

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, January 25, 2018

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

**PLACE:** Room EW41

**MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Rep.(s) Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Tway), McCrostie, Toone

**ABSENT/  
EXCUSED:** Rep.(s) Shepherd, Boyle, Kerby

**GUESTS:** Ronda Heggen, Lisa Kramer, State Department of Education; Kari Overall, Idaho Education Association; Karen Echeverria, Idaho School Board Association; Audrea Lotman, Melina Ficek, Beth Olmstead, Kasey Teske, The Leader in Me; Leslie Anderson, Maria Lorcher, Lisa Morgan, Jacob Morgan, Anja Morgan, Alexis Morgan, Linda Johnson, Nicki Thompson, Rory Cloud, Hans Aagard, Megan Gurste, Tricia Cook, Stephanie Glancey, Idaho Parent Teacher Association

**Chairman VanOrden** called the meeting to order at 9:00 a.m.

**Chairman VanOrden** said she felt RS legislation should be printed, unless the committee sees technical errors. Sending legislation to print is not saying the committee supports the legislation, she added, and questions can be addressed at the full bill hearing. Chairman VanOrden turned the gavel over to **Vice-chairman McDonald**.

**RS 25812C1:** **Rep. VanOrden** spoke to **RS 25812C1**. She said it addresses four parts of Idaho Code: 33-16-08, 33-16-09, 33-16-10, and 33-16-11. Rep. VanOrden said the most significant change is to Section 33-16-08. The language has been updated and simplified. The decision about whether to introduce sex education and how to introduce it is made at the local level by the school board, she said. It specifies the school district shall involve the community and family groups, and it simplifies the four Idaho Code sections to one section. She said she hopes the committee will print the legislation, so it can hear the story about the woman who brought this part of Code to her attention. In response to questions from the committee, Rep. VanOrden said the idea for the legislation came from a young woman attending BSU, and was drafted with the help of the Legislative Services Office.

**MOTION:** **Rep. Amador** made a motion to introduce **RS 25812C1**. **Motion carried by voice vote.**

**Vice-chairman McDonald** returned the gavel to **Chairman VanOrden**.

**RS 25891:** **Rep. Cheatham** spoke to **RS 25891**. He said the new legislation allows students in grades six through twelve to play "Taps" for veterans' funerals without being considered absent for funding purposes. In response to questions from the committee, Rep. Cheatham said he has heard students are having a difficult time being released for this purpose, but the committee could ask **Tracie Bent**, Office of the State Board of Education, at the full bill hearing.

**MOTION:** **Rep. Mendive** made a motion to introduce **RS 25891**.

**Rep. McCrostie** said he was concerned about the younger students being included.

**SUBSTITUTE MOTION:** **Rep. McCrostie** made a substitute motion to return **RS 25891** to the sponsor.

**Rep. Kerby** commented he thought it would be nice if a younger student was able to play at a family funeral.

**VOTE ON  
SUBSTITUTE  
MOTION:**

**Substitute Motion failed by voice vote.**

**VOTE ON  
MOTION:**

**Motion carried by voice vote.**

**Maria Johnson-Lorcher**, vice-president of advocacy, gave an update on the Idaho Parent Teacher Association. She said Idaho PTA is part of the State Department of Education's task force on assessments, and it is collaborating with the Idaho Digital Learning Academy and the State Department of Education to create a one-stop parent portal. Goals the PTA is working on are the following: infrastructures for schools, making funds available so no student is denied breakfast or lunch, bi-lingual notifications, and education interventions in reading and math in middle school. Parent feedback about the literacy intervention program is that it is being used, and parents would like to see it expanded. The PTA continues to work with counselors and continues to support the Keep Idaho Safe Act.

In response to questions from the committee, **Ms. Johnson-Lorcher** said PTA dues are \$7.50 per member per year. The cost to student members is \$4.00 a year. Some funds stay with the local organization, and some funds go to participate in national programs, she said. The national organization provides an accounting of how the national dues are spent, and it provides training and marketing materials. This is available on the national PTA website, she added, and the state website directs parents to the national website, if they want to know this information. In response to questions from the committee, **Ms. Johnson-Lorcher** said the studies used about the advantages of early childhood education are provided by Idaho Education for Young Children, and sources are listed on the PTA Website.

**Rep. Clow** introduced **Audrea Lotman**, client partner with the Franklin Covey Education Leader in Me Program. Ms. Lotman gave a presentation on the mission and goals of the Leader in Me Program, which is used in several schools in Twin Falls. She said the mission is to enable greatness in schools and communities, and the program empowers students with the skills they need to survive and to be leaders. Ms. Lotman spoke about the five core paradigms and said the key to making significant improvements in education is to work on the paradigms. She explained the connections between the program and the state's goals for education. Ms. Lotman said approximately 150 schools in Idaho would qualify for a grant to fund the program, and she asked the committee members to consider visiting a Leader in Me School to see the effects on students.

**Beth Olmstead** said her goal as principal is to break the cycle of poverty and empower students. Her school is the fifth poorest in the state, with a 93% poverty rate and a homeless rate of over ten percent. A teacher brought the Leader in Me Program to her attention, and the entire staff embraced it. Ms. Olmstead said this is only the second year the school has used the program, but the change in the confidence of the students is tremendous.

**Melina Fecik**, fourth-grade teacher, said she loves teaching, but it was frustrating to teach kids facing issues of poverty. She told the principal the school needed the program. **Dr. Kasey Teske** said every school he has been the administrator of has had disadvantaged students. His own children went to the first Leader in Me School in Twin Falls, and he said the school became a very different culture than what it used to be. In Twin Falls, four elementary schools, the middle school, and the high school are using the Leader in Me Program. The program makes the school culture more productive and positive, he said, and it gives students more opportunities to practice making life decisions.

In response to questions from the committee, **Ms. Lotman** said measurable results assessments are only available for the last two years. In response to questions from the committee, **Dr. Teske** said he has seen huge improvements at Harrison Elementary School in the last year, and if you can change the culture, everything changes. In response to questions from the committee, **Ms. Olmstead** said the process permeates everything in the school, so she doesn't think of it in terms of how it relates to common core. It is not another thing to do, she added, but just how the school takes care of its business. Dr. Teske said the program needs to look different in high school. In his high school, ten percent of students are international and refugee students, and thirty percent are Hispanic. The high school found students did not have time after school to participate in clubs, because they were baby-sitting their siblings. The school has a club day once a month, so students can be involved in a club during the school day. If students are not successful in high school, added Dr. Teske, they are usually unemployed, underemployed, or in jail.

In response to questions from the committee, **Ms. Lotman** said the program will align with any goals or programs. The biggest change, she added, is shifting student paradigms. Although the Superintendent of Public Instruction, **Dr. Sherri Ybarra**, supports the program, it is not an initiative, said Ms. Lotman, because it must be a grass roots movement initiated by the staff of a school.

**ADJOURN:**

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

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Rep. VanOrden  
Chair

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Jenifer Cavaness-Williams  
Secretary