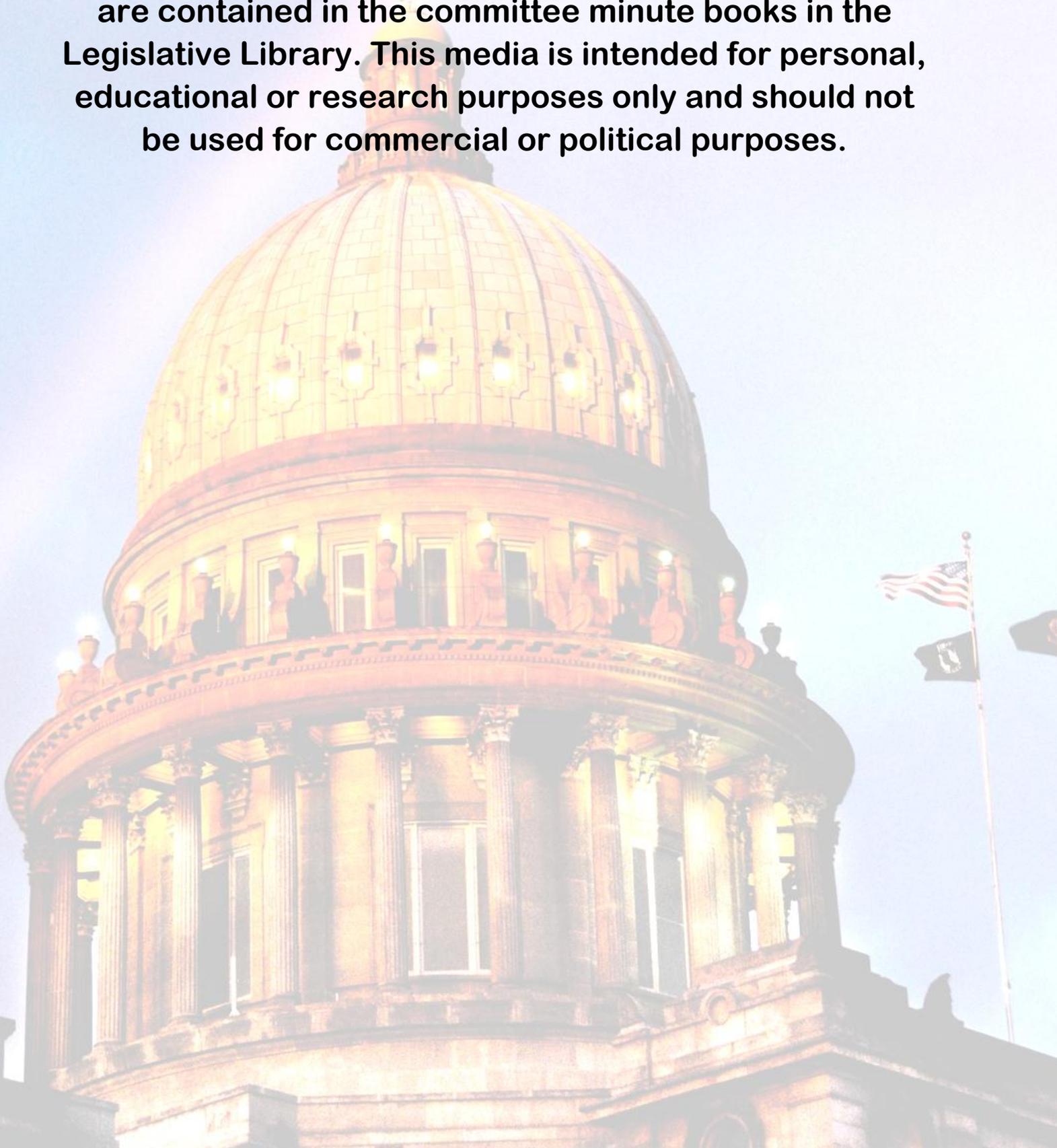


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MINUTES  
**SENATE EDUCATION COMMITTEE**

**DATE:** Monday, January 11, 2016

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

**PLACE:** Room WW55

**MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Souza, Anthon, Buckner-Webb, Ward-Engelking

**ABSENT/ EXCUSED:** Senators Patrick, Den Hartog

**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.

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Senator Mortimer  
Chair

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LeAnn Mohr  
Secretary

Attachment 1

# 2016 LEGISLATIVE PRIORITIES

## IDAHO ASSOCIATION OF SCHOOL ADMINISTRATORS

Adopted 9/24/15

The 2016 Legislative Priorities were developed and adopted by superintendents, principals, and special education directors and represent the current legislative focus of the Idaho Association of School Administrators.

### We Support the Recommendations of the Governor's Task Force for Improving Education

We are committed to implementation of the recommendations from the Governor's task force.

- a. Restore operational funding for transportation, utilities, healthcare (employee insurance), instructional material, plant facility maintenance, and maintenance of technology infrastructure.
- b. Improve recruitment and retention through competitive compensation to provide students with effective and dedicated teachers, administrators and support personnel.
  - Fully implement and enhance career ladder funding.
- c. Allow fiscal flexibility.

### We Support Improvements to Idaho's K-12 Education System

We are committed to:

- a. Continue to work with educational stakeholders and lawmakers to improve Idaho students' college/career readiness.
- b. Support the implementation of the Idaho Core Standards and aligned assessments that are reasonable in length and inform instruction.
- c. Support the continued refinement of a state longitudinal data collection system.
- d. Continue to support adequate funding for IDLA.
- e. Remove obstructions to school-based Medicaid reimbursement.

### We Support a Stable Funding Base for Idaho Public Education

- a. Collaborate with decision makers and stakeholders to find ways to reduce health care costs and secure stable funding.
- b. Continue to support Idaho Code as it relates to business personal property tax.
- c. A thorough, equitable and uniform system of school funding with less reliance on local property tax payers.



## Testimony to the Senate Education Committee

January 13, 2016

### **IEA:**

Good afternoon. I am Robin Nettinga, Executive Director of the Idaho Education Association. I am joined today by Karen Echeverria, Executive Director of the Idaho School Boards Association and Rob Winslow, Executive Director of the Idaho Association of School Administrators. Each of us will also introduce the others from our organization who will be working with you this session. You've already met Penni. In addition, you will get to see Matt Compton, the IEA Director of Public Policy, on a regular basis.

Chairman Mortimer, Vice Chairman Thayn and members of the Senate Education Committee, thank you for the opportunity to share with our perspective on the 2016 legislative session. Karen, Rob, and I all represent different constituencies with varying needs and points of view. That can sometimes lead to disagreement about how to address a specific issue. However, for all of our differences, we also have much in common.

### **ISBA:**

Mr. Chairman and members of the Committee. I've already been introduced but I would like to introduce my colleague Jess Harrison, Communication and Government Affairs Director. While Jess or I will usually staff this meeting, you may also see one of our other colleagues, Misty Swanson or Aaron Baldwin from time to time. Over the past few years, we have worked very hard to find areas of agreement. Over the past several years, our three associations have met regularly both during the session and throughout the interim to identify our shared priorities. And, we are committed to continuing to dialogue on all matters that are important to our collective memberships.

### **IASA:**

Good afternoon, Mr. Chairman and members of the Committee. I, too, have already been introduced, but I would like to introduce Phil Homer and Harold Ott. Aside from representing IASA at the legislature, Harold also represents the Idaho Rural Schools Association. There have been times in the past when we were unable to agree on important issues, and even today we'll share a few of those issues upon which we disagree. However, we stand before you today in general agreement on many, many issues. And, we are excited to move forward to assist you in building a stronger education policy for our students and our communities.

### **IEA:**

Earlier this summer, we were invited to meet with Supt. Ybarra's staff to discuss our funding priorities. All three of our organizations prioritized two issues: operational funding and fully-funding the second year of the career ladder. And, the IEA identified mentoring as our third funding priority. The new Career Ladder law requires that all newly certificated teachers receive mentoring. We know that Leadership Premiums can be paid to teachers who serve as mentors. However, districts need to also have access to adequate resources to build and implement a strong mentoring programs to ensure these very newest members to the teaching ranks have the time and support necessary to become full-fledged teaching professionals. We were pleased to see that the governor's budget recommendation includes \$5 million for professional development, specifically related to mentoring, and we will be working hard to encourage you and your colleagues to include this funding piece in the K-12 education funding legislation this session.

### **ISBA:**

In addition to increased operational funding and the need to fully-fund the career ladder, the members of my organization also identified the rising cost of health insurance.

**IASA:**

We join the members of ISBA in our concern regarding this issue. Each of our organizations is pleased with Governor Otter's K-12 funding recommendation and his commitment to continue to restore funding that was cut during the recession. We all realize that Governor Otter's recommendation is the first step in a long process this session that will lead to the creation of a FY 17 public schools budget. And, we stand ready to assist him.

**IEA:**

As Rob mentioned earlier, we have been meeting regularly over the interim to discuss a variety of issues we know you will be asked to consider this session. We have met with Marilyn Whitney from the governor's office, with State Department staff and Supt. Ybarra, and with State Board staff on numerous occasions to discuss legislative priorities and potential legislation. We are pleased to report that in nearly all instances, we have had detailed discussions and been offered multiple opportunities to provide input on their proposals.

**IASA:**

And, in most cases, members of our organizations have been included in State Board and State Department work groups, committees, and task forces. We are deeply appreciative of the opportunity to provide our insight early on. We believe that the policy proposals you will be asked to consider are stronger, as a result of our involvement.

**ISBA:**

On those rare occasions where we have concerns about specific pieces of legislation, we will be prepared to address them with you and the members of your committee. Now, each of our organizations will briefly touch on those issues that we cannot agree upon, but which are issues that our members have asked us to bring to your attention this session.

First of all, I wanted to update you on ISBA. As we reported to you last year, charter schools are now full members of ISBA. We are still the only state in the nation to allow their full membership. 36 of the 48 charter schools are full dues paying members of ISBA.

This was the first year that charter schools participated during ISBA's Annual Business Session and voted on every resolution. As such, the priorities and positions you will see from us are supported by both traditional schools and charter schools.

In addition to the priorities that have already been discussed, we will be working on seven pieces of legislation this year.

1. The first is Election Signature Consistency. Currently with school board elections, there are no requirements for a write in candidate other than residing in the zone. We will be requesting that a write in candidate obtain five supportive signatures on a petition prior to being placed on the ballot as required for non-write-in candidates.
2. Discussion of the Sale of Public Property in Executive Session. Currently school boards can discuss the purchase of public property but not the sale of public property in executive session. This makes it impossible for the Board to discuss offers and counter-offers without the potential

purchasing parties knowing what the Board's position is. We will be asking for the ability to discuss the sale of public property in executive session.

3. Extra Day Contracts. Under the current law school districts and charter schools are unable to issue separate contracts to certified employees who may need to start the school year early or stay after the end of the traditional contract. Employees such as professional education teachers and librarians often times work additional days in the school year beyond the traditional contract. Without the ability to have extra day contracts, those extra days become part of their traditional contract. With the traditional contract comes property rights including the inability to reduce the days next year if needed and full blown appeal rights. We will be asking for the ability for school districts and charter schools to issue extra day contracts for these purposes.
4. Teacher and Principal Evaluation Timeline. Currently teacher and principal evaluations must be completed no later than May 1. Part of the evaluation must include the inclusion of measures of student achievement. School districts and charter schools have not received test scores in time to use them in the evaluation process. We are hopeful that by extending this timeline by one month, test scores will be available.
5. Information on Past Job Performance. School districts and charter schools are required to request and submit information on past employment when hiring new certificated employees. This can sometimes be a paperwork nightmare. We will be asking for the ability to use a checklist as opposed to physically copying or scanning and forwarding all of the documents.
6. Administrators in Districts with Remote Schools. This legislation will ask for funding for an additional ½ time administrator in districts with remote schools. Currently in Idaho, there are only six districts that have applied to the State Board of Education for this designation.
7. Class Size Average Calculation. This issue comes into play with the use-it or lose-it dollars. Currently, the law requires an average calculation of all school districts together. We will be asking that we average like districts with like districts. That way West Ada's class size will not be averaged with South Lemhi's class size.

In addition to our specific legislation, we may ask for some clarification on the Parent's Rights law that was passed last year. As you will remember, we expressed concerns during our testimony last year about what parents might request. During the hearing last year, testimony indicated that parents would have the right to choose the school for their kids but did not have the ability to direct how that school educated the kids. We were assured that if there was a federal or state law or rule that directed the school district or charter school to do something, that the parents would have no ability under the parental rights law to make requests that would be violation of those laws or rules. Unfortunately, that is precisely what is happening. We already have had several school districts that have spent much needed dollars on attorney fees to defend their positions against parental requests. As such, we would like to see some clarifying language added to the statute.

**IEA:**

As for the IEA, we believe we are in agreement with Karen and her organization on all but the issue of supplemental contracts this year.

As in years past, our organization continues to be concerned about our state's ability to recruit and retain teachers. Granted, this is not just an Idaho problem. States all across the nation are beginning to experience problems in recruiting and retaining teachers. Most recently, a study from the University of Louisiana pointed to a number of forces that drive teachers from the profession. According to the study, one of the primary reasons a teacher leaves the profession is that s/he have a mistaken sense of what is

expected of them in the classroom. Those of us who have worked in a classroom can attest to how difficult that work can be. And, without the proper training and support, it is difficult to feel prepared and effective.

Like you, we want to be sure that the most qualified teachers are hired to work in Idaho's classrooms. That's why the IEA has consistently raised concerns when policies are created that allow for shortcuts to becoming a teacher by bypassing requirements that a teacher understand and practice how to best teach before taking responsibility for an entire classroom of students. Shortly, you will be asked to approve a SBE rule re: alternative authorizations. The IEA has raised concerns regarding this rule, and we intend to share our concerns with you when you review that rule in the coming weeks.

Additionally, we drafted legislation that would require transparency regarding the number of under-prepared teaching certificate holders currently employed in Idaho schools. I am happy to report that in our work with the SBE, we believe we have found a solution that will begin to address our concerns about this issue. As a result, the IEA does not intend to introduce additional legislation this session.

Instead, our primary focus during this session will be on education funding. Idaho has the 47<sup>th</sup> lowest investment per student in the country. One-third of all rural school districts in our state operate on a four-day school week, and our employees are some of the lowest paid in the nation. Studies, surveys and anecdotal evidence continue to show that a lack of support for public education has been a significant factor in Idaho's inability to provide a fully-trained workforce and attract more businesses. We are committed to working with you to make sure we can provide quality programs, recruit and retain qualified staff, and ensure our children have the opportunity for a bright, prosperous future.

**IASA:**

The IASA has a number of priorities this year as well. I have a document that I would like to hand out to you, and I'll briefly touch on a few of our issues.

Again, thank you for this opportunity. We look forward to working with each of you this session to develop education policy that will help us ensure that we create a world-class public education system for every child in our state. Thank you. We are willing to stand for questions.

Attachment 3



**BLUUM**  
LET LEARNING GROW

**PRESENTATION TO THE IDAHO SENATE EDUCATION COMMITTEE**  
**"THE POTENTIAL FOR INNOVATIVE SCHOOLS"**  
**Boise, January 13, 2016**

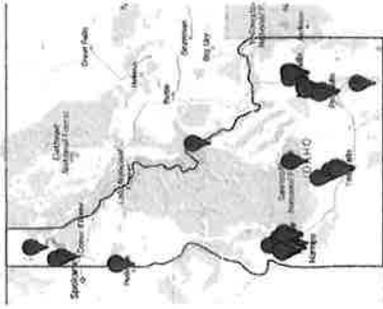
Terry Ryan, CEO of Bluum  
Emily McClure, Lobbyist for the Idaho Charter School Network

**Bluum Core Value:** school choice helps families, children and educators *achieve more and do better*

**Bluum seeks to empower and support educators who take risks and put children first by:**

- Growing successful school models ("20 in 10")
- Developing leaders and finding/creating opportunities for them
- Sharing research and learning innovations while advocating for new schools and innovation in learning
- Providing (in partnership with ICSN) school support and management help

### THE GOOD: PUBLIC CHARTER SCHOOLS IN IDAHO



- 40 brick and mortar charter schools, concentrated in the southern half of the state and in urban centers
- 9 virtual charter schools
- 19 out of 40 brick and mortar charter schools are rural
- 19,200 charter school students, approximately 7% of Idaho's K-12 enrollment

### THE GOOD: CHARTERS OFFER MEANINGFUL OPTIONS FOR FAMILIES

- Arts Based
- Classical
- Core Knowledge
- Dual Language
- Expeditionary Learning
- Harbor Method
- Health Science
- International Baccalaureate
- Professional Technical
- Project-based Learning
- Science, Technology, and Engineering, and Mathematics
- Waldorf

### THE GOOD ARE REALLY GOOD

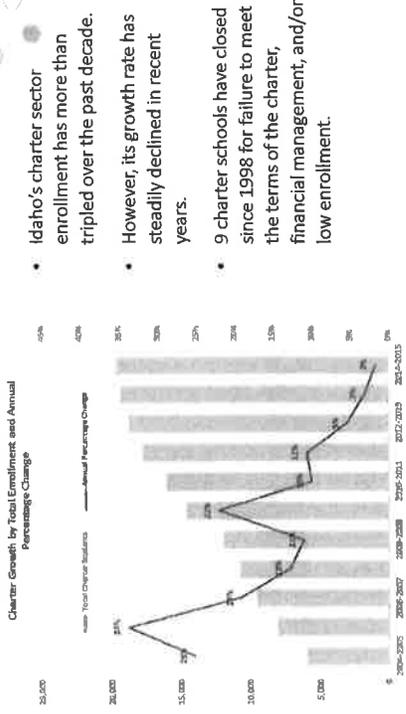
#### Charter School Achievement (2014-15)

Table 1: SBAC performance for the 10 highest achieving charters in the state

High Performing Charter Schools*	4+1% Enrollment	4+1% Proficient	4+1% Exceeding
Coeur D'Alene Charter Academy School	659	77.10%	74.1%
Victory Charter School	410	81.0%	69.9%
North Idaho STEM Charter Academy	392	67.6%	81.2%
Thomas Jefferson Charter	396	75.4%	68.3%
Sage International School of Boise	837	78.0%	62.1%
Anser Charter School	359	76.3%	62.2%
The Academy of Roosevelt	275	68.9%	63.3%
Palouse Prairie Charter School	166	67.9%	63.2%
North Star Charter School	990	67.4%	62.5%
<b>State Average</b>	<b>247,822</b>	<b>51.1%</b>	<b>30.3%</b>

\*Mentioned schools, regardless of enrollment, and Upper Canyon did not have sufficient data to be named.

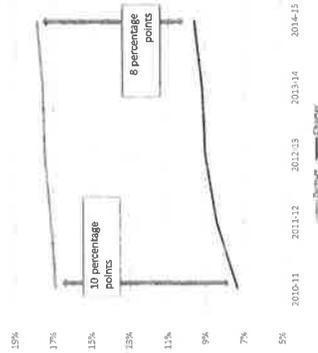
### THE BAD: IDAHO'S CHARTERS HAVE BEEN LAGGARDS IN TERMS OF GROWTH



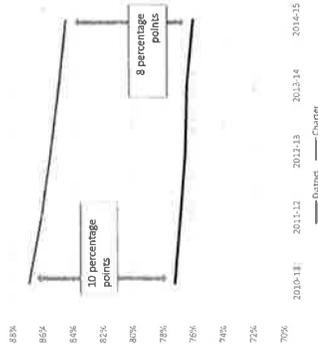
- Idaho's charter sector enrollment has more than tripled over the past decade.
- However, its growth rate has steadily declined in recent years.
- 9 charter schools have closed since 1998 for failure to meet the terms of the charter, financial management, and/or low enrollment.

### BUT: GAINS ARE BEING MADE

Hispanic Student Enrollment in District and Charter Schools



White Student Enrollment in District and Charter Schools

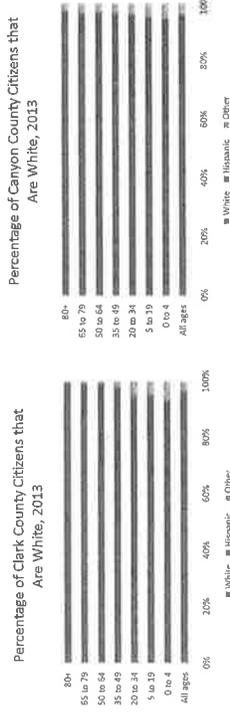


### OPPORTUNITY: CHANGING IDAHO STUDENT DEMOGRAPHICS

Idaho's student population is expanding – 33,000 more pre-K-12 students by 2022 for a total of 325,000 students

Source: Idaho State Center for Education Statistics

### The Hispanic school-age demographic is growing fastest in Idaho



Source: U.S. Census Bureau, Population Estimates Program

**SOME EARLY CHARTER INVESTMENTS INCLUDE:**

- **North Idaho STEM Academy** – opened as a K-8 school in 2012 with 264 students. Now a K-10 program serving 446 students and expects to serve 700 in k-12 by 2018.
- **Compass Charter School in Meridian** – has added almost 300 new students this school year
- **Sage International School in Boise** – has almost doubled in size over the last two school years (from 545 students in 2013-14 to more than 930 enrolled today)
- **GEM Prep** – Idaho's first homegrown charter management organization that is growing out of I-DEA (Pocatello and Nampa)
- **Idaho Arts Charter School** – will add a new K-8 school in Nampa and expects to serve an additional 582 students by 2021
- **Upper Carmen Charter School** – partnership with Salmon School district to serve up to 50 high school students

**GOING BEYOND CHARTERS**

**In addition to charter school growth, we.....**

**Support targeted private school growth**

- Grace Lutheran in Pocatello – adding high school and hope to serve 300 new students
- First new Catholic School in Treasure Valley in 50-years (St. Ignasius in Meridian K-8)

**Support Innovative District Efforts (e.g. Nampa)**

- Assist Nampa School District in launching their Empowerment High School
- In partnership with Nampa school district and like-minded partners support emergence of Innovation Schools opportunities in Idaho

**Support Innovative District/Charter Collaboratives (e.g. regional STEM AG school)**

- Multi-district collaborative to launch a STEM school focused on agribusiness
- Partnership with Nampa School District, University of Idaho and others (hopefully business)