

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, March 10, 2016

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

**PLACE:** Room EW41

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

**ABSENT/  
EXCUSED:** Representative(s) Wills

**GUESTS:** Tina Polishchuk, Jeff Church, Tim Hill, State Department of Insurance; Phil Homer, Rob Winslow, Helen Price, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Gayle Wilde, A.A.U.W.; Jess Harrison, Idaho School Boards Association; Jason Kreizenbeck, Lobby Idaho; Clark Corbin, Education News; Angela Hemingway, Erica Compton, STEM Action Center; Marilyn Whitney, Governor's Office; John Revier, Idaho National Laboratory

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

**S 1293:** **Senator Souza** spoke to **S 1293**. She said there is no known opposition to the bill. The importance of the bill is that it brings parents into the educational process, and requires schools send an annual notice of parental rights to parents. The schools are required to make reasonable accommodations. It balances parental rights with the impact to the classroom and the teacher's workload, said Senator Souza. Parents who know they have these rights will feel more comfortable approaching the school, and the school staff know there are limits on expectations of them, said Senator Souza. Research shows children whose parents are involved in their education attend school more regularly, have better social skills and better grades, and higher rates of post-secondary education than children whose parents are not involved in their education, she added.

In response to questions from the committee, **Senator Souza** said the language is to encourage schools to work with parents. Schools do not need to replace the missed curricula, and are not responsible for the child's withdrawal from an activity, she said. The ESSA waiver has more flexibility than the previous 95% participation rate, she added. The Superintendent of Public Instruction read the bill and does not oppose it, she added.

**MOTION:** **Vice chair VanOrden** made a motion to send **S 1293** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Senator Souza** said one example of parents choosing to have their child not participate in something was a child who previously did well in math, but struggled with the new math methods. The parents pulled her out of math class, and she did her math class online, and did very well.

**VOTE ON  
MOTION:** **Motion carried by voice vote. Rep. Dixon** will sponsor the bill on the floor.

**S 1272:** **Senator Winder** spoke to **S 1272**. He said the bill is a mechanism by which the Endowment Fund guarantees school district funding, which can then raise the credit ratings for school districts and reduce their interest costs. Second, said Senator Winder, the bill allows the Endowment Fund to purchase school bonds. Third, the bill increases the current bond amount limitation of \$20 million to \$40 million, which helps large school districts with high building costs. If a school district misses a payment, money from the treasurer, which would be dispersed to the school, is used to pay the missed payment, he added.

In response to questions from the committee, **Senator Winder** said the bill does not require the Endowment Fund purchase school bonds, but adds a mechanism to allow the Endowment Fund to purchase school bonds. It gives the Endowment Fund that option, although it has never bought a school bond.

In response to questions from the committee, **Larry Johnson**, Idaho Endowment Fund, said the State Treasurer makes the payment if a school district misses its payment. However, that has never happened.

**MOTION:** **Rep. Kloc** made a motion to send **S 1272** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Kloc** will sponsor the bill on the floor.

**H 379aaS:** **Chairman DeMordaunt** explained the Senate amendments to **H 379**. He said the insertion of "public" in lines 9 and 18 make it clear the bill applies to public school districts. The deletion of "software" in lines 20 and 21 is because the Senate did not want to limit solutions to only software. The insertion of "parents and students" in line 19 allows for collaboration. Professional-technical education is changed to career-technical education, to reflect current national and state language. Chairman DeMordaunt recommended the committee send the bill to the floor with a recommendation to concur with the amendment.

**MOTION:** **Vice Chair VanOrden** made a motion to send **H 379aaS** to the floor with a recommendation to concur with the Senate amendments. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

**H 458aaS:** **Rep. Harris** explained the Senate amendments to **H 458**. He said the word "cost" was replaced with the word "distribution," as it is a more accurate word. This occurs twice. On page 1, line 22, the word "middle" was replaced with the word "middle level." This is to make it clear the overload courses must be taken for high school credit, not middle school or junior high school credit, to be funded.

**MOTION:** **Rep. Kerby** made a motion to send **H 458aaS** to the floor with a recommendation to concur with the Senate amendments. **Motion carried by voice vote.** **Rep. Harris** will sponsor the bill on the floor.

**RS 24699:** **Rep. VanOrden**, District 31, spoke to **RS 24699**. She said this bill corrects an oversight in the funding of career counselors.

**Tim Hill**, State Department of Education, explained the intent of **RS 24699**. He said the Joint Finance and Appropriations Committee (JFAC) appropriated \$5 million for college and career counseling support in grades eight through twelve. Current Idaho Code would limit the amount of funding to \$1.8 million. Also, said Mr. Hill, current code addresses grades seven through twelve, and it is not clear how to legally calculate appropriations for grades eight through twelve. The legislation changes the calculation to one based on seventh through twelfth grades, and modifies the minimum amounts to reflect the \$5 million appropriation.

In response to questions from the committee, **Mr. Hill** said the \$20,000 minimum would apply to school districts which serve grades eight through twelve. The \$10,000 minimum would apply to school districts which serve some of those grades, but not all. Those amounts are minimums. The appropriation would be the minimum amount or a pro rata amount, whichever is higher. Current statute would limit distributions to \$1.8 million, not the \$5 million appropriated, and the Department of Education would not be able to distribute the remainder of the \$5 million. Distribution is based on the current year enrollment, said Mr. Hill.

**MOTION:**

**Rep. Boyle** made a motion to introduce **RS 24699. Motion carried by voice vote.**

**Jeff Church**, Communications Director for the State Department of Education, gave a report on Leadership Premiums in school districts across Idaho. He reviewed the reasons a school employee may receive a leadership premium, and statewide statistics (See Attachments 1 and 2).

In response to questions from the committee, **Mr. Church** said some districts received less than \$850, because the person receiving the leadership premium worked less than full time. For example, a full-time kindergarten teacher would receive \$850, and a part time teacher would receive \$425. The way the law is interpreted is the minimum of \$850 is for a full-time employee, he added.

**Mr. Hill** said the data suggests the interpretation of the law at the local level is different than an intention of \$850 being the minimum amount, regardless of whether the employee works full time or not.

**Superintendent Ybarra** said the State Department of Education consulted the attorney general's office to determine the intent of the law, and the Department is willing to work on new legislation. The school districts are interpreting the law based on what they felt should be done for part-time employees.

**Rep. Clow** said he observed a bargaining session to learn more about it, and there were differences of opinion about the intent of the law. The \$850 is the amount the school receives, not the amount each employee receives, he added, and it may be unclear what part-time employees should receive.

**Superintendent Ybarra** said the Department must follow the law as it is written, regardless of the intent. As the law is written, part-time employees do not get \$850. Giving someone who works part time the same leadership premium sends a strange message, said Superintendent Ybarra, but if that person puts in extra work, it may be understandable. That would be a district decision, she added.

**Rep. Clow** said perhaps the schools are supplementing leadership premiums with discretionary funds. The biggest flaw, he added, is districts trying to get leadership premiums for all of their staff.

**Chairman DeMordaunt** encouraged committee members seeking re-election for the next session to work on this law next year.

**ADJOURN:**

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

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Representative DeMordaunt  
Chair

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Jenifer Cavaness-Williams  
Secretary