

MINUTES  
**SENATE EDUCATION COMMITTEE**

- DATE:** Wednesday, February 24, 2016
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Anthon, Buckner-Webb and Ward-Engelking
- ABSENT/ EXCUSED:** None
- NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- CONVENED:** **Chairman Mortimer** called the Education Committee (Committee) to order at 3:00 p.m.
- HCR 33** **Representative Wendy Horman**, District 16, presented **HCR 33**, Findings of the Legislature: Appoint a Committee to Undertake and Complete a Study of Public School Funding Formula, Make Recommendations. **Representative Horman** explained that **HCR 33** calls for an interim legislative committee to examine the school funding formula. She served on a committee over the past summer to attempt to find a solution to the issue of mobile students. The account is now outdated because student populations have changed: students are more mobile; there are more English language learners and special education students; and staffing needs have changed. **Representative Horman** said that the current funding formula does not recognize that the cost of a playground supervisor and a network administrator are different. She continued that operational costs have increased and health care costs continue to grow. She noted that perhaps the most important factor is that learning environments have changed: there are online environments, dual enrollments and mastery-based learning.
- Representative Horman** concluded that all of the above changes have impacted the budget to the point that they fiscally print it on 11"x17" sheet, because they have in excess of 50 line items. She also noted that **HCR 33** is supported by the State Board of Education (SBE), the State Department of Education (SDE) and others. **Senator Buckner-Webb** asked how the appointments to the committee will be made. **Representative Horman** said the committee will be made of Legislators across the State and members of both parties. **HCR 33** also calls for the Superintendent of Public Instruction and a member of SBE to participate. **Senator Buckner-Webb** asked if they will be reimbursed for travel expenses out of legislative funds. **Representative Horman** said that any costs associated with the group will be absorbed by the legislative accounts. **Chairman Mortimer** noted that from experience the \$10,000 in the fiscal note might not be enough and the number may need to be adjusted. He suggested many committees budget \$30,000 to 40,000. **Representative Horman** specified that they would have experts brought in to testify but those costs will be absorbed by those organizations.
- MOTION:** **Senator Nonini** moved to send **HCR 33** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. Chairman Mortimer will carry **HCR 33** on the floor.

**PRESENTATION: Chairman Mortimer** invited Adrian San Miguel, Career Guidance and Transition Coordinator for the Division of Professional-Technical Education, to present on Centers for New Directions (see attachment 1). **Mr. San Miguel** stated his work helps target the needs of youth and adults. He explained the background and history of Centers for New Directions (CNDs). CNDs are housed on technical college campuses around the State and help students overcome barriers as they work towards their goals. **Vice Chairman Thayn** asked who provides the counseling for those displaced homemakers and who employs the counselors. **Mr. San Miguel** answered they are professionals employed by the Division of Professional-Technical Education. **Vice Chairman Thayn** inquired how many students the counselors usually assist. **Mr. San Miguel** answered there are many different avenues for students to come to these counselors and CNDs work to ensure those students complete their programs.

**Mr. San Miguel** indicated that funding for CNDs comes from three sources: Basic State Allocations, Federal Perkins Funds and Dedicated Funds. He talked about the characteristics of the population they serve, and mentioned that finding higher paying jobs for their students is a priority. He emphasized that the successes of the adults that they help directly impact many children. The goal of CNDs is for participants to become personally and economically self-sufficient. CNDs prioritize helping students in non-traditional occupations for both genders. **Mr. San Miguel** concluded that CNDs are committed to helping displaced homemakers and single parents succeed in education and the workplace.

**Senator Nonini** asked if he communicated with the STEM Action Center. **Mr. San Miguel** confirmed that he's reached out to the executive director and they have met to discuss the landscape of STEM. **Senator Souza** commented that she appreciates the programs; she expressed her skepticism that male nurses were considered a non-traditional role. **Mr. San Miguel** thought that those career fields may need to be reassessed, but added that in Idaho there may still have a lack of males in nursing programs. **Vice Chairman Thayn** asked where the CND is housed in Region 3. **Mr. San Miguel** said that CND works with the Ada County Campus and the Micron Campus, so the office is at the Micron Center. **Vice Chairman Thayn** asked if they tracked the wages of students over the course of the program. **Mr. San Miguel** answered that centers track that information individually.

**PRESENTATION: Chairman Mortimer** welcomed Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs (Commission), to present (see attachment 2). **Ms. Gonzalez** explained that Idaho is becoming more diverse because of its growing Hispanic population and she provided statistics. She pointed out that Hispanic children make up 17.02 percent of Idaho's schools and they are the fastest growing demographic. With that growing population comes new challenges: disproportional representation in schools (K-12), lower proficiency rates in English, math and reading and lower "go on" rates. She demonstrated how much lower Hispanic students perform than the national average at a variety of ages and disciplines.

**Ms. Gonzalez** stated that the Commission works to leverage public and private partners to strategically improve educational outcomes for Hispanics and close the achievement gap. She observed that there has been a record level of Hispanic students in higher education. **Ms. Gonzalez** reiterated that education is a priority for the Commission because it's an important investment in the future. **Vice Chairman Thayn** asked about places or programs where things are going well for Hispanic students. **Ms. Gonzalez** replied that the achievement gap has become smaller in Jerome; the Mountain Home public school system has also produced many creative, successful activities to encourage parental involvement. **Vice Chairman Thayn** wondered if those successes can be shared with other districts. **Ms. Gonzalez** answered that she is having an ongoing conversation on that topic.

with Superintendent of Public Instruction, Sherri Ybarra. She agreed that sharing ideas is more cost effective.

**Senator Souza** asked if there were cultural reasons Hispanic students were not reaching their potential. **Ms. Gonzalez** said that it is a troubling question that she does not have the answer to. She worries they might not have all of the data to determine what the issues are for students. **Senator Buckner-Webb** asked if the issues might arise also from the culture of the school system, not just that of the students. **Ms. Gonzalez** agreed that is accurate, and that it's difficult for other cultures to question the educator on behalf of their child. She said they also have to teach the parents their rights and responsibilities in the public school system. **Chairman Mortimer** asked what they could do to help Hispanic students. **Ms. Gonzalez** answered they need access to data; because of privacy laws, its very difficult to find information on Hispanics in the school systems.

**S 1330**

**Senator Den Hartog** presented **S 1330**, Relating to Education: Board of Trustees to Adopt Polices to Allow Students to Possess and Use Certain Medications and Supplies. She stated there is a need to use medicated devices without repercussions. She pointed out the amendments and stated that school districts will have the ability to set their policies; the SBE also has a model policy for adoption. **Senator Den Hartog** stressed that this is important because there have been examples of students not being able to monitor their diabetes. The legislation is broad so that districts and school boards can make policy based on facilities.

**TESTIMONY:**

**Senator Den Hartog** introduced Laura Keller, of the American Diabetes Association, to talk in support of **S 1330**. **Ms. Keller** addressed issues with Type 1 diabetes and the complications associated with it. She spoke about how important it is for students who are able to self manage in the classroom so they don't miss class. She explained that it is a very simple and fast procedure that most people don't notice. **Ms. Keller** noted that they have the support of the St. Luke's Pediatric Diabetes Care Center, as well as the Idaho School Boards Association. **Senator Patrick** asked what the liability would be for a school district. **Ms. Keller** replied that there would be no liability because there's no assistance required from staff. She added a school district could create a form for a liability clause if they wanted. **Senator Buckner-Webb** asked what ages that this was appropriate for. **Ms. Keller** answered this will probably be for children sixth through twelfth grade, and this legislation doesn't force anyone to participate in self managing.

**Senator Buckner-Webb** asked about the disposal of needles. **Ms. Keller** explained that all children will have a medical kit and they have all been taught how to dispose of them. **Senator Nonini** asked if the Twin Falls district issue was resolved. **Ms. Keller** affirmed that it was, but it took several months to resolve it. **Senator Nonini** inquired about the issue with Meridian and whether that had been resolved. **Ms. Keller** affirmed that the issue was also resolved and reiterated that it can take a lot of time with lawyers and advocates. **Senator Souza** asked about a child being able to eat in the classroom to raise their blood sugar. **Ms. Keller** said they would be allowed to keep low blood sugar supplies like juice or snacks in the classroom.

Karen Echevarria, Idaho School Boards Association (ISBA), came before the Committee to testify. **Senator Nonini** asked if the ISBA has dealt with issues relating to students self managing in schools. **Ms. Echevarria** answered that the ISBA has not heard about it, but they have a model policy for students with Type 1 diabetes. **Senator Nonini** asked if the ISBA supports **S 1330**. **Ms. Echevarria** stated they've not taken a position, and added that if it passed they would immediately write a new policy for the school districts.

**Senator Den Hartog** concluded that this legislation is about children being able to participate to their fullest potential. She added it would raise the level of awareness for Type 1 diabetes, and she thought the school districts are capable of managing it.

**MOTION:**

**Senator Ward-Engelking** moved to send **S 1330** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. Senator Den Hartog will carry **S 1330** on the floor.

**S 1293**

**Senator Souza** presented **S 1293**, Relating to Parental Rights in Education: Establish Provisions and Proved for Annual Notice of Parental Rights. **Senator Souza** noted that she and Senator Den Hartog brought this bill before the Committee last year, and the wording is exactly the same except for an addition to one paragraph. She highlighted and quoted people who stated that parents should be involve in education. She read the addition. There is a plan for parental participation and a process by which the parent can learn about the course of study in which their children are participating. They could withdraw a student from a particular activity and the schools are not required to provide a replacement activity. There is a mailing every year to families to make them aware of parental rights. **Senator Ward-Engelking** remarked she was inclined to support the bill, but she had concerns of being non-compliant with federal guidelines. **Senator Souza** answered that this was not an overwhelming concern because the Every Student Succeeds Act has more latitude. **Senator Buckner-Webb** stated she would support the bill although she thought there was still room for improvement. **Vice Chairman Thayne** announced that he was supportive of the bill and that he liked the clarification of "reasonable accommodation."

**MOTION:**

**Vice Chairman Thayne** moved to send **S 1293** to the floor with a **do pass** recommendation. **Senator Anthon** seconded the motion. **Senator Patrick** commented that in the previous year, one of his superintendents disagreed with the legislation, but it appeared to be resolved this year. **Senator Anthon** remarked that he thinks parent involvement is very important to students' success in school. The motion passed by **voice vote**. Senator Souza will carry **S 1293** to the floor.

**ADJOURNED:**

There being no more business, **Chairman Mortimer** adjourned the meeting at 4.22 p.m.

---

Chairman Dean M. Mortimer  
Chair

---

LeAnn Mohr  
Secretary

---

Anna Roser  
Assistant