problem. It will give time to find a responsible, productive solution. She said parent groups want to work on this problem this summer. The remediation needed will take money. She said they are looking for a little bit of help for a little bit of time. She does not want Non Title I schools to have to spend money on sanctions rather than on kids. This is not fair.

She quoted William O. Douglass who said, "Common Sense often makes good law."

In response to questions, Ms. Young said if the State Board modifies the plan as requested in this HCR 66, there will be no effect on the federal funds, or any federal retaliation.

MOTION:

Rep. Kemp moved to send HCR 66 to the floor with a Do Pass.

A representative commented that it seems unfair to have a sudden drop off for Non Title I schools. He suggested a phase in and out, depending upon the percentage of students qualifying for free and reduced lunch.

Nancy Gregory, a Trustee for the Boise Public Schools, spoke in support of the bill. She serves as a liaison between the Boise School Board and PCAC. She said she saluted their willingness to do their homework and come up with the big picture look. She said the Boise School Board endorses the resolution.

In response to questions, she said they do use Plato in some locations (See Minutes March 2 for information on Plato). In their effort to focus on those closest to the graduation deadline, they have found direct instruction more useful.

Lisa Hilde, a member of PCAC and parent volunteer, said she had to help her third grade student with adverbs as the teacher was too busy helping the low proficiency students to teach her child. She said as a volunteer she also worked hard with these low proficiency students in her

class, along with the teacher, but there was little improvement.

Dr. Linda Clark, Superintendent of the Meridian School Board, spoke in favor of the bill. She said that 48 states chose not to apply NCLB rules to Non Title I schools because they could see the financial problems ahead. She said it takes half of a classified person's time to manage NCLB in her office. Meridian has 40 schools and 30,190 kids. She said the Non Title I schools suffer because of special education or Limited English Proficiency (LEP) students. She said the law is flawed, but even more egregious is Idaho's application of the law. They are forced to set aside resources needlessly as a result of this law. (See Dr. Clark's attached report.)

Luci Willits, of the State Board, said they have not taken an official position on this bill. She said across the state, the 59 Non Title I elementary schools are making AYP, 13 are not. In middle schools and high schools the number of Non Title I schools not meeting AYP is closer to the number of Title I schools that are not making AYP. (See table at end of document.)

In response to questions, she said this is a numbers game, and said that many districts would agree that they can get the teachers if they have the resources. She said the implementation of HCR 66 will not risk any federal funding.

In response to questions, **Karen Echeverria**, of the State Board, said she couldn't answer as to whether or not the numbers are manipulated.

Nancy Gregory, Boise School Trustee, said the parents fill out a form declaring their income which is returned to the school and processed to validate the form. Many middle school and high school students won't take the form home as they are embarrassed to be seen getting free or reduced lunch. Boise sets the Title I qualifying at 50%. She said that there are some schools at 47% free and reduced lunch who are not Title I schools under Boise's rules.

Dr. Green, of the Idaho School Boards Association, spoke in support of HCR 66. He said at the Idaho School Boards' Day on the Hill, the Committee heard about problems with NCLB. He said the first and best solution is money for full implementation. He said they have asked JFAC for this and will continue to do so. The money needed is considerable, depending upon the needs of the individual student.

He said he supports a process in concert with school boards, administrators and the Board to develop a plan to keep the accountability while temporarily lifting the sanctions.

In answer to a question about the cost, he said he had told Rep. Bedke the cost would be somewhere between \$7 and \$8 million.

A representative expressed frustration that tools such as Plato and IDLA are not being utilized. She asked Dr. Green how many school boards are using these tools.

Dr. Green said he didn't have those numbers, but he believed that if schools are afforded the opportunity to use the tools, and they see the benefits, they will use them.

In response to a question, Dr. Green said that this issue has come up before, but it hasn't been critical as this is the year the sanctions really take effect. He said it is not unreasonable to ask for another year.

Luci Willits, of the State Board, said they have tried to adjust, but this is the first year that there have been "deep" sanctions. She said at the March meeting, the State Board formed a subcommittee to work on this issue.

Dr. Clark, Supt. of Meridian Schools, said they are deeply grateful for Plato and any remediation money. She said when schools go into sanctions they are required to provide services and options outside of the school day. She said that Non Title I schools can't legally provide services outside of the school day, yet the sanctions require that they do so. Title I schools have the authority and money to provide these services. She said that students who qualify for supplemental services are receiving them, but this ends up being a federal unfunded mandate.

ACTION: By voice vote the motion to send HCR 66 to the floor with a do pass was approved. Rep. Barraclough will carry the bill.

ADJOURN: The meeting was adjourned at 9:05.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

2004-2005 AYP Comparison*

Grade Level	Title I Schools		Non Title I Schools	
	Making AYP	Not Making AYP	Making AYP	Not Making AYP
Elementary	165	98	59	13
Middle School	20	39	22	33
High School	15	13	41	45
Alternative	6	9	3	6
Charter	2	1	12	1
Total	208	160	137	98

*Source: Luci Willits, State Board of Education

MINUTES

HOUSE EDUCATION COMMITTEE

- DATE:** March 29, 2006
- TIME:** 9:04 AM
- PLACE:** Room 406
- MEMBERS:** Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence
- ABSENT/
EXCUSED:** Representative Block
- GUESTS:** Mike Friend, Tamara Baysinger, Sherri Wood, Jim Shackelford, Teresa Molitor, Cliff Green, Alan Hersfeld, John Eikum, Jana Jones.
- MINUTES:** **Rep. Bradford moved to accept the minutes of March 21. By voice vote the motion passed.**
- MINUTES:** **Rep. Wills moved to accept the minutes of March 22. By voice vote the motion passed.**
- S 1438** **Senator Goedde** presented this bill. He said last year a bill in was introduced in the Senate Education Committee that dealt with non certified (or classified) employees. It was held in Committee because of the concern that it was creating a "property right." During the interim, he met with the various stakeholders, including the Idaho Education Association, the Idaho School Board Association, and the Idaho Association of School Administrators. He said there was not a consensus of opinion on all issues.
- He said Dr. Friend surveyed the school districts, and 39 districts, representing 59% of the Idaho student population, responded. In the past three years, 13 grievances were reported by these 39 districts.
- In discussing the bill he pointed out that the law currently requires an evaluation of all non certified staff, but no date is set for this evaluation. This bill requires that it be done by March 1. This bill also provides for concerns and grievances to be handled through a "meet and confer."
- Under the current law, the school board appoints a panel who meets with the non certified employee and the administrator, or whoever is involved in the problem, and then gives a report to the school board in a private or executive session. Often the administrator is present, but not the employee. If the school board decides not to follow the panel's recommendation, the employee can't give his side. This bill adds the provision that if the school board is going to reject the panel's recommendation, the employee may present his side in an "informal review."
- He said non certified employees will still be "at-will" employees.
- Senator Goedde pointed out that the bill states that property rights are not granted, and said he was "fairly certain" that property rights were not being provided in this legislation.
- In response to questions he said that a lot of good things are put into

code that ought to be local option. He said this bill would provide classified employees the opportunity to voice their concerns and it would be beneficial in the long run to the districts and the state.

In response to what problems existed, he referred to a district that had problems with the bus drivers that did not have a positive outcome.

Sherri Wood, President of the Idaho Education Association (IEA), said she supported the bill and asked permission to read testimony from their Vice President, Marty Meyer, who is a custodian at Fernan Elementary School in Coeur d'Alene.

In his letter, **Marty Meyer** said he had been a custodian for 25 years. He said he agreed with the three component of the bill. He said employees take their job seriously and want to be successful. He said they need a job description, training or mentoring, and an annual review or evaluation before the end of the year. He said one employee worked five years before receiving an evaluation.

When asked if districts had written manuals, **Ms. Wood** said in Caldwell it was only four pages, and she supervised up to five assistants as a special education teacher. Duties of these assistants ranged from changing diapers to monitoring bus duty, to teaching children to read. She said the "para professionals" fear losing their jobs in Caldwell, so won't ask for anything.

It was pointed out that Mr. Meyer comes from a district with an evaluation policy, handbook, and a "meet and confer" policy.

Dr. Mike Friend, Executive Director of the Idaho Association of School Administrators spoke in opposition to the bill. He said he had particular problems with the "informal review." He said that in training administrators, he tells them to prepare for an informal review as if it will be going to district court, as it very well may do so. He said this means that legal expense will be incurred in preparing for every "informal review."

He said he used all the procedures suggested in this bill as a superintendent, but doesn't feel that they need to be in statute.

Chairman Barraclough expressed the Committee's farewell to **Dr. Mike Friend** who is retiring July 1.

Jim Shackelford, Executive Director of the IEA, also thanked Dr. Friend for his service to education and Senator Goedde who worked on this bill. He said this is a complex issue and it was helpful to talk with the various groups in the interim. He said important issues had been raised on both sides.

He said there are about 15,000 non certified employees in the state, and that an evaluation by March 1 is the right and fair thing to do. He said IEA refers to non certified personnel as Education Support Professionals (ESP). He said teachers have to be evaluated about half way through the school year, and so should non certified personnel..

He said the process mandated in the bill is beneficial to the classified employees.

He referred to a letter from a lady who was a non certified employee who served on her district's "meet and confer" and now is a school board member. She wrote in support of the bill. (See Attachment 1.)

When asked to name districts with problems, Mr. Shackelford said he

was he was “reticent” to do so. He said some employees are “uncomfortable” with asking to sit down and talk with their employers.

He said this bill does not interfere with the right-to-work law.

In response to a question, he said turning this bill into a resolution was never discussed.

MOTION:

Rep. Cannon moved to hold S 1438 in Committee

Teresa Molitor, Vice President of Human Resources for the Idaho Association of Commerce and Industry (IACI), spoke in opposition to the bill. She said IACI wants better school management but believes that adding layers of bureaucracy to the code will cost money and not produce good results.

**SUBSTITUTE
MOTION:**

Rep. Mitchell moved to send S 1438 to the floor with a do pass.

John Eikum, Executive Director of the Idaho Rural Schools Association, spoke in opposition to the legislation. He said he was superintendent for 22 years, most of it in Washington State. He said in one district he had to deal with 12 unions that represented the classified employees. He expressed the concern that this bill would bring Idaho closer to this type of situation.

Dr. Cliff Green, Director of the Idaho School Boards Association, spoke against the bill. He said he represents 112 districts with 560 school board members. He said the classified staff play an important part in education. He presented a handout showing the complicated flow chart that this bill would entail. (See Attachment 2) He asked how many appeals does a person get and how many people does someone need to talk to?

As to the charge that an employee would have no representation in an executive meeting, Dr. Green pointed out that the panel consists of three individuals—one appointed by the school board, one chosen by the employee, and a third individual agreed on by both parties. The panel member chosen by the employee would present his side, one would hope.

Dr. Green pointed out that the teachers’ contract uses the term “meet and confer.” He said he felt this bill came dangerously close to having school districts governed by Committees in the State Capitol, and this could be very burdensome. He believed it would open the door to collective bargaining. (See Attachment 3)

As to the issue of whether or not this bill would establish “property rights,” he said attorneys do not agree. He said the cost of law suits covered by district insurance since 1998 has been \$3 million. The real cost could be twice that much as districts have to pay for law suits not covered by their insurance policies.

Senator Goedde said he took issue with Dr. Green’s assertion that we would suddenly become a union state if this law was passed. He said in a lawsuit, twelve peers must agree that the district was wrong. He claimed this bill would lead to fewer lawsuits. He said the district can dictate the “meet and confer” process and they can also tell employees if

they don't like it, they can "take a hike."

ACTION: In a roll call vote, the Substitute Motion to send S 1438 to the floor with a do pass failed with Representatives Trail, Boe, Mitchell, and Pence voting Yes, and Representatives Barraclough, Rydalch, Bradford, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd and Brackett voting No.

ACTION: In a voice vote, the Motion to hold S 1438 in Committee passed with Representatives Trail, Boe, Mitchell, and Pence asking to be recorded as voting No.

ADJOURN: The meeting was adjourned at 10:14 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 30, 2006

TIME: 9:07

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Pence

**ABSENT/
EXCUSED:** Representative Mitchell

GUESTS: Harvey Lyter, Jan Sylvester, Bob West, Karen Echeverria,

MINUTES: **Rep. Wills moved to accept the minutes of March 24. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to accept the minutes of March 29. By voice vote the motion passed.**

S 1427 **Karen Echeverria** presented. She said this is the first step in the process to change the way services are provided for the deaf and blind in Idaho. This bill removes outdated language and gives authority to the Idaho School for the Deaf and Blind (ISDB) to conduct the outreach program they have been providing for several years.

Chairman Barraclough asked if the State Board of Education had the information necessary to make the best possible changes in the way services are provided.

Ms. Echeverria said she believed they had the information necessary to make good decisions and that they are still in the process of appointing the subcommittee to make the recommendations. They plan to have a plan in bill form for the next legislative session.

MOTION: **Rep. Kemp moved to send S 1427 to the floor with a do pass and a request to move it to the top of the Second Reading Calendar.**

Harvey Lyter, Interim Superintendent of the ISDB, spoke. He said he was happy to see the language changes in this bill. He said for 25 years, the School has been doing these outreaches, but he is glad to have the authority.

He said they are in the process of changing the statewide delivery model for a low incidence population across the state. He believes the deaf and blind population are a good one to start with, and said he felt that in the future other populations may use this new model. He said he has an excellent senior staff who is working hard on the implementation of the 19 recommendations made by the Office of Performance Evaluation.

Chairman Barraclough said it is always good to identify the problems and get good people working together to solve them. He wished them all well on this endeavor.

Rep. Jaquet, from District 25 where the ISDB is located, spoke. She commended the Education Committee for the hearing a week ago that brought everybody up to date on the changes. She said she talked to a State Board member last night who told her the subcommittee on the ISDB is almost put together. She said that although Rep. Pence will serve on the subcommittee, she will still be involved.

ACTION: **By voice vote the motion passed to send S 1427 to the floor with a do pass and a request that it be moved to the top of the Second Reading Calendar.** Rep. Pence will carry the bill.

RS 16260C1 **Rep. Trail** presented. He said he had been encouraged by leadership and those in JFAC to run this RS and give the issue a start. This RS asks that the State Board to work with Legislators and other interested public and private agencies to evaluate the current postsecondary loan and grant scholarship programs in Idaho, and to expand them so more Idaho students from low income families can attend postsecondary schools.

In the discussion that followed several members objected to the fact that this RS was written to help students from low income families only, but not those from middle class families who also struggle to pay for college. They felt this was a program that excluded many.

Others said they felt the failure of all the scholarship bills this year was a result of too many bills coming from Committee, and some suggested too many were on the floor of the House at the same time.

Another representative said he had a philosophical problem in "legislating benevolence on our tax payers" who may not want to pay for the college educations of Idaho's youth.

A number of representatives said the real problem with the failure of the scholarship bills was a lack of available funding and that the scholarship bills came too late in the session

Rep. Trail said he felt that if there was a plan in place before next year's session that was in the Governor's budget with JFAC's knowledge, there might be a better chance of increasing the scholarships. He suggested that there might be matching federal funds as well as money from business and industry available.

He said he felt low income families have been neglected in the past, so that was the reason for his emphasis.

Chairman Barraclough commented that if the Governor doesn't recommend an expenditure, it moves to the bottom of the priority list. He said more scholarship money will require a lot of good salesmanship.

SUBSTITUTE MOTION: **Rep. Kemp made a substitute motion to return RS 16260C1 to the sponsor. By voice vote the motion passed.**

RS 16256 **Rep. Nonini** presented. He said this RS would allow the parents of public school students to be more aware of their child's activities and more involved in them. This bill would require a parent's written

permission in order for the student to participate in clubs and activities after school. Sports, which already require a signature and a physical would be excluded, as well as clubs such as Debate and DECCA.

He said similar legislation passed in Georgia this year.

MOTION: **Rep. Rydalch moved to introduce RS 16256 and send it to the Second Reading Calendar with a do pass.**

The suggestion was raised by several representatives that this issue might be better left to local control.

The suggestion was made that most problems come from a student's involvement in things other than school activities after school.

ACTION: **By voice vote the motion passed.**

When asked to give a report about the community college issue, **Rep. Rydalch** said if the Legislature doesn't get a community college bill passed this year, Oregon's Treasure Valley Community College is poised to move into Idaho, according to newspaper articles. She said she was working very hard and felt that Idaho should control its community colleges, not Oregon.

ADJOURN: The meeting was adjourned at 10:08 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: March 31, 2006

TIME: 8:34 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

**ABSENT/
EXCUSED:** Representative Cannon

GUESTS: Kent Kunz, Mike Rush,

Chairman Barraclough called the meeting to order at 8:34

RS 16315

Rep. Rydalch started the presentation by saying that if the Legislature is here until May, she will have been working on this legislation one year. She pointed out that this legislation will control the growth of community colleges in Idaho under the authority of the Board of Education. The number of counties in each Community College District will stay the same as it currently is under law.

The big difference is that a State Community College Equalization Fund will be created and used for these new institutions.

Senator Goedde explained that if a student from a county which does not support a community college attends one of the two community colleges in the state, the student's home county is responsible for a tuition "chargeback" of \$500 a semester, to a total of \$3000 per student. The money from this comes from the liquor distribution funds. Currently 60% of this money goes to the cities, and 40% goes to the counties. Of the 40% the counties receive, half is earmarked for tuition payments. Currently there are 12 counties who have to pay for more students than are covered by the earmarked money they receive, so these counties have had to take money from the general funds to pay these charges. (In the future, this could result in an increase in property taxes—not a popular idea this session!)

Under this legislation, those counties not paying to support a community college will only get 60% of the liquor distribution money they have been receiving, but they will be relieved of all obligation to pay for the "chargebacks" of their resident students.

Rep. Rydalch pointed out that counties currently paying for community colleges will continue to receive the same percentage of the liquor funds as they are now receiving.

An advisory board will be established for new community colleges.

The Governor has asked for additional money that will be granted to start new community colleges under an RFP (Request for Proposal.)

Kent Kunz, of the Governor's Office, passed out a page detailing the funding (See Attachment 1.) He pointed out that under this provision counties will receive 60% of the liquor money they have been receiving, but they will not have any liability for "chargebacks." This 60% received will go down gradually to 50% in FY 2014, but this will give counties who have been using the money for other purposes time to adjust.

The billing between county clerks and the current community colleges will be eliminated, instead community colleges will receive one check from the state.

The bill states that residency requirements will be determined by the State Board of Education using the same standards as are used for university residency. There will then be two classes of students, in-state or out-of-state. Last year \$2.4 million was paid out for community college "chargebacks." Under this proposal, the Equalization Fund will receive \$5,271,800, enabling them to pay for another 1,800 to 2,000 additional community college students.

In response to a question from Chairman Barraclough, Mr. Kunz said that according to code, counties are to use 50% of the money received from liquor taxes as "chargeback." If the money is not used, counties can use it for other purposes. He said any economic loss to the county would be compensated for in lack of future liability for "chargebacks" and economic growth for the area.

In response to questions, **Senator Goedde** said he assumes that more money will be requested for community colleges next year. He also said there is no property relief in this bill for the counties currently supporting College of Southern Idaho (CSI) or North Idaho College (NIC). He said this inequity will need to be addressed in the future.

In response to the situation of Nez Perce County that has never paid for community college "chargeback" as they have a low cost college in their area, Lewis-Clark, Senator Goedde said that county will lose \$110,000, but they will not have the possible future liability.

In response to further comments and questions, **Mr. Kunz** pointed out that right now there are students paying more money than they should in order to take what should be community college classes. Also, some individuals have no chance to take any classes because of the distances involved.

In response to a question about "chargeback" payments being requested for Professional/Technical Education (PTE), **Dr. Mike Rush**, Administrator of PTE, said that 100% of the PTE training is already being paid by the state of Idaho. Neither NIC or CIS have ever billed for students from outside counties. He said he didn't know about the legal issues.

MOTION: **Rep. Nonini moved to introduce RS 16315 and send it to the Second Reading Calendar.**

The issue was then raised as to the issue of part-time students, and **Mr. Kunz** said it had been suggested that morning that the word "equivalent" be stricken in Lines 9, 15, and 13 prior to introduction.

MOTION: **Rep. Nonini moved to introduce RS 16315 with the changes and**

send to the Second Reading Calendar.

Mr. Kunz said the State Board of Education is empowered to adopt rules to correct any problem in the bill.

In response to a questions, **Senator Goedde** said a county currently supporting a community college cannot switch to the new payment method.

**SUBSTITUTE
MOTION:**

Rep. Boe made a substitute motion to introduce RS 16315. (It would then come back to the Committee for a hearing.)

ACTION:

In a roll call vote Representatives Bradford, Block, Kemp, Brackett, Boe, Mitchell and Pence voted Yes, and Representatives Barraclough, Rydalch, Trail, Nielsen, Shirley, Wills, Chadderdon, Mathews, Nonini, and Shepherd voted No. Representative Cannon was excused.

ACTION:

In a voice vote, the motion to introduce RS 16315 and send it to the Second Reading Calendar passed with Representatives, Boe, Mitchell and Pence voting No.

ADJOURN:

The meeting was adjourned at 9:15 AM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: April 3, 2006

TIME: 9:04 AM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Nonini, Shepherd (8), Brackett, Boe, Pence

**ABSENT/
EXCUSED:** Representative Bradford, Mathews, Mitchell,

GUESTS: Luci Willits

MINUTES: **Rep. Wills moved to approve the minutes of March 30. By voice vote the motion passed.**

MINUTES: **Rep. Wills moved to approve the minutes of March 31. By voice vote the motion passed.**

Chairman Barraclough gave the Committee an update on possible legislation that still may come to them. He said a lot of messages have been received recently on the high school graduation requirements change and stressed members should vote their conscience.

ADJOURN: The meeting was adjourned at 9:30 and refreshments were served.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary

MINUTES

HOUSE EDUCATION COMMITTEE

DATE: April 6, 2006

TIME: 3:07 PM

PLACE: Room 406

MEMBERS: Chairman Barraclough, Vice Chairman Rydalch, Representatives Trail, Bradford, Block, Cannon, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd (8), Brackett, Boe, Mitchell, Pence

GUESTS: Becky Young, Mike Friend, Jim Shackelford, Mike Reynoldson, Skip Smyser, Pat White, Karen Echeverria, Luci Willits, Dwight Johnson, Teresa Molitor, John Watts

A certificate of appreciation making **Dr. Mike Friend** an honorary member was presented to him along with the thanks of the Committee. Dr. Friend is retiring July 1.

Presentations were made to Secretary Janet Bryant, Assistant Secretary Mary Betournay, and Page Nathan Barry. They were thanked for their hard work during the session.

Rep. Wills expressed thanks from the Committee to the Chairman for his leadership and his willingness to allow the members to vote their consciences.

SCR 134

Chairman Barraclough reviewed the situation. He said state agencies have the right to make rules, and Idaho is one of the few states to give the Legislature the authority to review these rules. Our Committee passed the other Education Rules, this year, but the High School Redesign Rule to raise the graduation requirements was controversial and the vote was a tie. A tie vote did not decide the issue. The Committee was given time and voted again passing the rule in an 11 to 7 vote. JFAC leadership promised that if the rule passed the House, they would fund it. He said that it is the Education Committee's job to set policy and JFAC's job is to fund that policy.

JFAC has said now they are not going to fund the Rule. Three senators decided to get rid of the rule and SCR 134 is the result of their efforts. It rejects the rule. Carl Bianchi said he had never seen this in all his years at the Capitol.

Chairman Barraclough said he felt two votes on the issue was enough for our Committee. He said he resented the action of the Senate and said this has now become a battle of funding. He said it is not the role of the House Education Committee to plead for funding, it was up to the State Board and Dwight Johnson to talk to JFAC.

Dwight Johnson, Executive Director of the State Board of Education, spoke. He said he appreciated all the work the Committee did on this rule. The State Board promised they would withdraw the rule if there were not full funding. JFAC is not willing to fully fund the rule, so the Board will adopt a temporary rule when the Legislature *sine dies* to

withdraw the rule. They will continue to work on the rule and be back next year with another version that they hope will earn the support of the Legislature for funding.

In response to a question as to why he said the Board did not ask for the money for teacher training when JFAC seemed willing to provide that portion only, Mr. Johnson said JFAC can fund anything without a rule. All along there was concern that only part of the rule would be funded, so the Board promised it would be an all or nothing situation. If JFAC would not give the full funding of \$1.4 million this year, the districts and school boards couldn't be assured of the commitment of \$17 million when the rule would be fully implemented. The Board did not want partial funding attached to the rule. Also, the rule required middle school students to take pre-Algebra before 9th grade, and since the rule is not in effect, middle school teachers will not need to upgrade their math skills to teach pre-Algebra at this time.

In response to a question if the rule could be adopted next year by legislation, Mr. Johnson said he was not sure how to do that procedurally. He said the Committee didn't need to vote that day as the Board had promised to vacate the rule. He said the Board has always set graduation requirements for high school by rule. Statutorily and Constitutionally, it is the responsibility of the Board to establish high school graduation requirements.

When asked why JFAC broke their promise, Mr. Johnson said it was not appropriate for him to speak on their behalf. He said the Senate voted 24 to 11 to reject the rule. Nine of the ten Senators that serve on JFAC voted against the bill on the floor of the Senate.

One representative thanked the Chairman for not requesting another vote. He said that was a very acceptable decision. He asked if it would be appropriate to thank the Board for their hard work on this subject. He said a lot of progress and headway had been made and he hoped it could be maintained so that the rule could move "full steam" ahead next year. He asked if there were any discussions as to ways for more effectively involving the administrators at the local level.

Mr. Johnson said they will redouble their efforts. He said although they made a good faith effort, they were not as successful as they would have liked to have been. He said he plans on personally making a "listening" tour around the state after session.

Chairman Barraclough commented that when the Speaker formed a subcommittee of senators and representatives to study the rule, most of the work was done by the representatives.

Rep. Bradford thanked Mr. Johnson for their work and for the help the Board gave the members of the subcommittee. He said he felt that everybody on the subcommittee learned a lot, as did others. He said in one of his local districts, the superintendent has started to make changes already to increase graduation requirements, so some good has come from this. He said next year he expects the rule to "sail through." He said although members of the subcommittee did not ask to serve on this subcommittee, they learned a lot. He said he expects to be here to support Mr. Johnson next year.

Mr. Johnson said he feels that they have raised the visibility on the need to increase the standards for math and science. He said across the country this issue is being addressed. This year Florida and Michigan have just passed bills, and so has Utah. He said he didn't want to see Idaho "behind the curve."

Rep. Rydalch said she applauded what the State Board had done. She said all of us realize that education is going to change now and will continue to change even more as we go into the future. She said she appreciated the fact that the State Board kept their word to withdraw the rule if the funding was not provided.

A representative who voted against the rule said it was tough to do, but he was representing his constituents. He thanked the board for all their hard work, and said the Board kept the Committee members informed. He felt positive action had already occurred in the issue of math and science scholarships. He reminded the Committee that teacher mentoring was a flop at first, but now there is a "program in place that looks like it will be terrific."

Another representative commented that we started last session with a lot of newcomers on the Committee. He said under the good Chairman's leadership they had matured as a Committee. They had learned to give and take, and respect the views of their colleagues. He said the Committee has made tremendous progress. They have developed a good relationship with the Board, and he looked forward to really making progress next year.

MOTION: **Rep. Mitchell moved to hold SCR 134 in Committee.** He said it was time to make a decision.

SUBSTITUTE MOTION: **Rep. Nielsen moved to adjourn** as he did not want to vote on the issue again.

Rep. Mitchell said that holding a bill in Committee is not a negative thing. He said it was a simple way of handling the matter. He said he felt holding the bill in Committee was a positive move.

Another representative commented that he felt we should just leave things as they were. He did not want to see any motion. He asked that the Committee allow the process to continue and let the State Board do their work. This would give the Board the opportunity to try and see what can be done and come back with something concrete next year. He said "Let the bill stay in limbo."

Another representative commented that from what she has read, every state that has adopted a rule similar to this one has experienced some opposition and parental concern at first.

ACTION **In a roll call vote, the motion to adjourn passed with Representatives Rydalch, Block, Nielsen, Shirley, Wills, Chadderdon, Kemp, Mathews, Nonini, Shepherd, and Brackett voting yes, Representatives Barraclough, Trail, Bradford, Cannon, Boe, Mitchell, and Pence voting no.**

By way of announcements, **Becky Young** of PCAC, reported that HCR 66 passed the Senate the previous morning. She thanked the Committee for their good work.

Chairman Barraclough announced that this would be our last meeting.

ADJOURN: The meeting was adjourned at 3:55 PM.

Representative Jack Barraclough
Chairman

Janet Bryant
Secretary