

Mr. Chair, Members of the Committee. I am Tom Hearn trustee of the Coeur d'Alene School District and also the Region 1 ISBA chair. ~~I've been asked to make~~ Thank you for giving me opportunity to provide some comments about negotiations this past year in Coeur d'Alene with our teachers and how possibly the legislature could help our teachers and trustees.

Last year was one of the more difficult and contentious years of negotiations in quite some time because of the usual problem of disagreements over wages and benefits. With years of problems in state funding many teachers in the District are understandably anxious to make up for lost ground. Wages and benefits which consume about 89% of the budget in Coeur d'Alene are always a contentious issue and ~~problems~~ decreases in state funding along with annual increased health insurance costs made last year's negotiations particularly tough. The School Board and Coeur d'Alene Education Association began negotiations on April 28, 2014 and ended in a mediation session on September 25, 2014. We had 13 meetings including 45 hours of face-to-face negotiation plus many additional hours of preparation time involving data-gathering for these meetings. Our final resolution was with a mediator and resulted in a slightly lower district contribution for family medical coverage and a half a percent increase on the base salary.

The Coeur d'Alene School District, as with many districts, has annual increases in the cost of health insurance and many years those increases are double-digit. Also, ~~the fact of the matter is that~~ the Coeur d'Alene School District has \$4 million less in state money than we had in 2008. Many of our lower wage employees such as bus drivers, cafeteria workers, classroom aides, etc. are working for benefits. The school district has always had a somewhat decent benefits package but it has been slowly eroding over the years due to our financial problems.

Every year salary and benefits take up an increasingly larger share of our budget which leaves the remaining 11% or so to fund everything else. We are aware that this trend is unsustainable over the long run and without a significant increase in state funding and a lessening of our insurance costs, we will need to continue to make significant cuts to our benefits package for employees. If the legislature ~~could come up with ways~~ would be willing to work with ISBA to find a way to control or help fund insurance costs that would be helpful, ~~but~~ we realize that this health insurance issue is not just a problem in Coeur d'Alene but statewide and nationally.

The problem we are having ~~which~~ that is directly related to negotiations and funding is also recruiting and retaining qualified teachers and staff. Even though Coeur d'Alene is a desirable place to live, we are losing teachers to places such as Spokane Washington which is only a short drive away ~~and teachers can get a significant raise in pay by simply crossing the border~~. This problem with recruiting and maintaining teachers is not unique to Coeur d'Alene. ~~With the annual funding problems of schools of course the teachers feel they have a lot of catching up to do in terms of their salaries and they would also like to recover some of their health benefits cuts~~. The younger teachers who are a long ways from retirement are the ones that we often lose to other states that can pay them more.

So what can the legislature do to help out with negotiations? It would be helpful if we had a date for actually ending negotiations. However, ~~although~~ our board has mixed feelings about this issue. Some of our board members are very reluctant about being held to a particular date and simply imposing a contract settlement. ~~Why should the teachers in good faith inter into negotiations when the district can simply impose a settlement?~~ But we have ~~also~~ had a problem with negotiations dragging on for months and often times the teachers are reluctant to settle until

we have an audited fund balance which is not available to us until the end of August or even September. But it would be helpful to at least set some parameters on completing negotiations in a timely fashion.

Also obviously the legislature can help by restoring discretionary funds and an increase in state funding would also help alleviate the need for maintenance and operation levies which now consume about 21% of the Coeur d'Alene School District budget. What was once a supplemental levy is now essential to the operations of the school district. There is an obvious inverse relationship between schools funding from the state and levies. Increased funding would help in negotiations with the teachers, lowering the local property tax burden, and also in meeting our many other responsibilities in paying the costs of providing a quality education in Coeur d'Alene.

I'm aware of the fact that some legislators likely get tired of hearing about the desire for increased funding. But the reality on the local level is that our problems with negotiations could be significantly improved by funding. We don't feel our teachers are being greedy. They just want decent wages and benefits and if those continue to be eroded we will not only continue to lose quality staff, as stated, but we will also be unable to hire new teachers particularly in hard to fill positions like special education, high school science and others.

~~There is a funding crisis in public education in Idaho and of course it's going to affect negotiations as it did in Coeur d'Alene this last year.~~

Thank you for the work you do and your attention to my comments.

I'm not glad to stand for any Questions?

ATTACHMENT 3

Good afternoon, Mr. Chairman. Thank you for the opportunity to address the committee. My name is John Menter and I am a Trustee with the Troy School District #287. I also have the honor to serve as the President Elect of the Idaho School Boards Association. I would like to start my testimony by giving you some information on my district: We have 293 students (K-12), 25 certificated staff members, 25 classified staff and 2.5 administrators. We have strong representation within our local education union, Troy education association and hold annual negotiation sessions beginning each spring. Proposed items for negotiation this past year were: from the district: 1) Salary & Benefits 2) Accountability timesheets for extracurricular stipends. From the TEA: 1) movement on steps and lanes (education and experience) 2) a 3% salary increase. Sounds fairly simple, but not quite. TEA requested that we begin negotiations on March 9th and then on March 17th the district received a request for documents such as:

- 1: Five years of audited financial reports
- 2: Five years of the district's budget vs actual expenses
- 3: Calculations of the district's support unit decline over the past five years and a projection of what the support units will be for the 2014-15 school year.
- 4: A financial analysis that shows how much the district's fund balance has actually decreased this year.

There are several others which I have provided in a written document for you to look over. The union continued to ask for additional budget and financial documents and used the negotiation sessions over the next five months to ask questions regarding the district finances and budget. Keep in mind that every TEA negotiator had been on our district budget committee and had opportunity to ask questions and had access to all of the district's financials. No budget questions were asked during those budget committee meetings. TEA negotiators preferred to do their budget questioning at the negotiation table. The budget is one of the items that the board does not negotiate. Therefore, this series of questioning was out of line and that point was frequently made to the association negotiators. Troy School District Staff (Superintendent and Business Clerk) put many hours into the negotiations process: roughly 60 hours and an additional 10 hours by the Business Clerk preparing requested documents for the TEA. Idaho Code requires districts to issue teacher contracts on July 1 of each year. Based on guidance from the SDE, we issued our teacher contracts based on the prior year. Negotiations have not been closed and we have not been approached by TEA for further negotiations meetings.

Legislation that has been helpful has been one year master agreements, the "Evergreen Clauses". This prevents current boards from binding future boards to items which may not be relevant to the operation of the district in the future and allows districts to place many of those issues which used to be part of the master agreement into district policy.

Mr. Chairman I would be glad to stand for questions.

Thank you Chairman Mortimer and Good Members of the Senate Education Committee for allowing me to share about the successful implementation of the Leadership Premiums in our District. I am Jim Stoor and today I represent both the Soda Springs School District where I serve as chairman of the board and ISBA where I serve on the Executive Board as the Chair from Region 5. Just a little background for you all here, I have served as a Trustee on my local Board going on 11 years and this is my second year serving on the Executive Board for ISBA. I grew up in Agriculture and currently work for the JR. Simplot Company.

The Soda Springs School District educates just under 800 (796) students and employs approximately 50 certificated teachers housed in a configuration of elementary K-4, middle school 5-8, and high school 9-12. The Leadership Premium program brought approximately \$35,000 to our district allowing for 31 leadership premiums given to 25 teachers which is approximately 50% of the teaching staff. The amounts of the premiums range from \$850.00 to \$1200.00 depending on the job description and these Premiums were offered in a supplemental contract.

The leadership premiums to our District has made a huge impact on teacher collaboration and student achievement. Administrators worked closely with teachers and the Board of Trustees to initiate a plan which would allow teachers to share leadership responsibilities. Many of our teachers had shared these responsibilities for years, but this shared responsibility, was based upon who had the time, who had the interest and who would show up for the meetings.

The creation of the Leadership Premium Plan allowed the most qualified individuals to step into the most needed areas of our collaborative teams. The opportunity for all teachers to apply and know they could be part of different teams has helped eliminate a non-collaborative culture. The teachers have a different perspective and have seen success from their efforts. The Board of Trustees along with the leadership team set up an application process and was able to create job descriptions aligned with stipend amounts to add credibility and accountability to the positions. Some of our fears in offering these premiums were that it would stifle collaboration, create animosity and thought we would have some individual issues, but what we found, for the most part, was that teachers appreciated the leadership coming from within their own ranks. The best way to describe the overall impact of our plan is to offer examples of the positions created for use in our district:

ELEMENTARY SCHOOL

At the elementary school, Principal Sue Hansen writes: "...stipends from the Leadership Premiums have helped Thirkill Elementary meet state requirements on the WISE Tool School Improvement Process. It has provided funding for teachers on the Framework for Teaching from the Charlotte Danielson Model, and helped with the implementation of The Leader In Me Character Education Program, as well as Technology Integration. Mrs. Hansen states: "As the principal, I would not have been able to do all these things without the help of these leadership teams. There was an expectation from the teachers that work needed to be done in order to receive the stipend so it was easy to ask them to attend meetings or training."

MIDDLE SCHOOL

At the middle school, Principal Debbie Daniels shares "I have felt very fortunate to have the use of the Leadership Premiums this year. At the building level, I have an Educational Technology Specialist that helps the teachers with instructional technology needs, resources, and training geared toward their needs and interests. At each grade level, we have 4 Professional Learning Communities Leaders (PLC) that meets with grade level teachers weekly. They align curriculum, examine data, discuss student concerns, organize FLEX (an advisory type period where students obtain remediation every day), and collaborate on best practices. In addition, we have two teachers who received a premium for teaching high school level courses for Advanced Opportunities Initiative. The use of Leadership Premiums has created a leadership team that is making a positive impact on Tigert Middle School".

HIGH SCHOOL

Principal Robert Daniel at our High School shares..."At Soda Springs High School (SSHS) we currently have 8 teachers in Leadership positions that are being funded through the Leadership Premium Plan. Currently we have leaders in the following: 1 Teacher in Technology Integration, 4 Professional Learning Communities Leaders (PLC), 1 Advanced Opportunities Coordinator, 2 Dual Credit Instructors." One goal of the leadership premiums at the high school was to attract teachers to become certified to teach Dual Enrollment. Working closely with the **College of Southern Idaho**, we were able to add to the Humanities Courses, add additional Math courses and are in the process of adding English and Science to our Dual Enrollment opportunities.

DISTRICT LEVEL

Finally, as you are aware, most rural districts in Idaho do not have access to a curriculum director. The absence of a curriculum director places this responsibility on each building principal. At the district level, we were able to fill this valuable need with ELA and Math Core Coaches to coordinate our efforts, in between grade levels and building levels. One principal shares, "I have two teachers in my building holding District leadership positions. The District ELA facilitator continues to work with the ELA department at the middle school and the high school to align Curriculum, beef up the rigor, and focus on the common core. Writing has become a component in core science and core history classes as well. The District Math Facilitator has met with the math teachers throughout the district, works with Mr Jason Libberton, a Regional Math Person from **Idaho State University**, and continues to develop math techniques and resources to share with the other math teachers.

In addition, at the district level we were able to establish 2 Advanced Opportunity Coordinators for both the middle and high school levels to make sure these opportunities were made available to all students. We also funded positions to mentor new teachers.

On behalf of the students, staff and the Board of Trustees of the Soda Springs School District I would like to thank you for your attention in this matter and ask that you continue to fund this valuable program. And with that Mr. Chairman, I would stand for questions.....

Additional Information

More Detail from Thirkill:

1. **School Improvement Team** -- met weekly during September/October to meet the November 1 submission date for the WISE Tool. We have met twice in January to monitor progress to meet the February 1 submission date. They have also helped begin the process of completing the documentation to move to Schoolwide for Title I. (As a reminder, the funding for this stipend came from the School Improvement Grant)
2. **The PLC grade level leaders** attended two days of Charlotte Danielson training in December (a Thursday and Friday). At this training, they not only gained a deeper understanding of the Framework, but also planned how to share the information with their grade level. Since the training they have completed the activities during grade level meetings and during faculty meeting. The teachers have appreciated receiving small bits of information and being able to discuss it as opposed to meeting for a full day to disseminate the information.
3. **Character Ed Lighthouse Team** participated in training on a Friday in October to understand the criteria for becoming a Lighthouse School. Monthly meetings are held after contract hours to review what is expected for a year one school. Teachers also present in faculty meeting to keep the enthusiasm going for this program.
4. **Technology Integration specialist** has been accessible for teachers to ask questions. She is also reviewing apps to be used in science and other subjects. She regularly presents in faculty meeting. She arranged an introduction to Kahn academy from a high school teacher.

More Detail From SSHS on how it is monitored

1. Each educational leader is given expectation of what their leadership position covers.
2. All positions are monitored by the Principal through quarterly meetings with leaders. During quarterly meetings the teachers discuss what things they have been working on with other teachers, and they go over the list of expectations for their position to see if there needs to be improvement.
3. Some of the leaders have been working in these capacities prior to the premiums being allocated, but others have stepped up and are taking responsibility for their new positions and leading others to improve the educational process at SSHS.

QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS MATTERS

Since I entered the teaching profession 45 years ago, teaching strategies, curriculum and technology have changed dramatically. No longer do we see slow curriculum changes, minimal technology being used and old tried and true strategies no longer work as effectively as they once did.

National mandates determine our strategies, textbooks with added material are adopted more frequently and technology changes by leaps and bounds.

Professional development for teachers is a key mechanism for improving classroom instruction, staying current and student achievement.

Professional development affects student achievement through three steps. First it enhances teacher knowledge and skills. Second, better knowledge and skills improves classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected.

If we want students to learn, the most critical element is the teacher. So professional development is the most important thing we can do to help students learn.

Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education that could give the teacher that extra help in all areas for their students. There are on-line workshops and classes that teachers could attend as well as on-site workshops and classes.

There is no coherent infrastructure for professional development therefore it is a patchwork of opportunities- formal and informal, mandatory and voluntary, free spirited and planned.

Regardless of the format, none of this comes free or even inexpensive. It is difficult for teachers and administrators to receive professional

development because they often have to drive great distances to meeting sites. If an expert is hired for on-site training the costs of travel and housing must also be included in the cost of the course. College credits have become so expensive that even one credit can cost as much as \$450.00 (potentially the cost of insurance for one family member per month).

Our district is only able to allocate \$6,000.00 for professional development. The classes must be related to their current assignment or to build toward additional certification. The staff of 20 must share this so the reimbursement is about \$300.00 per person if they all participate in a given year.

As a board member, it is my duty and mission to try and always do what is best for the students. But in order to do this I feel I must also try to do what is best for the staff and help them realize or achieve their potential.

We should invest in either finding the best teachers or provide exceptional professional development to help them become the best without it becoming a financial burden to the teacher or the district.

SENATE ED COMMITTEE PRESENTATION

February 16, 2015

Chairman Mortimer and members of the committee: I am Marg Chipman, VP of the ISBA, and a trustee of the Weiser School District, serving in my 22nd year. When the IEN was established, the Weiser School District embraced the opportunities it provided to our small, rural community, realizing that the IEN would make it possible for our students, and those around the state to whom our faculty provides instruction, to overcome the educational disadvantages we were encountering and help to level the playing field between rural and urban students.

According to information from the IEN, less than 50% of high schools in Idaho are using the video conferencing equipment to deliver classes to students; however, there are currently 219 High Schools in Idaho that are connected to high-speed broadband internet as a result of the IEN. Of those high schools, 212 or 97% use their high-speed internet connection every day to provide education to thousands of Idaho high school students.

If broadband connectivity is lost due to the interruption of service from the IEN, the Weiser School District would lose access to the following applications until a local internet provider was able to establish service:

- School Master
 - Student management system
 - Attendance
 - Guidance
 - Scheduling
 - Grading
- Email
 - Hosted by Tek-Hut
- All Professional-Technical Reporting
 - 10 forms
- ISEE Reports
 - Fast Forward
 - Enrollment
 - Attendance
- Special Education
 - Enrich Special Education Compliance/Document Software
 - All special education documentation is stored on a secure server
 - All special education forms must be completed online
- Federal Programs Reporting
 - Consolidated Plan that must be completed to secure Federal Funding for education
 - Title Ia
 - Title IIa: Improving Teacher Quality
 - Title III: Federal LEP
 - State LEP
 - Rural Low-Income Schools
- MyOn Reader
 - Digital Library
 - Bi-lingual books available

- Read 180
 - Approximately \$25,000 program used for specially designed ELA intervention instruction
- Accelerated Reader
- Sum Dog (Math intervention software)
- Study Island
 - Idaho Core Aligned supplementary program
- K-12 Mathematics curriculum
 - Eureka Math
 - Mathematics Vision Project
- Idaho Digital Learning Academy Courses
- Online Correspondence courses
- Pharmacy Tech course
- Edmodo
 - Blended Classroom Instruction
- Programs tied to Idaho Technology Pilot Grant at Park Intermediate School
 - Keyboarding Online
 - Reflex Math
 - Discovery ED Tech-Books for Science instruction
- ISAT 2.0 Testing (95% of students in grade 3-8 and 10 are required to test this spring or \$245 million in Federal Funding could be withheld)
- FAFSA access for college and career counselors
- SAT test registration: High School Registration
 - Online registration is required
 - Online SAT prep class available to all juniors in the State
- Access to the internet using Chromebooks (must have wireless and internet to function)
 - 144 devices in 4 mobile carts at Weiser High School
 - 72 devices in 2 mobile carts and 25 used as desktop devices at Weiser Middle School
 - 30 devices at Park Intermediate School
- Google Applications for School
 - Google Docs (Word)
 - Google Forms
 - Google Sheets (Excel)
 - Google Slides (PowerPoint)
- Family communications
 - Email
 - Teacher Websites
 - Edmodo
 - Family Link in School Master
- File Storage
 - Dropbox
 - Google Drive

The following educational opportunities would be lost if Video Conferencing Classrooms provided by the IEN are no longer available:

- College Level Course work from College of Southern Idaho

- History 101: Western Civilizations
- Psychology 101: General Psychology
- College Level Course work from Boise State University
 - Math 175: Calculus II
- Introductory Programming classes from Twin Falls High School
 - Introduction to Programming for dual-credit through CSI
- ACT Prep Class from Westside High School
- Holocaust Literature course originated at Weiser High School
 - Satisfies humanities graduation requirement
 - This course has been taught to Murtaugh HS, Jerome HS, Garden Valley HS, Melba HS, Payette HS, Emmett HS, and Silvercreek HS
- Communications 101 course originated at Weiser High School for dual- credit from CSI
 - Satisfies Communications graduation requirement
 - This course has been taught to Murtaugh HS and Garden Valley HS
- Spanish I and Spanish II course originated from Weiser High School
 - Satisfies foreign language requirement for admission to out of state colleges and universities
 - These courses have been taught to Murtaugh HS and Potlach HS
- EMT Basic course originated from Weiser High School
 - This course has been taught to Kamiah HS
 - Students that complete this course and pass their board exams can be licensed EMTs

The question that has all of us wondering is if we do lose broadband connectivity due to the loss of the IEN, how long will schools be without internet connectivity and how will a service we have all come to depend upon change?

According to Camille Wells, there are two short-term solutions being discussed to get schools from the end of February to June 30 of 2015:

1. The Legislature will allocate funds to local school districts so that they can purchase public commodity internet service from the vendor of their choice. This would result in schools using internet that is part of an unmanaged, public network—a huge change from what we have now. “Managed” means that the network is constantly being monitored by ENA—we experience no delays and often times, are contacted to let us know there is a potential problem, which is fixed before we experience it. It is so reliable and always “on.” We are concerned with data privacy issues in an unmanaged, public service.
2. The IEN is interested in formulating a short-term, emergency solution to continue the service it is currently been providing with no interruption to service. This solution would provide school districts with access to a managed, private network that has proven to be consistent and reliable.

The Weiser School District and the Idaho School Boards’ Association are in favor of a solution that ensures that the quality of internet service we have come to rely upon is not interrupted in any way so that we can continue to serve our students to the best of our ability.

Good afternoon. My name is Anne Ritter and I am Vice Chair of the West Ada School District and past president of the Idaho School Boards Association. I have been asked to address the issue of testing.

The West Ada School District participated in the spring 2014 SBAC field test in grades 3-8 and 11. Since no scores were generated from the field test administration, student's test sessions were limited to a class period of 45 minutes per test. Since there were 4 separate tests, 2 English Language Arts and 2 Mathematics, student's total test time for the SBAC field test was approximately 3 hours.

There were both pros and cons with the administration of the test. Idaho was well prepared for the administration of a computer based test compared to other states. We benefitted from the use of hand held devices in many classrooms which alleviated the need to close down the computer labs in those schools. However, in schools that do not have the widespread availability of hand held units there was some concern regarding the amount of time the computer labs were closed for instructional purposes and were used solely for test administration.

The West Ada School District continues to administer the NWEA MAP (Measures of Academic Progress) fall and spring tests in grades 2-8. The Common Core aligned MAP tests are computer adaptive tests that accurately measure student's achievement regardless of their grade level. It also provides a stable measure of student achievement using a RIT scale. This assessment provides valuable information at both the school and student level. The test takes approximately 60 minutes per test to administer. The district administers the Reading and Mathematics MAP. Because we have used the test for so many years, this year's 8th grade students who have been West Ada students since the third grade have five years of growth and achievement data in both Reading and Mathematics. That data is used to differentiate instruction, determine appropriate student placements and assess the effectiveness of the district programs.

We support the administration of the SBAC test this spring, and we are ready to administer the tests. We need one data point to determine both the quality and usefulness of the data. After this administration we should be able to accurately determine how to balance the assessment both in time and content.

We anticipate that the testing time of students in grades 3-5 will be 7 hours, 6-8 will be 7.5 hours and grade 11 will be 8.5 hours. Those testing times include the Computer Adaptive Test, the Performance Task and the In Class Activity portions of the test.

These are some suggestions from our testing department:

Stagger the administration of the Performance Tasks. For example, administer the ELA Performance Task in grades 3, 5, 7 and 9 and the Mathematics Performance Test in grades 4, 6, 8 and 10. The total annual testing time would be decreased by 2.5 hours.

To calculate growth, keep the Computer Adaptive Portion of the SBAC test at every grade. It would allow a year to year data point that could be used for that purpose.

I know there is support to test in grades 3-8 annually and used the PSAT/SAT for the high school metric of college and career readiness. Until we can assure the PSAT/SAT is an appropriate measure of the Idaho Core Standards and a cut score can be established to represent high school standards attainment I believe we should continue to use the SBAC/ISAT in grades 3-10. The 10th grade SBAC/ISAT should be the marker for the individual graduation requirements starting with the class of 2018, which are this year's 8th graders.

If the State Of Idaho continues to require student achievement results to be considered in the teacher evaluation process, the PSAT/SAT would be limited for this purpose.

The State of Idaho's system of school accountability must responsibly calculate, interpret, and communicate assessment results at the school and district levels. An accountability system that aggregates data into a single rating frequently misrepresents school and district effectiveness. In Idaho the star rating system has contributed to the negative response by educators to the SBAC/ISAT. Educators are not opposed to being held accountable for student learning results, but when results are misinterpreted they don't support and/or trust the assessment.

Currently, the public and educators often view assessment as antithetical to the educational process and student learning. Consider the following quote from a September 17, 2014 EdWeek article, Debunking the Three Assessment Myths:

"Educators are not happy that assessment demands are intruding on day to day teaching and learning."

I think the short sentence represents a universal sentiment. It is becoming very popular to advocate for little or no testing. There have been many things that have contributed to this attitude-one of the greatest being No Child Left Behind- but I think it takes us in the wrong direction. Assessment is, and always has been, an integral part of the instructional cycle. We need good metrics and data at both the individual and school levels to gauge the health of our educational system and make decisions for improvement. We need to improve the student learning metric and use the results effectively –not eliminate it.

Thank you for your time and I will stand for any questions you may have.

IEN Talking Points 2-16-2015

- Judge issues ruling on 11/10/2014
- Judgment made the contracts void on 2/11/2015
- CenturyLink has threatened to shut off service on 2/22/2015
- Funding for school broadband ends on 2/28/2015
- Next steps are in flux
- The Department of Education's goal is to help schools move forward, and avoid any seniors (and other grades) losing credit and/or not graduating due to a loss of internet.

Immediate Issues

- Consider contacting your legal counsel to see if you can still pay if you purchased additional services off the state IEN contract.
- Schools need to have an emergency plan in place in case they need to secure their own service immediately to finish the year.
- Consider not signing long term contracts

E-rate

- Form 470s must be filed by 2/26/2015 to start on 7/1/2015
- Form 471s must be filed by 3/26/2015 to start on 7/1/2015
 - Recommend 3/24/2015
- Follow all proper state and federal procurement rules
- Consider not signing contracts longer than a year
- Explore month to month service options
- SDE will provide technical guidance for E-Rate filing, RFP writing, and any other support needed
- Todd Lawrence new E-Rate support
 - (208) 332-6959, tlawrence@sde.idaho.gov
- Will Goodman (208) 332-6970, wgoodman@sde.idaho.gov

Long Term

- The Legislature is looking at long term solutions