

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

Board Room at the Education Center
Monday, December 10, 2012
4:30 p.m. – 7:00 p.m.

BOARD MEMBERS/SUPERINTENDENT PRESENT:

Janie Gebhardt, Chair
John Sargent, Vice Chair
Jackie Cranor, Clerk

Jim Facer, Member
Paul Vitale, 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; *Principals:* Keith Barnes; Heidi Kessler; Evelyn Robinson; Besty Goeltz; *IEA/PEA Representatives:* Maggie Calica, Region 5 IEA Coordinator; Jan Flandro, PEA President, Liana Litzsinger; Luann Claussen; Kathleen Huffield; Gary Howell; Mike Ferguson, Economic Advisor/Presenter; Dick Sagness, Retired Educator; George Chandler, Education Foundation Member, Renae Johnson, Secretary to the Board of Trustees

Welcome, Statement of Purpose and Introductions

Chair Gebhardt called the meeting to order at 4:36 p.m. She welcomed everyone and conducted introductions. She said the information that would be presented was very important to the upcoming legislative session. Ms. Vagner said Representative Andrus had a previous business obligation but shared with her that he intended to be actively involved in educational issues and was interested in returning local control to School Boards.

Overview of 2011-2012 Student Achievement Data

Ms. Vagner said the District was achieving its Vision and Mission. Mr. Wegner said students take the ISAT in 3rd through the 10th grade. He said the ISAT was used to measure Adequate Yearly Progress (AYP). He said 10th graders were required to pass the ISAT. He reviewed the ISAT results for the District compared to the state from 2007 to 2012. He said the data was used to show achievement over time. He said the District was above state averages in all three areas in grades 3 through 9. He said the 9th grade ISAT test was actually at a tenth grade level. He said the 10th grade was at the state average in math. He said the achievement gap for ethnic groups had improved dramatically since 2007 especially in the last couple of years. He said the achievement gap had also narrowed for students in special programs. He said the District average in 2005 was 84% which was below the state average and last year was 96% which was well above the state average. He said ESEA required that all students meet proficiency in reading and math and the District had to show progress towards those levels. He said there were 42 targets and if a school missed any one of those targets it was designated as not meeting AYP. He said the bar had been set pretty high. He said the SDE filed a waiver with U.S. Department of Education and the District was now under a new accountability system. He reviewed AYP under the old system. He said all of the elementary schools except Wilcox and Washington met AYP. He said Kinport met AYP and the other middle schools did not. He said Century and Pocatello High Schools met AYP this year. He said assessments would change again this next year and the District planned to stay the course for improvement. He reviewed the major initiatives that are in the District's strategic plan and worked daily. He said the data showed that the District was improving over time which meant the plan was working. He reviewed dual enrollment courses over time and said there were many other measures of achievement. He said there were 1,861 dual credit hours earned in Region 5 last year and 988 of them were earned by students in this District. He said the District conducted ongoing monthly training for technology. He said the District had two Instructional Technology Specialists that were funded out of Title I and Title II and were responsible for training the Instructional Technology Coaches that would train teachers in the classroom how to use the technology and provide support. He said the District had a very well developed plan for the delivery of technology training that supported teaching and learning. Ms. Vagner said the data clearly showed a direct correlation between achievement and the District's strategic plan. She said the community had invested over \$40,000 in dual credit scholarships through the Chamber Scholarship initiative since 2007 and local children were benefiting from advanced opportunities. She said the SDE just recently started looking at how many dual enrollment classes children were taking. She said not every student was ready for dual

enrollment classes and high school should still be high school for many children. She said the job of K-12 education was to prepare children for college. She said the District took on the Festival of Trees four years ago to raise money for 21st century technology and had been able to raise about \$87,000 per year to implement technology in the classroom. She said all of this was necessary to compensate for a lack of funding from the state of Idaho.

Idaho Public School Funding

Ms. Vagner introduced Mike Ferguson and said Mr. Ferguson did not seek out the funding story but did discover it. She said the presentation really set the context for what the District was communicating with legislators. Mr. Ferguson said he didn't set out to put this particular report together but one year ago when he was researching the impact of the great recession on public schools it came together. He said the recession had a big impact on Idaho and across the nation. He said he quickly encountered information that was not directly related to the recession. He said over the years there had been a systematic defunding of education in Idaho, meaning the state had been spending less and less of its available resources on K-12 education. He reviewed Idaho's Constitution Article 9 Section 1 that talked about why education was so important and said this was not a partisan issue. He said children did not come to school affiliated with a party but came for an equal education. He said the legislature was responsible to maintain a general uniform and thorough educational system. He said there are two parts to providing a uniform and thorough education. He said the first was the level of funding, which was in decline, and the second was the way funds were distributed which applied to the uniformity issue. He reviewed Idaho's total expenditures by fund. He said one of the funds was federal money which increased substantially during the recession. He said another fund was called "other" which included school property taxes. He said the budget had increased 8 times since 1980 and school funding peaked in 2010 and then declined. He said it was often said that schools got half of the general fund, but that was no longer the case. He said property tax had been shifted to the general fund and if you looked at total state funding from all sources it was not half and had in fact dropped from about 36% to 28%. He reviewed Idaho's personal income data from 1980 to the present. He said recent data showed that income was continuing to grow. He said it had grown, dropped in 2009 and then recovered above and beyond in 2011. He said personal income was the sum of all income in the state. He said it reflected the amount of money the state had to spend on education, whether public or private. He said the state had stable funding in the 1980s at about 4.4% but had seen a dramatic decline since 2000. He said that piece of data showed how much personal income was spent on education. He said one percent was equivalent to half a billion dollars. He said in the early 80s the state had three consecutive years of employment decline with a major downturn in 1982. He said almost 1 out of 20 jobs was lost. He said it wasn't until the end of the 80s that Idaho surpassed the nation in the number of jobs created and continued that trend through the year 2000. He said in the 80s Idaho raised the state sales tax by 2% and added two more tax brackets. He said those tax increases were implemented during a terrible economic time in Idaho which some might think would cripple an economy but in the aftermath of those tax increases the state had unparalleled economic prosperity and did nothing to undermine the state's economic success. He said one of the main reasons for the increase was to maintain education funding in the state. He said there was a steelhead coalition which worked hard to get the tax increases. He said it paid off and education funding was stabilized without crippling the economy. He said the general fund went from 4% to 5% of personal income. He said starting in the year 2000 the state had been making revenue structure adjustments but in the other direction. He said the state subtracted 10% off of the income tax bracket. He said in 2008 the grocery tax exemption was increased from \$20 to \$100 which eliminated \$250 million from the state's general fund over a period of time. He said the state eliminated the top income tax bracket which eliminated another \$36 million out of the revenue stream in 2012 and was the lowest it has been since 1934. He said corporate income tax was reduced for a loss of \$15 million. He said in 2001 agriculture personal property tax was exempted. He said Maintenance and Operations Levy was swapped out for a 6% sales tax and the general fund had to reach \$300 billion in order to enact new law to change that. He said all of the changes amounted to a total of \$345 million reduction to the state's revenue overall. He said currently only \$250 million had actually occurred. He said the IACI/Otter/Moyle plan was to eliminate business personal property tax which would complete the overall total. He said the group was also in favor of reducing personal taxes which would take another \$120 million out of the revenue stream. He said if all of it happened as planned it would be almost a dollar for dollar backslide from what the state had done to stabilize education in the 1980s. He said the group was discussing the possibility of phasing in the elimination of the business personal property tax over a six year period. He said it would help to soften the blow but the big question was whether or not there would be any replacement funds from the state and if the tax burden would be shifted to homeowners. He said the business personal property tax was 10% of the revenue base so if it was shifted it would be a 10% increase to everyone without business personal property such as homeowners. He said IACI had suggested that it wouldn't make sense to shift the tax burden which meant the

state would be locked in with reduced revenue. He said he did not see how that could work knowing that meant that some counties' budgets would lose half of their budget. He said he did not currently have county by county data but was working on gathering the data. He said he did not know yet how this would affect school funding because no one knew what shifting would be allowed. He said the real impact was the narrowing of funds. He said it would take higher rates of taxation to get the same amount of funding. He said the impact would vary greatly across the state and lead to further disparity. He said the general fund was given the most attention during the legislative session but if you looked at the ongoing revenue and expenditures the state was \$29 million upside down. He said just last week the state revised its projections for \$13 million and reduced the growth percentage by 5% which would increase the total that the state was upside down to \$45 million. He said the fiscal direction in which the state was going was not attractive. He reviewed the history of Supplemental Levies statewide. He said the number of Districts with levies increased in the 80s and dropped when funding stabilized and then slowly started rising in 2000. He said from 1999 to 2012 the total value of levies statewide went from \$60 million to \$140 million and increased by another 20% in 2013. He reviewed each District's levy amounts and the taxable value per student. He said there was a fundamental problem with levies that are not equalized. He said Region 4 had six Districts that were among the wealthiest Districts in the state. He said smaller Districts were allocated more because they cost more to run and were allowed to have stabilization levies. He said Pocatello's levy rate was twice the amount of Coeur d' Alene's levy rate, yet Pocatello didn't even raise one third of the amount per student from its levy. He said the disparities were there from Region to Region and even more so from District to District. Ms. Vagner said it really showed the big picture of the how the tax structure had changed and what the legislators needed to think about when they made decisions for the coming school year.

2013 Through 2015 Common Core State Standards (CCSS) / Smarter Balanced Assessment Consortium (SBAC) Implementation / Resources / Reform

She said the Idaho state legislature adopted legislation that directed Idaho become one of the 46 states to adopt the Common Core State Standards which directed greater levels of rigor in order to prepare children to leave high school career and college ready without remediation at a collegiate level and the definition of career and college ready kept evolving. She said preparing for the implementation of the CCSS had been a priority focus for the District since the moment it was exposed to it and the administration knew it had to be ready to implement meanwhile the state's focus had not been on CCSS nor on providing the resources for Districts to prepare to implement them. She said the District had 700 teachers to get ready to implement the new standards and teachers had to be confident and competent when they entered the classroom to prepare students for the new assessment. She said math rigor had been increased and children would be expected to compare, evaluate and problem solve. She said the infusion of higher level skills would be pushed down into lower grades more than ever before and the accountability for teachers would increase dramatically and the District had to be ready to further develop their skills. She said the District also had to be ready to roll out unit plans in English/language arts, math, science, social studies and PTE classes because it was accountable to ensure that the informational texts were aligned to standards that met the college and career ready requirements. She said the CCSS implementation timeline that was included in the packet detailed the amount of work that teachers would have to be brought in to develop and expose to the rest of the staff beginning in 2013. She said CCSS was reform in Idaho and this was where the focus needed to be at the state level and the resources had to be aligned to that focus. She said teachers needed the materials to deliver the new instructional expectations whether electronic or hard copy. She said operational resources were critical to Districts to be able to turn on the lights and the heat and at the same time build capacity in staff. She said Idaho had to be ready to be ranked side by side with 30 other states that would all be CCSS having various levels of funding. She said she would think Idaho's officials would want the state to rank high on the list but it would take an investment in resources to ensure Districts were ready to implement the new standards and do well. She said real reform was in the classroom, focused on teachers helping students perform in a different way. She said the District had begun preparing for this reform over two years ago. She said the District was ready to move forward but had been relying on scarce federal funding and nothing from the state. She said Idaho could not afford to skip a heartbeat with its children. She said CCSS was real reform and was where the focus of the legislature and the state should be. Senator Lacey asked where other Districts were in the implementation process relative to CCSS. Ms. Vagner said Regions 4, 5 and 6 had been working together for implementation.

Input for 2013 Legislative Session

Mr. Smart said the state salary distribution information was included in the packet and showed the District's apportionment for administrative, classified and certified salaries. He said there had been a 14% reduction in support from the state since 2009. He said it was the intent of the SDE that pay for performance would

compensate for the level of salaries. He said the District currently had 9.5 furlough days out of each school year. He said the current salary levels were a major concern. He said equalization disappeared in 2007. He said previously there was a mechanism that capped the property values used for stabilization. He said the distribution factor was the formula used to determine a District's operational costs and in 2011 it was reduced by 14.39% which amounted to \$3.5 million. He said the state only allocated \$47,000 to take care of discretionary expenses and the District had hundreds of thousands of discretionary expenses to cover just in medical premium increases. He said less discretionary funding made it difficult for School Boards to balance local budgets when they couldn't make local decisions. Ms. Vagner said the District started making reductions in 2009 and cut everything that could possibly be cut including the annual retirement reception, the honors dinner, travel budgets and supplies. She said the first year the District cut \$4.1 million and another \$5.3 million in the second year. She said that was almost ten million dollars in two years. She said the second year the District enacted a 4% pay reduction for all staff. She asked the legislators to remember what Districts had been forced to do in order to balance the budget including pay reductions, furlough days and stripped operational budgets. She said last year the District had to cut another \$3.3 million which eliminated classified staff and jobs. She said the District took what it could out of the fund balance to make the budget work and was just barely able to balance the budget because the legislature had allowed Districts to understaff. She said previously if a District was understaffed it would not get the funding for those positions. She said the District was currently understaffed at 2% which it was able to accomplish through retirement and attrition. She said the District's reserves had been exhausted and there was nothing left in discretionary to cut and it was still faced with dramatic cost increases the following year. She said the Board would look at how to put the pieces together based on what the legislature did. She said the District had eliminated jobs, reduced pay, implemented furloughs and reduced its services by over \$15 million in four short years. Mr. Reed said some of the cost increases the District was facing included an increase from PERSI which amounted to \$71,000 for the District and was a mandatory expense. He said the District had to change its benefits plan for employees which increased the deductible from \$500 to \$1,500. He said the administration did not know the full impact Obama Care would have on the District but it did know it could not afford to cover medical insurance benefits for part time employees and would probably have to reduce part time hours to below 30 hours per week. He said workers compensation rates went up every year. He said the District's costs were increasing and its funds were decreasing in spite of being a growing District, the revenue base was still shrinking. He said the District had to open a fourth middle school to accommodate the growth and would be another ongoing cost. He said the legislature used to fund textbooks but had not done so for many years. He said the District was sitting on \$4.2 million in scheduled textbook adoptions that it had been unable to implement. He said the District had not been asking for anything new it was asking to maintain what it had. Mr. Wegner reviewed the cycle of renewal. He said if funds were available the District would be looking at adopting English/language arts textbooks but was unable to fit it in the budget. He said ideally the District would like to purchase science textbooks, but again could not due to a lack in funding from the state. He said the last adoption was about three years ago for elementary math that the administration believed would be aligned to the CCSS. He said in looking at the necessary resources to implement the CCSS the problem just compounded. He said teachers had begun to identify the materials they would need to implement the CCSS including increased informational texts for all grades, printing costs, supplemental math texts, construction tools for geometry, software and access to technology. He said he had started a running list without assigning a budget to support the needs. Ms. Vagner said she continued to get emails from teachers telling the administration that they needed texts and was forced to respond that there were no funds available. She said she cc'd the legislators on the emails to show them how often the administration had to tell teachers there are no resources for them to do their jobs. She said recently there was litigation filed relative to fees charged by Districts and the District was collecting almost \$350,000 in various fees and would be devastating if it had to pay the fees back. She said the fee collection did not include extra-curricular activities. She said the fee need was real and the District did not have funds in supply accounts to pay for the various instructional activities. Mr. Reed reviewed the business personal property tax analysis for the District. He said the District would not be as heavily impacted as some but it would shift the responsibility to homeowners which could affect the District's ability to pass a levy or bond in the future. He said the homeowner's exemption had been decreased by 17% over the last two years so taxpayers were already impacted. He said the state mandated that Districts could only hold elections on four dates throughout the year. He said if levy failed the District had very little time to prepare another campaign. He said to make matters worse the administration did not know what the funding picture looked like and yet the Board had to make budget decisions now. He said the amount of the District's Supplemental Levy had been increased over the last few years was almost the exact amount that it had been reduced by the state. He said that did not include any salary cuts employees had taken. He said if the legislature allocated funds to Districts with no strings attached according to Superintendent Luna's proposed budget the District would have \$3.8 million to balance its budget and would be able to do so if it had that flexibility. He said

the District had been asking for flexibility for years. He said if there was anything the legislature could do to give District's flexibility that was what was needed. Dr. Howell said he had been to recruiting fairs in Utah, Wyoming and Idaho. He said the starting salary in Teton County was \$54,000 and was \$32,500 in Logan, UT. He said it made it very difficult for the District to recruit and retain employees when Districts in neighboring states were paying so much more. He said the District needed the instructional calendar restored to 190 days in order to be ready for the implementation of CCSS. He said other Districts were also able to offer signing and travel bonuses. He said teachers still needed one year of experience restored. He said the District's benefits premiums had increased by 25% while other surrounding Districts were able to offer full family coverages. He said those were some examples of what could help the District to recruit and retain highly qualified staff. Chair Gebhardt recessed the meeting at 6:32 p.m.

Commentary on Students Come First Legislation

Chair Gebhardt reconvened the Special Meeting at 6:46 p.m. Ms. Vagner said included in the packet was information relative to use it or lose it. She said the original appropriation of funds had strings attached based on SCF legislation. She said use it or lose it flexibility was a component of SCF and Districts needed the legislature to continue that flexibility. She said the District could lose \$1.3 million if it had to return money for math, science and technology. She said even if the legislature restored the 1.67% the net loss to the District would still be \$682,000. She said the District was aware that the February distribution would be shorted until new legislation could be enacted to allow money to pass through to Districts. She said it was important for legislators to stay focused on the implementation of CCSS. She said Districts expected some of the elements from SCF to come back but this District never supported pay for performance and had two schools that did not get any pay for performance. She asked the two principals to talk to the legislators about what it was like to work in a school and have to tell their teachers that they work hard every day to narrow the achievement gap and were awarded nothing. Mr. Barnes said it really was a joy to work at the alternative school and knew that he had the best teachers in the state. He said the teachers worked with highly at risk students with a history of dropping out, teen pregnancy and having the cards stacked against them. He said these teachers helped them beat the odds and do great things and convinced them they could get the necessary credits to graduate and even go on to college and make something of themselves. He said pay for performance did not reward the best teachers; it rewarded teachers that were fortunate enough to work in high income areas. He said the alternative school was required to live by the same requirements as all of the other schools and didn't have AP students but had students that were struggling to master the basics. He said the school was showing a lot of growth but the formula for pay for performance stacked the cards against students and teachers. He said it was demoralizing to tell the teachers that worked with these struggling students day in and day out that the state awarded them nothing for all of their efforts. He said he didn't know what the future would hold for the school if the cards continued to be stacked against them. He said teachers may go on to greener pastures and hoped he never had to go through that again. Ms. Vagner said Jefferson Elementary had done very well this year and was a nationally recognized school. Dr. Kessler said this fall Jefferson Elementary had a lot to celebrate. She said students were 94.2% proficient in reading and several were 100% proficient. She said they were 93.2% proficient in math and 84.7% proficient in language which was far and above what was needed to meet AYP requirements and when staff found out about pay for performance it was a struggle for teachers to believe they were appreciated. She said Superintendent Luna touted in his press release that the hardest working and best teachers were receiving pay for performance bonuses and read a letter from a teacher at Jefferson. She said the letter was from a 4th grade teacher who said she had good students that were placed in a disadvantaged situation. She said Jefferson Elementary had a mobility rate in the top five which meant every year children were going in and out and had no stability. She said it was a constant struggle yet the school was recognized by Superintendent Luna as the Distinguished Title I School, received a Yearly Growth Award from the state and had met AYP for five years in a row. She said she worked with some of the best teachers in the state and served on the leadership team and was even named the Simplot Educator of the Year so it was very difficult to understand how the staff and this school received nothing. Ms. Vagner said there were some important things to focus on during the legislative session. She said there was no funding for technology support from the state and any funds the District had for technology were now raised through the Festival of Trees and the staff worked very hard for these resources. She said the District needed access to technology to implement CCSS. She said Districts needed the 1.67% restored. She said flexibility was critical and asked the legislators to let Districts decide what was best for them. She said Districts needed resources for professional development. She said the District had 700 teachers that had to be ready to implement CCSS. She said the District would be willing to work on pay for performance solutions that dealt with leadership roles. She said the state needed to feed the salary schedule and provide operational money to Districts.

ISBA Resolutions

Ms. Vagner said the ISBA approved eight Resolutions that it planned to present during the legislative session. She said there were two that were important for the legislature to be aware of which were the Resolutions dealing with Charter School Oversight and K-12 Education as an investment. She said the fractional ADA issue had to be resolved. She said even if a student took two periods at a Charter School the District only received funding for a half day. She said Districts needed to be funded for the exact amount of time children were in school. She said charter schools should not have a funding advantage. She said charter schools should become their own LEA and be subject to their own behavior, good or bad. She said if a complaint was filed against a charter school it should not become the District's problem, it should be the charter school's responsibility to come up with the solution. She said currently the District was held accountable and paid the consequence for a charter making a mistake that had nothing to do with the District. She asked the legislators to consider requiring charter schools to be their own LEA and not subjecting any entity to be responsible for their mistakes. She said the future of education would take leadership from the legislature. She said Districts implemented the decisions made by the legislators and appreciated their support in looking at education as an investment.

Functionality of ISEE/Work Load Impacts and SchoolNet Digital Resources

Mr. Smart said he and several staff members spent countless hours compiling and uploading data into the ISEE system which was a very difficult program. He said the District had good data and did what it had to implement the new program. He said all of the work and man hours that went into implementing the program were an unfunded mandate from the state. He said it took a lot of brainpower to make it work. He said the staff typically spent an entire week compiling the data and uploading it without any errors. He said the administration heard there were Districts in the state that had never submitted an error free report. He said the required data continued to get more complicated with more rules attached to submissions. He said it impacted a lot of people especially at the beginning of the year and took hundreds of hours of work. Mr. Wegner said SchoolNet was designed as a one stop shop. He said it housed achievement data to examine performance and included digital resources. He said the District's student achievement data did not become available for the District to review until after Thanksgiving which was far too late to use this year. He said SchoolNet housed a resource called Discovery Ed which was purchased by the Albertson's Foundation for five years. He said it was a good compilation of digital videos but was not the instructional resource that Districts needed for the implementation of CCSS. He said Districts needed instructional texts. Senator Guthrie asked what kind of funding increase it would take to reconcile the most critical parts. Ms. Vagner said the dollar amount that was allocated to the District in Superintendent Luna's budget was \$3.8 million but had strings attached. She said if the District received that money without any strings attached the budget could be balanced without gutting the system. She said the funds were already there and just needed to be unfrozen and not earmarked. Representative Packer asked if the \$3.8 million was the amount that was allocated before SCF. Ms. Vagner said yes. Representative Meline asked if other Districts felt this way as well. Ms. Vagner said all of the Districts in Southeast Idaho felt that way. Representative Smith said none of the legislators in this area sat on the Education Committee so they would have to follow the committee's discussion more closely.

Trustee/Legislators' Comments: *Erosion of Local Board of Trustees Decision Making*

Ms. Gebhardt said the Board noticed that with the implementation of SCF legislation local Boards lost the ability to make decisions at the local level. She said one size did not fit all. She asked what the point of having a local School Board was if they did not have a voice. She said legislators were elected and were accountable to their constituents and the same was true for the School Board. She said the Board was responsible for the District and needed to be able to say what was important for the students and staff in it. Mr. Vitale agreed that the Board needed the ability to reflect the will of its constituents and could not do that if the state did not provide them the opportunity to do so. He said if the Board expected people to support the District with Supplemental Levies it needed the opportunity to be accountable to them and not just to the State Board. Ms. Cranor thanked Mr. Ferguson for his presentation. She said it was astonishing to see the decrease in funding over a ten year period. She said the data proved that the economy in Idaho grew even when the sales tax was raised. She said it seemed there was a fear in the legislature to increase any source of revenue because they believed it would hurt the economy and yet history showed us that it did not. She said it would take courage for legislators to think outside of the "tax break" box. She said the children in this District and the state were paying the price. She said she believed it was important for the legislature to find ways to increase the state's revenue and the economy would grow. She said it was an investment in the future of the state of Idaho and in the children. She said the pendulum had been swinging in the opposite way and it would take courage to reverse it. Mr. Facer said a lot of the decisions that the Board was accountable to make it had absolutely no control over and was all mandated from the

state. He said in order to keep good teachers in Idaho the state needed to pay them decent wages. Ms. Gebhardt said the Board was very fortunate to have great leadership and a vision for the future but School Boards' hands were tied without funding to implement its Strategic Plan. She said the state constantly told Districts it would have to do something new but did not provide any funding to do so. Ms. Vagner said the District communicated with legislators consistently throughout the legislative session through email and Representative Smith. Senator Lacey said he agreed that public school districts should be given the same flexibility as charter schools were given. He said charter schools received flat funding that was not earmarked. He said people in the community often asked why Districts were spending money the way they were not realizing that Districts had no choice in how the funds were spent. Representative Smith said Julie VanOrden was on the Education Committee and would be a good resource for the District. Ms. Vagner thanked the legislators for making education a priority. She said the District was at their disposal for anything they needed during the legislative session. She said the Board would plan to attend ISBA's Day on the Hill in Boise.

Adjourn

Chair Gebhardt adjourned the Special Meeting/Work Session with Legislators at 7:22 p.m.

APPROVED ON:

JANUARY 15, 2013

BY:

Janie Gebhardt
Chair

ATTESTED BY:

Jim Facer
Clerk

MINUTES PREPARED BY:

[Signature]
Secretary, Board of Trustees