

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, March 03, 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:** None

**GUESTS:** Phil Homer, Rob Winslow, Idaho Association of School Administrators; Jess Harrison, Idaho School Boards Association; Harold Ott, Idaho Rural School Administrators; Shawn Dygert, Idaho Vocational Agriculture Teachers' Association; Jeff Church, State Department of Education; Suzanne Budge, SBS Associates, LLC; Marilyn Whitney, Governor's Office; Jane Wittmeyer, Cual Charter Schools

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

**RS 24655:** **Rep. Horman** spoke to **RS 24655**. She said revisions were made to the Idaho Innovations School Act for clarification of intent. Section 33-5803 (c) was added to clarify this does not jeopardize school accreditation. Section 33-5804 (2c) was added to not exclude public charter schools, and 33-5804 (3g) specifies the innovation schools will administer the Idaho Standards Achievement Test. The previous legislation did not explicitly state innovation schools would take the state-wide assessments, and this legislation does, said Rep. Horman.

**MOTION:** **Rep. Dixon** made a motion to introduce **RS 24655**. **Motion carried by voice vote.**  
**Chairman DeMordaunt** turned the gavel over to **Vice Chair VanOrden**.

**RS 24645:** **Rep. DeMordaunt** spoke to **RS 24645**. He said the proposed legislation is a revision of **H 126** from the 2015 Legislative Session, and the intent is to address the loss of funding to schools because of student mobility. When a student changes schools after the initial ten-week period, when student numbers are reported for salary-based apportionment, the new school receives no funding for the student it accepts.

**Rep. DeMordaunt** said there are two parts to the legislation, the part which triggers additional funding for the new students, and the funding formula for the students at the new school(s). If the best 28 weeks of student numbers reported by a school is greater than the numbers reported the first ten weeks, the school qualifies for more funding. The additional funding is based on a pro-rated ten-week formula, for the number of days the student is at the new school. The legislation has a five-year sunset, explained Rep. DeMordaunt, because it is anticipated this problem will be solved by the task force to study the funding formula.

In response to questions from the committee, **Rep. DeMordaunt** said the school receiving new students later in the year only receives additional funding if the student count is greater for the best twenty-eight weeks than it was the initial ten weeks. The intent is to pay the school for the difference in number, if the best twenty-eight week count is higher than the initial count. If a school receives enough new students for another staff member, it will have the funding for that staff member. Rep. DeMordaunt said he was not sure an analysis of each individual student's number of days at the school would add much value.

**MOTION:** **Rep. Wills** made a motion to **HOLD RS 24645** for time certain, March 7, 2016.  
**Motion carried by voice vote.**

**RS 24063C1:** **Rep. DeMordaunt** spoke to **RS 24063C1**. During the last legislative session, he said, legislation was passed which would add pupil services staff to the career ladder in July 2016. However, there was not a plan for how they would be evaluated. Over the summer, he said, a discussion was held with pupil services staff on the evaluation piece. Pupil services staff include staff such as counselors, nurses, speech and language pathologists, and psychologists, said Rep. DeMordaunt.

On page three, section (22), language was added to define student success indicators with measurable indicators of student achievement, said **Rep. DeMordaunt**. Line 35(a-c) specifies what quantifiable goals may be used for evaluations. The legislation puts pupil service staff on the career ladder with definable goals and criteria, said Rep. DeMordaunt. On page nine, lines 12-16, the ratio of instructional staff evaluation to pupil staff evaluations is addressed, and lines 25-34 requires schools to submit career ladder data to the Department of Education, with the stipulation that individually identifiable performance evaluation ratings remain part of the employee's personnel record and are exempt from public disclosure, pursuant to section 74-106, Idaho Code.

**Blake Youde**, State Board of Education, spoke to **RS 24063C1**. He said the legislation specifies how pupil services staff are moved on the career ladder. Page three, lines 35-40, adds measurable indicators of student achievement. Page five, lines 27-32, stipulates existing pupil service staff shall be placed in a cohort on the career ladder starting with the second cell, he said, and page six, lines 1-2 addresses pupil services staff new to Idaho. Page nine, section (14), provides school districts shall submit necessary data for career ladder placement, he added, and this is repeated on page eleven, section (6). Page nineteen stipulates credits and degrees must be in relevant pedagogy or content area, said Mr. Youde. Page 13, lines 14-17, stipulates that the district administrative index shall equal the statewide average index for purposes of calculating administrative salary-based apportionment, if the district does not employ any administrative staff. Page fifteen, lines 35-37, adds pupil services staff, who have held a pupil personnel services certificate for three or more years prior to July 1, 2016, to the employees who shall automatically obtain an Idaho professional endorsement, added Mr. Youde.

In response to questions from the committee, **Mr. Youde** said one intention of the career ladder was to have three years to gauge a teacher's performance, before placing those with masters degrees on the master degree level. The National Board Certification is for teachers, and if the state wanted to add this to the pupil services personnel for the career ladder, it would need to find an equivalent certification, said Mr. Youde. Page nine, lines 32-34 applies only to an individual's data, not aggregated data, said Mr. Youde. The school districts give data on how many teachers achieved an evaluation of proficient (3) or distinguished (4) to move on the career ladder, and this will be applied to pupil support personnel as well.

**Tracie Bent** spoke to **RS 24063C1**. She explained there is already an administrative rule for the schools to submit individual evaluation numbers to the state, overall ratings on evaluations, and whether the staff members had Individual Learning Plans. The definition of pupil-service staff is based on certificates and endorsements held, which is already in statute, said Ms. Bent.

In response to questions from the committee, **Rep. DeMordaunt** said the reason for replacing the State Department of Education with the State Board of Education is because the Board is involved in higher education. Rep. DeMordaunt said the legislation in the last session added pupil service personnel to the career ladder, but did not add the accountability part, which is what this legislation does.

**MOTION:** Rep. Kerby made a motion to introduce **RS 24063C1**. **Motion carried by voice vote.**

**Vice Chair VanOrden** returned the gavel to **Chairman DeMordaunt**.

**H 537:** **Jess Harrison**, Idaho School Boards Association, spoke to **H 537**. She said the ISBA had worked with the Idaho Education Association and agriculture teachers to come to a compromise. Section 33-515 a, Idaho Code, allows school districts to issue supplemental contracts to teachers for duties outside of their regular duties, but there was no mechanism for issuing contracts for extra days or hours doing the same duties. **H 537** adds a mechanism for extra-day contracts.

**Shawn Dygert**, Idaho Vocational Agriculture Teachers' Association spoke in **support** of **H 537**. He said the agriculture teachers support the bill.

**MOTION:** Rep. Kerby made a motion to send **H 537** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** Rep. Kerby will sponsor the bill on the floor.

**Chairman DeMordaunt** reminded the committee there was no meeting on Friday, and they could use the time, instead, to watch classes at White Pine Elementary School use the Think Through Math Program.

**ADJOURN:** There being no more business to come before the committee, the meeting was adjourned at 9:55 a.m.

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Representative DeMordaunt  
Chair

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Jenifer Cavaness-Williams  
Secretary