

**MINUTES OF THE SPECIAL MEETING/WORK SESSION FOR THE PURPOSE OF A  
BOARD MEETING WITH LEGISLATORS**

**Board Room at the Education Center  
Monday, December 2, 2013  
4:30 p.m. – 7:00 p.m.**

**BOARD MEMBERS/SUPERINTENDENT PRESENT:**

Janie Gebhardt, Chair  
Jackie Cranor, Vice Chair  
Paul Vitale, Clerk (Excused)

Jim Facer, Member  
Dave Mattson, Member  
Mary M. Vagner, Superintendent

**OTHERS PRESENT:** *Legislators:* Senator Roy Lacey; Senator Jim Guthrie; Representative Elaine Smith; Representative Carolyn Meline; Representative Kelley Packer; Representative Ken Andrus was excused; *Cabinet Members:* Patti Mortensen; Bob Devine; Douglas Howell; Bart Reed; Carl Smart; Chuck Wegner; Pam Sanford; Kent Hobbs; Shelley Allen; *IEA/PEA/Teacher Representatives:* Maggie Calica; Jan Flandro; Susan Matkin; Mary Lynn Graham; Glenda Funk; and Jim Robinson. *Board Secretary:* Renae Johnson.

**Welcome, Statement of Purpose and Introductions**

Chair Gebhardt called the meeting to order at 4:37 p.m. She said the Board appreciated the participation of the legislators and staff. She said the purpose of the meeting was to inform the legislative delegation of the District's needs as it headed into the legislative session. Ms. Vagner said the District had been meeting with its legislative delegation for the last eight years. She said she appreciated the attendance of five of the legislators.

**Overview of 2012-13 Star Ratings/Student Achievement Data/Support for Idaho Core Standards**

Ms. Vagner said the District lived and breathed its Vision and Mission. She said the administration benchmarked progress monthly and provided year-end data to the Board annually. She said Idaho's Star Rating System was in its second year. She said included in the packet was a graph detailing student achievement on the ISAT K-8 and grade 10. She said 50% of the rating was based on student growth and 25% was based on subgroups growth. She said there were additional requirements for students at the high school level including achievement, growth in subgroups, growth for all, performance on the SAT, how many students were enrolled in PTE and dual enrollment courses and how many students had a C or better. She said a school's Star Rating was affected by how many students took the state assessment test and a school had to have 95% of its students take the test or it would have a star removed from its rating. She asked the legislators to be aware that parent pushback regarding the SBAC testing could negatively impact a school's and the District's Star Rating. She said Kinport Academy showed dramatic improvement going from a 1 star school to a 5 star school. She said New Horizon High School moved from a 1 star school to a 2 star school. She said currently alternative schools were measured the same as a comprehensive school even though the needs of the students were vastly different. She said the current year's Star Ratings were frozen for two years until the state implemented the SBAC. She said all students in grades 3 – 11 would take the SBAC. She said the state originally communicated that only 9<sup>th</sup> and 10<sup>th</sup> grade students would take the test, and then told Districts that all students in grades 9 – 11 would have to take the test. She said the test took 8 hours to complete and Districts were only given one extra week in the testing window. She said in addition to the new SBAC test, juniors would also take the SAT because it was still a state graduation requirement. She said teachers were not allowed to proctor their own students. She said the District currently did not have enough equipment to administer the SBAC test. She said when 9<sup>th</sup> graders took the ISAT last year the District did not know it would count as their graduation test and only about 66% of those students were successful in reading, language arts and math and the other 34% would now have to take the alternate route to graduation. She said the information forthcoming from the State Department of Education was not timely to how Districts operated. She said all schools K-3 met the IRI with the exception of 1 1<sup>st</sup> grade class. She said the District's ISAT scores showed growth in every school and at every grade level. She reviewed the gap between ethnic categories. She said the District was narrowing the gap in its ethnic groups but still had work to do. She said the District's limited English population struggled and only about 25% were proficient in reading and only 43% proficient in math. She said special education students were 41% proficient in reading and 33% proficient in math. She said the gap was narrowing for the District's economically disadvantaged population with 84% proficient in reading and 74% proficient in math. She said the District's graduation rates had remained steady. She said

Pocatello High School had the most growth increasing from 84% to 96%. She said the District had many things to celebrate including seniors receiving over \$10 million in scholarships, Gate City Elementary being recognized as a Blue Ribbon School and many others that would not be covered in detail that night.

### **District #25 Funding/Balancing the Budget History/Fund Balance History**

Mr. Reed said there was a common misconception that School Districts had an excess of fund balance reserves. He said there had been several articles that year regarding excess funds. He said in July, 2011 the state was required to make a one-time maintenance of effort funding distribution because it had failed to meet the minimum funding level required by the federal government. He said many School Districts had already adopted a budget for that year and tabled the one-time maintenance of effort payment for future use. He said that was the reason so many people thought Districts had an excess of reserve funds. He said the reality was that the District had decreased its general fund balance every year for the last 4 years. He said Districts were at the same funding level as the 2006-07 school year. He said that number included the District's local Supplemental Levy increasing from \$5.5 to \$8 million. He said included in the packet were materials detailing the history of reductions the District had had to make over the last four years. He said one critical point to realize was that the District was staffed under the state level and had been for many years. He said the District was \$4.5 million behind on textbook adoptions due to a lack of funding from the state. He said the District was operating with 9.5 fewer instructional days due to the limited budget and cost increases that were beyond the District's control. He said the District's cost increases were anywhere from \$1.2 to \$1.5 million every year. He said School Districts had received some significant increases from 1984 to 2002, but since that time funding had leveled off and then decreased substantially over the last four years. He said any increase shown on the spreadsheet in the packet was due to increased enrollment and not an increase in funding from the state. He said in many cases the District would have seen a significant loss in funding if not for the increased enrollment. He reviewed the history of Supplemental Levy revenue. He said in 1984 the District's Supplemental Levy was less than \$500,000. He said in 2001 the levy increased to \$4 million, then to \$5 million, \$6 million, \$7.5 million and most recently to \$8.5 million in 2013. He said there was a risk factor involved when a District relied on its Supplemental Levy for more than 10% of its budget and the District was now beyond that level. He said in 1984 the District was less than 3% dependent on its Supplemental Levy. He said the District was now 13.5% dependent on that fund. He said if the District was unable to pass the levy in future years it would amount to 150 teachers that the District would have to cut. He said it was now impossible for the District to get by without the Supplemental Levy. He said Supplemental Levies had become the old M&O tax Districts used to receive. He said the problem with that is that Supplemental Levies are not a permanent or stable source of funding. He said the M&O tax was a permanent and stable source of funding until it was eliminated. He said since that time there had been a dramatic increase in the number of Districts across the state with Supplemental Levies and the Districts without one was most likely due to the fact that they were unable to pass levies in their communities.

### **Implementing of ICS/Resources/Curriculum Cycle**

#### **Readiness for Administering SBAC/Resources/Time/Classroom Technology Acquisition and Support**

Mr. Wegner said the Board was able to set aside \$176,000 for supplemental resources to implement ICS. He said he originally requested \$400,000 but the District was unable to allocate the full amount needed. He said the \$176,000 would get the District started on the implementation of the ICS. He said the District would also utilize the 40% of differentiated compensation funds as allowed by the state. He said approximately two-thirds of the professional development portion of the money would be returned to teachers in the form of stipends for developing units and leading instruction camps. He said the remainder of the funds would be used for the acquisition of non-fiction texts and printing needs. He said teachers would be pulled together in June to refine units and recommend materials needed to fully implement the ICS. He said additional funding would be provided through HB65 which provided funding for professional development relative to the transition to the new assessment and for necessary electronic acquisitions. He said the District set aside the HB65 funds for the acquisition of eBooks. He said the District was grateful for the additional funding. He said the Curriculum Cycle of Renewal history was included in the packet. He said the document showed that after the 2008-09 school year, no funding was available for textbook adoptions. He said in the next school year the District would be a full six years behind on its textbook adoptions due to a lack of funding. He said many of the District's texts were from early 1999 or 2000. He said the newest adoption the District had was in 2005 for language arts and science textbooks. He said the District hadn't been able to do a system-wide textbook adoption since 2008 which added pressure to teachers as they developed new curriculum to look for any available free resources which were limited. He said Ms. Vagner had discussed the challenge of administering the new assessment in a limited time frame and raised the question as to how much lab time would be consumed for

testing. He said this was of particular concern in the high schools that would be testing three grade levels. He said the administration calculated how much lab time would be needed for testing and found that even with a perfect schedule and no interruptions, testing would take up 60 – 80% of lab time. He said this left very little time for other instructional purposes. He said the District used a portion of its Emergency Levy Fund in the amount of \$264,000 to purchase mobile labs for the secondary schools in order to administer the tests. He said it would allow schools to continue providing instruction in the regular labs during the testing window. He said the District had already begun purchasing mobile labs for the elementary schools. Ms. Graham asked why 11<sup>th</sup> graders were now required to take the test in addition to taking the ISAT. Mr. Wegner said the state was requiring students to take the test in order to “test the test”.

**Review of Superintendent Luna’s Proposed 2014-15 Public Schools Budget: Career Ladder Salary Schedule; Timeline for Restoration of Operational Money**

Mr. Smart reviewed the proposed budget from the State Superintendent of Schools. He said the budget proposed a 5.3% increase in overall funding which was good, but some of the allocations could be improved. He said one of the line items that could be improved was salary apportionment. He said the proposal included minimal changes for classified and administrative staff. He said the biggest proposed change was for the implementation of a Career Ladder in the amount of \$42 million. He said that was a lot to allocate for something that nobody knew enough about. He said all of the college opportunities for students to take advantage of had been combined and called “advanced opportunities”. He said another area was called Instructional Management which was funded by the Albertson’s Foundation for Schoolnet. He said the District’s administration had determined that Schoolnet was a lot of promises that had not been delivered. He said the District decided to pay for Mileposts as an alternative to Schoolnet. He said the state had allocated \$4.5 million to match the Schoolnet contribution for a system that was not functional. Senator Guthrie asked what the District’s concerns were with funding for Advanced Opportunities. Mr. Smart said there were limited numbers of students across the state that were able to take advantage of those classes and Districts were unsure of what the state ended up doing with unused portion of the funds. Ms. Vagner said so far the District had not had any students that qualified for the “8 in 6” opportunity. She said the District found that it is more advantageous for students to stay in high school and take advantage of the dual enrollment courses offered at a discounted rate through ISU. She said another concern was whether or not it was the job of the K-12 Public School system to pay for college. She said that was a philosophical question for the legislature. Mr. Smart said in the proposed budget the distribution factor had increased which was a good thing, however, the amount was minimal when you considered that Districts had not seen an increase since 1999 and had substantial cost increases in that same time. He said even after implementing the proposed increase to the distribution factor Districts would still be 10-20 years behind. He said Districts had been pleading for years for additional operational funding. He said many Districts in the state were also dealing with substantial increases in medical premiums of up to 30%. Ms. Cranor said the School Board was also concerned that it had reached a point with its patrons that it would not be able to pass another increase to the Supplemental Levy. She said it was already a challenge passing the levy just maintaining the current amount. She said the District was able to pass an increase last year but it had reached the limit with its patrons. Senator Guthrie asked what the average total revenue was from Supplemental Levies for Districts across the state. Mr. Reed said he was not sure what the exact amount of revenue was. Ms. Vagner said Idaho Falls had a \$10 million Supplemental Levy and was smaller than this District. Ms. Cranor said there were a lot of smaller Districts that had never been able to pass a Supplemental Levy. Ms. Vagner said the “have” and the “have nots” were a lot more evident with the shifting of the tax base. She said the Meridian School District had to deal with not passing its \$30 million levy that year. Mr. Smart said there were also a couple of School Districts in the state that were able to pass a Levy without a vote. He said he would go back to the concerns the District had with the Career Ladder. He said this was the state’s third attempt at pay for performance. He said the first Pay for Performance plan was very divisive in this District. He said there were teachers that worked with the most difficult populations who ended up getting nothing based on the single criteria of who could pass the ISAT. He said this year the District was able to decide how differential compensation was allocated and would attempt to be as fair as possible. He said with the new Career Ladder it was yet another experiment with Pay for Performance without any planning or research that the District was aware of. He said he was unaware of any plan as to how the state would maintain credentials with the new ladder. He said the state could not afford to pay everyone that was proficient so it would have to create a bell curve to determine who would be eligible. Ms. Funk said pay for performance had been proven time and time again to not work. She said a book called “Reign of Error” by Diane Ravitch did a good job laying out the claims regarding education compared to what actually worked. She said the reason pay for performance did not work was that it did not encourage collaboration. She said when teachers were pitted against each other for money all bets

were off. She said there was no incentive to share knowledge. She said she was currently involved in curriculum development at the national level and there was no incentive to share any of that if teachers are competing against each other for money. She said anything the legislature could do to learn more about pay for performance and assessment and testing was a good thing. Mr. Smart said it was great that the state was trying to increase salaries but there was wisdom in delaying the career ladder until more research could be done. Ms. Vagner said the administration believed that a better use for the \$42 million would be to put that money into the current salary schedule. She said if the Governor's Task Force recommended the Career Ladder and the Governor approved, more research should go into its implementation. She said many states that had tried to implement a Career Ladder without adequate funding ended up with a bell curve that was usually destructive. Senator Lacey said the Governor's Task Force was still unsure what it could do about a Career Ladder. He said the committee was listening to what other states were doing and researching the various outcomes. Ms. Vagner said the administration would recommend that the legislature apply the funding to the current salary schedule.

### **Input for 2014 Legislative Session**

#### *State Base Salary and School District #25 State Funded Salary History/State Distribution Factor History*

Mr. Smart said the State Base Salary and Distribution Factor History were included in the packet. He said the District had not had a state base salary this low since 2001. He said the District still had 9.5 furlough days. He said the District was able to give its classified employees a 1% increase but was still below the 2009 levels. He said administrative salaries had not been this low since 2001. He said the District would like to be able to increase salaries and extend the school year. He said the comparison data was cut off at 2006 because the elimination of the M&O tax threw off the numbers. He said the District had utilized the Use It or Lose It provision in order to balance its budget. He said the District was able to under hire its administrative and classified staff and had done so for the last several years. He said last year was the first time Districts had the flexibility to under hire its certificated staff. He said Districts did not want higher class sizes but were out of options for balancing the budget. He said the District would not have been able to balance its budget this year without the Use It or Lose It provision. He said he did not see how a District could operate at the full amount of under hiring allowable which was 9%. Ms. Cranor said the District had reached the point of having to cut programs and she was so upset about having to cut PE, librarians and counselors. She said the School Board agreed to eliminate the requirement to teach handwriting because of the increased expectations for keyboarding. She said there was not enough time to teach both. She said it was terrible that Districts had to cut these important programs in order to balance the budget. She said it was hard for her to see other states that had amazing educational programs and made her miss what this state didn't have. She complimented the District's teachers for stepping up and teaching PE but the District could not afford to keep piling on more expectations. She said the elimination of so many programs made her sad for children who were the School Districts whole purpose. She said the other programs were just as important for children as the core instructional programs. She said she hoped the legislature could see what the District had had to sacrifice in order to balance its budget. She said once a program was cut it was very hard to get it back.

#### *Level of Understaffing/"Use It Or Lose It"; Average Daily Attendance (ADA) vs. Average Daily Membership (ADM)*

Mr. Smart said ADA was based on how many students attended each day. He said this was not a very effective way to fund School Districts since Districts did not hire staff based on how many students attended on a particular day, but rather hired staff based on the total number of students enrolled for the year. He said Districts had been asking its legislators for many years to consider funding Districts based on Average Daily Membership (ADM). He said if the District was funded based on enrollment rather than attendance it would mean another \$2 million in funding. He said if the state moved to an ADM calculation and adjusted the ratios it would not benefit Districts and if that was proposed then the District would prefer to stay with the ADA calculation.

#### *ISEE/SchoolNet/Workload Impacts*

Mr. Smart said almost every District in the state agreed that the ISEE System was nothing but a black hole. He said it took an extensive amount of time to maintain. He said the administration tried to utilize its software as efficiently as possible, but the ISEE uploads always required fixes. He said staff always spent at least two weeks gathering data at the start of the year. He said supposedly the state was using the ISEE data to populate Schoolnet but the data was never available and Schoolnet was in constant repair. He said the system was a money pit. He said Districts were required to upload two new data sets this year which took him two weeks to complete and still may not be accurate. He said the state depended on that data for funding which was very frustrating. Ms. Vagner said the ISEE uploads required the time of Mr. Smart, Director of Employee Service, the Technology Coordinator and the Special Education Secretary for two solid weeks which was a lot of time and money spent on reporting without any

compensation from the state and the demands from the state had increased every year since the implementation of the ISEE System. She said it was a huge drain on the District's productivity. Mr. Smart said the system tracked special education information, gifted and talented, demographics for teachers and students, attendance and course information. He said many people were concerned about how the data was housed and what the state was doing with the data. Ms. Vagner said the District was hearing about pushback from parents that did not want their student's data leaving the state, but the state was required to report to the federal government. She said people were concerned that their personal identifiable information was out there. Mr. Smart reviewed the student enrollment versus staffing over the last 10 years. He said the District's FTE was based on projected enrollment. He said the District hired teachers based on anticipated enrollment. Ms. Vagner said there was a peak in staffing in 2010 due to federal funding through the Jobs Bill. Ms. Flandro asked what effect the closing of the Heinz factory would have on enrollment. Mr. Smart said the administration would monitor it closely but had no way of knowing for sure what effect it would have on enrollment. He said there would likely be some change but most families would keep their students in school until the end of the school year.

#### *Ability to Recruit and Retain HQ Professional Staff/Staffing Needs/Need to Feed the Salary Schedule*

Dr. Howell said the District was finding it very difficult to hire special education and math teachers. He said the District had been taking advantage of provisional authorizations through the state in order to staff those positions. He said the District had not seen a supply and demand report from the state but the District was seeing a high demand for those teachers in this area. He said the District had also been using substitutes in place of qualified teachers in those hard to fill positions. He said every year the District was looking for qualified math and English teachers. He said the relationships that teachers had with students and parents were indispensable. He shared the comments of Ron Tolman, Jefferson Superintendent of Schools: "The quality of the teacher has a tremendous effect on student success. Idaho students deserve a quality education by qualified staff." He said only one state was lower than Idaho in per pupil funding and could mean the difference between hiring and retaining highly qualified staff. He said the Teton School District in Wyoming constantly lured candidates away from the District with starting salaries of \$50,000 per year plus full benefits for staff and their families. He said the District's benefits had increased over the years but was able to negotiate a lower rate this year which was passed along to staff. He said currently the District's starting salary was \$30,000 which amounted to \$1,300 per month take home after paying for their family insurance. He said many teachers left the profession in the first year and 40% within four years mostly due to increased accountability for less pay and the increased cost to obtain an education. He said class sizes had increased dramatically over the last few years. He said many classes in the middle and high schools were in the mid to high 30's. He said there were 84 School Districts with Supplemental Levies and now 13.5% of the District's budget was dependent on the Supplemental Levy. He said if the District was unable to pass the Supplemental Levy it would be devastating to the District. He said the amount of the Supplemental Levy equated to 150 staff members. He said the percentage of teachers that had been with the District for 4 years or less had increased steadily over the last few years. He said retaining those staff members was difficult. He said the District was fortunate to have a relationship with ISU but many other Districts were not so lucky. Ms. Gebhardt said a lot of students were changing their career paths mid-education because being an educator was not a promising career. Ms. Funk said a lot of people were using teaching as a starter profession to go into another field such as education reform. She said it did not help that people like Bill and Melinda Gates stated that a first year teacher was just as effective as a 32 year teacher which was demoralizing to a dedicated teacher. She said when she first started her career as a teacher, people put their teachers on a pedestal but now teachers were constantly undermined. She said there needed to be a top down reckoning as to what kind of teachers the people wanted. She said you get what you pay for. Ms. Flandro asked about the student to teacher ratio included in the packet. Mr. Reed said the ratio included all staff and was not reflective of the classroom alone. Dr. Howell said the District had not been able to do anything for its teachers who were at the top of the higher education and experience salary schedule. He said there were also veteran teachers who were helping first year teachers with lesson planning who should be compensated.

#### *Classified Grievance Process*

Dr. Howell said the ISBA submitted a Resolution for legislative consideration regarding the Classified Grievance process. He said the Resolution detailed the difference between a classified vs. a certificated grievance. He said the grievance process between the two employee groups was extremely out of balance. He asked the legislators to share the information with their colleagues. Ms. Vagner said use it or lose it had been critical to balancing the budget. She said it amounted to \$1.4 million that the District was able to utilize for its operational costs. She said Districts were hearing that the legislation may be limited. She said if Districts lost the ability to understaff based on use it or lose it they would be in worse shape than anyone could imagine. She said it would be devastating to the District which was not even close to the full 9%. She said children had to start learning keyboarding in the 3<sup>rd</sup> grade and if they were not

taught, it would limit their ability to become proficient in taking the SBAC. She said in order to provide time to teacher keyboarding the District eliminated the requirement to teach handwriting which was now being proposed as a requirement through legislative action. She said the District was also forced to eliminate its PE Specialists due to a lack of funding and may now be required to offer more PE time in elementary and high schools. She asked how Districts were supposed to manage all of the mandates without any new funding when it was barely hanging on. She said it was not practical or reasonable. She said the legislature would have to determine what School Districts had time to do and what resources were available to do it. She said it would come down to what Districts were able to give up in order to make time for the increased mandates. She asked the legislators to be mindful of imposing new mandates without increasing resources. She said Mr. Smart covered the issue of moving from ADA to ADM which would be ideal but not at the expense of devaluing the amount per student. She said it would only be better if new money was put into the system. She said funding for operational costs and salaries across the board were critical to the District's survival.

#### *Impacts to Alternative Programs as a Result of Lack of Online Success Rates*

Mr. Devine said in the state of Idaho the alternative schools were rated on the same criteria as the conventional high schools and was the only state to do so. He said further complicating the issue was the push for more online virtual high schools. He said the District was seeing a majority of those students come back with little to no credits after a whole year of trying to complete high school credits online. He said the New Horizon Center had 13 students return after online schools with one or two credits on average for the year. He said the New Horizon Center offered up to 18 credits per school year. He said students returning from online schools with so little credits had no other choice than to enroll in the alternative school. He said it made it very difficult when the alternative school was held to the same level of accountability as the traditional schools. He asked them why online schools weren't held to the same level of accountability. He said online schools were impacting the alternative high school's graduation rate dramatically.

#### *Level of Readiness for Kindergarten*

Dr. Mortensen said Idaho was one of the few states that did not provide any support for the preschool. She said the only preschool funding the District had was for special education and that was through federal funding. She said the District wanted to quantify what it was seeing for the legislators. She said the District got about 1,000 kindergarten students per year and the schools were screening students at the school level but there was no clear picture at the District level so the administration developed a math and literacy screener for all kindergarten students in the District before the student was assigned to a class. She said the District screened 975 in literacy and 45.5% of those students were below the recommended readiness levels for Kindergarten. She said that percentage almost exactly correlated with the poverty level in this community. She said the District eliminated full day kindergarten as a cost savings measure a few years back and was having an impact on some students that went days without being in school. She said the students that showed up without the readiness skills really struggled in a classroom setting. She said the District was doing its best to support those children with limited federal funds but wanted to legislators to be aware of what the District was encountering. She said 40% of students were below the readiness level in math with just a simple math screening to determine if the student could count to five. She said the data was very telling. She said it was also a struggle to handle students that were not use to any kind of structure. She said the District used kindergarten to prepare students for the level of structure required in the classroom setting but did not have that luxury anymore with the increase rigor requirements at the kindergarten level with the implementation of ICS. She said the legislature needed to look at the reality and what the data was telling us. She said research showed that states who funded preschool saved money on the backend with reduced number of dropouts.

**ISBA Resolutions:** *Statewide Software Application for Data Collection; Support for Idaho Core Standards; School Personnel P.O.S.T. Training; Knowledge of Skills Based Salary and Reimbursement Index; Operational Funding for School Districts; Voluntary Professional Development for School Board Members; Support for NSBA Efforts for Increased Local Governance; Appropriate State Funding for Certificated Salary Schedules; Mastery Learning and the Funding Mechanism*

Ms. Vagner said included in the packet were Resolutions coming from the ISBA. She said one of the Resolutions was in support of the ICS. She said the District was very supportive of the implementation of the ICS and felt strongly about the development of its teachers. She said another Resolution suggested that the state should not put money into a salary schedule that it knew nothing about. She said the District was 100% behind providing operational money for Districts. She said there was some talk about mandating training for Board Members but Board Members were volunteers and shouldn't be mandated to participate in training. She said the District offered a Resolution regarding a voluntary training option through the ISBA. She said School Boards and Districts needed

fewer regulations, not more. She said the legislature needed to provide for more local control so School Boards could make relevant decisions regarding their students and staff. She said almost everything the District did was regulated at the state level. She said putting money into the salary schedule was critical. She said it had been years since the state had put any new money into the salary schedule.

### **Trustee/Legislators' Comments**

Ms. Gebhardt said Senator Thane had been pushing to give more power to parents to choose curriculum for their children. She said there were many ways for parents to provide input into the curriculum and she hoped someone could talk to Senator Thane about the concerns caused by parents dictating their child's curriculum. Senator Guthrie asked what other options the District was proposing for the use of the \$42 million in place of a Career Ladder. He said if the legislature said it didn't want to implement the Career Ladder and did not offer an alternative, JFAC would most likely pull the money altogether. Mr. Smart said the District would propose using that money to restore days of instruction. He said even getting back 2 or 3 days of instruction would be helpful. Senator Guthrie said there are some issues with distributing funds evenly due to the increased starting rate for a new teacher. Mr. Smart said evenly increasing the base salary schedule across the board would make a dramatic difference. Ms. Vagner suggested a 2% increase to the base salary statewide and said the administration would calculate the cost and send the information to its legislative delegation to present during the session. Ms. Cranor said it would also be helpful if the legislators explained how an increase better served Districts rather than pay for performance. Mr. Devine suggested providing SBAC requirements as the rationale for the restoration of days. Senator Guthrie said any rationale and talking points were very helpful. Ms. Vagner said the administration would provide a cost breakdown for a 2% increase and the legislature could discuss what was reasonable. Senator Guthrie asked if there was an option for a hybrid approach to the ADA/ADM issue. Ms. Vagner said the state would have to be willing to put new money into the calculation for any other options to work. Senator Guthrie asked how the 3% understaffing was calculated. Mr. Smart said the calculation was based on the units the District received which were based on student enrollment. Ms. Cranor said the District was using the money it saved on understaffing to cover its operational costs. Senator Guthrie said he anticipated that Common Core would be a significant battle during the legislative session and asked if the District had any other suggestions if Common Core were pulled. Ms. Vagner said the District was currently only three months into implementation and had no data to give the legislature in regards to how the new requirements were impacting students. She said the administration was seeing increased expectations for writing in all classes. Ms. Funk said there were some teachers that had a problem with the common core because it was not developed with teacher input. She said the Idaho Core Standards were the state's interpretation of the common core. She said she believed it was a misinterpretation. She said another problem was that the ICS was all about teaching to the test. She said the entire curriculum she developed for her classroom was aligned with the common core. She said she did not like that the curriculum did not address poetry. She said she would only speak to the implementation in grades 9 – 12 and that was all about the SBAC test. She said the reason teachers were having their students write more was because they had to develop curriculum aligned to the core. Mr. Wegner said it was very early in the process and the state needed to stay the course. He said he had been working with many teachers intensely for two years and they all agreed the increased writing requirements was a good thing in all content areas. He said the increased use of non-fictional texts was good for students and would be a huge mistake to derail it. He said the increased expectations were good for children. Ms. Cranor said she did not know why the legislature would abandon something they had been preparing for years to implement before even giving it a chance to see the impact on student learning. Senator Guthrie said most of the pushback was due to the privacy issue. Senator Lacey said it was an election year and many legislators would use this opportunity to make a name for themselves. Ms. Gebhardt said her grandchildren were in their second year of implementation of the common core and were seeing amazing results. She said students were acquiring skills they weren't learning before. Ms. Flandro said the IEA, NEA and PEA were all in favor of common core because the standards helped to compare Idaho students to other states which it had no way of doing otherwise. She said the standards were thoughtful and were just that, standards, not the curriculum.

### **Summarize**

Mr. Facer said the School Board attended a Regional School Board Meeting in Marsh Valley and he appreciated being a part of such a dedicated School Board and administration. Ms. Gebhardt said the District would keep moving forward and would continue to do well and thanked the legislators for their time. Ms. Vagner said the District routinely communicated with the legislators by email throughout the legislative session and could be available to meet at a moment's notice. She said the administration would work through Representative Smith to coordinate meeting with the legislators for Day on the Hill in Boise and would continue this discussion at that time.

**Adjourn**

Chair Gebhardt adjourned the Special Meeting/Work Session with Legislators at 7:32 p.m.

**APPROVED ON:**

15 April 2014

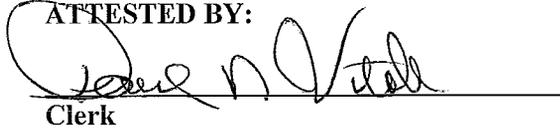
**MINUTES PREPARED BY:**

  
Secretary, Board of Trustees

**BY:**

  
Chair

**ATTESTED BY:**

  
Clerk