

MINUTES  
**SENATE EDUCATION COMMITTEE**

**DATE:** Thursday, March 02, 2017

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

**PLACE:** Room WW55

**MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.

**PRESENTATION:** **American School Counselor Association; School Counseling Model. Lori Lodge**, School Counselor, Idaho School Counseling Association Public Policy Legislative Co-Chair and Idaho Counseling Association (Association), Public Policy Chairman, introduced those who will be presenting with her. She said today's presentation is about the American School Counselor Association (ASCA) national model: a framework for school counselors. She explained school counselors are diligently working to meet the legislative goals of increasing the State's "go on rate." She said over 100 counselors in Idaho have been trained in the ASCA national model.

**Ms. Lodge** explained this model was developed in 2003 and updated in 2012. She said the ASCA framework can be utilized in any school district and outlined for the Committee the framework of the model. She stated that this is a comprehensive program K-12 that is data-driven model to improve student learning and behavior outcomes. It touches on academic, career readiness, social, and emotional skills. This national model is taught in the colleges of education and the counseling programs across the State (see Attachment 1).

**Angela Robinson-Hellwege**, Representative Trainer and Consultant, ASCA, Career Technical Education Consultant, Stephen-Henagar College, said the ASCA model is a solution for Idaho school counselors. She stated they have met with the State Department of Education to define the role of high school counselors. She explained the criteria of ASCA trained counselor and in Idaho the ratio of student to counselor is very high. For the school districts that have too few counselors, they have developed options to better serve the students. **Ms. Robinson-Hellwege** explained how she counsels students through the ASCA model to plan for their career future.

**Suzanne Bowen**, Counselor at Lakeview Elementary, Valleyview School District, reported to the Committee her credentials and background in education and school counseling. She explained her work in a rural school counseling 200 students as it compared to her work in her current school district with over 700 students. She said she was overwhelmed with all the responsibility. She reported the ASCA model relieved her stress and gave her the skills to become a better counselor.

**Ms. Lodge** showed the committee the RAMP award that schools receive when they become an ASCA school. She explained it is a rigorous process to achieve this award. She said the Association recommends that all schools in the State accomplish the RAMP award which would standardize school counseling across the State. She asks for the Committee's support in moving the counseling profession forward to help the next generation of students move towards their education and career path.

**Senator Guthrie** said a report to the Committee stated that over 70% of students educational decision making is determined by their family influence. He asked what type of outreach the Association does to reach families. **Ms. Lodge** replied the school counselors in schools, K-12, set up a variety of opportunities for families to come to the school to learn about a variety of opportunities for students. She gave an example of what one of the area high school's seminar topics.

**Senator Winder** said children whose families move them from school to school often exhibit behavioral problems. He asked if there are programs to address those issues. **Ms. Robison-Hellwege** replied the ASCA model addresses the issue. She explained how she has used the ASCA model in her career to assist students. She emphasized the importance of all schools in the State using the same behavioral model.

**Chairman Mortimer** said he is very aware of the importance of school counselors in schools. He asked if Ms. Lodge knows how the Idaho statute and the ASCA model would work together. **Ms. Lodge** replied in the affirmative. She said the statute is old and probably should be updated to meet today's standards. **Chairman Mortimer** expressed his willingness to help them with new legislation.

**PRESENTATION: Idaho Regional Optical Network (IRON).** **Brian Whitlock**, Executive Director, said today's presentation is a high level overview of the Idaho Regional Optical Network and will highlight the developments of the past 10 years. He explained the initial role of the internet was for education but became an asset to commercialization the networks became overcrowded when working to fulfill the original need, the network expanded into Internet II (see Attachment 2). He explained the composition of regional optical networks (RONs) provide very high speed networks which enable research and education. It is the interstate system for data transfer for research and education and Idaho plays a prominent role.

**Mr. Whitlock** said IRON is an owner operated 501(c)(3) nonprofit organization with eight charter associates formed in 2007. IRON is funded by associate dues and some grants. IRON moves large amounts of data and collaborative research and has enabled Idaho to become the nerve center of the national high-speed Internet connecting education research institutions. The high-speed network operates and is designed for resilience, redundancy, and scalability.

**Mr. Whitlock** stated IRON keeps Idaho connected internally and externally with the world's fastest networks and advanced research minimal cost to institutions. They are the connection for INL's Collaborative Computing Center (C3) and Cybercore Integration Center capabilities. **Mr. Whitlock** detailed the future of IRON and said their goal is to expand Idaho's prints and increase capacity from 10 Gbps to 100 Gbps. He emphasized IRON allows INL and the higher education and research communities to work together. He stated they are an independent voice guiding the digital future.

**Senator Winder** asked who owns the fiber and how are cyber attacks averted. **Brent Stacey**, Board Director, IRON, and Strategic Advisor, INL, replied there are a variety of fiber owners. He explained the regional network called The Quilt, which allows the purchase of fiber at wholesale prices. **Mr. Stacy** said in regards to cyber security IRON follows standard protocol. He said they are now looking into using a federated service and explained that level of security. He stated the steps of maturation require more layers of cyber security.

**Chairman Mortimer** asked what is the speed of 100 Gbps. **Mr. Stacy** replied that type of bandwidth is different than commercial bandwidth. Large data sets require very large bandwidth. He explained RONS were formed to purchase the large bandwidth at a lesser cost.

**Mr. Whitlock** said IRON is one of the treasures of Idaho. This is a great partnership that connects the State and allows education research and economic development to grow.

**PRESENTATION: Idaho Digital Learning Academy (IDLA) – Update.** **Dr. Cheryl Charlton**, CEO and superintendent introduced her colleagues Jeff Simmons, Director of Curriculum and Instruction; Dr. Sherawn Reberry, Director of Education Programs; and Ryan Gravette, Director of Technology. She briefed the Committee on the history of IDLA and the progress they have made over the last 15 years since the inception. **Dr. Charlton** said the work IDLA undertakes is in partnerships with other agencies and schools (see Attachment 3). She stated enrollment has increased by 8 to 10 percent a year to approximately 27,000 students.

**Mr. Simmons** said enrollment has increased due to a variety of reasons and explained the different reasons students obtain credits from IDLA. He spoke about the percentage of students they serve from rural and urban areas of the State. He showed the Committee a video of an IDLA teacher who expressed her satisfaction and confidence in the program.

**Ms. Reberry** explained the support students receive from IDLA. There is a myriad of support that is provided: parents and guardians, online teachers, online principals, site coordinators, counselors, IDLA technical support team, and the E-tutoring tool. She spoke about the extensive training their teachers receive as well as the type of classes that are available to students. She recounted the partnerships they have developed with area agencies and schools. **Ms. Reberry** explained each of the different programs IDLA oversees.

**Mr. Gravette** explained the power of the portals; they simplify access to the digital resources that are available to people. He said finding and accessing resources is becoming more and more difficult. The focus of portals is centralizing access points and utilizing technology such as single sign-on. He explained and named the variety of groups IDLA has collaborated with to establish their portal. **Mr. Gravette** said cyber security has become a major issue with the Internet and computer usage. He said they have taken great efforts to protect their student data through encryption and multi factor authentication. He explained the work they are doing with the universities and the learning opportunities for students.

**Vice Chairman Thayn** asked how is the information of what IDLA is undertaking getting to the public. **Mr. Gravette** replied IDLA works very closely the different education associations in the State to share the work they are doing. He said there are regional coordinators who visit schools in their area to share learning options.

**Dr. Charlton** said it may appear the work of IDLA is complicated and time-consuming, however through their partnerships they are able to communicate to students and parents the variety of educational opportunities.

**S 1103** **Relating to School Districts; Amend, Clarify, Revise, and Make Technical Corrections.** **Senator Souza** respectfully asked to have **S 1103** hearing rescheduled to Monday, March 6, 2017, because she would like to have more of the Committee members in attendance.

**Chairman Mortimer** acknowledged that three of the members had to leave the meeting early. He said he would try to reschedule **S 1103** to be heard on Monday.

**Chairman Mortimer** stated **S 1103** will be rescheduled to be heard at a later date.

**MINUTES APPROVAL:** **Senator Crabtree** moved to accept the Minutes of February 8, 2017. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

**Senator Ward-Engelking** moved to accept the Minutes of February 9, 2017. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

**RS 25429** **Chairman Mortimer** said this is legislation creates a pathway for paraprofessionals to become certified teachers. He said he and Representative VanOrden have been working the legislation. He stated he is hoping for a unanimous consent to send it to print.

**UNANIMOUS CONSENT:** **Senator Crabtree** requested a unanimous consent from the Committee to send **RS 25429** to Senate State Affairs Committee for a print hearing. There were no objections.

**ADJOURNED:** There being no more business, **Chairman Mortimer** adjourned the meeting at 4:16 p.m.

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Senator Dean M. Mortimer  
Chair

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LeAnn Mohr  
Secretary