

**Task Force Community Forum
April 25, 2013
Lincoln Auditorium – Capitol Bldg., Boise**

Attendance #: 200

Task Force members present: Richard Westerberg, Rod Lewis, Karen Echeverria, Anne Ritter, Linda Clark, Mary Huff, Cindy Wilson, Mike Lanza, Janie Ward-Engelking, Penni Cyr, Laurie Boeckel, Rob Winslow, Cheryl Charlton. Chairman Richard Westerberg recognized Sen. Steve Thayne and Rep. John Gannon.

Mr. Westerberg provided an introduction and brief history of the Governor’s Task Force and the make-up of its members. Mr. Westerberg gave an overview of the evening’s agenda and flow. The presentation included education achievement data, degree attainment data (including national) and explanation of the Board’s 60% postsecondary attainment goal. Also included were Department of Labor information, job market data, and other information regarding the need for improvement in our education system. Mr. Westerberg reviewed focus areas identified by Task Force as well as the groups’ initial strategies and recommendations. He also provided a list of questions the Task Force would like the public to consider and provide feedback on.

Public Comment:

<p>Funding (written comments available on the web)</p>	<p>M. Ferguson: Center for Fiscal Policy. Referenced Article 9 – uniform, thorough system of public schools. Funding is required. Recent evidence shows the responsibility is not being met. 4.4% of total ID pers. Income. If peers income is a capacity – only 4.4% is a measure of our effort level. 80s and 90s effort level was stable. Since 2000 declined from 4.4% to 3.4%. That 1% pt. drop represents a 23% decline in total \$ going to public schools. Pers. Income is 5.5 B – that 1% is 550 million. Would have \$550 million more in funding than they have today. There are consequences to this. Districts recount numerous challenges – frozen pay, no music, and increased user fees. Chronic underfunding. New normal for ID public schools. Not always like this. After WWII – citizens fought for increases. Higher priority recently on cutting taxes. Since 2000 legislature has cut revenue by \$345 mi. If they follow through on the personal prop taxes. They will reverse the hard-fought gains. Unparalleled economic prosperity. Approaching bottom of the barrel. What is an adequate level of funding for public schools. Article 9, Sect. 1 doesn’t say bare bones or minimal. We owe all our children a full educational exp. We undermine all our well-being.</p>
<p>Early Childhood Education</p>	<p>C. Fellows.: Thank Task Force members. Board member of the Idaho Assoc. for the Ed of Young Children. Critical component for the education. Early childhood ed. Nearly ½ of Idaho children are not prepared for K. ID must address this deficit. Early child must be a component of improving education in ID. Quality ECE has chance to give every child equal footing. Helps address achievement gaps for low income students. 37% of 1st graders are not ready for academic challenges. W/our ECE the achievement gap will increase with common core. Implementation of ECE to ensure readiness must be addresses.</p>

	<p>Early intervention can improve outcomes for all children especially low income and at risk. Nearly ½ of Idaho children are low income. P16 Caldwell Ed project. ECE can have significant positive effects. In year 1 the avg. reading scores nearly doubled for K students. Increases in communication and problem solving skills. ID early lit project – 4x more likely to achieve in reading. Policy must include ECE programs. Long-term not a short-term investment.</p>
<p>Merit Pay</p>	<p>S. Darden: 6th grade teachers in Meridian. Not a fan of merit pay. Must encourage collaboration. Teaching is not a competition. Should have standards that everyone meets. New Plymouth model did that. Came down to economics in dist. Those in low income schools did not receive 17 IEP kids – had lowest scores at EOC. 2 years moved to a magnet schools and had highest scores in district. Use same lesson plans – same instructor – no add education. The makeup of the students did. Can't be a measure of 1 test on 1 day. Multiple measures not a snapshot. Should reward the education support professional who do so much to make sure other needs are met – transportation, meals, etc. Also take into acct with CCSS that test scores will change. In 2006/2007 ISAT was changed. That's when the scores changes – not because teachers aren't effective or students aren't succeeding. Same thing will occur with CCSS. Need adequate funding. No funding for implementation of CCSS. Fortunate to be in Meridian dist. Are doing PD, but no \$ for materials. Mike Rowe has commercials that ID is 48th in nation. Actually 47th. ID got an F for funding. Have to have adequate funding. Don't take it away from teachers and then call it merit pay.</p>
<p>Funding Standardized Testing</p>	<p>A. Farris: Area director for Boise dist. Appreciate the conversation but want flexibility while still maintaining accountability. Current model ties hands. Need more flexibility. Dist. Could use funds for hard to fill, teacher cuts or PFP program. Accountability should still be an important part. State board's goal. These plans are 1st step to address comp. reform. Tailor to bet meet needs for rigor. High standards for all students. Gear Up an Avid provide targeted structures for accelerate and AP courses. Increased flexibility could also support implementation of these kinds of programs. Plans would address the ? of what should be the measure of accountability. Best determined locally – to address unique needs. SAT has become significant piece in Boise. Would like to see SAT used for comparative analysis of college readiness. Calculus begins in K – overall dist. Focus. If funding could be used in more flexibility – could share plan to share. Engage with other dist. Improvise practices. Etc.</p>
<p>Special Needs Students</p>	<p>A. Hansen: Parent. Has a 6 year old who is autistic. Also a taxpayer. 5 things – 1 in 88 children will be autistic. 2nd most effect approaches to address needs are best thing for child and community and family. Move child into mainstream education. 3rd – special education can cost 2-3x what gen education costs. Have been lucky that White Pine Elementary, they have done wonderful things for son. Next year will be fully mainstreamed. That is fantastic – but from \$ perspective he won't be in spec education next year. Over grades 2-12 if spec education is an extra \$10 that is over \$100,000 that taxpayers won't have to pay. Multiply that by 1 in 88 and that \$ amt. is growing. 5th: a litmus test or consideration for setting policy is the things we are investing in for spec education advancing our children into mainstream ed. Will help us to be cost effective approach.</p>

<p>Planning</p> <p>Data collection</p> <p>Professional Development</p> <p>Funding</p>	<p>N. Gregory: Boise Dist. Trustee for 10 years. 22 year resident of ID. Historical study of how we got here would be instructive, but we are here and ask where we go from here. Local board's Every district could develop a 5year plan for college readiness – SDE would offer support – accurate data collection and reporting. Higher education should ask how we can best prep teachers. School boards would have united vision process for what education should look like in their comm. Communities have great deal of pride in their unique . Local boards can best govern. How much will it cost. ID has been ignoring its own advice. We have deluded ourselves into thinking we can have the best at the cheapest price. Livable wage is about \$40K/year. Need funding to woo and keep quality teachers. Base salaries are down 3.8%, admins and cert. Discretionary funds – used for textbooks, lights, etc. – not discretionary at all. Those are at 15 year low. Match 1998 levels. These are raw #s not linked to CPI – Dist. Have lost funds for PD, substance abuse, etc. Hammered on every side while trying to do best for students. How to balance decentralized model? Let local boards do their work. All want to embrace forward-looking toward common goal.</p>
<p>Common Core</p>	<p>V. Keane: Grandparent. Concerns about common core. Standards haven't been tested. Achieve developed the standards after ID agreed to sign on. ELA – Sandra Stotsky – member of CCSS validation committee – refused to sign off. College readiness ELA is empty skill sets that weaken the basis .” CCSS expects English instructors to spend time on nonfiction works. Not what they are trained for. Can't construct coherent curriculum. Testers select tests that English teachers aren't prepared to teach. James Milgram – also on validation committee. He believes there are extremely serious failings – low expectations. Standards don't cover topic of the skills necessary for 4-year college readiness. Most teachers won't be capable of teaching the new materials. CCSS is political doc. Doesn't” Are tried and true standards being used in other states.</p>
	<p>S. Smylie: Lifelong education and former legislator. 4 things 1 understand that the problem is infrastructure. 2-get on same team 3-it's going to cost \$ - so far don't seem willing to pay for it. 65% of Americans would increase taxes to support schools. 4-this isn't a mystery. We know what will improve schools it's a matter of doing it. In 1963, father Gov. Smylie took sons on a tour of ID. He called it “lights on for education.” Listened to parents say the same thing they are asking today. 50 years later our schools are second to last. Gov. Smylie consolidated districts and passes a sales tax for schools. SOS – save our schools. Let professionals set own standards. What has happened. Over the years, the structure has eroded all the exemptions and tax cuts sounded good at time. We are back to 1965 – have a system that can't support itself. Dependence on local levies. Taxes are back up again. Infrastructure – 115 districts but now want choices – charter schools over 40, but don't have the money to pay for the system we have. Fighting over scraps. Should be working together – not a double system, a good systems. Want neighborhood school with latest technology that is safe and staffed by professionals. Need to get more people involved. Those hear tonight care. Can't just talk but must come up with answers. Go On campaign is insulting. Kids aren't dropping out because they are stupid. It's because it's too expensive. Stop looking for</p>

	witches and magic bullets. Work together to solve the problem.
Common Core	S. Fricke: Small business owner. Some sort of due diligence when implementing new program. CCSS – did due diligence. Public License: protected by copyright or other applicable law. Accepts and agrees to be bound by terms of the license. CCSS are provided as is with all faults and NGA and CCSSO make no representation or warranties . . . Not liable for any direct, indirect, etc. for any risk or potential damage. Copyright – CCSS are property of NGA and CCSSO and they retain . . . NGA and CCSSO are promoting without accepting any responsibility. Implore committee to do own due diligence on CCSS and look hard at intended and unintended consequences. Large and permanent footprint of federal govt. Allow citizens of ID to be heard on this issue before committing.
Special Needs Students	P. Smith: Daughter Lizzie and service dog Arthur. Thank you for opportunity to be here. Has read and considered 8 ? Want to address special education and funding. Return tax levels to 90s to fund education and restore social safety net. 2) Work with Congressional delegation to fund IDEA-a civil rights law to guarantee education to kids with special needs.40% of extra costs of special needs would be borne by states. \$53 in funding for spec education in Idaho – could be doubled. Need to have a commitment to get this done. Stop playing games with ed. 2) generate more \$ spend for education 3) spend it on teacher salaries 4) have funding of special education at top of mind. Teachers need to teach nonverbal, sensory dysfunction and language and motor deficits. IDEA is fully funded put special education teachers back teaching. Use administrative assistants for paperwork. Put teachers back in classrooms.
Funding	S. Merrick: Teacher in Boise District for 20 years. Funding. 5 education bills passed by legislature were revived from Prop 1 – showed blatant disregard and disrespect. Didn't focus on a solution to consistent long-term equitable funding. Some legislators and ISBA pushed legislation to cut budgets by allowing districts to cut staff, salaries and days – teachers and students bear brunt of these cuts. Rep. Ringo – ID schools \$138.7m less in state funding than 2009 even though enrollment and costs have grown. Comes down to choices. Where are priorities. Increased class sizes. Educators are not getting raises. Beginning teachers steps frozen. Furlough days. No raises for years. Teachers spend their own \$ Not popular to fund charter schools and CCSS implementation to fund? Should provide funding for PD for teachers for reading and math initiatives. Teachers are stressed overburdened an overwhelmed. Teachers need respect, support and funding.
Common Core	S. Knutson: Mother – CCSS \$ will have to be spent on technology for new assessment. \$10-\$20 instead of \$1-\$2/student. Address funding. Let's insist we reduce bureaucracy. Pay teachers more. NCLB was based on accountability – instead created stress for educators. States sought waivers of NCLB – but leaders doubled down. NCLB failed because they had not reached far enough. Common standards and assessments. We get a lot of federal oversight. SBOE explains they will provide examples of curriculum materials. Districts can choose from CCSS aligned curriculum. Down through common assessments. SBAC recognizes the effect of the assessments – teachers give

	<p>high priority to tasks in test. Doc recommends linking and training for designers of curriculum and assessments. Seeing shift in curriculum. NM got \$25K – first time so many states have gotten together to. Bill Gates has put millions into development of CCSS. Asking for common sense thinking. ID has signed away right to adjust standards and only one vote in SBAC. Wants the right back.</p>
<p>School Choice</p> <p>Individualized Instruction</p>	<p>D. Keller: Educator for 26 years. Enrollment for 2011 – 281,772 students in public schools. Don't separate traditional and schools of choice. Learned that decentralization from administering a school of choice. Board, admin and teachers developed the vision. Meridian district \$35,000 students. Prairie had 9 students. Ed looks a lot different. Avg. funding for US \$11,824 / WY is \$18,000 and they are not the highest performing state. In decentralization you get people looking at learners in the school and all get together to design schools that address all students. There are outstanding schools in ID – magnets, schools of choice, etc. If we all get together and look at the design and use \$ for that design. That's where things start happening. No magic wand, but lots of good wands out there.</p>
<p>Common Core</p>	<p>S. Zimmerman: Mother of 8 children. Assume the Task Force has reviewed the CCSS and its impact. Opponents are told they are wrong even though they have read docs that back up their position. Prove that CCSS was a state led effort and that funding from NGA, Gates, etc. Developed behind closed doors. Where does it say ID still has control. Copyright – where is the process for amendment. Nothing proves CCSS is better. Would like to see something besides benchmarking report. How will the SLDS and the P20W, which we received federal grants for to develop doesn't violate children's privacy. CCSS and data tracking are horrible. Keep hearing that intentions are good but – ask for response with written references.</p>
<p>Common Core</p>	<p>R. Twight: Common Core – at the heart of CCSS is national control. Nationally designed assessments. Teachers will have to teach to the content of Common Core. National control over course content – what our children learn. The federal government will consult with business leaders about # of workers needed and schools will be incentivized and schools will steer student to turn our requisite #s of workers. Purpose is a nationally designed workforce not to allow individuals to choose what they love. Data mining and national computer database will follow each child thru out life. Will determine what each person will become based on national needs. CCSS – our children will be creatures of the central state for purposes of the central state. Urge you to get Idaho children out of perverse un-American system. Noted in goals of Task Force – no goal included for improving or increasing parental input.</p>
<p>Common Core</p>	<p>R. Ceranto: Parent. Like to bring up concern about CCSS. Not aware of them when they were implemented. Have been doing aggressive research. Profound change in education system. Controversial elements of Props 1,2,3 are being included in these standards. College and career ready sounds good, but small and med. Businesses and entrepreneurship is the remedy. Predetermined career path – don't want 4th and 5th grader to be thinking about career. Where's the proof the standards are better? High level of research on skills needed for the workforce and PS ed. There is no answer</p>

	<p>and we are supposed to be okay with children being part of experiment. Another concern is federal government' overreach in education. Framed as a state-led effort – another unfunded mandate packaged with stimulus \$. Lot of special interest groups. How can educators be unbiased.</p>
Common Core	<p>M. Wardell: Mother, grandmother and great grandmother. Educator most of adult life. Teacher now. Hear teachers say they don't know what CCSS is all about. Found out and its concerning. Found a lesson plan for math – but no numbers in it. No comparisons or math terms in the lesson plan. Saw social engineering. As an educator interested in tool for performance evaluation. Over the years, has been evaluated with different tools that were supposed to be the best tool. Went to state site and found there will be a new evaluation form called Danielson Framework. Researched that and found in the 1st paragraph – this framework is based on collectivism. Do we want to have this CCSS in our state, nation where we purport to be free individuals able to make choices. Implore the state to withdraw from CCSS.</p>
Early Childhood	<p>L. Simmons: Dir. Of ID Voices for Children. Speak about the importance of as we look at where kids are going through school and on to postsecondary education or career that we don't forget that it all begins with strong skill sets around reading. ID students need to be strong readers and successful in school. There are key things that influence reading. School readiness, absenteeism, summer learning opportunities. Ask the Task Force to consider is that we need to be sure School Districts are providing accurate and effective diagnosis for underperforming and need early intervention for reading. School Districts and the state need to take into consideration partnerships with families – ID needs to improve how they work with and value input of families. Building around early years rather than focus on what happens later gives better chance for positive outcomes. Take into consideration early years and don't forget that early years set pace for what happens later.</p>
Pay for Performance	<p>D. Roberts: Principal at East JHS. Taught in small rural school and in Meridian Dist. Excited about the future of education in ID. Lot of good things that will be happening. 9 year old daughter will get better education. Are some concerns. 60% goal – impact of the decisions we make not matching the intent. Want to do a better job. Decisions don't always match. Some decisions have negative impact. Funding – concerned about use of funds for PFP. It narrows the view too much. With PFP last fall – sister AP teacher for seniors – had not effect on SAT test but got full bonus. PFP not equitable – teachers will switch schools. It's not a motivator doesn't make you want to work harder. Concern about using funds for FPF. Prefer local control to district for PD, mentoring. Spent long time as coach – have to maximize the skills kids have. Teach, reteach and motivate. Look at individual and give districts local control.</p> <p>S. Lovelace: Founder of Step ahead Idaho. Advises kids on college going process. Meet with kids all over. What HS kids are like. Also worked on Boise levy campaign. Boise district has a tremendous opportunity to supplement state funds. Geophysicist by training. ID has \$5K/student. Some states are \$22K/student. In Boise, taxpayers have assessed \$2K/student. Lower class sizes, access to programs (Avid), AP, PD for teachers. Met with student on Friday. Sophomore. Hansen didn't pass levy. Bright and talented to go to college anywhere in US but doesn't have things available at school to get there. Kids in Boise have funding but state needs to take responsibility for all</p>

	students so some districts aren't disadvantaged.
Common Core	N. Wood: Principal decided to implement math and not do pre-algebra and go to algebra. Teacher said that they told the admins that it wouldn't work and would frustrate kids. Disappointed in CCSS and wouldn't have this problem if public had chance for more input. Hard was that every mark that was negative for child will go with him. Hope teacher will take time to know him and realize he is a good kid. He was frustrated with it. Teacher did help address it. Her kid will be okay. Frustrating as parent to have teacher say "I knew this wouldn't work." They are not letting teachers teach what they know. Thankful that people will give money. Gates could give \$ to teachers and classrooms.
Common Core	S. Johnson: Wants to learn more about CCSS. Wants to know the truth and what it is really all about. Is a teacher. Military family and has taught in several districts. First heard about CCSS that kids would be on same page. More behind CCSS than the standards. Appreciate those who spoke on the CCSS. Taught in Meridian and loved it. Nebraska – low class sizes, paraprofessionals, had resources and support. Able to reach out to the individual students and it made a huge difference. Doesn't need merit pay or bonuses. Don't need to be wooed. Teachers because she loves children and is passionate about education. Need to support and help teachers in the classroom.
Local Control	D. Ewing: Thank the Task Force for all the hours they put in and the teachers for selfless service and sacrifice for children. Acquainted with several members of Task Force – highly motivated and intelligent – fortunate – education is very important to family. Need to keep things as local as possible. Why would we want to cede control to the federal gov.? Look at the track record.
Early Childhood	S. Pool: K teacher for 8 years. Supports public pre-K, all day K and required K. Has students come to class who have never written their name. Have to prepare them for the IRI in April. Takes intervention as well as staff and paraprofessionals to supplement letters and sounds. If struggling students had public early childhood program would avoid need for intervention. 1 st grade classes expect students to read at the beginning of the year. Short school day limits progress students can make.
Professional Development	J. Shackelford: Boise and father of 3. Want to thank teachers who were responsible for success of children and wish them well. Chief of the many – adequate funding. Challenge of continuously improving teacher effectiveness. Worked years with teachers learned that every teacher wants to be successful. They want students to learn and learn what they are supposed to. Want to apply best instruction for each student. Each year new group of kids that is unique. Today's system too many teachers have to figure out the puzzle of each child with few resources. Ways of being successful with each individual are evolving and teachers need to know them ASAP. Once one has graduated with teaching degree most common form is thru college courses or drive-by in-service . Missing is a system that provide opportunities to work on specific learning challenges in their classes. Ways to create student success based on what is going on in their lives not in a theoretical classroom. Advocate for a system that includes job embedded PD. Restructure time in workday and year

	<p>given opportunity to observe very best of peers. Successful teachers sharing common planning items to discuss, research and solve challenges. Will make a world of difference. Means changing culture of the school day and year. Almost every day and hour but sometimes in other classes or discussion with other teachers. Create teacher PD initiative to develop plan to integrate strategies for job embedded PD. Fosters daily realities research and collaboration.</p>
Common Core	<p>H. Meck: Mother – kids came home with math. It makes no sense. CCSS is disdain for people. Denied people a chance to review and provide input on the standards. CCSS and Race to the Top has misused structure by taking people’s money and then force states to compete for the \$. Consequences are national standards that are inferior in quality and rest on philosophy contrary to our const., intrude on student and family privacy, etc. States have lost their control. States have chance to reverse this. Urge Idahoans, Task Force and legislature to reject CCSS.</p>
Common Core	<p>B. Menlove: Thanks to teachers. 2nd on a whirlwind of a whim. Representation of parents who are just finding out about Common Core. Is very involved but didn’t know about Common Core. People haven’t had opportunity to be involved. Common Core was a stealth campaign put in as quick as possible. States adopted it quickly to get Race for the Top funds. Appreciate hard work and information, but job as mother comes first and education is top of list. Sometimes #s mean control over child’s education. Control needs to be local and held by state and not by federal govt. holding incentives over state. Many parents want more information and know about data collecting. COMMON CORE is voluntary but there are incentives held over the head. Fed government is funding the program. Data collecting system that will monitor child through year. FERPA act has been changed. All info collected since 2009 can be shared among federal agencies w/out parental consent. Will private entities have access. Who can access the info and how does FERPA come into play. Bill Gates \$5B plan to put cameras in classroom. What is the community’s and family role in Common Core. Hard to have courage to change something that has been started. Urge Task Force to opt out of Common Core.</p>
Best Practices	<p>D. Monroe: Thank you and need. Micro business owner and worked at HP with an international team. Many countries are providing children with outstanding education. Concerned with link between poverty and lack of education. ID has highest percentage of people working at min wage or lower. Historically education has been a key to raise people out of poverty. Ask Task Force to look at best practices and what other states are doing. MT has all day K. Need to be open to what is working elsewhere and how it might work for ID. What is the vision for ID? Are we going to be state with strong education system or state with 2nd class system. If needed college educated workforce, we need strong system. Don’t want to be the poverty state. Look for proven strategies, evidence based solutions.</p>
Local Control	<p>D. Jones: Parent and grandparent. Thanks Task Force and public for participating. Was a legislator and is responsible for some of the education</p>

	<p>policy. Saw best schools in country and internationally. Key factor was a strong leader – principal. Look for leadership. Have highly qualified well-motivated teachers. Need leaders who can do what they know what to do. Look at leadership. Look at their training. Local control is good. Get legislature out of this and turn it back to local boards with comes responsibility to do job they are supposed to do. Give ability and authority to hire good leadership.</p> <p>Superintendents and principals and hold them accountable through financial incentives and ability to apply accountability measures. Look at colleges of education. Technology – look at a local basis. All should have access but should not be mandated or one size fits all. On funding – if you don't want federal \$ be prepared to pay more at local level state and local. Give boards and districts. Educational funding is not an expense it's an investment in your children and future of this state.</p>
Common Core	<p>V. Candeleria: 9-12 Project of ID. Group has been studying common core. Opponents have not been provided an opportunity to have public discussion before. This is happening all across the country. Over last 6 months resistance has built considerably. Approx. 30 of the 46 who signed on. Dozen who have considerable resistance that will result in legislation. It can be done but SBAC governance doc has to be approved by USDOE. Concern expresses about changes in FERPA law. Data collection has been going on a long time. Changes with CCSS to belong to the consortium. We remember hearing about SCF and reducing union power, etc. Never heard about that SDE and Gov. had committed ID to adopting CCSS. Some of the claims are that we were coerced by USDOE. We were required to adopt CCSS thru app of Race to the Top, membership in SBAC, Several requirements that SDE say aren't true. Despite the claims – group got source docs. Many of the claims are actually true. Arne Duncan's quotes.</p>
Special Education	<p>G. Wild: Mother of spec education student. Wanted to mention special education and autism. Add that you need to get down and do it whatever it takes. Autism has taught resilience and the way to do things. Temple Granden in the spectrum community – bring back to core abilities, being able to function, being resilient and wants Task Force to do whatever you can and bring in whoever you need to and investigate and look at the pros and cons and outcomes and take into acct what the community is asking for and believing you can do it. Please don't take more \$ from education as a whole or from special education because we need it.</p>
Early Childhood, etc.	<p>M. Manning: Teacher. Brought testimony to education committees. How to improve education system. Please raise the bar for all. 1) ID should mandate and pay for early childhood education. Will lead to measurable increases 2) lengthen the school day to 8 hours. More successful in global economy. More time will lead to measurable increase in student achievement. 3)ID should adopt national curriculum 4) emphasize tests w/essay style ? 5)Suggest that ID should have a publicity campaign celebrating teachers' service, sacrifice and success.</p>
Special Needs	<p>D. Greenhauge: Mother of autistic children. Concern is about education as a whole. One child is in spec education all day. Other just needs a little help.</p>

	<p>Difference in traditional and year round schools. Research supports year round schooling. Saves \$ and closes learning gap. Kids lose knowledge and teachers have to reteach. It wastes time and resources. Year round schools give needed breaks to teachers and students. Autism charter school possibility. Not taking away IEPs – parents still have choice. 1 in 88 students but they grow up to be adults. Not possible to give them all resources, just the minimal. They just need a little more help. Not be a burden on society. The world is now the square peg trying to fit in a round hole. Suggest as far as higher education – have worked with disability resource center – they lack resources – ½ have some form of disability. They need more resources. Will have to leave ID to get a master’s degree. Need to get more funding to programs that are more important.</p>
Special Needs	<p>C. King: Autistic. Urge Task Force to consider the points made by Phoebe Smith.</p>
Common Core	<p>J. Chapel: Wanted to hear thoughts on Common Core. Happy to see people opposing Common Core. Common Core is not just concerning but downright frightening. Not exceptionalism but control. Info tracking on health care, religious affiliation, etc. is metrics to be logged. Designed to provide customized education but common. Contradicts itself. FMRI – pupil monitoring, skin conductance wristbands. Paying for education system – those things are not cheap. Increase costs drastically. Oldest child in K. Won’t do it. Would homeschool first. Want children taught math, science and English and real History. If Common Core were in place in the 80s wouldn’t be an engineer. Will sell everything and quit job to educate his kids. Qs: how much math, science English could be given instead of assessments. Why is ID signing over sovereignty to Bill Ayers. Who will be the school official? Who will get data? Why the commitment from Microsoft and GE Foundation. What is the consistent data system? Explain what federal funds mean? Conservative but rather see kids getting educated in the ID way not what other states do.</p>
Public Input	<p>L. Keister: Our problems with education are bigger than Common Core. Lots of solutions. Hopes committee will allow people to offer valid suggestions. NCES stats. Can improve at all levels without additional funding. So much we can do that we are ignoring. Please give me 30 minutes of time to present to the Task Force. Hope the next time we see presentation it reflects the input.</p>

Mr. Westerberg closed thanking those who attended and shared how committed Task Force members are to education and thanked everyone for their participation.