

MINUTES OF THE SPECIAL MEETING FOR THE PURPOSE OF DISCUSSING THE “STUDENTS COME FIRST – THREE PILLARS OF A CUSTOMER DRIVEN EDUCATION SYSTEM” PLAN PROPOSED BY STATE SUPERINTENDENT TOM LUNA AND TO TAKE ACTION TO PROVIDE DIRECTION ON THE ISBA SURVEY AND OTHER CORRESPONDENCE REGARDING THE PROPOSED PLAN

**Board Room at the Education Service Center
Tuesday, February 1, 2011
4:15 p.m.**

BOARD MEMBERS/SUPERINTENDENT PRESENT:

Marianne Donnelly, Chair
Janie Gebhardt, Vice Chair
Frank Rash, Clerk

John Sargent, Member
Jackie Cranor, Member
Mary M. Vagner, Superintendent

Welcome, Call to Order, Statement of Purpose and Approval of Agenda

Chair Donnelly welcomed everyone and called the Special Meeting to order at 4:17 p.m. She said the purpose of the meeting was to discuss the Student’s Come First plan, proposed by State Superintendent, Tom Luna and to take action to provide direction on the response to the ISBA survey and other correspondence regarding the proposed plan. A motion was made by Ms. Gebhardt and seconded by Ms. Cranor to approve the agenda. The voting was unanimous in the affirmative.

Presentation of Bill Drafts from the State Department of Education

Ms. Vagner said the bill drafts, SB 1068 and SB 1069 would be presented to the Senate Education Committee the following week. She said the bill drafts were posted on the SDE website and were included in the packet. She said the first bill draft was titled Labor Relations and Employee Entitlements and the second bill draft was titled Public School Modernization and Reform. She said the administration would provide a synopsis of the content throughout the meeting relative to budget preparation and the bill draft presentation timeline. She said Mr. Reed and Mr. Smart would provide a recap on the condition of the District’s budget over the past two years including program reductions to meet lost revenue from the state and anticipated cost increases.

Weigh Pending Budget Issues against Proposed Legislation/Staffing Impacts/Infrastructure Impacts

Mr. Reed said the reductions made in 2009-10 and 2010-11 were included in the packet. He said the state had faced unprecedented budget reductions over the past two years. He said the District drastically reduced the supply budget to classrooms which had not been increased for over the past 10 to 15 years. He said teachers had been doing more with less for a long time. He said State Superintendent Tom Luna implemented a teacher supply card program allocating \$300 per teacher which had been completely eliminated and impacted the District’s budget for teacher supplies. He said possibly the most significant reduction from the state was the elimination of textbook funds. He said over two years it equaled about \$1.5 million. He said if the District were to follow the normal textbook cycle of renewal it would spend almost \$1 million per year. He said the current budget was about \$300,000 which barely covered textbook consumables. He said the District was behind on adoption and was losing ground every month it could not purchase new textbooks. He said textbook funding from the state was completely eliminated this year. He said the District shifted positions to federal or state programs through ARRA or stimulus dollars on a limited basis which would be shifted back to the general fund when the stimulus dollars expired. He said there was no out of District travel funding and Professional Development funds were very limited. He said the state reduced the allowable transportation reimbursement by 10% and no longer reimbursed field trips at all. He said teachers and parents were funding any field trips taken. He said the District’s shuttles for PTE programs were also eliminated. He said the Kindergarten program had been moved from a half day, to an all day-every other day program. He said the District’s senior and grandparent programs had been drastically reduced or eliminated. He said another significant impact to the District was the loss of Safe and Drug Free Schools funding which affected the District’s SRO program. He said the District was

forced to eliminate the program from its budget and the city was working to maintain the program but had drastically reduced the level of support due to financial hardships. He said the District also had to reduce its early retirement program. He said the most significant reductions made were to employee salaries over a two year period. He said the reductions equaled about \$5.3 million overall. He said the District was also facing cost increases. He said PERSI announced it would phase in a cost increase over the next three years and shortly thereafter announced it would delay the phase in for one year. He said the District would be faced with an additional \$250,000 in PERSI cost increases over the next three or four years. He said the District had reductions in its benefits package for the last seven years and was now facing an unknown increase. He said even a 1% increase equated to a \$500,000 increase to the District. He said the District's utilities costs had increased by \$360,000 even with the aggressive energy conservation program in place. He said another cost increase would come when the District had to push ARRA positions back into the general fund next year and equaled about \$300,000. He said the administration was informed that the Teacher Quality budget would be reduced by about \$70,000 for the 2011-12 school year and the Education Jobs Act funds would be gone in a year. He said the District's Worker's Compensation costs would increase by about \$47,000 based on current payroll. He said all of these cost increases impacted the District's budget for next year.

Mr. Smart reviewed some of the coming changes from the proposed legislation. He said based on current enrollment and ADA numbers the administration anticipated that 595 units would be funded by the state. He said each unit generated FTE for certified, classified and administrative staff. He said the proposed reform bill from Superintendent Luna would increase the divisor which would in turn increase class size. He said the divisor would not be changed for K-3 but for all other grades the divisor would be increased by 1.25. He said grades 4 – 6 would go from 23 to 24-1/4 students, grades 7 – 12 would go from 18-1/2 to 19-3/4, special education classes would go from 14-1/2 to 15-3/4, the alternative school would go from 12 to 13-1/4 and summer school would go from 40 to 42-1/2. He said he anticipated the state to fund 567 units for the District next year which was a decrease of 27.66 units. He said losing units alone was a decrease to the District's discretionary funds. He said it equaled a loss of \$602,000. He said it was a significant amount. He said the bills proposed a five year phase in for increasing the divisor. He said in 2013 the divisor would be increased for grades 4 – 6 and for the secondary which would be a reduction of 17.25 units and equaled a loss of \$375,000. He said units drive the number of FTE the state would reimburse. He said he anticipated a \$1.1 million reduction in salary apportionment for certificated staff, \$125,000 for administrative staff and \$197,000 for classified. He said there would also be a reduction of \$240,000 in benefits. He said this could mean a \$2.4 million reduction in state revenue overall to the District. He said there would be another \$1.5 million reduction the following year which would taper off by 2013. He said the District's FTE for the following year based on the proposals would reduce administrative positions by 2.07, certified positions by 30.03 and classified positions by 10.5. He said it was a loss of 43 FTE overall. He said another 26.7 FTE would be lost in 2013. He said it was a significant loss of FTE over a two year period. Ms. Cranor asked if increasing the divisor would have more of an impact than Superintendent Luna suggested. Mr. Smart said the administration had thought the increase was based on certificated staff but in actuality was based on all staff which impacted class size more than originally supposed. Ms. Vagner said currently grades 4 – 6 had about 28 students per class and would probably end up at 32 students per class. She said the middle schools were at about 30 students per class and could end up in the mid 30's by the time everything played out and the high schools could bump to between 35 to 37 students for the core. She said the District did not have class sizes of 18 and Superintendent Luna's interpretation of class sizes did not apply to the District and an increase in the divisor would detrimentally affect class size. Ms. Donnelly noted it could end up being a 10% reduction in certificated staffing over the next several years. Mr. Smart said the potential reduction based on current student enrollment could equate to just over \$4 million in salaries and benefits over the next few years. He said the District would lose about 53 certificated staff, 3.5 administrators and 18 classified staff by 2016. Ms. Cranor asked if those numbers were in addition to the potential losses due to online courses. Mr. Smart said the administration did not know enough about the impacts of online learning to give a specific answer on additional staff losses. He said Superintendent Luna's plan did propose the restoration of the salary schedule. He said the state had not allowed movement down or over in two years and the proposal would try to give some of that back. He said the changes propose the state would reimburse for experience minus two years which restored two years of experience. He said he was unsure how the state

would handle education but knew they planned to accept credits earned in 2010. He said the administration submitted ISEE data to the state and had not received unit information as of yet. He said the index would go down as experienced teachers were replaced with new teachers. He said the minimum salary for a teacher was about \$28,000 and the proposed plan restored minimum teacher salary to \$30,000. He said it was a potential increase of \$680,000 for teacher salaries. He said the proposed plan took away and gave back, but overall the plan had more negative impacts than positive.

Ms. Vagner said if the changes were implemented the first year would increase class size and the second would require six online courses to be taken over the course of high school. She said it had a direct impact on class size and District course offerings.

Weigh Idaho's Ability to Sustain New Programs in Light of Past History

Ms. Vagner said the proposals had been framed in the context of reform but given past legislative sessions there was a clear track record showing the state could not fund what it implemented such as technology funding. She said there were many reforms implemented by the state that were either never funded or unsustainable. She said some of the initiatives included the maintenance match that was no longer required, lottery funds that no longer supported maintenance, funds for the Gifted and Talented program, teacher supply cards, textbooks, transportation reimbursement was reduced by 10%, shuttles were no longer funded, field trips were no longer an allowable transportation reimbursement, the math initiative course was no longer funded, safe and drug free schools funds were eliminated, the IRI, DWA, DMA and ISAT assessments were eliminated, the iSTARS program was not fundable, the salary schedule was no longer funded at previous levels and the M&O tax was eliminated. She said the state had a track record of varying levels of reform that were either unsustainable or unfunded to begin with. She said there was no guarantee that any of the proposed reforms, from restoring the salary schedule to the implementation of technology in the classroom, would be funded by the state. She said one portion of the modernization and reform bill took money from increased class size and put it towards technology funding but there was no track record to show it would be funded. Ms. Vagner reviewed some of the changes in the bill drafts. She said there was intent to allow colleges to create high school charters with 36 post secondary credits paid for during a student's senior year if all course requirements were completed in their junior year. She said another change increased the percentage for "use it or lose it" for virtual education from 5% to 15%. She said online course requirements were scheduled to begin in 2012 with the school District prescribing the online course work. She said schools could dictate a certain online course but ultimately parents could select any online course they wanted. She said online course instructors could not be onsite. She said hypothetically a teacher at Highland High School could teach a group of students at Pocatello and Century High Schools but could not teach Highland students onsite. She said a task force would be created to create the online courses. She said each student would be given a laptop with hardware and software to be installed at each school to support the laptops. She said it was left up to the District to develop guidelines for the use of the laptops outside of the school day. She said there would be a new student management system through the state's longitudinal data system that the District was still unable to get information about. She said the new system would also determine how teachers would be paid for performance based on four different quadrants. She said there were a variety of equity issues with pay for performance including the fact that not every grade was tested. She said the state recently increased requirements in math and science and adopted the common core standards which had no direct tie to online learning. She said the implementation of the common core standards would require tremendous investment and assessment changes and there was no budget to support the implementation. Ms. Gebhardt asked if new textbooks would be required after the common core standards were implemented due to the textbook material not being current. Ms. Vagner said that was correct. She said the state would restore the instructional salary grid and one year of lanes which would be subject to the accumulation of credits in 2010. She said this would create yet another record keeping assignment for District personnel by having to monitor every transcript from every teacher for 2010. She said the pay for performance piece was scheduled for implementation in 2012-13 and would be subject to the state's interpretation. She part of pay for performance would include a bonus for hard to fill positions and leadership positions as determined by the District. She said teachers were required to work more than their contract hours in order to be eligible for leadership bonuses. She said with the plan a school principal could reject the placement of a teacher in his/her school. She said if there was a shift in student populations and a

principal refused to accept a teacher the District would have no authority to place him/her. She said the District would be in an impossible situation with teachers on continuing contracts and nowhere to place the teacher if a principal refused to accept them. She said another part of the plan removed any requirements for Superintendents. She said Districts would be required to maintain offers of liability insurance to employees for three years which added another record keeping responsibility for District personnel. She said anyone eligible for a continuing contract in the upcoming school year would be denied and placed on a Category A, B or C contract, a one or two year contract. She said teachers that were currently on a continuing contract would be grandfathered. She said any teacher transferring from out of state would only be eligible for a one or two year contract regardless of their status in the transferring state. She said Reductions in Force would no longer be subject to seniority. She said the financial emergency section of the law was eliminated and was not allowable under any circumstance. She said additional day and Supplemental Contracts could be issued at will without due process and would be a Board decision. She said 50% of administrator and teacher evaluations would be based on student achievement. She said contracts would have to be issued by July 1 of each year and teachers would have 21 days to return them. She said the Board had the latitude to issue them earlier if they were ready but were not required to issue them until July 1 which was late considering school started in August. She said negotiations would be limited to salaries and benefits and benefits could include insurance, leave time and sick leave banks. She said either party could request mediation which would have to be complete in a very short timeframe and was non-binding. She said the teachers had to ratify contracts by June 10, and the Board would ratify or set contracts by June 22 and offer individual employment contracts by July 1. She said all agreements and contracts would supercede any contract currently in place. She said transparent accountability was required and was already in place. She said parent input would have to be considered in administrator and teacher evaluations. She said a District report card would be posted online. She said students could take online courses without school or District permission and the District would have to accept the accredited credits. She said if a student was taking an online course in addition to the required number of courses then the District could determine whether or not it would count for credit. She said collective bargaining was only good for one year and the Evergreen Clause would be null and void. She said the local organization would be required to certify that it represented 50% plus 1. She said local Boards could shift salaries up or down or freeze wages annually. She said when she talked about the elimination of the financial emergency laws it was because the financial emergency language was now permanent. She said 99% protection rule was eliminated so if a new charter opened mid-year and the District lost 300 students the District would no longer be funded for those students and would have to let staff go with a 10% severance. She said with fractional ADA an online course provider would get 2/3 of a student's ADA and the District would get 1/3 for someone to monitor students during online coursework. Ms. Cranor asked how liable the District would be if something happened to a student during an online course without proper supervision. Ms. Vagner said she imagined there could be up to 100 students taking an online course in a cafeteria or lab with a teacher's aid that would be responsible to maintain order. She said the scenario presented a variety of supervision, student behavior and technology issues. Ms. Gebhardt noted that not every student learned well through an online course. Ms. Vagner agreed. Ms. Cranor said during the Curriculum Committee meeting, IDLA brought another potential issue that while their class size was limited to 20 or 30 students per teacher, other online course providers could have 100 to 150 students per teacher and were not accredited. Ms. Vagner said the District was able to choose online course providers but so could parents. She said there was no control or accountability with the proposed plan. She said the state had been unable to afford other reforms in the past such as textbooks and the administration was very concerned about how the new plan would be funded and operated.

Political Consequences of Policy Changes

Ms. Vagner said the plan presented some political consequences that the Board would have to provide direction on. She said Board members were given a survey and asked to respond individually rather than collectively. She said it was comparable to picking apart and rating a meal piece by piece rather than the dinner as a whole. She said she would encourage the Board to discuss the plan as a whole. She said the reality was that the District had to be accountable to stand behind the reform or not. Ms. Donnelly noted that was not an option with the survey. Ms. Vagner said Board members should talk about the reform as a

whole and respond to the pieces of the survey on their own. She said the bill regarding employee entitlement and labor relations would damage relationships with School Boards and teachers across the state. She said the financial constraints had multi-faceted consequences. She said the Governor and Superintendent Luna were presenting the plan as a long term investment in salaries and technology but they did not know what the legislature would do with the state budget. She said there was a deterioration of instructional time with students taking courses without teachers. She said Districts would have no control with online vendors and would be responsible to handle daily technology glitches. She said there was no research that showed whether or not there was improved student achievement with online learning. She said Districts would pit individuals against one another for pay for performance and leadership roles. She said the state could not guarantee it would fund anything long term. She said Districts would have difficulty retaining staff because they had no rights. She said there would be technology waste, new technology issues and there would still be technology “haves” and “have nots”. She said the District would have to add staff for all of the new tracking, Districts would be responsible to place staff but would be subject to principal refusal and Districts would be responsible to manage increased class sizes with no space available. She said another issue Districts would have to deal with was being responsible and held accountable for curriculum, meeting state standards, assessments and accreditation when parents chose online courses. She said Districts would have to figure out how these courses fit in with the common core standards and SMART assessments. She said the District did not have the building infrastructure for technology, wireless or electrical. She said there would be student behavior issues without teacher supervision. She said Board members would have to consider both the whole and the pieces as it responded to the ISBA survey.

Published Timeline

Ms. Vagner said the timeline for the proposals was fast. She said Senator Goedde would hold three days of testimony beginning next week. She said the Senate Education Committee would debate and take motions as early as February 10, 2011. She said time for testimony was limited for each person and group. She said the ISBA Day on the Hill was not until the week after the bills were debated. She said the timeline did not allow for any dialogue with Trustees. Ms. Gebhardt said there had been no dialogue with any of the shareholders in the creation of the plan. Ms. Donnelly said the only dialogue had been with select businesses in the community who tended to be in favor of factory schools. Ms. Gebhardt said when Superintendent Luna was asked about the staffing reductions he said it would be handled through attrition. She said attrition did not apply to the categories Trustees were referring to. Ms. Cranor said IDLA was given one year to ramp up their program to accommodate the masses. She said she asked IDLA how the program modifications would be financed and nobody knew. She said IDLA was just as in the dark as Districts were. She said it was appalling that the plan was developed with no stakeholder input other than a small number of the business community. She asked how Superintendent Luna could move forward with this plan without seeking input from the people who would implement it on a day to day basis. Ms. Donnelly said the legislature was completely taking over the responsibility of Trustees even after all the work the District had done on the research based Strategic Plan and ensuring the District was on a true course. She said the plan preempted everything the District had worked on for six years. Ms. Gebhardt agreed it affected every individual department as well as the whole. Ms. Cranor said putting students in an online course without a teacher reminded her of an automated customer service system. She said the plan moved education towards replacing people with machines. She said she agreed that technology was an important part of a child’s education but could not replace teachers. She said she read an article about other Districts that had implemented mass student laptops and ended up shelving the pilot program after reevaluating the lack of achievement and progress. She said the pilot program’s initial cost to buy the laptops was \$7.2 million and cost \$150,000 annually for materials that were not covered by warranties. She said parents ended up paying for a portion of the technology and were angry because there were not enough restrictions to what students could and could not access. She said the legislature should take into account that many Districts in other states had abandoned laptops for students and there was no research to show that online learning increased student achievement. Ms. Donnelly said she worried about the lack of quality control with online curriculum when Districts could not dictate the

online courses being taken. Ms. Gebhardt asked how the District would be able to determine which teachers were needed when students could take any online course they wanted.

Review ISBA Survey

Ms. Vagner reviewed the sections of the survey and said answering each question individually did not get to the substance of the plan as a whole. Ms. Cranor said the plan did not allow for a correlation between teacher performance and student achievement without consistent testing. Ms. Gebhardt asked how a teacher could be evaluated for student attendance when they were not the only one responsible for attendance. Ms. Cranor said a large component of student learning was parental involvement but some students had parents who worked two jobs or had single parents, or had parents who were not involved at all which would affect a teacher's evaluation. Ms. Donnelly said each Trustee would complete the survey individually but felt the Board should make a collective statement in response to the proposals. Ms. Cranor said she thought it was strange that the ISBA policy stated individual Trustees could not speak for the Board as an individual and yet the ISBA was asking for individual responses to the proposals. Ms. Donnelly agreed that when Trustees spoke individually regarding a Resolution it was a weighted response and the survey was not. Mr. Sargent asked if individual Trustee responses would even matter in the end if Boards were not asked for their input on the plan in the first place. He said it seemed as if Superintendent Luna and the legislature were going to do what they wanted regardless of shareholder input, especially when facing a shortfall that is four times the amount than they originally thought. Ms. Cranor asked if the proposals would do anything to offset the shortfall. She said it seemed to her that the only piece of the plan that saved money was getting rid of teachers which hardly cured the state's budget woes. Ms. Gebhardt said there was a substantial amount of change without any research to back it up. She said when the state increased the math and science requirements it took 18 months of research to determine if it should be implemented and the proposed plan was being decided on in a matter of weeks. Mr. Sargent said there were a few good ideas in the plan and thought some of the online learning requirements were okay. He said a lot of his son's college courses were online and students should be prepared to take them. He said he realized that dedication had a lot to do with individual success with online courses. He said something different had to be done otherwise Districts would have to continue doing what it had done for two years which was cutting positions and programs. He said there was no way to make everyone happy. Ms. Gebhardt said the Board had a responsibility to make education viable for all students and not just those who could learn online. She said the plan took away support staff and face to face learning. She said this plan was not a plan that put students first. Mr. Sargent said no matter what plan was put in place, staff and teachers would be lost. He said there was no way to sustain education as it was. Mr. Rash said there were not sufficient funds to sustain education but would like to hear how teachers felt about the proposed plan and thought it was unfortunate there was no time to hear their input.

Public Comment on Items on the Agenda

Board Protocols for Public Comment will be followed at all Board Meetings. Patrons wishing to address the Board will fill out Form AD 2 – Request to Appear before the Board and present it to the Board Chair or Board Secretary prior to the meeting.

Board Operating Principles No. 22 & 23:

22) The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues; **23)** Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board

Mr. Davis said he could probably spend quite a bit of time on each point but would summarize. He said there had been a lot of discussion as to how class sizes would be affected. He said at the alternative school class size was relatively small, based on necessity, and those class sizes were factored into the average which did not give an accurate picture to class size as a whole. He said the class sizes that Superintendent Luna was suggesting applied to Districts the size of Grace and Rockland School Districts who had small class sizes. He said with the increased divisor class sizes would get up to 45 students to one teacher in some areas over the next few years. He said Dr. Olson talked about visiting a class that had over 40 students in one class but the fire code only allowed for 38 students in the room so the teacher had to sit students in the hall and rotate who sat there every day. He said he did not think that would happen in

Pocatello but it could. He said he loved technology and believed in project based classes and if they were used correctly wonderful things could be accomplished. He said he could not imagine giving freshman students at New Horizon High School a laptop and expect them to be self motivated to get an online course done. He said self motivation was essential to online learning. He said nobody could make a student be self motivated. He said the funding for wireless technology was not included in the plan and wondered where the money would come from. He said if every student was to have a laptop every school would have to be able to support it wirelessly and would need to money to provide that support. He said during the curriculum committee online providers were asked how they would be funded and they did not know. He said he wondered how much money would go to the online vending companies that made large contributions to Luna's campaign. He asked how a course could be taught effectively with 150 students online with no teacher in the room. He said the District already had IDLA teachers that did a good job but the plan did not allow the District to decide how to spend the money for online learning. He said recent revenue numbers had not come in as high as expected and he wondered if the legislature would actually decide to fund the plan. He said the legislature had not been able to establish a sustainable program throughout its history. He said eventually there was never enough money to sustain the programs they implemented. He said pay for performance was extremely expensive to fund and the legislature had no way to guarantee it would be funded years down the road. He said a lot of other states had veered away from pay for performance because it was too expensive to maintain. He said he was not opposed to the idea of pay for performance if it was implemented fairly which did not seem to be the case with this plan. He said basing 50% of a teacher's performance on test scores was probably not the best way to do it. He said he wondered what Superintendent Luna and Governor Otter were really getting out of this and believed the portion of the bill that destroyed unions and teacher contracts was the real objective. He said if the plan was implemented collective bargaining and due process for teachers would be destroyed. He said it was his belief that destroying teacher's rights was the main goal and everything else was just a smoke screen to get the bills passed. He said he didn't want to scare anyone, but he was a union boss. He said the Board and administration may have seen an article in the paper about union bosses which were portrayed as Jimmy Hoffa types that would bust your windshield if you didn't do what they wanted which was not the case. He said when he first joined the NEA he became a union boss because he belonged to a union of teachers. He said those organizations were run by the people who belong to them. He said there were some people that would like everyone to believe there is a group of thugs sitting in Boise telling teachers what to do, but those people in Boise were teachers too. He said they were teachers who cared about kids and other teachers. He said those leaders were not thugs. He said the leaders worked democratically to run the organization. He said the plan was insulting in that it proposed that only Superintendent Luna cared about kids. He said teachers asked him what they should do if the plan is implemented and he said he tells them to either change their profession or leave the state because no one should have to work under this type of plan. He said the proposals broke his heart and he cared about teachers. He said the legislation was disrespectful, insulting and was a direct attack on teachers. He said he would not fold but would fight because he was a union boss.

Take Action to Direct Response to Survey and Correspondence to the Legislative Delegation, JFAC, Senate and House Education Committees, ISBA and Local Discussion

Ms. Vagner asked the Board for direction as to a collective statement to provide to the House and Senate Education Committees, JFAC, the local delegation, the State Superintendent and the Governor and the ISBA. She said she could appreciate the level of frustration regarding the Board member's voices not mattering. Mr. Sargent said he didn't believe a collective statement would give more flexibility to Boards which was needed and was very frustrated because it seemed the plan could not be stopped. He said he felt that whether the Board was 100% for the plan, or 100% against the plan it would fall on deaf ears. He said the Board could state what it believed but was still disappointed that Boards weren't asked in the first place. Ms. Donnelly said even with the budget deficit that Districts were faced with it would still be better for local Boards to be able to make the decision as to how the limited resources would be used rather than forcing Districts to lay off teachers and use the funds for technology. Ms. Cranor said everyone knew Districts were facing budget shortfalls and she was afraid that people would see the plan as the answer to all the budget problems when it was not. She said she would prefer to weather one more year of budget shortfalls and pilot the plan rather than implement this radical plan just because it didn't seem like there

was any other way. She said she was worried that a lot of people that did not work in the education field would not see the myriad of problems imposed with the plan. Ms. Gebhardt said Superintendent Luna based his campaign on the improvement of Idaho's education system and his plan did nothing to improve education. She said she was angry that this would get pushed through without any research to back it. Mr. Rash agreed the plan was haphazard. Mr. Sargent said he believed the legislature would go for cutting staff and increasing class size. Mr. Rash said no one knew what the legislature would do and all of this could be a moot point. Ms. Cranor said she stayed up reading the proposed plan until two in the morning and became more insulted as she read on because the plan suggested that teachers and administrators did not care about students. She said she understood that technology should be a part of a student's education but did not think the plan presented the best way to implement it. Mr. Sargent said he didn't understand the all or nothing approach to the plan. Ms. Gebhardt said she wondered why all of the new technology was being proposed rather than improving on what Districts already had when there were no resources to support it. Ms. Vagner said it appeared the collective perspective of the Board was that it did not embrace the plan and the administration should draft a response delineating those reasons and provide the draft to the Board for input. She said the administration would send the written document to the appropriate constituencies and Board members could individually respond to the ISBA survey. She said it was important to have a white paper on the record before the Board started this debate. Mr. Sargent said he agreed the collective response would helpful to the community and District employees. Ms. Vagner said it could be a point of inspiration to the community relative to the levy. She said the levy was approaching. She said the administration participated in conference calls regarding the plan and there was no acknowledgment that Districts were faced were cost increases. She said the administration would have something drafted by Thursday and would finalize it and send it out Friday. Ms. Cranor suggested that Board members use the materials from today's meeting to respond to the survey. Mr. Smart noted that the proposed budget for laptops was \$250 a piece and each was supposed to last a student four years. He said he felt the creators of the plan had taken a shoestring budget a little too far.

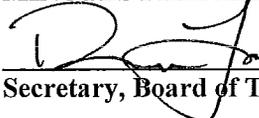
Adjourn

A motion was made by Ms. Gebhardt and seconded by Mr. Rash to adjourn. The voting was unanimous in the affirmative. The Board adjourned the Special Meeting at 6:09 p.m.

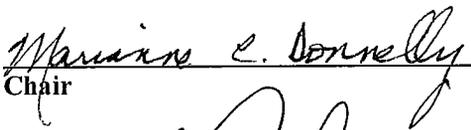
APPROVED ON:

MARCH 15, 2011

MINUTES PREPARED BY:


Secretary, Board of Trustees

BY:


Chair

ATTESTED BY:


Clerk